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Worlds Apart? International Students, Source-Based Writing, and Faculty Development Across the Curriculum

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Worlds Apart?

International Students, Source-Based Writing,

and Faculty Development Across the Curriculum

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Education

by

Greer Alison Murphy

2016

ABSTRACT OF THE DISSERTATION

Worlds Apart?

International Students, Source-Based Writing,

and Faculty Development Across the Curriculum

by

Greer Alison Murphy

Doctor of Education

University of California, Los Angeles, 2016

Professor Diane Durkin, Co-Chair

Professor Mark Kevin Eagan, Co-Chair

This study examined how English as a Second Language (ESL) and Writing program faculty at a professional liberal arts college partnered with faculty across the curriculum to help international students learn to write from sources and avoid unintentional plagiarism. Eight participants joined a series of action research professional development workshops. In these workshops, faculty focused on defining plagiarism in both academic and professional settings, designing culturally inclusive assignments, reviewing multilingual student writing, and talking to international students about plagiarism. By the time workshops concluded, participants had synthesized their work into a toolkit of best practices for addressing source-based writing in discipline-specific ways.

Data collection relied on faculty (transcripts of interviews and workshops, reflective journals, syllabi, and other academic documents) and student sources (samples or drafts of assignments submitted in writing-intensive classes). Data analysis adopted a descriptive approach to investigating participants' lived experiences in teaching international students about academic honesty and ethical use of sources. Participants felt they made progress in developing nuanced vocabulary to distinguish appropriate (effective) from inappropriate (ineffective) borrowing, in understanding institutional processes and pressures that helped or hindered their work with international students.

Participants reported changing their pedagogy and assuming further responsibility for addressing source-based writing with international in appropriate and discipline-specific ways. They also recognized their work was far from done. Improving communication and shared governance, increasing accountability systems, and centralizing institutional research efforts all emerged as priorities. So did providing training for adjunct instructors. Workshop faculty were proud of what they achieved, but doubted if their efforts would be recognized or reciprocated by colleagues, international students, or the institution.

The findings of this study suggest that professional liberal arts schools have much to gain from collaborative, action research-based professional development. Learning community workshops can be a force for positive pedagogical change. But such change will not take place overnight. Overseas enrollment in U.S. institutions of higher education continues to grow and diversify. Small, tuition-driven universities should embrace action research as a viable method of faculty development and a valuable means for fostering international student retention and achievement.

The dissertation of Greer Alison Murphy is approved.

Alison Bailey

James W. Stigler

Diane Durkin, Committee Co-Chair

Mark Kevin Eagan, Committee Co-Chair

University of California, Los Angeles

2016

DEDICATION

To family—the one I was born into and the ones I have joined along the way.

To pedagogical magic.

To the spirit of *osu*.

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ACKNOWLEDGMENTS

This dissertation would not have been possible without the love and guidance of far too many individuals to name. What follows is a (woefully) incomplete list of the educators, scholars, and friends who have helped make this dream of mine a reality. Thank you …

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… To all my ELP faculty, especially Drs. Cindy Kratzer and Linda Rose, for demonstrating the meaning of leadership. You challenged me to accept my responsibility as an educational leader in my own right. You gave me tools and courage to ask critical questions, express myself with confidence and conviction, and connect research with practice.

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CHAPTER 1

This study investigated how English as a Second Language (ESL) and Writing faculty in a professional liberal arts college partnered with faculty in disciplines like Business, Architecture, and Philosophy to help international students understand norms of source-based writing and avoid unintentional plagiarism. As international enrollment at U.S. institutions of higher education grows and diversifies (Institute of International Education, 2015), small, tuition-driven colleges and universities cannot afford to assume the same resources and learning opportunities created for domestic, monolingual students will work with students from overseas. By encouraging faculty to work across disciplines to identify and implement tools for teaching learners of varied linguistic, cultural, and educational backgrounds, these institutions can find ways to more effectively serve and retain this important population (Shapiro, Farrelly, & Tomas, 2014).

International student enrollment in U.S. higher education increased dramatically over the past decade (Glass, 2012; Lee, 2010; Institute of International Education, 2015). Although learners from overseas comprise four percent of the undergraduate population nationwide, their numbers increased an average of almost nine percent in the 2014-2015 academic year alone. A total of 974,926 non-immigrant, international students received temporary visas for postsecondary education, with schools in California, New York, and Texas receiving a combined total of 33% of such students. China, India, and South Korea send the highest numbers, although countries like Saudi Arabia, Iran, and Kuwait also send significant numbers of students (Institute of International Education, 2015). While international students bring additional tuition and revenue for the institutions they attend, they may also represent additional challenges. Differences in language, culture, and educational backgrounds

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complicate the adjustment process for international college students—and the faculty who teach them (Andrade, 2006).

One of the reasons these complications arise is that faculty underestimate the challenges international students face (Bista, 2012). Inside the classroom, international students may become confused if classes feature more discussion than teacher-fronted lecture, if lectures do not follow the organizational pattern of the textbook, or if teachers do not provide notes or lecture summaries to students immediately after each class (Bista, 2012; Huang & Brown, 2009). Outside the classroom, when doing work on their own, international students may struggle to compose writing assignments that require them to integrate and cite outside source material (Angelil-Carter, 2000). And for these students, breaking the rules of referencing can lead to more than just frustration. It can lead to accusations of plagiarism and, in more extreme cases, to academic failure.

Problems with Plagiarism

One problem with plagiarism in academic settings is that is definition has proven so elusive. The Merriam-Webster Dictionary defines *plagiarism* as "the act of using another person's words or ideas without giving credit to that person." Meanwhile, the University of California, Los Angeles defines plagiarism as "the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation" (UCLA Student Code, 2014). Research indicates that many faculty at Western colleges and universities report international students for suspected plagiarism at higher rates than domestic students (Mott-Smith, 2012; Pecorari, 2003). Once reported, students from overseas are likely to face harsher penalties than domestic students as well.

In 1998, 47% of the 152 plagiarism cases reported at the University of Southern California involved international students; that year, international students made up 10% of the school's population (USC Institutional Data). And from 2006 through 2010, international students at the University of Texas at Austin were disproportionately represented in academic disciplinary violation statistics (UTA Institutional Data). Finally, in 2007, 34 Duke University students were found guilty of violating the school academic honor code; all nine who were expelled came from overseas ("Duke Cheating Case").

Data from universities across the United Kingdom, Canada, and the United States suggest that the guidance international students receive on citation, writing from sources, and avoiding plagiarism is not sufficient. For example, Abasi and Graves (2008) found that plagiarism policies at a Canadian university negatively impacted the relationships international students attempted to cultivate with department advisors. The academic honesty guidelines students received at orientation and throughout their careers served to "mystify" (p. 221) rather than clarify expectations. Rather than trying to develop their own authorial voices, students responded to the constant admonitions and moralistic, thou-shalt-not-plagiarize warnings by focusing on avoiding plagiarism at all costs.

One student became so obsessed with avoiding plagiarism that she inserted parenthetical references in papers after nearly every sentence:

> The only drawback of the Internet is related to the gap between the have and the have-nots (Papacharissi, 2002) … it does not even guarantee increased political activity or enlightened political discourse (Papacharissi, 2002, p. 13) … On the other hand, it also fragmentize users and threaten to overemphasize … differences and downplay or even restrict commonalities (Papacharissi, 2002, p. 17).

> (Abasi & Graves, 2008, p.228).

This student explained her behavior by stating, "I know [the professor] has read enough about this and can identify 'Oh yeah, this idea is not yours!'"(p. 228). She claimed she understood the rules of academic honesty, in particular the need to cite sources when presenting facts or ideas that are not common knowledge. However, she also admitted to following patterns (such as over-citation) that she knew made her writing less effective.

In their case study of two Chinese students in an academic writing course at a large, Midwestern U.S. university, Hirvela and Du (2013) discovered similar confusion. Despite completing paraphrase and summary exercises in the course, students displayed overwhelming preference for direct quoting as a method for incorporating source material in their writing. One student ended the semester asking, "Why am I paraphrasing?"(p.87). For this student, knowing the rules and understanding how and why to use them were not the same thing. Hirvela and Du concluded, "The teaching of paraphrasing is not simply a matter of supplying students with … skills or strategies. It is also important to look at how students conceptualize and evaluate these skills" (p. 97). Ultimately, the researchers contend, writing-intensive course faculty can and should do more to educate international students on writing from sources and avoiding plagiarism.

<center>**Problems with Academic Writing**</center>

For international college students, developing academic listening and speaking proficiency in English—interacting with peers and professors, participating in class, and navigating the various registers and discourses that come with pursuing a degree in the U.S.—can be a complex process (Biber, Conrad, Reppen, & Byrd, 2000; Leki, 2006). Developing academic reading and writing proficiency—learning to decode and produce text according to the conventions of American college environment—can be just as challenging. In fact, many

international, multilingual students find academic literacy the most elusive skill of all (Ferris, 2009; Leki, 1992; Zamel, 1995).

One reason international students struggle to achieve academic literacy is that they lack the same "lifetime of exposure to English" (Leki, 1992, p. 38) as their domestic counterparts. However, the struggles international students face are not solely linguistic. Even when international, second language (L2) English writers understand the language of reader expectations, their own cultural and rhetorical preferences can undermine their efforts (Riazantseva, 2012). For example, some students actively refuse to follow citation requirements because they fail to see how writing they have produced differs from what is expected: "I told [the instructor] that [my paper] is written in the academical [sic] style … I ain't changing anything" (Riazantseva, 2012, pp. 190). Even students who take less confrontational approaches may bristle at the idea of adopting what educational training causes them to see as the clunky, unsophisticated writing style required by U.S. faculty.

As Newstetter, Shoji, Mokotsu, and Motsubara (1989; as cited in Leki, 1992) discovered, international students from countries with different cultural and rhetorical traditions may learn and follow rules of academic honesty without appreciating why they do so. These students may avoid the immediate negative consequence of committing or being reported for plagiarism even as Western academic writing still seems "stupid" and "childish" (as cited in Leki, 1992, p. 85). In the words of one student, "Example example example, concrete concrete concrete …. I cannot understand why the reader cannot infer. Why do we have to be so obvious?" (p. 85). Faculty who explain the *what* of academic honesty without addressing the *hows* or *whys* in specific and culturally sensitive ways leave these students' needs unserved. When they provide surface explanations ("cite your sources and don't

plagiarize," "cheating is wrong") without delving more deeply into the complexities of originality, intertextuality and responsible source use, faculty perpetuate their roles as plagiarism police and do themselves as well as their students a disservice.

Problems with Faculty Perspectives

Faculty and scholars in fields such as language acquisition (e.g, Cummins, 2000), applied linguistics (e.g., Pennycook, 1996) and composition studies (e.g., Eckstein, 2012; Howard, Serviss, & Rodrigue, 2010) have recognized that international students need ongoing training and support in academic writing. But English-speaking academy, writ large, has not acknowledged such a need (Hyland, 2013). Some U.S. professors conflate international students' failure to meet expectations with poor language skills or lack of cognitive ability (Zamel, 1995). Even those who adopt a more forgiving stance say that improving international students' academic English proficiency neither is nor should be a faculty responsibility—a perspective that places the burden for overcoming writing challenges on international students alone (Andrade, 2010; Trice, 2003).

Some faculty are more likely to identify international students as plagiarists, especially when the students come from China or other Asian countries. According to Mott-Smith (2012), this association begins with a "stereotype of Chinese students as passive" and combines with what faculty know or observe about "Chinese values (respect for the authority of the text), Chinese learning strategies (use of models, memorization), and a vague Western definition of plagiarism" (Mott-Smith, p. 253). Mott-Smith notes that once faculty identify international students as plagiarists, they stop "examining the role of copying in a student's textual construction" and "resort to punishment" (p. 253) rather than education. This deterministic view can lead to disciplinary action or expulsion related to plagiarism falling

disproportionately on international students, which some argue is what happened at Duke in 2007 ("Duke Cheating Case").

The Need for Student and Faculty Training on Plagiarism

As Maxwell, Curtis, and Vardanega (2008) delineate, plagiarism is a complex phenomenon that encompasses the following practices: verbatim copying (copying word for word from a text without mentioning the source), purloining (copying from another student's text without his or her knowledge), ghost writing (drafting a paper for another student to pass off as his or her own), illicit paraphrasing (borrowing from sources but not indicating they did so), sham paraphrasing (copying verbatim from sources but implying or representing it as a paraphrase), and recycling (submitting an assignment to more than one instructor). After surveying undergraduates in Accounting, Economics, Marketing, and Psychology, researchers discovered domestic Australian and international students shared similar views on academic honesty. One important similarity was that fewer than one-third of either group identified sham paraphrasing as a form of plagiarism.

Despite apparent similarities among these groups, Maxwell et al. conclude that students from overseas faced an additional burden. As they observed, "the technical aspects of putting knowledge into practice may be more difficult for second language speakers" (p. 31). Understanding the rules of good academic conduct—i.e., avoiding plagiarism—involves a "certain control" of English that international students "may not yet have achieved"(p. 31). Ultimately, according to Maxwell et al., faculty across all disciplines can and should teach international students about plagiarism because "higher education is a co-produced product" (p. 33). Learning about students' linguistic and cultural backgrounds, implementing culturally responsive pedagogy, and developing adequately scaffolded assignments are a few of the steps

faculty can take to foster appropriate scholarly practice and reduce unintentional plagiarism in their courses.

The Problems at a Specific Site

In Fall 2015, students from overseas made up 25% of the total student population at Barnett College (a pseudonym), the site where the study took place. Of these, 55% were native Arabic speakers and 14% were native Chinese speakers. At Barnett, most international students provide proof of English proficiency by TOEFL score or transfer credit. Admissions staff do not assess students' ability to communicate in English, and faculty do not evaluate students' ability to write from sources prior to enrollment. International students who meet TOEFL requirements are not obliged to enroll in ESL courses or to seek additional academic assistance.

From Fall 2011 to Spring 2014, faculty reported 98 cases of suspected plagiarism at Barnett College. Of these 98 cases, 31 (32%) involved international students. Barnett faculty are experts in their disciplines, but they may not be as well equipped to address international, multilingual students' needs—especially when it comes to writing from sources and avoiding unintentional plagiarism.

The Study

This qualitative action research study explored how ESL and writing faculty at a small, professional liberal arts college partnered with faculty in other disciplines to better prepare international students to write from sources and avoid inadvertent plagiarism. By combining expertise of ESL and writing program faculty with expertise of faculty in the disciplines, the project aimed to create a program that would provide direct professional development for faculty and indirect support for international, multilingual students. The program may serve as

a model for other small liberal arts and arts-based institutions that face similar concerns regarding international students and writing. As faculty from across the disciplines worked to adapt best practices and develop teaching tools for improving international, multilingual students' source-based writing, the study sought to answer the following research question(s).

1. What are the experiences of faculty who participate in a learning community on intertextuality and source-based writing instruction for international students?

   a. What challenges and what successes, if any, do faculty report? How, if at all, do challenges or successes vary by discipline?

   b. In what ways, if any, do faculty perspectives on international students' source-based writing change? How, if at all, do these changes vary by discipline?

   c. How do faculty collaborate with each other? How, if at all, does their collaboration vary by discipline?

Design

Teaching and learning, activities that are socially mediated and "formed through interaction with others" (Cresswell, 2007, p. 21), lie at the heart of this study. Thus, a qualitative design is most appropriate because this approach emphasizes collecting data from multiple sources and understanding experiences of specific individuals. Conducting interviews, holding collaborative workshops, and reviewing academic artifacts such as syllabi, rubrics, and writing samples, I created a study that was "particular, situational, and … contextually embedded" (Coghlan & Brannick, 2007, p. 18).

Methods

Site and participants. The study was conducted at a broad access, professional liberal arts university in Southern California. The university offers experiential curricula, including Bachelor's and Master's degree programs, which prepare students for careers in a variety of applied design and professional disciplines. In the past decade, and especially in the last five

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years, the university has enrolled fast-growing numbers of international, multilingual students. Most of these international students come from Saudi Arabia and China. Participants were be chosen from the university's full-time faculty, most of whom hold advanced professional (MBA, MArch) or academic (PhD) degrees but lack training or previous experience in working with English-as-a-second-language learners.

Data collection and analysis. As researcher, I met with eight participants for a series of six biweekly workshops focused on teaching international, multilingual students to write from sources. In consultation with the Dean of Students and collaboration with workshop facilitators (two participants who have expertise in composition teaching and information literacy), we worked to adapt best practices for teaching source-based writing from ESL and writing in the context of group members' specific disciplines and courses. I collected data from workshops, short reflective writing exercises, and academic artifacts like syllabi and student papers. Rather than searching for predetermined topics, I coded and analyzed data primarily for themes that emerged "from interpretation and reflection on meaning" (Richards, 2005; as cited in Merriam, 2009, p. 180) in "inductive … [and] intuitive" (Merriam, 2009, p. 183) ways.

Public Engagement

This study's goal was to help faculty in the disciplines address issues of writing from sources, academic integrity, and unintentional plagiarism in culturally sensitive ways. Ultimately, by working to support faculty, I hoped that international, multilingual students enrolled in writing-intensive courses across the curriculum at Barnett would feel better supported and commit less inadvertent plagiarism. Since I collected data from this one site, my study's findings have the greatest relevance in this immediate context. But faculty, professional

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developers, and student affairs personnel who recognize similarities between my site and their own institutions may be able to use study results to inform their own scholarship or practice.

Upon completing the dissertation, my plan is to publicize study findings on a local level by attending and presenting findings at small, regional conferences. I also aspire to network with other Los Angeles-area institutions and provide consultation or professional development workshops on working with international students. I have worked through special interest sections of the Conference on College Composition and Communication (CCCC) to present preliminary results of the study at a national level. I plan to extend these efforts in the future, reaching out to organizations like Teachers of English to Speakers of Other Languages (TESOL) and Symposium on Second Language Writing (SSLW) to promote the study in even wider circles. Finally, findings of my study could be published in a number of journals focused on pedagogy, faculty development, or second language acquisition (e.g., *Journal of English for Academic Purposes, TESOL*, *To Improve The Academy*, or *Writing & Pedagogy*).

The first chapter of this dissertation outlined challenges international, L2 English students face writing from sources at U.S. colleges and universities, challenges faculty in the disciplines face teaching learners in culturally responsive ways, and elements of the study as carried out at Barnett College. The second chapter reviews literature in areas relevant to the study. The third chapter describes details of design, data collection and analysis associated with the action research project on which the study was based.

As overseas students enroll at colleges and universities in the United States in record numbers (Institute of International Education, 2015), the competition to attract and retain these students has increased (Altbach, 2004; Altbach & Knight, 2007). In addition to enriching the diversity of campus and curricula, international students represent key sources of tuition and revenue for the institutions at which they enroll. But they may also experience difficulties and present challenges, including pedagogical challenges for the faculty who teach them. Perhaps the most complex of these challenges occur as students enroll in writing-intensive courses to satisfy general education and degree requirements.

When they enroll in writing-intensive courses, international students run afoul of expectations for acceptable textual borrowing (Amsberry, 2010). Failure to follow these expectations can lead to plagiarism charges, whether or not such behavior was intentional (Yorke, Lawson, & McMahon, 2009). Students who are found guilty of plagiarism face consequences up to and including suspension, expulsion, or revocation of earned degrees. According to data from institutions in the U.S., Australia, New Zealand, Canada, and the U.K., international, ESL students are reported for plagiarism at higher rates and are more likely to face harsher consequences than domestic students.

Effective source-based writing depends on academic literacy skills that are not only hard to learn, but hard to teach. Most faculty who teach writing-intensive courses are experts in their respective disciplines, not second language acquisition, ESL, or rhetoric and composition (Adams & Love, 2005). They are not equipped with the awareness, knowledge, or skills to anticipate or address international students' needs in learning to write from sources (Brammer, Amare & Campbell, 2008). By training faculty to teach linguistically and culturally diverse

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learners, universities empower faculty to play more active roles in international student learning, retention, and success. This action research study models how ESL and writing faculty at a small, professional liberal arts university collaborated with faculty in other disciplines to develop ways of helping students from overseas (especially China and Saudi Arabia) learn to avoid accidental plagiarism.

This chapter begins by reporting on trends in international enrollment at U.S. colleges and universities. Next, the chapter analyzes empirical data on plagiarism, mining academic and popular sources for its definition, prevalence, and consequences. Then, the chapter turns to causes of plagiarism, examining components of academic language and writing that challenge international students. By showing how advice to "use one's own words" and "not cite common knowledge" carries confusing, culturally ambiguous implications (McGowan, 2005; Pecorari, 2003), the chapter reviews what makes Chinese and Saudi Arabian students vulnerable to accusations of plagiarism (Mott-Smith, 2012).

Next, the chapter explores available data on why writing-intensive course faculty may not use culturally inclusive practices for addressing plagiarism in their teaching. Establishing the need for faculty training on teaching international students to write from sources, the chapter examines benefits of and barriers to collaborative, action research-based professional development. The chapter concludes by reviewing evidence to suggest that improving pedagogy for international, ESL students is a complicated but worthwhile endeavor that can enhance teaching and learning for all students.

International Students

As current *Institute of International Education* (2015) reports reveal, international students enroll at colleges and universities in the U.S. in record numbers. Over the past 10

years, international undergraduates at American institutions of higher education have increased by nearly 60 percent (Glass, 2012; Institute of International Education, 2015; Lee, 2010). In 2014-2015, the most recent year for which data are available, learners from overseas comprise almost five percent of the total undergraduate population nationwide. These numbers are growing, in popular (e.g., Business and Management, up nearly five percent from 2013-2014; Engineering, up 15.6 percent from 2013-2014) and less popular programs (e.g., Fine and Applied Arts, up 10.9 percent from 2013-2014).

In 2014-2015, China sent 304,040 students (31.2 percent of all international students—974,926; up 10.8% from 2013-2014), and continues to be the leading country of origin for international degree seekers in the U.S. Countries like Brazil (up 78.2% from 2013-2014), Iran (up 11.2%), Saudi Arabia (also up 11.2%), and Kuwait (up 24%) have also shown remarkable growth (Institute of International Education, 2015). The rise of the middle class in some of these countries, the expansion of government scholarships in others, and the prestige associated with earning an American college diploma make the prospect of an academic sojourn in the U.S. more attractive and attainable than ever.

Comparative higher education scholars like Altbach (2004) identify both "push" and "pull" factors to explain why international students seek to study in the United States. "Push" factors, which stem from less than optimal characteristics of the students' home countries or education systems, include social or political repression, limited access to prestigious colleges, or lack of professional degree programs. "Pull" factors stem from appealing characteristics of higher education in the U.S. These include ease of access (especially to less prestigious universities or community colleges), the chance to live in a country that impacts global culture,

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and temporary entry to the U.S. economy through post-graduation work opportunities like Option Practical Training (OPT) (Altbach, 2004).

While learners from overseas benefit from the resources available in an American university environment, international enrollments also contribute resources to colleges and universities, as well as to the U.S. economy (Ortiz, Chang & Fang, 2015). According to the Association of International Educators (NAFSA), international students and their families added nearly $30.5 billion in 2013-2014, supporting the creation of 373,381 jobs nationwide ("Economic Benefits of International Students: California," 2015). California received 135,130 foreign students, who brought in over $4.6 billion in revenue and made possible an additional 52,642 jobs. As NAFSA reports, "By any measure, international education makes a significant contribution"("Economic Benefits," p. 1).

International students attending U.S. colleges and universities bring in additional tuition and resources. They also improve the learning experiences of domestic students (Luo and Jamieson-Drake, 2013; Shapiro et al., 2014). However, their presence, per se, does not guarantee diversity or intercultural sensitivity on campus or in curricula (Glass, 2012). And not all international students experience immediate success (Andrade, 2006). The stresses of linguistic and cultural challenges in the classroom can make acculturation anything but easy.

Plagiarism and International Students

As even a cursory Google search shows, plagiarism is alive and well in the United States. Producer-songwriters Pharrell Williams and Robin Thicke; historians Doris Kearns Goodwin and Stephen Ambrose; journalists Jayson Blair, Stephen Glass, Jonah Lehrer, and Maureen O'Dowd; and public figures Jane Goodall, Shia LaBeouf, Fareed Zakaria, and Brian Williams have come under fire for misrepresenting ideas, borrowing topics, or lifting verbatim

passages from others' and their own previous work. Although these practices are frowned upon and carry financial penalties, public opinion does not turn against these plagiarists in consistent, lasting ways.

Higher education tells a different story. Few institutions publish information on academic honesty violations, and most incidents are investigated behind closed doors. But available data suggest strong, positive correlation between international students and plagiarism. Since 2011, the rate of international undergraduates violating academic honesty policies at University of California, San Diego rose from 5.34 percent to 8.22 percent even as rates of reported domestic undergraduates declined (UC San Diego Academic Integrity Office, n.d.). University of Southern California has reported skewed statistics also (Rhoten, 1995). At the University of Virginia, a PhD candidate took leave after articles he wrote were retracted from business ethics journals (Lavelle, 2013). In the past 10 years, overseas students violated University of Texas, Austin's *Institutional Rules* at twice the rate of domestic counterparts (UT Annual Report of Disciplinary Cases).

Some scholars suggest these disproportionate numbers have more to do with perception than reality. Mott-Smith (2012) maintains that the reason faculty find so much plagiarism in international student writing because they expect to find it. The "stereotype of Chinese students as plagiarizers" (p. 253) becomes a self-fulfilling prophecy. At the same time, other experts acknowledge the linguistic and cultural barriers that prevent international, ESL students from referencing source material appropriately in writing (Pecorari, 2008). The following sections examine these barriers by providing evidence of difficulties students face in acquiring academic English and showing how learning to summarize, paraphrase, and use one's own

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words is similar to but not synonymous with learning to write from sources and avoid plagiarism.

Academic Language and Plagiarism

  Types of proficiency. Many of the reasons international students fail to meet the academic demands of a U.S. university environment have to do with language. Even students who demonstrate high levels of proficiency on the Test of English as a Foreign Language (TOEFL) may not succeed (Light, Xu, & Mossop, 1987; Wait & Gressel, 2009). Cummins (1979) explains this contradiction by distinguishing between types of proficiency—basic interpersonal communication skill (BICS) and cognitive academic language proficiency (CALP). The former refers to general conversational ability and can be learned in two years. The latter entails "access to and command of the oral and written academic registers of schooling" (Cummins, 2000, p. 67) and can take a decade to develop. Although Cummins developed BICS/CALP working in primary schools, experts in college-level English as a Second Language (ESL), second language acquisition, and academic literacy (e.g., Casanave, 1995; Cox, 2014; Ferris, 2009; Leki, 2006; Zamel & Spack, 2004) corroborate his findings.

  Influence of first language (L1). In developing BICS and CALP, students draw on cognitive skills, previous educational experiences, and their own motivation (Deci & Ryan, 1985; Dornyei, 2005) and confidence (Zamel, 1995; Zamel & Spack, 2004). As Swan and Smith (2001) note, a learner's first language (L1) influences how he or she acquires academic English. Students whose L1s share words and patterns with English have less trouble learning it. Most German and Dutch speakers use the English article system with relative ease (Swan, 2001; Tops, Dekeyser, Devriendt, & Geukens, 2001). Students whose L1s share fewer overlapping features in English face greater challenge. Many Japanese and Russians speakers

find *a*, *an*, and *the* harder to master (Monk & Burak, 2001; Thompson, 2001). Speakers of non-alphabetic languages like Chinese and Arabic face the greatest difficulties of all (Swan & Smith, 2001).

Mandarin Chinese does not inflect verbs for tense or mood, feature subject-verb agreement, or include question formation, gender pronouns, or articles. Chinese students struggle to master these aspects of English (Chang, 2001). Meanwhile, Arabic features very different rules for punctuation, capitalization (which does not exist), the verb *to be* (which does not exist in present tense), and subjunctive and indicative moods. Few students from Saudi Arabia, Kuwait, or the United Arab Emirates use these features in English correctly (Smith, 2001). While such errors do not always impede communication, they do cause Chinese and Arabic speakers to stand out. Faculty and staff not trained in ESL, language acquisition, or composition become frustrated when these students write in English (Pecorari & Shaw, 2012), underestimating their intelligence (Leki, 2007) and overestimating their propensity to plagiarize (Zamel, 1995).

Academic competencies. As corpus linguists like Biber, Conrad, Reppen, Byrd, and Helt (2002), applied linguists like Hinkel (2002) and Leki (2007), and second language writing specialists like Ferris (2009) note, students use written English to communicate and complete university work in a variety of ways. For example, students take notes from lecture and readings, write emails to professors and classmates, write papers, review others' drafts, and navigate campus office staff. To be successful, students must recognize which conversation strategies are appropriate and which are not. Addressing faculty with "hey FERRIS!" or concluding with "Lots of Love!" does not help accomplish communicative purpose (Ferris,

2009). Even proficient ESL students have trouble switching from one register to another (e.g., Biber et al., 2002).

Drawing on Scarcella (2003) and Singhal (2004), Ferris (2009) describes four dimensions of academic literacy that confound international, ESL students. Lexical competence involves mastering sentence patterns and advanced grammar (e.g., parallel structure, conditionals, modals, relative clauses). Sociolinguistic competence comprises varying language according to context (e.g., knowing better than to write "hey FERRIS" emails to a professor) and understanding the purpose of different genres (e.g., research articles or abstracts). Discourse competence entails synthesizing information, applying knowledge to new content, interpreting and evaluating claims, and articulating and defending a point of view. Strategic competence includes annotating to emphasize main points, analyzing context to decipher new words, and making claims based on evidence from sources in writing. None of these skills are easy to learn, but all are essential for avoiding plagiarism (Ferris, 2009; Scarcella, 2003; Singhal, 2004).

Academic Writing and Plagiarism

Culture and academic writing. Students from other cultures approach academic English writing in very different ways (Connor, 1996). Even those who master more advanced competencies fall back on thought patterns from their native language when writing in English (Kaplan, 1966). Students from Saudi Arabia, for example, produce English that zigzags with sets of overlapping claims and counterclaims. Students from China write spiraling, indirect sentences that circle around main points but do not state them directly. There are also a variety of lexical and grammatical errors common to first-language (L1) speakers of these languages when they write in English (Hinkel, 2011).

In some cases, these writing styles can prove awkward, jarring, or even hard for untrained readers to understand (Matsuda, Saenkhum, & Accardi, 2012). In an excerpt from Kaplan's (1966) research, an L1 Arabic speaker writes about Bedouin culture:

> They are famous of many praiseworthy characteristics, but they are considered to be symbol of generosity; bravery; and self-esteem. Like most of the wandering peoples, a stranger is an undesirable person among them. But, once they trust him as a friend, he will be most welcome. However, their trust is a hard thing to gain (p. 8).

Inappropriate use (*but* they are considered …) and overreliance on contrast conjunctions (*But,* once they trust …; *However,* their trust …) does not obscure meaning. But this rhetorical move stigmatizes the writer as someone who has not yet mastered the preferred communicative patterns of academic English (Kaplan, 1966). And as assessment research shows, international students whose texts contain nonnative-like features get lower marks than more fluent-sounding peers even when grammar does not form part of professors' grading criteria (Ferris, 2003; Ives, Leahy, Leming, Pierce & Schwartz, 2014).

In more extreme cases, international students approach academic English writing in ways Western academics consider not just stigmatizing, but transgressive (Sutherland-Smith, 2005). Matalene (1985) describes how Chinese students copied "personal" details from outside sources as they wrote reflective essays. Students did not perceive anything wrong in this behavior, wondering, "Why should what we write be true?" (p. 803).

Cultural difference and plagiarism. In establishing a correlation between international, ESL students and plagiarism, literature in fields like second language writing, ESL, rhetoric and composition, and applied linguistics shows clear connections (Keck, 2014). But in establishing the nature of the correlation, literature shows much less consensus. According to one view, set forth by Kaplan (1966) and later by Sowden (2005), Shi (2006),

and others (e.g., Matsuda, 2001; Moujtahid, 1996), international students' inappropriate borrowing can be more or less directly linked to beliefs and traditions in their cultural backgrounds. In this view, L2 English students from overseas plagiarize because they use memorization as a learning strategy (Pennycook, 1996), show deference to other authors by copying from texts (Buranen, 1999), and rely on sources provided by instructors (Currie, 1998). Most receive little if any training on citation before coming to the U.S. or other Western countries (Rinnert & Kobayashi, 2005).

Evidence that culture impacts plagiarism is compelling. After comparing English courses in China with composition courses in the U.S., Shi (2004) concludes that Chinese writers borrow more and cite less than American peers. At a large U.K. university, Hayes and Introna (2005) find students from China less willing to adopt critical stances toward the texts they studied than British, Russian, and Greek classmates. Examining the writing of 79 L1 and 74 L2 English students in the U.S., Keck (2006) found more copying among the latter group. Analyzing 64 theses and interviewing 23 students in eight departments at a Hong Kong university, Hyland (2007) discovered higher frequencies of inappropriate practice among students who felt inferior to authors whose texts they cite. Most experts stop short of claiming international students plagiarize because of culture. But they note that concepts of ownership, authorship, and collaboration differ across cultures. Behavior considered permissible or even preferable in some settings could be condemned in others (Haviland & Mullin, 2009).

Individual difference and plagiarism. As discussed above, evidence that culture plays a role in plagiarism is strong, but not conclusive. Even scholars who acknowledge how culture influences writing recognize that L2 English students new to the Western academy plagiarize for other reasons. For example, Angelil-Carter (2000) describes the experience of Bulelwa, an

L2 English learner at a South African university. In striving to meet professors' expectations, Bulelwa's lack of confidence and limited vocabulary led to plagiarism even though she knew what she did was wrong. Currie (1998) shows how Diana, a Business major from China, used inappropriate borrowing strategies to eliminate awkward terminology from her writing, demonstrate discipline-specific knowledge, and maintain her scholarship. Culture may influence these and other international students' decisions to commit plagiarism, but it is hardly the only factor to do so (Tomas, 2011).

Other reasons for plagiarism. Similar to domestic, L1 English counterparts, international, L2 English students may commit plagiarism for reasons that have little to do with culture, language, or prior educational experiences. Popular and scholarly sources demonstrate how factors that lead students to engage in transgressive borrowing are both complex and diverse (Gillespie, 2012; McCabe, 2003). Hammond (2002; as cited in Hall, 2014, p. 9) quotes survey results from students who attempt to rationalize plagiarism, synthesizing responses into categories like lack of ability ("I can't do this! I will have to copy"), lack of task importance ("The lecturer/tutor doesn't care so why should I?"), lack of understanding ("But you said, 'work together'"), and failure to find alternatives ("I got desperate at the last moment"). And, as explored in further detail in the pages that follow, establishing intent in plagiarism can be difficult (Yorke, Lawson, & McMahon, 2009).

The difficulty of diagnosing plagiarism. In addition to providing ground-level views of the challenges individual L2 English students face in writing from sources, the studies mentioned in previous pages bring up another important point. Just as not all students plagiarize for the same reasons, not all faculty respond to plagiarism in the same way. Bulelwa's professor identified and condemned her practices (Angelil-Carter, 2000), but

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Diana's professor responded with praise (Currie, 1998). Research by Pecorari (2003) and Li and Casanave (2012) suggests writing instructors do not always respond because they may not have access to texts students draw from as they write. Without access to the texts, instructors may not know if international students plagiarize. For students with high speaking and listening fluency, borrowed language may be misinterpreted as evidence of native-like writing ability. As Bloch and Chi (1995) and Tomas (2011) note, lack of consistency in diagnosing plagiarism can cause significant confusion for L2 English students who attempt to follow the rules and expectations of Western academic practice.

Consequences of emphasizing cultural difference. Contrastive rhetoricians, who study how first language and culture influence writing in additional languages, do not call for unquestioning reliance on culture to explain differences in second language (L2) English text. Even Kaplan's (1966) essay on contrastive rhetoric, though it includes exercises intended for application in the classroom, calls for further research. And while the field Connor (2004) renamed intercultural rhetoric remains influential, many current scholars reject Kaplan's earlier work as too ethnocentric, claiming it leads to negative stereotypes of L2 English students. Keck (2014) warns against comparing L1 and L2 text too closely because doing so can "reinforce what some educators *feel* they have known all along" (p. 6; emphasis added). But despite a dearth of conclusive empirical evidence, the perception persists that plagiarism is "a much bigger problem among international students than it is among L1 writers" (Keck, 2014, p. 6). And when it comes to finding and responding to plagiarism, which can be somewhat idiosyncratic processes, perception influences reality (Pecorari, 2013).

Liu (2005) debunks the myth that plagiarism is compatible with Chinese academic culture, showing how terms like *piao qie* (to rob and steal) and *cao xi* (to copy and steal) cast

derision on those who borrow from others' writing. Wheeler (2009) questions the assumption that Japanese students rely on copying as a composing strategy, while Sa'adeddin (1989) asserts that in some academic genres, Arabic writing bears more similarities than differences to U.S. writing. Ultimately, the ideas persist that each culture has unique rhetorical conventions and that these conventions can prevent international students from producing academic English (Kubota & Lehner, 2004). ESL teachers, composition instructors, and writing-intensive course faculty share obligation to ensure that international students of all cultures, language backgrounds, and levels of English proficiency receive the support they need (Flowerdew & Li, 2007; Reid, 2008).

Rather than being "an abstract skill" (Hyland, 2007, p. 22), writing provides a way for students to gain and demonstrate acceptance in major fields of study. However, this acceptance does not come easily. Each academic discipline has its own methods for "identifying issues, asking questions, addressing … literature, criticizing colleagues, and presenting arguments" (p. 22). A typical philosophy assignment might require students to compare theories and explain what makes theories consistent with each other in relatively descriptive, expressive language. A typical psychology assignment, in contrast, might call for students to make factual assertions, to back up assertions with references to previous research, and to do so in concise, dispassionate prose.

The rhetorical strategies accepted in one discipline may not be accepted in others (Hyland, 2013), and students who fail to adopt the appropriate strategies fail to succeed. Explicit guidance and repeat opportunities to practice in discipline-specific contexts are essential. Still, the paraphrasing, summarizing, and referencing skills international, L2 English

students need to write from sources and avoid plagiarism are rarely—if ever— addressed in discipline-specific ways (Pecorari, 2013).

Learning to paraphrase. Hirvela and Du's (2013) case study of two Chinese undergraduates in writing courses at a Midwestern U.S. university demonstrate the complexities of academic literacy instruction. After completing paraphrase exercises, and despite professors' instructions, students continued to rely almost exclusively on quotes to incorporate source material in their papers. Knowing how to paraphrase did not help students understand why paraphrases mattered. ESL, writing, and writing-intensive course faculty should do more to help international, L2 English students on paraphrasing to ensure they develop the technical and rhetorical skills needed to avoid plagiarism.

Learning to summarize. Like paraphrasing, summary writing is an important "gateway skill" (Frey, Fisher, & Hernandez, 2003; as cited in Du, 2014). It is a skill students can use to improve reading comprehension and ability to synthesize complex texts. Also like paraphrasing, summary writing presents challenges to international students and novice writers. Summarizing entails skills not all students possess: comprehending a text, identifying main points and supporting details, and expressing points in concise yet accurate language (Du, 2014). Numerous studies compare novice writers to advanced writers on academic vocabulary use (Johns, 1985; Johns & Mays, 1990). Others compare L1 to L2 English writers (Keck, 2006; Yang & Shi, 2003) on vocabulary use. Both sets of studies show international, ESL writers struggle to access the academic vocabulary needed to create good summaries, represent source text clearly and well, and thus avoid accusations of inadvertent plagiarism.

Du (2014) follows six international, multilingual students in accounting, finance, economics, math, and architecture courses at a university in the Midwest. She confirms that for

her students, the importance of summary writing is paramount. As one student observed, summaries were "the beginning of almost every writing assignment" (p. 120). Another lamented difficulties in trying to read and put her thoughts into words on the page: "my mind begins exploding … I just cannot tell which is the gist, which is the detail" (p. 122). Students expressed unanimous desire for more help from faculty. But students tend not to get help unless faculty first receive support from colleagues in ESL, second language acquisition, or rhetoric and composition.

Limits of Plagiarism

How Experts Understand Plagiarism

Professional organizations. For many members of professional ESL, second language acquisition, and composition instruction communities, definitions of and responses to plagiarism depend on the issue of intent. Whether a student plagiarizes with the knowledge that what she does is wrong, or with the belief that her writing constitutes legitimate academic practice, is crucial. According to the Council of Writing Program Administrators (WPA), plagiarism happens "when a student *deliberately* uses someone else's language, ideas, or other original … material without acknowledging its source" (WPA Statement on Best Practices, 2003; italics added). And as the WPA further asserts, if a student fails to include every bit of required information when citing sources but makes an honest, concerted effort to credit authors of those sources, that student "has not plagiarized" (WPA Statement). Other national organizations that address the needs of learners in multilingual and mainstream composition instruction, such as the Conference on College Composition and Communication (CCCC), recognize the need to distinguish between honest and dishonest textual borrowing practices.

International organizations that publish research, practice, and pedagogy specific to second language learners, such as Teachers of English to Speakers of Other Languages (TESOL), adopt a similar stance. TESOL asserts that since students from overseas take more time and require more ongoing support to achieve college level academic English literacy, higher education institutions should treat suspected plagiarism cases among this student group with particular caution. TESOL recognizes that to succeed in Western higher education and complete work in courses across the disciplines, international students need "additional knowledge and expertise in content, specialized vocabulary, grammar, discourse structure, and pragmatics" (Position Statement on Acquisition of Academic Proficiency, 2014). Colleges have a responsibility to educate rather than penalize learners who misuse sources out of ignorance or lack of writing skill.

Research and practice—L1. Developing opinions about ethical versus unethical use of sources in academic writing can be found in both L1 and L2 English composition research. As this body of literature shows, position statements of organizations in ESL, second language acquisition, and composition have evolved to reflect current innovations in scholarship and teaching. In coining the term *patchwriting*, Howard (1992) puts forth one such innovation. In Howard's view, when a writer copies a passage from source text in his own paper by changing synonyms or making other superficial substitutions, that writer learns to enact the language and expressions of his chosen discourse community. The practice of patchwriting represents a developmental phase through which all novice writers progress. For Howard, as for subsequent L1 composition researchers, penalizing students who inadvertently err on the side of following source text a little too closely amounts to academic malpractice (Zwagerman, 2008).

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A further innovation introduced by L1 composition research has been that standards for academic writing in general, and paraphrasing practices in particular, vary by discipline (Roig, 1997). Even skilled writers struggle to condense text, understand main ideas, and reproduce those ideas in original language. Working with text outside of one's area of expertise makes this already complex task even more arduous (Roig, 2001). But Jamieson's (2008) research in writing and writing instruction across the curriculum shows professors adopt static, general definitions of writing that do not lend themselves to responsive teaching. Robillard and Howard (2008) assert "the days of the 'ideal text' are … long gone"(p. 2), arguing it is unfair for faculty in writing and writing-intensive courses to assume deceptive intent each time a student commits plagiarism. But as a wealth of recent L1 and L2 composition research demonstrates, monolithic, universalized perspectives on academic writing and citation still persist.

Research and practice—L2. Aside from obvious difference in student population (native or near-native versus nonnative speakers of English), and various differences in scope, methods, and focus, much of the L2 literature aligns with L1 perspectives on plagiarism. In reviewing L2 research, Park (2003) identifies a range of unacceptable behavior, taking care to specify that not all of these behaviors demonstrate intent to deceive. In surveying nearly 300 Australian and Asian undergraduates, Maxwell, Curtis, and Vardanega (2008) delineate seven types of plagiarism, from reproducing text without crediting the original author ("purloining") to omitting quotation marks around copied text ("sham paraphrasing") to turning in the same assignment multiple times in multiple courses ("recycling"). Student misunderstandings of what constitutes plagiarism lead Maxwell et al. to conclude institutions must strive for

"striking a balance between educating students … and enforcing educational standards" (p. 32). But as Borg (2009) notes, this striving does not always go smoothly or well.

To better understand attitudes and responses to intertextuality, Pecorari and Shaw (2012) conducted semi-structured, text-based interviews with eight science professors at English-medium universities in Sweden. In the interviews, faculty expressed a range of conflicting attitudes regarding instances of potential plagiarism in student papers. Faculty did not agree on definitions of the term common knowledge. Other thoughts included the inevitability of replicating discipline-specific phrases and perceived value of mimicking language as a way to improve writing. Purposeful acts like padding a reference list with unused sources or conspiring to write a paper for someone else merit penalties. But most academic honesty policies call into question *all* acts of intertextuality, regardless of whether such acts are intentional (Yamada, 2003; Yorke, Lawson, & McMahon, 2009).

In addition, as a wealth of L2 studies shows, determining intent is not as easy as it seems (Sutton, Taylor, & Johnston, 2014; Yorke et al., 2009). From a sample of 113 research proposals, Gilmore, Strickland, Timmerman, Maher, and Feldon (2008) identify plagiarism in 45 papers written by international, ESL graduate students at universities in the U.S. But according to these researchers, most instances of plagiarism came from lack of experience or knowledge about citation rather than from a desire to avoid work. Gu and Brooks (2008) use student and tutor interviews to reach similar conclusions. Abasi and Graves (2008) condemn strict university plagiarism policies that encourage students to see "attribution [as] more about avoiding plagiarism than responding creatively to the ideas of others" (p. 230). Without this latter aspect of source-based writing in mind, any policy that aims to foster responsible citation practice will remain ineffective.

Although most L2 writing studies rely on qualitative methods, recent quantitative research has corroborated the results of these earlier investigations. After analyzing data from 2,500 self-report questionnaires sent to international and domestic business students in Australia and the U.K., Sutton, Taylor, and Johnston (2014) find small but significant similarities in the ways learners from different disciplines understood plagiarism. Having the chance to learn from "subject-specific examples" (p. 142) turned out to be central to efforts to master discourse patterns and ways of writing preferred by their disciplines.

In comparing paraphrased language from L1 and L2 texts, Keck (2014) finds L2 English writers plagiarize at only slightly higher rates than domestic students. Many faculty are more likely to identify L2 English learners from overseas as perpetrators of plagiarism (Mott-Smith, 2012). But while international, ESL students are not the only ones who plagiarize (Howard, Serviss, & Rodrigue, 2010), they do need extra assistance from faculty in the disciplines if they can learn to avoid it.

Indiscriminate focus on rooting out plagiarism is counterproductive and unfair to both students and faculty (Keck, 2014). Clear, consistent guidelines and multiple chances for students to practice, get feedback, see others' efforts, and refine their own, according to the standards of different courses and disciplines, provide an effective way forward. Many Western university policies encourage this process-oriented approach (Pecorari, 2008). However, as Bloch (2012) notes, an international student who "deliberately takes the words of another" and a student whose plagiarism turns out to be "an accident" (p. 58) may face the same punishment. Student-faculty relationships become fraught with tension and mistrust (Zwagerman, 2008). Students may feel as though faculty do not care, and faculty may resent and bemoan their roles as plagiarism police (Anson, 2008).

How Academia Understands Plagiarism

As indicated by academic integrity websites at 20 universities in Australia, the U.K., U.S., Singapore and Hong Kong, experts, lay academics, and the institutions at which they work understand plagiarism in different ways (Yorke, Lawson, & McMahon, 2009). There is wide variability in how each campus defines and responds to suspected academic integrity violations. For example, in Yorke et al.'s study, 11 websites mention that intent plays a role in adjudicating potential plagiarism cases. But only four sites give definitions of intent, with no site offering a full, consistent explanation of how it factors in to the disciplinary process. Research in Australia (Yeo, 2007), Canada (Marrelli, 2014), New Zealand (Jones, 2014) and the U.K. (Williams & Carroll, 2009) confirms how intent remains an under-acknowledged and under-explored concept in institutional policy and classroom practice.

Defining plagiarism. Park (2003) observes that "the rhetoric of plagiarism is nothing if not colorful" (p. 422). Lay metaphors for plagiarism include fraud (Howard, 1999), adultery (Zwagerman, 2008), disease (Howard, 1999), conquest (Randall, 1999), and theft (Robillard, 2009). Marsh (2004) goes so far as to liken environments in which accusations of plagiarism occur to airport security lines, with suspicious atmosphere that regards all students as potential plagiarists. Less common metaphors offered by experts come from dance (Angelil-Carter, 2000), prisoner's dilemma (Axelrod, 2006), games and game theory (Robillard, 2009) and literacy practice (Valentine, 2006).

As mentioned above, few of these latter metaphors inform institutional definitions of plagiarism. Most schools identify plagiarism in simple terms of "presenting another's words or ideas as if they were one's own" (UCLA Office of the Dean of Students, n.d.) or when students "represent *as [their] own work* any material … obtained from another source, regardless how

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or where [they] acquired it" (UT Office of the Dean of Students, n.d.). Some institutions also include cautionary, threatening statements like "ignorance … is not a defense" (Occidental College Handbook) and "work that presents the ideas or words of others as the student's own adversely impacts the whole school" (Southern California Institute of Architecture Student Handbook). Regardless of L1 or institution type, policies make clear that the responsibility for avoiding plagiarism almost always falls on students. As one representative quote reads, "by placing his/her name on work submitted, the author certifies the originality of all work not otherwise identified" (WU 2014-2015 Catalog).

Detecting plagiarism. Institutional practices in higher education do not align with the perspectives of professional organizations, researchers, or L1 and L2 English composition instructors, most of whom recognize the challenges international ESL students face in writing from sources. Expert professional organizations, scholars, and practitioners alike acknowledge how the Internet and digital communication play a role in commission of intentional or unintentional forms of plagiarism (Blum, 2009; Sutherland-Smith, 2008; Marsh, 2004). But these stakeholders do not always agree about the nature of this influence.

For example, McCabe's (2003) survey of 35,000 students at 34 North American colleges shows a correlated but not causal relationship between use of online sources and cut-and-paste plagiarism. Warschauer (2007) points out that online resources can also help students and faculty prevent plagiarism. Services like Turnitin.com, which identify borrowing practices from "CRTL-C" (copying and pasting verbatim from a source) to "find-replace" (changing key words while retaining the organization and content of a source), indicate this idea has gained some traction (Turnitin.com). Some faculty use electronic detection systems as pedagogical tools to help raise learners' awareness of their own inadvertent plagiarism (Davis & Carroll,

2009). But for others, plagiarism detection software is not a magic bullet (Warn, 2006). Institutions should proceed with caution, using Turnitin and other systems like it with the utmost caution.

Howard (2007) fails to find direct evidence of a causal link between the use of computers and increase in transgressive borrowing. In fact, online detection systems can cause "widespread hysteria" (p. 12) by making composition and writing-intensive course instructors see plagiarism where it does not necessarily exist. Bloch (2012) considers how technology like the Internet changes the way knowledge is created and shared. Zero-tolerance *thou shalt not plagiarize* statements, these experts conclude, are both ethically suspect and pedagogically unsound.

Dealing with plagiarism. Regardless of whether they teach ESL, composition, general education, or major courses and regardless of whether or how much they use electronic detection, all instructors who suspect students of committing plagiarism face a choice—how to respond. Some choose to ignore minor infractions, estimating they do not have time, energy, or expertise to remedy the problem (Séror, 2009). Others overlook transgressive borrowing because they see teaching writing in general, and citation in particular, as "someone else's job" (Schuemann, 2008). As studies by Zamel (1995), Leki (2007), Andrade (2010), and Hyland (2013) indicate, these perspectives appear to be more common among faculty who teach international students in general education or writing-intensive courses across the curriculum.

Even faculty who are disposed to overlook minor unintentional plagiarism may refer students to other campus personnel for judicial process. Extreme cases may lead faculty to push for harsh punishments that have adverse effects on international students' L2 academic literacy development, acculturation, retention, and success. Faculty who respond in a proactive,

pedagogically oriented manner play a powerful role in guiding students through what can be a new and unfamiliar experience of studying in the U.S. or other higher education environment (Pecorari, 2013; Shapiro et al., 2014).

Limits of Professional Practice

Establishing solid support in the classroom is essential to international students' success (Li & Gasser, 2005). Specialized vocabulary and rhetorical features of reading and writing confounds students who do not have access to or familiarity with the same cultural toolkit as monolingual classmates. Even as International students may become isolated and vulnerable to accusations of plagiarism, ESL and second language writing experts agree that U.S. faculty should take steps to differentiate instruction and scaffold assignments and activities for L2 students (Ferris, Brown, Liu, & Stine, 2011).

What Faculty Should Do: ESL & WAC Perspectives

Writing in general. As even a cursory review of literature from ESL, WAC, and second language writing instruction reveals, the fields are rife with strategies for teaching international, L2 English writers. Best practices for writing pedagogy for this population include: providing feedback on multiple drafts, not just final papers; ensuring students receive feedback from peers as well as instructors; incorporating one-on-one conferences as well as written comments into feedback practice; focusing on content, organization, and other rhetorical considerations first, turning to sentence-level concerns only on later drafts; correcting errors indirectly to promote autonomy; and correcting errors selectively to avoid overwhelming students (Ferris, 2014; Lee, 2008). Cox (2014) presents a current synthesis of best practices from WAC, which can be found in Appendix A.

Writing from sources in particular. Of all writing skills, ability to synthesize and integrate sources is most fundamental to acceptance in Western academia (Hyland, 2013). Effective source-based writing pedagogy can prevent transgressive borrowing and enhances students' motivation, comprehension and retention. Faculty in the disciplines can enhance international, multilingual writers' success by giving chances for learners to hone paraphrasing, summary, and referencing skills in formative, low-stakes contexts. Other "ESL-ready" (Matsuda & Jablonski, 2000; cited in Cox, 2014) strategies to foster these skills include: providing specific criteria for what plagiarism is and how to avoid it, and sharing examples of successful (original and/or well-cited) and less-than-successful (plagiarized and/or patchwritten) writing; scaffolding key academic reading and writing tasks, giving guiding questions and activities associated with each task; using assignment sheets and rubrics that prioritize integration of sources, and sharing and discussing these rubrics with students before assignments are due.

Success stories from across the curriculum. McGowan and Lightbody (2008) evaluate a course assignment designed to help accounting students in Hong Kong gain academic literacy by using source material and referencing in appropriate, discipline-specific ways. Some students complained they merely duplicated skills acquired prior to enrolling in the program. Most (74%) students reported increased confidence in their ability to integrate source material and avoid plagiarism. To show how international students in the U.K. learn authorship and academic writing, Elander, Pittam, Lusher, Fox, and Payne (2010) use survey, focus group, and staff interview data. Like McGowan and Lightbody (2008), Elander et al. (2010) study L2 English learners from a single academic field (Psychology). Elander et al.

conclude by calling for further research on experiences of students and also faculty who teach writing-intensive courses in the disciplines.

What faculty do. Despite the "success stories" cited above, research suggests not many writing or writing-intensive course faculty follow best practice recommendations for teaching international, L2 students to write from sources. After interviewing 26 instructors on feedback given to 174 student texts, Lee (2008) concludes that teachers in Hong Kong do not practice in accordance with stated beliefs about pedagogy. In the U.S., Ferris (2014) uses surveys and text-based interviews to explore gaps between espoused and actual practice of two and four-year college instructors. In Canada, Séror (2009) shows that time, money, and grading policies negatively impact faculty actions and international ESL student learning. And after interviewing business, science, engineering, and arts professors, Hyland (2013) reveals how most faculty expect international, L2 English students to enroll at university prepared to complete papers and produce prose that rivals domestic, L1 English students' work.

Why they do it. Faculty do not take steps to support the L2 English writers in courses across the curriculum. One reason is that some faculty believe they "are not here to teach writing" (Hyland, 2013, p. 249). Another reason is that other faculty may believe international students should be able to acquire academic literacy and source-based writing skills simply "from the readings we give them" (p. 249). Previous sections of this review, as well as a wealth of case study (Leki, 2007; Zamel & Spack, 2004), survey (Andrade, 2010), interview (Santos, 1988; Trice, 2007), and ESL and WAC research data (Duff, 2012; Zawacki & Cox, 2014), shows few international students have this ability.

Unsupportive attitudes toward international students are not unique to faculty in writing-intensive courses across the curriculum. But faculty not trained in ESL or second

language writing may be particularly prone to designing assignments around language or cultural knowledge international, ESL students do not have (Leki, 2007). And institutions do not always create or encourage sustainable ways for faculty in ESL, WPA, and WAC to work with colleagues who teach writing-intensive courses in other disciplines (Jackson & Morton, 2007). This cross-disciplinary resource is what WAC faculty development efforts seek to tap (Statement of WAC Principles & Practices, 2014).

Reflective practice. As Bartsch (2013) notes, pedagogical change can take many forms. Most faculty make small changes to teaching (adding lesson segments, revising grading criteria) on a regular basis. Some make bigger adjustments (incorporating the latest technology, revising course calendars) as well. But how do faculty decide what changes to make? And when faculty do make changes, to try to improve student learning, how do they tell whether their efforts are successful? Answers to these questions can be found in Dewey's (1933) *reflective inquiry*, an approach that eliminates "impulsive and merely routine activity" and leads us "to know what we are about when we act" (p. 17).

The first phase of reflective teaching involves collecting students' work and opinions, colleagues' observations or ideas, and one's own thoughts about a lesson (Farrell, 2013). The second phase involves examining data to show what faculty do, how and why they do it, and to what extent teaching practice changes. Finally, and perhaps most importantly, reflective practice depends on dialogue. Many ESL, applied linguistics, second language acquisition, or rhetoric and composition practice some form of reflective teaching during their graduate school or professional work (Edge, 2002). In fact, some of these instructors use these action research and teacher-as-researcher methods to help L2 English students overcome challenges faced in writing from sources (Stewart, 2003).

ESL, applied linguistics, and composition faculty are uniquely qualified to work with colleagues in other fields to help international, L2 English writers understand and avoid unintentional plagiarism. Research literature attests to benefits of collaboration in the development of pedagogical strategies that foster summary, paraphrasing, and citation skills in learners from overseas. Research literature also shows that barriers can prevent cooperative conversations from ever getting off the ground. Barriers include divisions of labor between ESL and other writing specialties (Matsuda, 1999) and other institutional constraints (Séror, 2009).

Gaps in WAC Research

According to writing across the curriculum experts, WAC began as a grassroots change movement that prioritizes faculty development by adhering to principles rather than particular theories or curricular agendas (Bazerman, 2005; Russell, 2006). As Thaiss and Porter (2010) note, the term WAC is "somewhat imprecise" (p. 538). They describe it as "an initiative used to assist teachers across disciplines in using student writing as an instructional tool in their teaching" (p. 538). In a survey of existing programs conducted from 2006-2008, these scholars chronicle how approaches and strategies evolved since the 1970s. Thaiss and Porter give broad overview but do not examine specific program features. In response to the item "components of faculty development (check all that apply)"(p. 569), 87 percent of programs indicate they offer development workshops for faculty in the disciplines. They do not elaborate on what the workshops entail, how many faculty typically attend, or what kinds of deliverables facilitators and attendees create.

As Hall (2014) notes, elements of WAC development workshops (e.g., when they take place, who attends, and what compensation participating faculty receive) tend not to be

described in literature. Certain key measures of workshop success (e.g., how student writing improves) tend not to be available or reported (Gursky, 2000; cited in Ochsner & Fowler, 2004). WAC programs may be "alive and well" (Thaiss & Porter, 2010, p. 569), but WAC scholarship has a long way to go (Cox, 2014). Nevertheless, WPA listserv posts show how faculty development issues related to multilingual writers and L2 writing instruction has increased in importance. (See Appendix B for excerpts of these posts.)

Ultimately, as international, ESL enrollments in U.S. higher education grow, so does responsibility to develop policies, processes, and pedagogies to serve these students' needs (Hall, 2014). Much of this responsibility falls to faculty who teach international, multilingual writers enrolled in general education and writing-intensive courses across the curriculum. Professional development that helps faculty adjust to teaching "the new [multilingual] mainstream" (p. 12) is not optional. It is imperative. As described more fully in the following chapter, this study was designed to address gaps in pedagogy and practice-based literature.

Conclusion

Faculty development is complex. Faculty development based on collaborative action research is doubly so. But when this kind of faculty development succeeds, it allows institutions to set and achieve ambitious goals. Universities that invest in WAC faculty development are better able to attract and retain students from overseas. Despite empirical evidence that international, multilingual students struggle to write from sources and avoid plagiarism, no major study has extended WAC faculty development methods in these areas. The study aimed to illuminate the process of what it took to build greater intercultural competence and pedagogical flexibility among faculty across the disciplines. Building this kind of competence and flexibility helped faculty carry out responsibilities in helping international,

multilingual students understand and avoid plagiarism. And by joining the study, participants

also helped foster more globally and culturally sensitive perspectives among students,

improving the teaching and learning for everyone.

CHAPTER 3

As referenced in earlier chapters, Institute of International Education (2015) data show multilingual learners from overseas are enrolling at U.S. colleges and universities in record numbers. Some of these students, who come from varying linguistic, cultural and educational backgrounds, fail to meet expectations in their new academic environments. But for U.S. institutions to continue attracting and retaining international, multilingual students, they must develop linguistically and culturally inclusive ways to accommodate these learners' academic needs.

This action research study reports on a series of workshop collaborations at one small, professional liberal arts college between faculty from ESL and writing, and faculty who teach writing-intensive courses across the curriculum. The study aimed to establish a model for extending and improving faculty development, in the hope these efforts might begin to increase international, multilingual students' retention and achievement. As faculty developed tools for reviewing international students' source-based writing and for helping these students adhere to academic and professional norms of U.S. higher education, the study sought to answer the following research questions.

1. What are the experiences of faculty who participate in a learning community on intertextuality and source-based writing instruction for international students?

   a. What challenges and what successes, if any, do faculty report? How, if at all, do challenges or successes vary by discipline?

   b. In what ways, if any, do faculty perspectives on international students' source-based writing change? How, if at all, do these changes vary by discipline?

   c. How do faculty collaborate with each other? How, if at all, does collaboration vary by discipline?

Research Design

  Qualitative research. This study's goal was to document emergent changes in how faculty approached teaching international, multilingual students, how they perceived and responded to their and their colleagues' students' source-based writing, and how they collaborated with colleagues from other disciplines. The study was an action research project that relied on qualitative methods to gather data from faculty sources (interview and workshop transcripts, reflective journals, syllabi and other teaching documents) and, indirectly, from student sources (samples or drafts of assignments submitted in writing-intensive courses). In this study, I adopted a more descriptive than prescriptive approach (Merriam, 2009). Using qualitative methods, I explored the range of perspectives held by faculty who participated in the workshops. Open-ended questioning that sought to understand participants' lived experiences (Maxwell, 2013) allowed me to gain insight into how faculty in the disciplines work with international students. Findings suggested improvements for future workshops and for student support programming, at the study site and possibly at other similar institutions.

  Action research. As Huang (2010) observes, one distinguishing characteristic of qualitative research is that it moves beyond theoretical knowledge (e.g., best practices for teaching international students to write from sources) to investigate applied knowledge (e.g., how faculty implement best practices). A hallmark of qualitative action research in particular is its emphasis on collecting data from local actors in local settings. Qualitative action research, as Huang notes, does not happens "*about* practice," but is something that happens "*with* practitioners" (p. 94). In this qualitative action research study, I worked with faculty to engage in systematic cycles of planning, implementing, evaluating and reflecting on practice to help

international, multilingual student writers incorporate sources in their texts in ethical, appropriate and discipline-specific ways.

The study. Participants met for a total of six workshops sessions during the Fall 2015 semester. While workshops varied in duration and scope, each followed a general outline of spending 10-15 minutes synthesizing research-based insights or best practices for teaching source-based writing, 15-20 minutes discussing how to implement practices, and 40-50 minutes reviewing international students' source-based writing samples. The messiness of action research, the at times widely divergent opinions offered by faculty, and the enthusiasm they displayed for debating the merits of supposed best practice ideas meant we did not always follow this plan to the letter.

For example, in the first two workshops, we spent more time than expected trying to reach common ground defining plagiarism and settling on a product of our work—a teaching toolkit for colleagues across the curriculum to adapt to the purpose(s) of their respective classrooms. We reviewed student writing only briefly in those sessions. But by reprioritizing our work and deciding to highlight defining plagiarism (Workshops 1 & 2), designing culturally inclusive assignments (Workshop 3), reviewing international student writing (Workshop 4), talking to international students about plagiarism (Workshop 5), and synthesizing drafts of the toolkit (Workshops 5 & 6), we made the most of our time together. Outlines of the workshop plans and a toolkit draft can be found in Appendix C.

Research Site and Participants

Site selection. The study took place at Barnett College (a pseudonym), a small, professional liberal arts university in the Los Angeles area. Barnett was an ideal site for this qualitative action research study due to its size (1,607 full-time students enrolled),

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concentration of international, multilingual students (291 total in 2013-2014), and a school culture that emphasizes collaboration between students and faculty. Barnett employs 90 full-time and 230 part-time faculty across four degree-granting schools: Architecture; Business; Media, Culture Design; and Liberal Arts. Faculty hold advanced academic (PhD) or professional (MBA, M.Arch, MFA) degrees and have substantial professional experience in subjects they teach (e.g., Animation professors might teach Storyboarding and work for Disney; Architecture professors might mentor senior projects and maintain private practice). Most do not have substantial training in pedagogy.

Access. In-depth examination of teaching and learning with international students, in areas as sensitive as academic honesty and plagiarism, requires an insider approach. While conducting the study at Barnett, I held dual appointment as Director of the ESL program and Visiting Assistant Professor of Writing. To carry out my academic and administrative responsibilities, I worked with faculty and staff colleagues across the university. Prior to Fall 2015, I consulted with faculty and staff on concerns related to teaching international students, and collaborated with the Dean of Students and Director of the Institute for Excellence in Teaching and Learning to hold focus groups, workshops, and brown-bag lunch presentations on supporting international students at Barnett.

I was a relative newcomer to Barnett, having worked there full-time since Fall 2012. But by carrying out responsibilities listed above, volunteering for extra committees, and taking on additional service work, I cultivated a reputation as a "good citizen" of the community who knew and cared about helping international students. This reputation helped me achieve access needed to conduct this study. To gain access, I met with the Provost and Dean of Faculty at Barnett to describe reasons for conducting research and hopes for what workshop participants

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would accomplish. Then I requested permission to contact Chairs in departments that offered writing-intensive courses. In consultation with Chairs, I invited eight faculty to participate in the study.

Participants and sample selection. My goal was to invite participants who met these criteria: recent experience teaching writing-intensive courses in general education or major programs with international students from China or Saudi Arabia (1); lack of training in applied linguistics, second language acquisition, or rhetoric and composition (2); direct experience working through academic honesty issues with students from China or Saudi Arabia (3). Further details about the participants are found in the table below:

Table 1

Overview of Learning Community Participants

	Gender	Degree	Teaching	Division	International Experience	ESL/Info. Lit. Experience
Ethan	M	PhD	3 (9)	GE (Humanities)	Yes	No
Zach	M	PhD	1 (14)	Major (Design)	Yes	No
Daniel	M	PhD	1 (2)	Major (Professional)	No	No
Lauren	F	PhD	1 (5)	Major (Humanities)	No	No
John	M	PhD	15 (20)	Major (Professional)	No	No
Carl	M	PhD	10 (17)	GE (Humanities)*	No	Yes
Stephanie	F	MLIS	0 (0)	GE (Humanities)*	No	Yes
Karen	F	MA	2 (2)	GE (Student Affairs)	Yes	No

Notes. Teaching: The first number indicates how many years faculty taught at Barnett prior to Fall 2015. The second number shows total years of teaching experience, including graduate assistantships or adjunct work. Division: Department names not reported to protect confidentiality. International: Faculty who lived, worked, or studied in a country where English was not a common language and who developed proficiency in that language. ESL/Info. Lit.: Faculty with background or formal training in applied linguistics, second language acquisition, rhetoric and composition, or information literacy; or who have significant experience teaching or tutoring multilingual students.

As indicated by asterisks in the table, while it was not part of the initial design, two of the participants ended up having backgrounds in domains relevant to the study.

Because of their expertise, I invited Carl (trained in rhetoric and composition) and Stephanie (trained in information literacy) to take on extra roles as workshop consultants. They met with me after the first, second, third, fourth, and fifth sessions to reflect on the group's progress and to plan for upcoming meetings. While findings generated by Carl and Stephanie's data did not vary radically from findings generated by other participants' data, their feedback did lend a more contemplative aspect to the action research cycle. Their input on the study (if not their output) was different.

Recruitment. In consultation with Chairs, I identified potential study participants from faculty who taught in their departments. I contacted and met with faculty to describe the goals, explain expected time commitment and other parameters, and inquire whether faculty might consider taking part in the study. I followed up via email with informed consent documents for those who did wish to participate. Leaving initial inquiries open-ended helped faculty avoid feeling pressured to say yes right away or agree too quickly to a request they did not have time to accommodate. By approaching faculty one-on-one and in person, rather than in focus groups or information sessions, I reduced the potential for negative views by colleagues (e.g., that faculty who agreed to participate did so because they had a problem with plagiarism or because they did not know how to teach). Creating neutral but inviting ways for faculty to consider joining the study was key to our success.

Data Collection

Workshop observations and audio recordings. I decided to audio-record and transcribe all six workshop sessions. I also asked the two expert participants (Stephanie and

Carl) to meet with me at regular interviews throughout the data collection process, and audio-recorded those sessions as well. In general, in these conversations and in the workshops themselves, I looked for indications that faculty were applying and reflecting on the ideas and information discussed in the workshops.

Reflective journals. In between (Workshops 1 & 2) and at the beginning and end of sessions (Workshops 3 through 6), faculty completed reflective journaling exercises to record thoughts and reactions to materials discussed in the workshops. Faculty reflected on such topics as what they felt they had learned in workshops, what the strategies meant or might mean in the context of their discipline(s), how they planned to implement such strategies in teaching, and what challenges they foresaw in implementing or evaluating strategies. Most prompts were open-ended, with overarching questions to guide reflection rather than require faculty to address particular points. I did not respond directly, but used reflective journals to inform the content and format of our workshops. With permission of instructors, I shared excerpts from some of their journals during workshop sessions. (See Appendix D for copies of the reflective journal writing prompts.)

Interviews. I conducted, recorded, and transcribed two interviews with each of the eight faculty who participated in the workshops (16 interviews total). Each interview lasted approximately 45-60 minutes. The first round of interviews took place before the workshops began, at a time and place of the participants' choosing. Interviews included questions about how faculty approached teaching international students and how they responded or would respond to cases of inappropriate borrowing (potential plagiarism). Parts of the interviews were text-based, meaning faculty reviewed and responded to questions about writing sample sentences provided by the researcher. (See Appendix E for a draft of the interview protocol.) I

conducted a follow-up round of interviews in the semester after the workshops, again at a time and place of participants' choosing. This time, interviews featured questions on how faculty implemented or begun to implement what they learned in workshop sessions to their Spring 2016 courses. Given the iterative nature of action research, I designed the protocol for these follow-up interviews as the study developed. (See Appendix F for a draft of the follow-up interview protocol.)

Student writing samples. Early in the Fall 2015 semester, faculty participants submitted three to five samples of source-based writing from international, multilingual students enrolled in Fall 2014 or Spring 2015 courses. Faculty sent these samples to an administrative assistant, who removed names and identifying information of each writer before passing samples on to me. The samples, final versions or major drafts of out-of-class writing typically assigned by faculty (not created for the study), showed a baseline assessment of Barnett international students' ability to write from sources and avoid unintentional plagiarism. Participants submitted samples of international students' source-based writing once more, at the end of the Fall 2015 term. (The same research team member who worked with the first set of samples anonymized this set as well.) In the workshops themselves, participants read and responded to student writing samples submitted by their colleagues. As described in the next chapter, these samples prompted many interesting and complex conversations.

Data Analysis

Workshop sessions and pre- and post-workshop interviews were each recorded and transcribed. Rather than searching for set lists of predetermined topics, I analyzed data primarily for emergent themes (Merriam, 2009). I derived preliminary codes from each of the research questions—challenges, successes, change in perspectives on teaching, and

collaboration. I further refined and developed codes as the study unfolded. In general, evidence of change in perspectives did not always vary according to academic discipline. While participants from some divisions did report greater growth or more drastic change in perspectives on teaching than others, tying change directly to participants' disciplinary affiliations proved difficult.

As far as possible, early analysis of the interview and workshop data took place iteratively and in real time. I transcribed data from the first workshop while planning for the second, transcribed data from the second workshop while planning for the third, and so on. At a minimum, in each case, I listened to recordings of workshops and discussed partial transcripts with Carl and Stephanie. To organize the data and begin developing findings, I followed a process that included cycles of descriptive coding (Saldaña, 2009), analytic memo writing (Miles, Huberman, & Saldaña, 2014), and drafting and redrafting of ongoing research inventories (Anderson-Levitt, 2006). Samples of my analytic memo writing and other notes appear below (Figure 1).
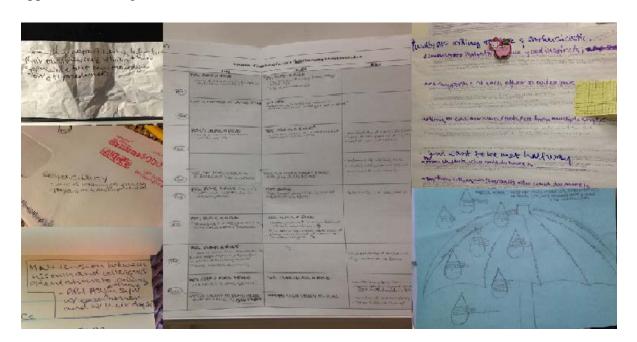

Figure 1. Examples of analytic memo notes, coding tables, and findings statements

For example, as shown in the middle of the figure, I split the descriptive code on challenges into subcodes according to purported source of difficulty (*language*, *cultural or educational background*, and *other*). I used these subcodes to develop coding tables that allowed me to compare similarities and differences across participants. And around the time I began seeking Carl and Stephanie's input, I also started writing and revising findings statements. (An early version of one of these statements, "faculty demonstrate willingness and enthusiasm for working on teaching …," appears in the upper righthand corner of the figure.) The process was not as linear or as self-contained as the explanation here might suggest. But despite the messiness, the analyses I used helped me stay close to data and to represent participants' experiences as accurately and honestly as possible.

Reliability and Validity

Generalizability. Since the study was conducted with a group of eight faculty at a single institution, it is not directly generalizable outside of this context (Maxwell, 2013). However, ESL or writing program faculty and WAC/WID specialists at other institutions may notice similarities between situations and experiences they encounter and situations and experiences described in the study. Also, I made efforts to ensure the study kept a high degree of internal generalizability by including faculty from each of Barnett's four schools and by recruiting faculty with a range of experience and qualifications. Thus, the findings remain robust and relatively generalizable to the entire Barnett community. And as described in the paragraphs below, I took several other steps to increase the likelihood of gleaning valid and reliable findings from the data.

Triangulation. One way to I worked to ensure the trustworthiness of my study was to collect, analyze and triangulate data from multiple sources. Conducting two one-on-one

interviews with each faculty, at the beginning and end of my study, and recording and transcribing verbatim notes from each workshop session served this purpose nicely. Interviews allowed me to dig deeper into data and query faculty about their opinions and responses to (potentially) transgressive textual borrowing. One-on-one interviews also helped me to assess whether and to what extent faculty were going along to get along—saying what they thought I or others in the study wanted to hear, or censoring themselves to avoid offending me or other expert participants (Carl and Stephanie).

Participant involvement. Another way I increased validity and trustworthiness of my findings was to share drafts of teaching toolkit pages and other data as focal points of our workshops. Maxwell (2013) refers to this technique as a member check, or method of "systematically soliciting feedback about data and conclusions from the people you are studying" (p. 126). For example, during the fifth workshop, I included member checks by sharing anonymous results from a writing exercise on priorities for administrative action at Barnett. Participants reviewed and helped identify questions about what they and their colleagues wrote on teaching international students and fostering academic integrity.

Another way I included member checks, after the workshops concluded, was to make transcripts of data available to participants. Finally, I featured partial transcripts from the workshop sessions in follow-up interviews so that participants could confirm or deny my early interpretations of what they said. Carl and Stephanie (expert participants and workshop consultants) maintained closer access to the data than colleagues in other disciplines. But everyone had a chance to review and offer input on data they generated.

Ethical Considerations

According to Coghlan and Brannick (2007), action research "is never … neutral" and "may have severe political implications" (p. 70). As I knew from the outset, a study on writing from sources and plagiarism could be perceived by some as potentially inflammatory or provocative. Rather than querying international students directly about their potentially transgressive borrowing practices, I encouraged faculty to share student writing samples anonymously. To mitigate ethical concerns, I also emphasized to participants that the study's purpose did not include passing judgment on their teaching, playing "gotcha" with students' papers, or showing them to become plagiarism police. Rather, I emphasized shared goals of improving teaching and learning for international students and helping students produce appropriate and effective source-based writing.

Confidentiality. I guaranteed confidentiality (if not always anonymity) to the colleagues who participated in the study. Interview and workshop transcripts featured pseudonyms or other non-identifiable markers rather than participants' names. Once transcripts were checked and rechecked for accuracy, the original audio files were destroyed. Participants knew they might not be able to remain completely anonymous to internal audiences at Barnett, since the Dean of Faculty granted the group ad hoc committee status for 2015-2016. However, all faculty were informed of these parameters before they agreed to join the study.

Bias. In this study, as in all action research inquiry, I was both "an actor in the setting of the organization" (p. 33) and "an instrument in the generation of data" (p. 41). Although having an insider perspective is essential to good qualitative research, and was crucial to the success of this study, it could and did bring challenges. One such challenge was bias, or the possibility of overlooking data or misinterpreting findings based on assumptions I held about

participants or about the study itself. By employing member checks, meeting separately with the two workshop consultants (Carl and Stephanie), and (occasionally) consulting with writing department colleagues who did not join the study, I took steps to reduce misinterpretation and preserve accuracy and ethical integrity that comes from robust, reliable data. (I return to discussing issues of integrity, possible bias, and challenges of action research process in the final chapter of this dissertation.)

CHAPTER 4

This action research study investigated the process and impact of a professional development workshop series for faculty across the curriculum on helping international students write from sources and avoid unintentional plagiarism. Although learners from overseas make up 25% of the student population at Barnett College, faculty did not have resources to help them foster international students' source-based writing skills across the curriculum. The study addressed the following research question(s).

1. What are the experiences of faculty who participate in a learning community on intertextuality and source-based writing instruction for international students?

    a. What challenges and what successes, if any, do faculty report? How, if at all, do challenges or successes vary by discipline?

    b. In what ways, if any, do faculty perspectives on international students' source-based writing change? How, if at all, do these changes vary by discipline?

    c. How do faculty collaborate with each other? How, if at all, does their collaboration vary by discipline?

To address these questions, I analyzed data from the following sources: transcripts of pre- and post- workshop interviews held with eight faculty, transcriptions of six workshop sessions conducted with eight faculty, quick-writes and verbal reflections collected from each faculty during or after each workshop session, and samples of international students' source-based writing shared by six faculty. Finally, to complete the action research cycle, I met separately with two of the eight participants (Carl and Stephanie) to reflect on our progress and to outline plans for upcoming workshops.

Barnett faculty were (and are) interested in helping international students learn to write from sources and avoid unintentional plagiarism. But before the workshops took place, few faculty felt confident in their ability to accomplish this goal. In the workshops, participants

found more nuanced ways of talking about source-based writing. This new vocabulary helped

them identify concerns about (possibly) misused sources, as well as to articulate these concerns

more clearly. According to participants, successes also included awareness of how campus

resources could (or could not) be deployed to help students; reframing plagiarism as

developmental (for students and faculty to negotiate and learn together), rather than a moral

failing (for students to overcome on their own); and greater confidence in their own abilities to

address citation and plagiarism concerns in a positive and proactive manner.

More specifically, analysis of the data yielded the following five findings:

1. Although faculty agreed that international students face linguistic and cultural challenges in learning to write from sources, the challenges they identified varied across disciplines and participants.

2. Faculty appreciated having autonomy to independently determine strategies for working with international, multilingual students on source-based writing, yet acknowledged that failing to share information or develop unified, university-supported ways of dealing with plagiarism could be problematic.

3. Faculty reported increasing their knowledge of how to teach international, multilingual students about source-based writing and having better understanding of institutional policies and processes at Barnett that help or hinder their efforts.

4. Faculty reported developing more nuanced vocabulary to talk about source-based writing, seeing patchwriting as a developmental phase, and being more likely to approach cases of inappropriate borrowing (potential plagiarism) with patience and an open mindset.

5. Faculty completed the workshops wanting to take additional responsibility for addressing source-based writing with international students at all levels of the curriculum, but insist such efforts should be met by increased support from students and the administration.

In general, all findings emerged from the study's overarching question (1), and from its sub-

questions on challenge (1a), change (1b), and collaboration (1c). But certain findings

correspond to some questions more tightly than to others. For example, findings one and two

(primarily) address challenge, findings three and four address change, and finding five addresses collaboration.

The chapter begins with background information on the context of the research site (including characteristics of the Barnett campus, its international student population, and its history with faculty development). The body of the chapter delves into these findings, which rely on systematic analysis of data from interviews and workshop sessions and, as described in the previous chapter, also incorporate data from course syllabi, assignments, and international students' writing samples.

Background

Campus Context

At Barnett College in Fall 2015, international students made up 25% (354) of the total student population (1,390). Of the international students, 194 (about 55%) are native speakers of Arabic and 48 (about 14%) are native speakers of Mandarin Chinese. Barnett has rolling admissions deadlines and sets English proficiency entry requirements at low levels compared to other local institutions. Prospective undergraduates must prove they achieved a minimum score of 500 on paper-based TOEFL, 61 on internet-based TOEFL, or IELTS equivalent. As an alternative, students may complete ELS language schools' Level 112 curriculum or show proof of English 101 transfer credit from an accredited university or community college. Admissions staff do not assess international applicants' ability to communicate in English prior to arrival on campus. In recent years, concerns over low enrollment have led the institution to admit students on the basis of little more than submission of a test score (qualifying or not) and payment of the application fee.

Faculty groups like the Academic Policy and Educational Planning Committees have proposed revising admissions criteria and raising English proficiency requirements multiple times over the past few years. These proposals have not succeeded, perhaps due in part to the frequent leadership turnovers Barnett has experienced. The school has had four Presidents in the last five years, during which time high-level positions and priorities have changed as well. Another possible explanation holds that the lack of institutional research data on international student retention or achievement has prevented committees from making a credible enough case to the campus community. Finally, as speculated by learning community members and supported by study findings, few Barnett faculty feel empowered to raise concerns about international student academic readiness at the Dean or department level.

Typically, international students matriculate at Barnett in one of two ways—either by enrolling directly from a high school or university in their home countries, or by transferring from a local community college or other area institution. Most students from overseas provide proof of English proficiency prior to enrollment, but in recent years a handful have not reported scores or have not had scores recorded in Barnett's registration database. Standardized test scores are known to be unreliable predictors of proficiency (Light, Xu, & Mossop, 1987; Johnson, 1988) and academic achievement (Messner & Liu, 1995; Wait & Gressel, 2009), but international students who meet TOEFL requirements are not required to enroll in ESL classes or seek other forms of academic assistance. And while Barnett founded its own English for Academic Purposes (EAP) program in 2012, its TOEFL and admissions policies mean the program serves a fraction (5-10%) of the institution's international population.

Faculty Development

Prior to Fall 2015, Barnett College had not previously offered formal professional development for faculty on teaching and learning with international students. In 2005-2006, Barnett's Director of Teaching and Learning ran the school's first Faculty Learning Community, which resulted in the development of a university-wide portfolio system for evaluating full-time faculty rank advancement and contract renewal applications. Participants in that learning community were compensated with three course releases each (or equivalent stipend of about $10,000). Since 2007, the Director and Dean of Faculty (a rotating role elected by the Faculty Association) have offered yearly learning communities for new full-time faculty focused on contract renewal applications. Rather than course releases or stipends, New Faculty Learning Community participants receive credit for university service. According to one NFLC participant who joined my study, discussions of pedagogy in that community were brief and did not focus on international students.

<center>Findings on Challenge and Autonomy</center>

Students' Skills Fall Well Below Faculty Expectations

During initial meetings with faculty prior to the start of the workshops, one consistent theme that emerged pertained to how they overestimated new, international students' language abilities. Faculty said they planned their courses expecting a certain minimum level of proficiency. But they also talked about having to adjust the way they structured course content, readings, and activities when plans did not mesh well with skills of Barnett's multilingual student population. For example, John (who taught in a professional discipline) explained how he saw learners from overseas struggling to write "sentences that make sense and paragraphs that are coherent and have a beginning and an end and a middle." For the past few years, John

had taught upper division and Master's-level courses in the School of Business. He recognized that many international students at Barnett needed help in developing their English, but questioned if he and colleagues who taught junior- and senior-level courses in the disciplines should be the ones to provide it.

Six other participants also expressed underlying concerns over what they had assumed about the academic reading and writing skills of Barnett international students. Faculty described spending significantly more time than anticipated (in class and office hours) defining vocabulary and articulating expectations they felt learners should already have known. Lauren (Humanities) reflected, "It feels like I shouldn't have needed to have the conversation but maybe I do need to have [it]" (Post-Interview). In general, these participants reported positive results when they took the time to make expectations clear to learners. But like John, they questioned whether they should have to work through basic language issues or clarify every last detail.

A further complication identified by workshop participants was that it was not always easy or even possible to determine if international students' difficulties with lexis stemmed from translation (not knowing the denotative meaning), culturally-specific points of view (not knowing connotative interpretation), or both. Daniel (Professional) told how, in an upper-division course on organizational diversity and the workforce, a student raised his hand and asked for the meaning of the word *prejudice*. When Daniel tried to clarify, he said, the student "looked at me quizzically. … one of his friends from Saudi Arabia had to translate the word for him." Daniel had not expected to help a student with advanced standing, especially when the student should have understood the meaning of a term like *prejudice* reading it on the page. Daniel continued:

I'm thinking, 'it's the third week. We've gone over stereotyping and prejudice [in] lesson one. Where is the disconnect?' Even with additional explanations, after a minute or two, still had to have someone translate for him. English is not his first language, but [he's] not somebody I would point to and say, 'That person really struggles with English.' He's conversant. (Pre-Interview)

Other participants noted how international students from the Middle East seemed to have less experience following rules of academic writing and citation in a U.S. college context.

Faculty who joined the workshops also said that lower-than-anticipated academic literacy skills complicated their ability to effectively evaluate and grade students' work. All participants agreed they should assess international students' skills based on stated learning outcomes (e.g., to "practice writing techniques focused on understanding how he or she is perceived, how to be better understood, how to be more persuasive" or "develop and exhibit tools for effective genre criticism"). However, they found that this assessment was not easy to do. And while they felt sentence-level features of grammar and syntax warranted attention, they sensed that placing too much weight on this criterion was unfair to students. As John (Professional) remarked, "if I got heavy-handed with spelling and sentence structure, I would be cutting them down a lot" (Pre-Interview). While he and others did not want to penalize students, they did not want to let them off the hook either.

Learning community participants agreed that fairness and equality in teaching were values shared by everyone at Barnett. But ideas of how to practice this equality varied. Before workshops began, faculty talked about wanting to take pains to avoid stereotyping international students. As the workshop sessions progressed, faculty began telling stories that suggested they did think of students from certain countries as being more likely to try to rationalize plagiarism. While Ethan (who taught in Humanities) insisted "I don't want to be implicated in generalizing about cultures … I won't to connect myself to that" (Pre-Interview), he mentioned

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students from the Middle East were more likely to "focus … on deal making" and to harbor "expectations that you can build a grade with the professor." And although Carl (Humanities) stated bias for bias' sake benefitted no one, he pointed out that certain kinds of discrimination could be good. He maintained that requiring students from overseas to attend office hours or enroll in a support course (policies that could be perceived as discriminating) would benefit students in the end. Carl's goal of creating equity from difference was shared by some (not all) of his fellow participants.

Wide Variation In Faculty Response

Defining and addressing plagiarism. Throughout the workshops, as participants shared ideas about how to respond to international students and how to define plagiarism in the first place, it became clear that ideas varied considerably across participants. With the exception of a few very clear-cut cases (purchasing a paper, submitting the same paper multiple times in multiple classes, stealing), there was rampant disagreement about what faculty deemed to be appropriate/effective or inappropriate/ineffective practice. At times, participants either admitted or implied determinations depended on idiosyncratic expectations that were tied to department- or discipline-specific norms loosely (if at all).

Disagreement carried over from what counted as plagiarism to what should be done about it. Some faculty described their own approaches as reactive, saying that they preferred to wait to talk about source-based writing rules and only did so once infractions were committed. Others characterized their methods in more proactive terms, and talked about how they included a general discussion of plagiarism and other norms of source-based writing with class at the start of each semester. But regardless of where participants placed themselves on this

continuum, they all agreed that they chose what to do based on what seemed right to them at the time.

Despite the black and white language of the university's honor code (Barnett Student Handbook), faculty sensed that students should only be held responsible for actions that were intentional on their part. Lauren (Humanities) remarked that determining intent was important because it helped her:

> … feel OK about where I'm coming down in terms of punishment, of treating the teachable moment. I need to know what their intent was. If their intention was to deceive then I'm way less sympathetic than if intentions were noble but they just made a mistake. ... At the end of the semester when I have to fail somebody I feel way worse than they do. It hurts me more, I carry more guilt. I internalize [it], like I did something wrong that led them to that moment. (Workshop 1)

Half of the remaining participants agreed with this point of view, but admitted determining intent proved elusive. In cases where inappropriate borrowing (potential plagiarism) occurred, faculty observed how Barnett students' low English skills made it hard to ascertain how they understood assignment requirements, tried to follow the rules, and honestly did not intend to plagiarize.

Further complicating the picture was that faculty from different departments had divergent views on not just how to define plagiarism, but how to address it. An especially contentious decision involved what to do when students got (too much) help with tasks that were seen as peripheral to main objectives of an assignment. Faculty in some of the design disciplines explained how common it was for individuals working and teaching in these areas to borrow from others' work. According to Zach,

> … [design disciplines have] different expectations in terms of referencing and borrowing other people's work. If I take a quote from somebody, an author, I need to reference that. If I make a drawing, a building, and I use someone's furniture, I don't need to reference that or cite it in any way. It's normal. … everybody does it. (Workshop 1)

Applying standards of academic integrity to some situations (writing for publication in a scholarly journal) but not others (completing an artist statement or project prospectus) did not strike Zach as problematic. As he reflected in a post-workshop writing exercise, when "architects steal ideas from each other and themselves … this is what becomes known as style." He did not articulate how he resolved this double standard in his own teaching.

Daniel also reported inconsistencies in the academic and professional norms of computer programming (where he worked before getting his PhD) and business (where he taught at Barnett). He objected to the double standard that Zach (Design) appeared to tacitly accept. Meanwhile, John (Daniel's division colleague) said he found enforcing academic integrity in a university setting "confusing" because "the real world honors quality content more than it questions plagiarism." John later disavowed this view ("did I really put it like that?"), but maintained that "at some point what's considered wrong in one context is considered the way you do business in another." Like Zach, John seemed resigned to not resolving the conflict between professional and academic standards for source use and citation.

Responding to individual students. Three of the eight faculty indicated that in some cases, they would not address plagiarism at all because for some students, citation and appropriate use of source texts were skills best learned and reinforced heuristically. Talking to overseas learners about plagiarism and trying to get them to admit their transgressions was not a consistent priority. Participants either could not or did not wish to invest time in pursuing potential infractions, especially since so few students ended up disclosing what they had done. Daniel (Professional) acknowledged it was important to turn conversation about plagiarism into teachable moments. But he also said for repeat offenders, statements of guilt or innocence were "irrelevant." In these cases, Daniel said he preferred to keep conversation to a minimum

and assess plagiarism with grades (e.g., marks of zero on an assignment or in a course). Other participants in humanities (Ethan, Karen) and professional divisions (John) expressed sympathy if not agreement with this approach.

Lauren (Humanities) relayed a different point of view. Like Daniel, she said she would not directly accuse students of inappropriate behavior without adequate proof. But her sense of what that proof should be varied. Regardless of perceived guilt or innocence, she said she always made a point of bringing students' views into the conversation. She also felt confident using strategies like face-to-face conferencing and asking leading questions because every international student she had ever talked to at Barnett about plagiarism ended up admitted what they had done. While she was the only participant to report this level of success in talking with international students about plagiarism, Zach (Design) as well as Carl and Stephanie (Humanities) aspired to comparable achievement.

Engaging stakeholders, seeking resources. Participants appreciated but were also wary of individualized ways of addressing plagiarism. Faculty commented how Barnett offered more autonomy and a "less clear cut way of reporting" (Lauren, Pre-Interview) than other places they had worked. In their view, this autonomy was not always good because it could become time-consuming and onerous on them. They tried to give students the benefit of the doubt by not reporting cases to the Dean of Students and by grading for extra-textual factors (evidence a student tried hard, participated in class, or otherwise showed he understood course content). Participants indicated that they would all want to speak with students they suspected of plagiarizing for a first-time offense, but only three said that they would ever consider reporting such an incident to the Dean. Even for repeat offenders, faculty said, they would not report plagiarism unless ordered to do so. As Lauren inquired at the beginning of the study, "it

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always seems like, 'Why does [the Dean] care?' I mean, I know she cares, but why should she have to be the repository of that?"(Pre-Interview).

If they felt conversations had to rise above the level of individual instructors, participants expressed an overwhelming preference for handling cases within their own departments. They said they would only consult administrators in the most egregious of cases. They wanted autonomy to make decisions about addressing plagiarism, and feared losing it under pressure from other, higher-ranking members of the campus community. For the most part, participants seemed willing to take on extra time and work required to handle these incidents on their own or in consultation with division colleagues. However, participants acknowledged that this approach might not always lead to fair or equitable solutions for students on a consistent basis. This unresolved tension proved to be one of the main challenges participants reported throughout the study.

When it came to engaging other campus stakeholders in creating pedagogical resolutions, messages were even more mixed. Most participants who offered ideas for formative response did so in a hands-off sort of way. For example, Ethan (Humanities) suggested, "have someone from the writing center or from [student development] or a librarian jump in and do ten minutes of priming before a paper is written" (Post-Interview). Between providing training for faculty across campus, raising admissions standards for international students, and hiring graduate students to tutor in the Writing Center, Zach (Design) speculated that the latter option might be best because it would "[utilize] what we already have" (Post-Interview). Before, during, and after the learning community, participants admitted they were not certain that the autonomy they valued so highly facilitated student learning. While this

challenge area did not ever fully disappear, faculty became increasingly conscious of it as the study progressed.

As Ethan and others suggested, a common idea for helping international students learn to write from sources entailed telling them to visit Barnett's writing center. But few who brought up the writing center mentioned debriefing with students or even checking on whether they had actually gone. Participants seemed skeptical about the efficacy of getting students to engage with resources like peer advising, tutoring, or other forms of academic support. And during the fifth workshop, Ethan questioned Barnett's early alert system (one of the few relatively well-known campus resources) as taking too long. But as Karen later noted, many colleagues did not file alerts until late in the semester (Post-Interview). By this time, she pointed out, proactive solutions became all but impossible.

Another challenge manifested in how learning community faculty bemoaned the inability of Barnett's early alert system to capture concerns about students with very low English skills. Ethan talked about the challenges he encountered in trying to help students who failed to "understand anything" he said:

> I did send an early alert that I don't think the student is fully with me. I get a reply from [an academic advisor], 'I met with the student and he's fully conversant.' But when I speak of watermelons in class, he starts discussing about oranges … . I raise a question, like, 'What are you doing for Thanksgiving?' He raises his hand and says, 'Last year we went to the beach in May and it was fantastic, but it was a different country so everything was different.' That's the answer. Nothing to do with Thanksgiving. I say, 'No, but the question was about Thanksgiving.' He just looks and smiles. (Workshop 4)

Carl shared similar concerns about one of his own students, whose English proficiency was so low (despite having achieved a passing TOEFL score) that comprehending class instructions and assignments became all but impossible. Carl also noted that there could be good reason for such widely varying perceptions of student ability. Participants agreed in the workshops (and

also echoed in follow up interviews) that Barnett should consider adding a box on early alert

forms to note challenges about English language proficiency.

According to Carl, add a language proficiency challenge box to early alert forms would

have the advantage of enabling faculty and staff to help international students, by "monitoring

them and offering assistance" rather than "dwelling on them in a poor way" (Workshop 4).

Karen (Student Affairs) pointed out that since faculty seemed to want to take care of business

by themselves (Post-Interview), not all colleagues would change behaviors because of a

modified form. However, she also seemed hopeful that adding a box might have positive

effects by reminding Barnett professors that they had the option of asking for help overcoming

international students' communication woes. Participants also expressed concerns about how

challenging it was to remind adjunct faculty about the resources that were available, because

many part-time instructors were less immersed in campus events and had less time to focus on

pedagogy than their full-time colleagues.

Fostering compartmentalization and isolation. Despite Barnett's small size and

emphasis on student-centered teaching, there was a lot participants professed not to know

about international students' experiences. Combined with autonomy, learning community

participants acknowledged, this lack of knowledge could lead to lack of engagement with

campus resources. Faculty who had worked at Barnett for longer (e.g., Carl), who took on

administrative responsibilities like chair positions or campus committee leadership (e.g., Zach),

or who were multilingual themselves (e.g., Ethan) displayed greater awareness of the

challenges international students faced. But participants' increased sensitivity did not always

translate into increased willingness to push for taking institutional action (raising TOEFL

scores, creating more discipline-specific forms of academic support) to help international

students learn about source-based writing. Due to the decentralized nature of the curriculum, and to gaps in faculty knowledge about what learners from overseas knew or could do, participants saw the challenges they faced would not be easily overcome.

One example of this lack of knowledge, as seven of eight participants expressed, was that they were uncertain what international students learned in writing courses at Barnett. Daniel (Professional) stated, "I don't even know what is taught in 111 or 112" (Workshop 4); John (Professional) added, "or 212. Do we still have 212?" (Workshop 4). Not being sure what, when, or even if students had been educated about general rules for academic citation made teaching responsible, discipline-specific source use even harder. Carl (Humanities) reminded learning community colleagues of how many international students came to Barnett as transfers, as well as how many of the students took freshman composition at community colleges or other areas schools. But even those students who took WRIT courses at Barnett did not always (or often) take them in sequence. And after reviewing these numbers, participants expressed even less certainty about their ability to reinforce source-based writing skills than they had before. Faculty recognized that they faced challenges, but could not agree on how such challenges could be conquered.

On the one hand, participants said they were willing to reinforce standards of ethical source use. As Daniel put it, he could "spend maybe half a class lecture talking about what is source integration, what is basic writing [and] not assume that they know everything" (Workshop 6). Other the other hand, participants also said they did not want to be held responsible for teaching or re-teaching every aspect of written communication. Or, in Daniel's words, "… I also don't want to be an English coach" (Workshop 6). This emblematic exchange underscores participants' suspicion about whether fostering written communication skills

should be a job shared by colleagues across the curriculum or whether it should remain the primary responsibility of those in writing departments.

Mixing messages about what is and is not acceptable. Learning community participant agreed that having some autonomy for dealing with plagiarism was good, but having too much leeway in determining infractions could prove unfair for learners, time-consuming for departments and programs, and ineffective for Barnett as an institution. As Daniel (Professional) remarked, "do you think there's something to this … we're having trouble defining what plagiarism is, and we should know, right?" (Workshop 2). And as Carl (Humanities) described, communicating with international students about acceptable versus unacceptable practice could prove challenging. One student Carl knew protested his grade after a writing instructor found he had plagiarized parts of several papers:

> … the student was going to fail a course because they had plagiarized a paper; more than one paper. Then it turned out that that student [said] 'oh, so if I'm plagiarizing now in this course, that means in these previous courses when professors have given me As on papers, they were giving me As for plagiarism as well.' He showed the papers. (Workshop 6)

Participants said they understood the student's frustration at discovering that what was accepted as adequate in other courses was not permissible in WRIT 112. But everyone also agreed that the student should have taken the course in sequence, rather than waiting until the final semester of his senior year. Participants also concurred that the university should find better ways of ensuring students enrolled in required courses at the intended time, so that these kinds of situations could be avoided in the future.

Although they admitted that proper course sequencing was not a reality at Barnett, participants agreed that having it was important. Without appropriate sequencing, faculty observed, they could not know for sure what training international students had received on

writing from sources. But without such understanding, faculty could not respond to (apparent) plagiarism in appropriate, discipline-specific ways. They simply did not know where to begin.

For example, John (Professional) reflected on how the challenges of determining a response to plagiarism intersected with timing of a potential infraction. When deciding what punishment he might inflict on a student, he stated:

> … it really helps to have confidence that they've been through that … if you catch them doing something in a senior level class. I hate to flunk somebody on their capstone course the semester before they graduate. (Workshop 1)

And while he recognized his role was more complicated than he thought, John still ended the workshops hoping to "be the recipient of the work everybody does at freshman and sophomore level" (Workshop 6). He felt guilt about not addressing source-based writing in his courses. But John insisted that he would have felt even more guilt about penalizing students near the end of their Barnett careers. He discussed how the challenges he faced caused him to overlook cases of plagiarism, foregoing chances to turn conversation about less-than-appropriate borrowing into teachable moments. Fellow participants shared his concerns about fairness (not being too harsh, but ensuring students graduated with the skills they needed) throughout the workshops.

Findings on Change in Knowledge and Understanding

Despite Institutional Challenges, Faculty Report Growth

By the end of the Fall 2015 semester, learning community participants changed in both perceptual and practical aspects of how they addressed source-based writing with international students. Some of the changes included more knowledge of and appreciation for process writing pedagogy. Others included the actual adoption and implementation of new techniques in their teaching.

Emergent perspectives. One new perspective, as Lauren (Humanities) reported, involved going into grading at the end of term with "a more generous mindset" (Post-Interview). She said she noticed herself adopting a more calm and reflective view when encountering potential plagiarism, instead of the "knee-jerk … why don't they get it?" attitude that had snuck its way into her practice despite better instincts. Karen (Student Affairs) also reported ending workshops with a "more self-reflective" mindset, which led her to conclude she and her colleagues "put a lot of the blame and the responsibility" for avoiding plagiarism "on international students" (Post-Interview). Although she admitted students were responsible for their source-based writing "to some degree," she insisted "I don't think we take the time to think about what we are doing to support [them]" (Post-Interview). Few other learning community colleagues articulated themselves as bluntly. But as expressed in post-workshop interviews, participants became more likely to accept at least some responsibility for educating students about source writing and helping them uphold academic integrity in the context of a U.S. university.

Another change in perspectives, according to participants, was that the workshops helped them develop more thorough understanding of how diverse linguistic and cultural backgrounds could impact a student's understanding of writing assignments. Before the workshops began, Ethan said international students' worries about English "definitely" lead to "a sense of deficiency or lack"(Pre-Interview). At the time, he said this deficiency would often "inform or motivate … to try to make up for it by illegitimate means" (Pre-Interview). But as the workshops ended, Ethan became more confident in his view that students with low proficiency would not automatically plagiarize: "it's not a matter of proficiency *only* … proficiency will account for *some* of the inadvertent plagiarism" (Post-Interview; emphasis

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added). Specifying that students' academic integrity missteps could be accidental ("inadvertent") rather than purposeful ("illegitimate") represented a shift in how Ethan and others talked about textual borrowing—and in how they planned to address it going forward.

Like Ethan and others, Stephanie's understanding of the role of second language acquisition in writing from sources shifted during the workshops. She developed a more critical sense of how culture might or might not impact an international student's textual borrowing practice. She came to see culture as "something that's played up a little bit too much" (Post-Interview), adding,

> What I got out of [the workshops] was very much that *plagiarism often happens in the context of the learning process* and trying to figure out how to write academically in another language, and that this idea of, 'oh, it's different cultural constructs,' perhaps is … like a disservice. (emphasis added)

Stephanie did not adopt completely new ideas of what caused students to plagiarize, or how she could help them avoid it. But by framing the issues more judiciously, Stephanie challenged one of the most widely accepted explanations for why multilingual students commit unintentional plagiarism. This departure from literature and from views of some Barnett colleagues shows the extent to which Stephanie's perspective changed over time.

Several other workshop participants from design (Zach) and humanities divisions (Lauren, Carl) also characterized change they experienced as small but significant. In a post-workshop interview, Daniel mentioned undergoing a more radical shift: "before the workshops I was viewing writing assignments as evaluative assessment-type processes … I now use them more as a learning tool." According to Daniel (who taught in professional discipline), valuing writing as a method of formative instruction rather than a system for delivering grades represented a new mentality he hoped would translate into his teaching practice. (More

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information on the kinds of changes Daniel planned to implement will be discussed in the paragraphs below.)

According to faculty in the learning community, another change in perspective they experienced dealt with confidence. Seven participants reported feeling more sure of themselves in talking with international students about source-based writing, crediting authors, and avoiding plagiarism after the workshops. Zach observed how he was able to point out specific features (e.g., summary versus paraphrase) in articulating why a piece of text might not be acceptable. He also claimed increased capacity to explain technical writing terms (e.g., patchwriting) to students, which he said helped guide them through the process of editing their own work. Carl said he also felt more secure in his grasp of patchwriting. Whereas he had previously suspected patchwriting was developmental, he felt he had evidence to back up his instincts as a result of participating in the workshops.

Emergent practices. In addition to developing new perspectives, workshop participants reported taking steps to change their teaching practice. These steps fell into two overarching but related categories: steps that supported process-oriented approaches to writing, and steps that made teaching more proactive and student-centered than before. Several faculty commented how they contemplated moving in these kinds of directions before the workshops began. All said that the learning community motivated them to exchange ideas with each other and experiment with new teaching techniques. Both of these benefits, Participants said they had wanted (but not been able) to take these steps since before the workshops began.

One example of the new techniques John (who taught in a professional discipline) implemented involved guiding juniors and seniors through intermediate steps (annotated bibliographies, drafts, outlines, oral reports) before they completed final drafts of their

assignments. He also began requiring outlines and in-class oral reports, as he put it, "for the first time in ages and ages" (Post-Interview). John talked about how he hoped this shift from a product-oriented to a more process-oriented approach would allow him to scaffold in writing instruction while also ensuring international students understood the content of what he was teaching.

Daniel (John's division colleague) also said he continued to use more process-oriented techniques. Some techniques had started before the learning community, such as assigning shorter and more frequent writing tasks instead of longer papers. And like John, Daniel seemed hopeful that such practices might afford more chances to foster students' source-based writing proficiency and content knowledge. Karen (Student Affairs) said she regretted that international students in her college adjustment seminar dropped out before the end of the term, because she looked forward to seeing how new peer review activities she included might influence their final papers. Lauren and Carl also brought up process writing exercises they had made or planned to make in days and semesters ahead.

Even participants who did not implement completely new teaching practices said they rethought the practices they used previously. Ethan (Humanities) explained how he shifted the timing and structure of an optional, extra credit source-based writing exercise to take place earlier in the term and to happen in class (it had been offered as an out-of-class option). Ethan had offered a "plagiarism diagnostic" before, but he hoped returning to in-class delivery would allow international students to receive low-stakes feedback on their writing more quickly. Daniel described how he discussed samples of excellent work in class before sending students away to produce their own drafts. He also said he slowed down the pace of class with simple, direct language. Finally, as he and Carl discussed in the final workshop session, Daniel began

using comprehension checks and questions to ensure students had understood and were following the main points of his lectures.

Improving alignment between expectations and student abilities. While most participants said they were pleased with the changes they made, they also said they knew such changes were only the beginning. For example, Zach (Design) realized he needed to require rather than simply encourage students to complete scaffolding assignments. He expressed concern about how intimidated students felt at the prospect of producing a 7,000 word draft (the minimum length of a senior thesis), let alone the idea of weaving in source material. Zach acknowledged how his expectations for what Barnett international students should know and be able to do before enrolling in his course (and thus what they were able to accomplish during it) needed to adjust further. "They weren't as prepared as I thought they would have been," he observed, and "I wasn't too strict in the early stages about setting [the assignment] up … . I could've been more so" (Post-Interview). And for her part, Lauren (Humanities) said she realized in retrospect that international students in her courses would have benefitted from additional support.

In at least one instance she reported, this additional support would have included more lessons on textual rather than just visual borrowing. Although she had implemented mini-workshops in class on the ethics of incorporating other people's images in videos or PowerPoint, not all students transferred this knowledge to the task of using others' words or ideas in their papers. Lauren elaborated that source-based borrowing mistakes were

> … enough of an issue last semester, particularly with international students. Even though we definitely did do a lesson around images and not words about whether it was OK to appropriate other people's images from the Internet and … how [to] repurpose other people's images and how you have to attribute that. … we need to do one on words too and not just images. (Post-Interview)

Colleagues in humanities (Ethan, Carl, and Stephanie) as well as professional divisions (Daniel) also mentioned adjusting course readings or activities. These participants did not clearly indicate they believed that the workshops had caused them to take these steps. But they expressed appreciation for having been in an environment that helped them think through what they had been contemplating for some time. Overall, participants reported having more knowledge about how to teach international students to write from sources. And at the end of the workshop series, they affirmed, they had a reinforced understanding of not just what to do but why to do it. Not surprisingly, faculty agreed that these changes in practice were an enjoyable and productive outcome of the learning community's work.

Just because they knew what to do, participants said, that did not mean their work was done. For example, Daniel (Professional) began the follow-up interview asking to be reminded when the last workshop took place ("it's not that long ago, but I'm shocked by how long ago it seems"). Although he was glad to join the learning community and said he appreciated the tools it gave him in helping students from overseas write from sources, he also mentioned needing to "formalize" his efforts (Post-Interview). He recognized this process would not come without conscious effort. In describing one of his recent attempts to integrate more proactive source-based writing instruction, Daniel explained: "It was a three hour class and we only had 10 minutes left. I remember thinking, I wish I had more time to do this, because there's a lot of things we didn't even get to" (Post-Interview). His efforts were not a complete waste of time, he reflected, but next time

> I need to block out 30 minutes. Instead of it being oh yeah, by the way you have this assignment due, don't forget these things. I need to put it in my list of things we are going to do today. (Post-Interview)

In addition to more time and planning, Daniel discussed how essential other sources of support would be in improving teaching and learning with international students. He insisted academic advisors had "a role to play" in supporting what goes on in the classroom. Faculty on their own, Daniel said, would have a harder time knowing "what students have been taught or retained."

In her follow-up interview, Lauren talked about the challenges and idiosyncracies of teaching at a school like Barnett ("it's complicated, obviously, and you teach here so you get it"). Like Daniel, she was pleased by changes she had made and believed that her students' writing was improving. But also like Daniel, she felt she needed to keep doing more. In particular, Lauren wanted to find ways to embed the content of her day-long (or in some cases week-long) workshops on borrowing in a given course, which would make content accessible to students who had not shown up on the days in question.

Other faculty also raised concerns about irregular attendance, wishing they could guarantee better turnout in class and at orientation (so international students might learn about academic integrity in a U.S. university before beginning to study at Barnett). But even as they expressed this desire, faculty recognized that additional, discipline-specific training would still be needed. In following sections of the chapter, I explore participants' thoughts on how to create further guidance, within and beyond the classroom, to support international students' learning to write from sources across the curriculum.

Bottom-up support for students necessary, but insufficient. Participants were enthusiastic about making adjustments in their classrooms. They also expressed concerns with trying to improve learning for all international students at Barnett. Gaining greater understanding of administrative realities and constraints that impacted their teaching led

faculty to contemplate how they could produce more lasting, campus-level change. In discussing what takeaways or products might come out of workshops, Carl (Humanities) commented:

> … it is really hard to create institutional change. The toolkit ideas we've been talking about, I like that as a project, but then there's getting more support for the ESL students here, which to me sounds more like institutional change. I guess I'm advocating for something in that category; let's try to change [Barnett] a little bit. (Workshop 2)

As expressed by Carl, participants aspired to create change beyond their own classrooms. But did not see the changes as simple or easy to implement. Zach (Design) worried about supporting Master's candidates from overseas, since there were "no writing requirements at the graduate level" (Post-Interview). Since he thought stand-alone courses would be tough to market, he suggested "masking" support international students needed in courses on literature. Daniel (Professional) and John (Professional) shared Zach's concerns, but made no suggestions for curricular changes in their division.

Carl discussed the possibility of inviting guest speakers to composition courses, a "great idea" he said could provide more exposure to norms of workplace writing. Such a program would have the added benefit of "reverse-engineering" the tasks students needed to complete as they embarked on post-graduation careers. (Daniel, who told stories of getting poorly proofread emails from students asking for extensions or recommendation letters, agreed with him.) And in the pre-workshop interview, Zach spoke about needing to wrap his mind around professional versus academic writing during his first job out of graduate school. But in the learning community, both Daniel and Zach left implications for their own teaching practice unexplored. These two participants changed just enough to acknowledge that international students needed further help in learning to write from sources—but not so much that they volunteered to be the professors who provided it.

Carl seemed happy to do what he could to foster students' awareness of the importance of workplace writing. But he expressed suspicion that perhaps his colleagues across the disciplines could do more to teach these skills in their classes. Stephanie said she wanted to create more library-supported tools for source-based writing instruction. Professionalizing composition and information literacy classes—linking work students did in these courses to what they did in the disciplines and what they would need to do after graduation—was a priority for her as well.

Finally, on and off throughout the workshops, participants talked about wanting to involve colleagues across campus in creating lasting change. Ethan mentioned reserving time in a Faculty Association meeting to rally support for raising TOEFL requirements. Carl talked about reinstituting a brownbag lunch series and writing a survey to collect data on the experiences of all Barnett faculty in working with international students. Such a survey, he hoped, would allow the workshop group to communicate faculty concerns in teaching international students with Barnett leadership in a more organized fashion. And one last, near-universal sign of progress was that all workshop participants talked about needing to provide training for adjunct instructors.

Findings on Change in Vocabulary and Mindset

Understanding the Need for a Developmental Approach and Patience

As workshops progressed, participants began to appreciate the benefits of taking a non-punitive, developmental approach to source-based writing instruction. During the first workshop, Lauren found the idea of patchwriting "interesting." What concerned her most was when international students mimicked the structure as well as the language of a particular text. Carl echoed this concern, observing how copying stock, idiomatic phrases like *take a gander*

could be excused as a "part of … learning" but copying paragraphs or recycling whole patterns from someone else's work would be hard to overlook.

Other participants admitted to ignoring patchwriting (John), not having time to find it (Ethan), or failing to identify common indicators such as mistranslated synonyms (Daniel) or uncharacteristically formal language in students' compositions (Stephanie). Despite these differences in practice, all participants concurred that adding patchwriting to their lexicon (and understanding what the term meant) constituted an essential element of post-workshop growth. This new awareness needed time to manifest in practice, but by all accounts it represented the beginnings of positive change.

One indication of the depth of this change was that as workshops progressed, participants began talking about patchwriting more frequently. Ethan brought it up in the second session ("… in a radical way all of us hear voices when we write"), Zach (Design) and Carl (Humanities) mentioned in the third and sixth sessions ("… the student sort of emerges from that; it's not simply research for research sake"), and John (Professional) discussed it in the sixth session ("should I be doing this for senior papers … looking at sentence by sentence to see whether it's patchwriting or plagiarism?"). And while Lauren (Humanities), Stephanie (Humanities), and Karen (Student Affairs) never mentioned the term by name, they referenced realizing it happened at Barnett more frequently than they first recognized. Participants perceived that their increasing awareness of this idea, and of language used to describe it, was a valuable change and a welcome addition to their teaching practice.

Another change dealt with how participants not only discussed patchwriting more frequently with each other, but how they started talking about it more often in classes. For example, Zach said, he began pointing out cases and explaining to students, "This paragraph

here, these highlights, this is patchwriting" or "not using sources … in service of a definition" (Workshop 6). Carl mentioned how he used electronic detection services like Turnitin.com, combined with more sophisticated language gleaned from workshops, to improve one-on-one writing conferences with international students. He continued:

> Turnitin.com has helped me identify patchwriting 'cause it might take a paragraph and … you can see patches that were plagiarized, but you can see that there are gaps in between where a student's trying to write their own thoughts. It helps that way. I don't know if I'd be so good catching that by reading it. (Post-Interview)

Daniel also said he came to rely on technological tools in addressing potential plagiarism. Stephanie and Karen said they tried not to depend on Turnitin too much, while Ethan and Lauren expressed strong philosophical objections ("there's some weird … surveillance implications of Turnitin I don't like"). Even participants who expressed skepticism about electronic detection software warmed to the thought of having tools to identify potentially transgressive borrowing. And while some participants described themselves as not being adept at using Turnitin or software like it, most deemed the topic worthy of further study.

In addition to using the term *patchwriting* more often, workshop participants began using the terms *plagiarism*, *plagiarize*, and *plagiarized* less often. In the first two sessions, faculty referenced plagiarism a total of 60 times, but only mentioned it 16 times over the next three sessions. While the number of *plagiarism*-related tokens rose to 40 in the final workshop, most mentions occurred as inquiries ("is plagiarism a problematic word to use?") or hypotheticals ("if you cast it as a plagiarism document, no one's going to look at it …") rather than complaints or direct accusations. Questions on how faculty might frame the teaching toolkit we developed in the workshops ("should the emphasis be on international or on plagiarism?") and doubt whether an international student writer interpreted source text correctly ("… but is that too narrow?") constituted a few uses also. But as the tone of the

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statements indicates, participants became less interested in blaming or identifying culprits and more interested in finding out what actually happened.

A further change was that as learning community sessions progressed, faculty displayed greater ambivalence about their ability to judge intent behind an international student's use of sources. In the few cases where they declared a writing sample had been intentionally plagiarized, participants qualified statements with intensifiers like "flagrant" (John), "blatant" (Daniel), or "deceptive" (Carl). As several faculty speculated in the last workshop, the caution with which they talked about source-based writing reflected a new and growing sympathy for challenges Barnett's international students faced. Participants felt strongly that this change in perspective, which they said came about as a result of the workshops, benefitted their teaching.

In written reflections and interviews conducted 6-8 weeks after the workshops concluded, all eight participants continued to use language that indicated they maintained a more nuanced and compassionate point of view. For instance, as Zach (Design) and Lauren (Humanities) commented, neither felt comfortable using the term *plagiarism* in talking with international students. Zach observed that it "raises the level of conversation too quickly." And Lauren reflected:

> I don't like to use the word. I use it as a curse, in a way. … it feels accusatory even though I am not accusing, [like] I've already decided what the punishment is going to be. You're here to accept … you're bad, I'm right. Leave. I feel it sets that tone. (Post-Interview)

Both said joining the learning community reinforced their instincts in this regard. Other participants also described efforts to talk with international students in more constructive ways. Daniel (Professional) reminded students "it's OK to use other people's ideas … it's even encouraged." Stephanie (Humanities) told how she started using *Steal Like an Artist* in her information literacy courses to send a message that avoiding deceptive plagiarism entailed

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understanding the difference between "types of taking" (Post-Interview). She reminded students that good academic writing meant "taking from other things" and "reusing … modifying … adding your own ideas." While participants had not joined the learning community with a strongly punitive mindset, this new vocabulary underscored how their thinking changed and became more generous by the time workshops ended.

All eight workshop participants said they enjoyed having a chance to collaborate with colleagues from other disciplines. Six participants stated that the greatest benefit of the workshops involved, as Zach put it, gaining "more clear language around sourcing." After learning about patchwriting and trying to distinguish indirect from conventional, unconventional, and deceptive forms of intertextuality, faculty approached working with international students in a less judgmental manner. Combined with better understanding of the academic disciplinary and professional norms described earlier in the chapter, this new knowledge represented an important change. It led participants to develop views on borrowing that they realized might not be shared with colleagues across the institution.

Early in the workshop series, Carl (Humanities) wondered whether plagiarism was "a means for learning" (Workshop 2). Lauren (Humanities) declared that "students need to be given a little bit of leeway to develop their vocabulary … by appropriating other people's" (Post-Interview). She described her sense of patchwriting-to-learn as: "this isn't the way I would speak, this is a more complicated construction than I would use … let me put this in the paper and see how that feels and work my way through using it" (Post-Interview). For Lauren, it was unreasonable to expect international students to follow rules of citation seamlessly every time because "until you start to practice, you can't do it on your own." As she maintained

throughout the workshops, she believed that international students needed more of this practice than they were currently getting.

Lauren and others felt it would not be right to penalize international students who were working to develop academic writing proficiency as best as they could. Stephanie spoke for the group in asserting that what looked like deceptive plagiarism could be "an indication of needing to develop more critical thinking and reading skills." Penalizing students who tried but failed to "integrate someone else's ideas into [their] work" (Post-Interview) was not a fair approach to take. Some borrowing could lead to learning. Each faculty member expressed a desire to help international students move along a continuum of source-based writing towards more appropriate/effective practice. But despite positive perceptual shifts, participants' readiness to do this guiding work varied. Patience and a more open mindset did not consistently translate into changes in practice. Reasons for the apparent gap between participants' ideas and actions are discussed in paragraphs below.

Implementing developmental approaches to address plagiarism. As indicated by data from workshops and interviews, participants did not always agree on where to draw the line between appropriate/effective and inappropriate/ineffective borrowing. For example, John (Professional) responded to a writing sample in his follow-up interview by asking, "Would that be plagiarism? In a strict sense of the word? I'd have to put *what if* … ." Other colleagues showed similarly equivocal responses. While faculty concurred that the idea of patchwriting-to-learn should influence classroom practice—a change from how some participants began the learning community—not everyone said they had developed purposeful, well-defined ways of doing so.

Despite these ongoing struggles, another positive outcome from workshops was that faculty changed how they responded to plagiarism. Without evidence to the contrary, participants said their first reaction to receiving copied text from an international student would now be to assume the plagiarism had been accidental. Extending the benefit of the doubt, talking with students, and giving chances to revise their work were all preferable responses—and changes from how some faculty began the workshops. Even if they were reasonably certain plagiarism was intentional, participants insisted, finding a way to turn interactions into a learning opportunity was more important than meting out punishment. According to participants, joining the learning community was a crucial in developing a more pedagogical response to plagiarism (a welcome change from previous practice).

For example, in a follow-up interview, Zach (Design) told how he responded to a Saudi student who purchased work from a ghost writer. (Zach found out about the case when someone with access to the student's email account forwarded messages detailing the terms of transaction to the department chair.) In the following quote, Zach explained what happened next:

> We set up a meeting and just said, 'What happened? What's going on?' … She said, 'the Writing Center wasn't open and so I sent my paper to an editor to have him look at it because English is not my first language.' … I said, 'OK, listen. We have a couple of ways of going about this and all you need to do is tell us what happened, and we can deal with it. If you don't want to do that this will get more serious.' … She came clean and was super apologetic. The student has a 3.6, 3.7 GPA. She's a very good student. It was simply she was nervous, busy with studio, and didn't think she could get to the paper. (Post-Interview)

Having indisputable evidence of intentional plagiarism was a luxury Zach knew he could not always count on. He also said that if the incident had occurred earlier, he might have believed the student acted solely out of concern over academic English.

This belief, Zach reflected, would have led him to misdiagnose underlying issues like the student's lack of time management or fear of misunderstanding the assignment. While she ended up having to repeat the course, Zach felt he achieved a goal of helping the student "talk about how one cites things [and] quotes things." If nothing else, he said, he did what he could to "make the discussion productive." Such a change might not have been possible—and almost certainly would not have happened so quickly—without the insight Zach gained from participating in the learning community.

Few other learning community participants said they dealt with plagiarism cases that were as intentional or as clear-cut as the one Zach described. But most faculty agreed that trying to salvage good outcomes from a potentially negative interaction was the best, most positive action to take. And although the incidents participants experienced varied, they seemed to be reaching similar conclusions. International students' borrowing, they realized, stemmed from a range of factors that could have little or nothing to do with their language. As Karen (Student Affairs) observed, subpar source-based writing could come from "a [conceptual] misunderstanding of the assignment, and not so much the language" (Post-Interview). Her perspectives had changed, she noted, because she no longer wanted "to single out the international population by saying just because they have this language barrier they are going to plagiarize." This realization constituted an important element of Karen's learning that was echoed, at least in part, by her colleagues as well.

In addition to patience and understanding, learning community faculty like Zach, Karen, and others adopted new approaches like reserving judgment, rejecting stereotypes, and using their own prior language learning experience to empathize with students from overseas. Participants showed strong commitment to their pedagogical ideals, especially to finding better

ways of teaching international students to write from sources and avoid unintentional plagiarism. However, as participants also acknowledged putting their ideals into practice would take a lot of work. Their willingness to put in that work and thus take responsibility for improving the quality of teaching and learning at Barnett will be further examined in the final section of this chapter.

<div align="center">**Findings on Collaboration**</div>

Improving Source-Based Writing Requires an Integrated Approach

By the time the learning community workshops ended, participants had spoken at length several times about wanting to take additional responsibility for improving source-based writing instruction at Barnett. This responsibility, they felt, should extend across all levels of the curriculum. Composition professors should not bear sole burden for teaching students to write. In fact, workshop participants insisted, learning to represent source text accurately and effectively constituted a responsibility that should be shared between faculty, staff, administration, and (not least) international students at Barnett.

The toolkit. One way workshop faculty attempted to shoulder this responsibility was the creation of a teaching toolkit. Their desire to incite lasting change at Barnett—as Carl said, "get support for ESL students here" (Workshop 2)—factored into the selection of that particular product as an outcome of our workshops. By the time sessions ended, the toolkit became more than just a symbol of the challenges faced or changes made. It also represented faculty members' ability to collaborate despite disciplinary difference and disagreement. But this collaboration did not mean the toolkit materialized smoothly.

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As an example, a page with peer review exercises from the toolkit appears below:

** When students all work with the same source(s), consider scaffolding review with writing samples from previous classes. A 100-level theme-based writing class on Los Angeles might incorporate this:

Sample A – students read *Double Indemnity* by James M. Cain

In the third chapter, Huff began the evil plan of action. We can see very Huff so nervous from many details. Huff made the first step to let Mr. Nirdlinger buy accident insurance. Mr. Nirdlinger impatient to Huff sell accident insurance, on several occasions Huff must bring Mr. Nirdlinger attention to accident insurance. For example, the text is written "As soon as I had the applications, I switched to accident insurance." But Mr. Nirdlinger is not interested, from his actions of tapping his fingers we can see he has impatience. We can also see Huff very decisive action with repeated efforts and no hesitation for this evil plan. ... If some people efforts are not what the consequences might that guy can abandon. But Huff did not give up, he even harder.

*Does the draft use source(s) **accurately**—i.e., does it seem like the writer understood the source(s)?*

yes / no / not sure

*Does the draft use source(s) **clearly**—i.e., do you understand the writer?*

yes / no / not sure

Figure 2. Peer review exercise with yes / no rating, writing sample, and one source text

Learning community participants did not know what to make of the exercise at first. Daniel (Professional) said he would not ask students in his classes to use it because the responses were "binary and not that informative" (Workshop 5). Lauren (Humanities) asked if the exercise had worked well with students from Barnett's ESL program, and wondered whether it might be more useful as a tool for instructors to identify areas of weakness in students' source-based writing. Others displayed mixed reactions. Carl, Stephanie, and Karen (Humanities) seemed enthusiastic, whereas Ethan (Humanities), Zach (Design), and John (Professional) stayed more skeptical.

But despite initial skepticism, even faculty who questioned the relevance of this exercise ended up suggesting modifications to it. For example, Daniel proposed using a Likert scale and creating a version that did not require students in a class to be working with all the same sources. A revised draft of the peer review exercise appears below:

** Consider asking students to respond using a Likert scale. For example:

Does the draft include ideas or information from _____ *that is* quoted directly*?*

      1 ……….…….…. 2 ……….….…. 3 ……….…….… 4 ………….…. 5
   (strongly disagree)   (strongly agree)

Are these direct quotes cited appropriately—with quotation marks*, punctuation*, and page number(s)*?*

      1 ……….…….…. 2 ……….….…. 3 ……….…….… 4 ………….…. 5
   (strongly disagree)   (strongly agree)

Do these direct quotes help support the draft's purpose, thesis, or main point?

      1 ……….…….…. 2 ……….….…. 3 ……….…….… 4 ………….…. 5
   (strongly disagree)   (strongly agree)

Figure 3. Peer review exercise with a Likert scale, no writing sample, and multiple texts

Daniel felt that this second version would allow him to teach his international students about source-based writing in more appropriate, discipline-specific ways. Data collection ended before he could report on how well the exercise had worked. But as his willingness to use the exercise showed, he began to take further responsibility for addressing this part of his pedagogy. Karen, who declared both types of guidelines necessary ("I don't think it covers everything if we just use one"), seemed to want to take on more responsibility too.

     Other responsibilities of workshop participants. Throughout workshops and in follow-up interviews afterward, faculty gave numerous examples of how they invested effort in changing pedagogy to support learners from overseas. Many of these examples involved trying

to be more up front with students about expectations for source-based writing. In recalling

conversations about helping students synthesize material for diverse academic and professional

audiences, Daniel (Professional) observed the group zeroing in on the importance of clear

communication. Providing complete but not overwhelming information to international

students was a goal that "everybody started to look at" (Post-Interview). But as he noted, this

goal often proved difficult to meet.

According to Daniel, one reason for this difficulty was that many professors at Barnett

held implicit rather than explicit expectations about content, format, and purpose of papers they

wanted students to write. In the case of a typical academic genre like the research essay, Daniel

pondered,

> What exactly are we asking for? Are we asking for a *summary* of the ideas that we
> talked about, and was it in class? Are we asking for their *thoughts about* what we
> presented in class? Are we asking them to *critique* the theories we presented in class?
> (Post-Interview; emphasis added)

Daniel realized faculty needed to take more responsibility for communicating their

expectations to students in a concise yet comprehensible manner. *Not* doing so meant "asking

… students to struggle" unnecessarily. In Daniel's view, it would be wrong not to provide this

support. While he knew that taking responsibility for clarifying source-based writing

assignments was not easy. But he considered it essential.

On a general level, most of Daniel's learning community colleagues agreed with him.

As detailed throughout the chapter, those who joined the workshops took on the task of trying

to improve their teaching. In particular, participants developed a shared goal of being "more

proactive than reactive" (Karen, Post-Interview) in supporting linguistically and culturally

diverse students. Despite recognizing the need to take responsibility for explaining assignments

thoroughly (perhaps by modelling question-raising techniques before essays were due), few faculty gave examples of how they accomplished this task.

Stephanie (Humanities) provided one exception to this lack of specificity, citing a syllabus quiz and short bio blog post she implemented in the early weeks of Spring 2016. Lauren (Humanities) gave another example, explaining how a summary-of-summaries homework task sparked conversation about the details students chose to include and why. These tasks did not clear up all confusion or completely eliminate students' temptation to plagiarize. But according to participants, strategies like these proved effective in helping students raise questions and negotiate their uncertainties about assignments in class. As Stephanie and Lauren showed, learning community participants not only wanted to take responsibility for educating students on ethical source use, but that they also began to develop methods for doing so.

Other than Stephanie and Lauren, few other workshop participants mentioned specific strategies in taking responsibility for working with international students. Karen (Student Affairs) mentioned giving "some type of disclaimer" (Post-Interview) to outline expectations, but did not elaborate on what this meant. Ethan (Humanities) mentioned introducing areas of broad inquiry in class— "How did you get sources? Have you done it before? Did you ever do it in high school? What is a literature review? … How do you read these things?"—and following up with students during office hours. Like Karen, he did not offer details. And John (Professional) characterized his own attempts to clarify assignment criteria as minimal ("… I've tried a little harder with the students"), warning that it was too early to tell whether his efforts would yield positive results ("… we'll see where it comes out").

Given the substantial amount of time they reported spending on teaching writing, participants' equivocation did not come from lack of desire to help students. Despite their willingness to take additional responsibility for teaching about writing, the experience of participants in the workshops emphasizes how challenging it was to do so. Within the learning community, Stephanie and Lauren remained the exception rather than the rule.

Responsibilities of colleagues and the institution. Participants acknowledged they had responsibility in their own courses for improving the quantity and quality of source-based writing instruction at Barnett. And even beyond the creation of the teaching toolkit, participants also said they wanted to find ways to hold colleagues across campus more accountable for contributing to this collective effort. Carl (Humanities) believed it was especially important to establish systems of shared accountability in the teaching of writing, since this was a skill that made acquiring disciplinary knowledge possible. While few others (aside from Lauren) expressed this view in quite the same words, all appeared to have a certain sympathy for Carl's perspective. And everyone agreed it would be ideal to infuse academic literacy instruction throughout international students' Barnett careers. Under current circumstances, participants doubted this pedagogical reinforcement could take place as well or as thoroughly as it should. Even as they wanted to hold colleagues accountable, learning community faculty recognized it would be difficult to do so.

Learning community participants cited both personal and institutional evidence to explain gaps between the desired and actual states of source-based writing instruction at Barnett. Carl and Ethan (Humanities) blamed these gaps on concerns about enrollment. In their view, enrollment woes made it unlikely Barnett could ever guarantee that incoming students would have the minimum English proficiency to take advantage of what minimal resources the

institution could offer. Nor would raising TOEFL requirements be enough to guarantee academic readiness. But having higher scores might increase the probability that incoming international students had communication skills sufficient to interact with faculty and at least make their needs known.

Furthermore, as Zach (Design) and Stephanie (Humanities) mentioned, workshop participants believed that some colleagues in the disciplines could prioritize writing by scaffolding assignments more thoroughly. As Zach put it, history classes in his division "are meant to be writing specific, and they're writing heavy" (Post-Interview). However, as he went on to clarify, "We don't teach writing. We assess it … that's different." In this quote, Zach seemed to be implying that he and others in his department could do more to value the teaching of writing (a point he confirmed later on in the interview). But he did not appear to have a vision for how to accomplish such a large-scale shift in perceptual responsibilities.

More could and should be done to support international students, Zach and others realized, but more was difficult to do. In the absence of extra resources (course releases, professional development funds, travel grants), participants felt that it would not be fair to expect colleagues across campus to devote significant time and energy to improving their teaching. There were too many conflicting priorities, too many administrative fires to put out. According to some participants in the learning community, contract and rank advancement policies (where pedagogy supposedly counted for one third of a candidate's score but was rarely evaluated in a systematic way) did not further this effort. In general, participants seemed torn, poised between the inclination to hold their fellow faculty more accountable and the understanding that it might not be possible to do so. As of the time the workshops ended, this tension remained mostly unresolved.

Given concerns about declining enrollment, participants said it was hard to expect or enforce accountability in colleagues. Setting higher admissions criteria did not receive universal support from members of the learning community. But neither did continuing the unspoken policy of admitting full-pay students from overseas who had the financial means (not the English proficiency or academic readiness) to succeed at Barnett. Putting faculty in the middle of this ethical dilemma (how could the school keep accepting these students without devoting at least some resources to support their learning?) seemed to be perhaps the least desirable option of all.

Regardless of why they said it happened, workshop participants were troubled by the lack of support for faculty on navigating academic honesty talks with students from overseas. As Lauren observed in a post-workshop interview, "This has started to bother me … there's a handful of instructors teaching in our department who don't have that training, don't know how to deal with these pedagogical issues." In the absence of higher admissions criteria, more robust institutional research, or more sustained (albeit modest) investment in faculty development, participants feared they would stay trapped in never-ending cycles of reactive, catch-as-catch-can source-based writing instruction. And as the participants insisted, this cycle would always fail to serve best interests of faculty, staff, senior administrators, or (most importantly) students.

According to participants, this lack of support for faculty carried the harshest consequences and was most deeply felt in courses taught by adjunct instructors. For some learning community participants, the reason had to do with how new part-time instructors were hired and trained. In a post-workshop interview, Karen (Student Affairs) relayed the story of a colleague who admitted not knowing how to talk to international students. As Karen reported,

> He was trying to figure out how to have conversations with students about how to write basic things like emails. It made me take a step back … . I was looking at someone who definitely seems to be an expert in his field but was saying teaching is something totally different. (Post-Interview)

If this individual was struggling to navigate foundational teaching and learning logistics (how to write emails), Karen realized that it would be a lot more complicated to negotiate concerns over source-based writing. Karen connected the dots of her colleague's story as a way to articulate a need for more comprehensive guidance ("we need to step back and think about the training we get before we decide to teach a university course"). She did not share her concerns in the workshops themselves. If she had, many of Karen's fellow workshop participants (especially Lauren) would have almost certainly agreed with her.

Even as they lamented the lack of experience and support, Karen, Lauren, and the other participants went out of their way not to blame their part-time colleagues for this shortfall. In fact many workshop faculty did the opposite, praising instructors for their professionalism, expertise, and dedication to teaching even in the face of uncertain pay and declining enrollments. But as participants also pointed out, many adjuncts spent less time at Barnett, did not serve on committees, and did not have as much knowledge about what on-campus resources the school could offer as did members of the full-time faculty. Thus, workshop participants worried about contingent colleagues' suitability for serving international students' learning needs, especially in writing from sources and avoiding unintentional plagiarism. As participants worried time and again in the workshops, it was hard to hold individuals accountable for things that were beyond their control.

Ultimately, participants did not want to blame fellow faculty (full- or part-time) for the relative lack of pedagogical support given to international students. When pressed, participants cited factors outside of any one person's control (e.g., budget or enrollment) to explain why

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learners from overseas might not be able to seek or receive the assistance they needed. Workshop participants admitted that everyone at Barnett could probably "do a better job assisting … to make sure students are getting help" (Karen, Post-Interview). But they wondered if the administration was really doing everything it could to shoulder its share of this collective responsibility.

Carl was the only one to voice his concern to the group. In the fifth workshop, he asked, "do the best of us tend to teach less for fear of upsetting international students and losing money to the university?" His question went unanswered at the, but others worried privately about how lack of institutional support impact their teaching. Participants found it hard to serve international students' needs without infrastructure (institutional research, effective database systems) to share information quickly enough to reinforce efforts in the classroom. Without infrastructure, new admissions policies, or increased administrative support, participants insisted they could hold neither themselves nor their colleagues fully accountable for their role in teaching and learning. And as discussed in paragraphs below, participants did not seem to feel they could hold students fully accountable either.

Responsibilities of international students. As described above, participants did not shy away from wanting to hold themselves, their colleagues, or Barnett administrators as accountable as possible for helping international students learn about norms of source-based writing. Furthermore, participants aspired to dole out responsibility to students as well. Participants admitted freely that these learners did not always engage as actively in classroom procedures as they could. For example, according to several workshop faculty, international students shirked obligations if they did not follow rules of U.S. academia like taking notes, informing the professor about absences in advance, asking for help after missing a class, and

attending office hours to clarify questions on upcoming assignments. Lauren (Humanities) described the effort she put in to making content more accessible to students via multiple means, as well as her less-than-positive response when students did not seem to want to meet her halfway:

> I've got PowerPoint slides and I make them available and they could be recording me and going back to it. They know that they're responsible for this information. If you're not writing down the words that I say, you're not actually actively doing that, how do you learn those words? [Especially] if they're unfamiliar to you. … My students don't take notes, and I can't … I don't understand that at all. (Post-Interview)

Lauren and others acknowledged that these trends (not recording class, not writing down points) were far from unique to learners from overseas. As she hypothesized, "maybe college students just don't take notes anymore." Such an idea echoed Zach (Design) and Stephanie's (Humanities) concerns over norms of the digital age. These participants all acknowledged how the less-than-typical (and less-than-productive) classroom behaviors, compounded with extra language and cultural burdens of being new to American higher education, posed significant problems for international students. Although faculty said they understood where some of students' coping behaviors came from, participants in the workshops still wished they could motivate students to stop.

Participants did share an overwhelming view that students from overseas could do more and should be held more accountable for their learning. But consensus on how best to do that was scant. Some participants seemed resigned to not reaching students ("it … depends on how motivated they are; some students aren't that motivated"). Others drew limits in what they would do to foster more responsible learner behavior ("we are not in seventh grade"). Still others took a long view, relying on threats of real world penalties to instill a sense of responsibility in international degree candidates ("some might think it's lackadaisical for me to

not care, but I know these people are going to be out in jobs …"). Throughout the workshops, John (Professional) seemed unclear on how the need to write for workplace readers could motivate international students not to plagiarize. As he put it, students "have to communicate … [and] that's something." But he left unanswered the question of how or why needing to communicate would help students avoid plagiarism.

Despite or perhaps because of the ambiguity John and his colleagues mentioned, participants agreed it would not be fair to hold themselves, fellow faculty, or international students accountable for improving the quality of source-based writing at Barnett. Even under current circumstances, participants stopped short of blaming the institution for their struggles. They acknowledged that concerns about retention and enrollment (for students from overseas and for students writ large) were legitimate. Faculty also said they knew it would get harder to secure resources to carry out Barnett's mission of preparing students for academic and professional success. Finally, as learning community participants also recognized, failing to international support students or the faculty who teach them would not prove to be effective long-term strategy either.

Conclusion

In the Fall 2015 Faculty Learning Community on Second Language Writers and Writing at Barnett College, eight professors came together to jumpstart a process of what they perceived to be much-needed pedagogical changes. Over the course of six workshop sessions, participants developed ways of supporting international, multilingual students in the classroom and on campus. Overall, participants ended the sessions feeling as though they had made progress. But whether their efforts would be recognized or reciprocated by other faculty, by the institution itself, or by international students was another matter. In the following (final)

chapter, I consider the implications of study's findings on challenge, change, and collaboration.

I also ponder ongoing possibilities for teaching and learning with international students in the

context of a small, professional liberal arts college.

CHAPTER 5

It would be hard to overstate the turbulence of the institutional environment at Barnett College during the months I conducted my action research study. It was undergoing leadership turnover, financial strains and faculty uncertainty. In spite of trying conditions, participants in the Faculty Learning Community on Second Language Writers and Writing learned from each other. They worked through disagreement and misinformation to realize small but significant shifts in practice. Participants overcame obstacles and ended the workshops with greater knowledge and motivation to create change in their own classrooms. But they also identified challenges that they felt might limit what future changes were possible. Whether they or their colleagues (or for that matter, the institution) can sustain progress made in these workshops remains to be seen.

Overall, this study demonstrates how improving source-based writing instruction for international students remains an attainable goal at small, professional liberal arts colleges. Groups of dedicated individuals working across departments can achieve progress, even with minimal resources and even in times of institutional turmoil. But the findings also suggest that universities must cultivate the goodwill of their faculty if they wish to sustain this progress over the long term. Rather than providing a universal model for professional development, this study offers a roadmap for how faculty, faculty developers, program administrators, or student affairs personnel may start conversations and begin building capacity on their own campuses.

First, I discuss how participants in the learning community made progress (more nuanced vocabulary and a deeper understanding of university processes and procedures) despite external as well as internal obstacles (defining plagiarism, holding divergent opinions about the role of writing in the disciplines). In reviewing what helped participants overcome

these obstacles, I extrapolate elements of the learning community that could succeed at similar institutions. Finally, I reflect on the action research process, identify limitations and directions for future research, and conclude with a call to action. If internationalized education is to remain a priority, universities must work to create academic environments that welcome students from overseas. Since the U.S. domestic student population has become increasingly multilingual (Ferris, 2009), normalizing the needs of second language learners is everyone's responsibility (Shapiro et al., 2014). Ultimately, finding ways to improve teaching and learning for international students will improve the teaching and learning experience for all students.

Discussion of Findings

The findings of this study align with previous research in writing across the curriculum (Bazerman, 2005; Cox, 2014), second language writing (Ferris et al., 2011; Matsuda & Silva, 2010), and faculty development (Cox & Richlin, 2004). These findings also address gaps in the literature by providing an on-the-ground account of how faculty worked across disciplines to improve source-based writing instruction for international students. Such an embedded point of view is rare in WAC scholarship (Hall, 2014), much of which tends to evaluate the impact of single workshops and fails to offer the level of detail that would allow programs to be replicated. Small liberal arts colleges are traditional bastions of WAC work (Gladstein & Regaignon, 2012). But colleges like Barnett, which offer professionally-focused degree programs, remain under-investigated in the literature. The study findings are important because they demonstrate how action research-based professional development can increase faculty awareness of challenges students from overseas face in U.S. academia. The following pages explain why.

Developing Language

Faculty who participated in the learning community developed vocabulary that helped them distinguish between appropriate or effective and inappropriate or ineffective use of sources. As discussed in the previous chapter, they became less likely to use unequivocal terms (e.g., *plagiarism*) and more likely to use tentative phrases (e.g., *patchwriting, misuse of sources, unintentional plagiarism*). According to Pecorari (2008), such language indicates a departure from punitive perspectives that place the burden for overcoming plagiarism on students alone. It aligns with best practices put forth by professional organizations (TESOL, College Composition and Communication, Council on Writing Program Administrators) and by experts in L1 (Anson, 2008; Bloom, 2008) and L2 (Ferris & Hedgcock, 2014) writing research.

Data from pre-workshop interviews indicate that Barnett faculty members had these instincts before the workshops began. But while they did not relish the prospect of overlooking or harshly punishing students for source-based borrowing errors, they seemed not to know any better way. In reviewing types of intertextuality (Pecorari & Shaw, 2012), discussing inclusive writing assignments (Bloom, 2008), and exploring non-punitive ways of talking about academic honesty with international students (Tomas & Marino, 2014), participants sharpened their focus. They followed Howard's (2009) advice to stop asking if students were plagiarizing and start asking what students were doing with texts they cited. Participants felt better equipped to hold positive, proactive conversations on source-based writing with international students after the workshops than they did before. Participants gained an ability to "name the issues" (as Zach put it) by critically evaluating students' academic reading and writing, and by deciding how to adjust their assignments accordingly. Participants considered this a small but

significant shift they hoped would inspire them to keep improving practice for semesters to come.

Increasing Awareness

Along with new vocabulary, learning community faculty reported having greater understanding of institutional factors that helped or hindered international students' progress in learning to write from sources. Participants came to question many of their initial assumptions about how learners from overseas came to Barnett (Zach, Stephanie), progressed through first year writing courses (Daniel), or used resources like the writing center to improve source-based writing skills (Ethan, John). Based on previous research, this lack of awareness was not entirely unexpected. Second language writing scholars like Matsuda (1999), Ramanathan and Atkinson (1995), and others (Fishman & McCarthy, 2001) point to divisions of labor and other disciplinary differences to account for why faculty in ESL and writing programs do not align as smoothly as they should. And as writing across the curriculum experts (Bazerman, 2005; Zawacki & Cox, 2014) note, there are many barriers (real and imagined) that prevent constituents from working together on behalf of students.

Given Barnett's size and the premium it places on student-faculty interaction, participants had less knowledge about how the school serves international students than anticipated. Breaking down assumptions was a first step in helping learning community members shift perspectives on working with multilingual students. Involving them in the process of creating resources for their colleagues (the teaching toolkit) was another. By the time the workshops ended, participants had learned more about a) what kinds of support international students at Barnett needed, b) what resources could be marshalled to provide that support, and c) how faculty might advocate for resources or more systemic changes in the

future. These realizations marked modest but important victories, inroads in understanding that faculty hoped might pay off down the road. As they grew in their understanding of Barnett policies and procedures, participants expanded their desire—and their ability—to teach in ways that met international students' learning needs.

Valuing Interaction

A final indication of progress from the learning community dealt with how well participants collaborated with each other throughout the workshops. The only problem with collaboration, in fact, was that faculty wanted more of it. All eight participants expressed how much they had benefitted from sharing ideas with each other. They also said they appreciated hearing how colleagues in other departments were responding to the influx of students from overseas. Aside from new language (discussed above), participants cited conversations with colleagues as the primary benefit they took away from the workshop experience. Ethan referred to these interactions as therapeutic; Lauren called them the highlight of her semester. And in the sessions themselves, participants noted how they thought others in their own departments would profit from similar conversations. This enthusiasm for interaction is documented in the literature on reflective teaching (Bartsch, 2013), learning communities (Cox & Richlin, 2004), and writing across the curriculum (Zawacki & Cox, 2014).

Data from the U.K., Europe, and Australia indicate that faculty at U.S. colleges and universities have much to gain from engaging in extended dialogue, especially in complex areas like culturally responsive pedagogy and writing from sources (Macdonald & Carroll, 2006). But few published studies conducted in North America achieve this level of specificity. Empirical research has only begun to document the effect this kind of faculty development may have on student learning outcomes (Condon et al., 2016). Despite this gap in research,

available data suggest that when faculty have opportunities to talk, try out new ideas, and reflect on teaching, students' written communication skills improve. Although student achievement was not a focus of this study, participants recognized it could be used to justify the funding of future learning communities. Faculty members knew they benefitted from interacting with each other, and wanted to find ways of convincing administrators that their colleagues would benefit as well.

Overcoming Obstacles

As shown in the previous chapter and summarized in the pages above, participants in the Fall 2015 Faculty Learning Community on Second Language Writers and Writing at Barnett College succeeded in developing more proactive approaches for educating international students about academic honesty. Participants' progress toward culturally inclusive teaching is particularly impressive given external and internal obstacles that Barnett faced during the 2015-2016 academic year. Faculty encountered external obstacles that could have prevented them from focusing on their classroom teaching (leadership turnover, worries about enrollment, budget). These obstacles are common in U.S. higher education and far from unique to the small liberal arts college context. But since this is an action research study, based on lived experiences of its participants, the impact of institutional environment on the challenges faced by learning community members should not be overlooked.

Defining plagiarism. In addition to dealing with external obstacles, faculty in the Fall 2015 learning community faced internal obstacles as well. Perhaps the most entrenched of these internal obstacles was lack of consensus about how to define or respond to plagiarism. In the first two workshops, participants analyzed academic honesty policy language as they tried to arrive at a satisfactory understanding of plagiarism. They did not succeed, which echoes

findings in L1 and L2 composition research that underscore how contested the act of defining plagiarism can be (Abasi & Graves, 2008; Bloch, 2012; Howard, 1993; Zwagerman, 2008). Detecting plagiarism and developing pedagogically appropriate responses are also fraught with misunderstanding (Ives et al., 2014; Jamieson, 2008). Here too, experiences of Barnett faculty aligned with those of faculty at other institutions and in other studies. Try as they might, participants were not able to develop a universally satisfying definition of plagiarism that fit each of their disciplines. But by the time workshops ended, faculty said they appreciated the complexities of the issue and felt better prepared to explain such complexities to students.

Negotiating intent. While participants agreed the best progress they could make in class involved teaching about source use more proactively, consensus on how to achieve this goal was scant. Participants observed that only international students with proficiency and persistence to make their concerns heard received guidance about learning to write from sources. Without these skills, students could slip through the cracks, become confused, and eventually get penalized by inconsistent application of policy (Angelil-Carter, 2000; Bloch & Chi, 1995). Participants saw how the confusion endemic in appropriate source use led some professors to dismiss plagiarism reporting procedures. Such dismissal could lead faculty to underreport plagiarism (Séror, 2009) and to avoid sharing information with staff and administrative colleagues ("I would not report a case to the Dean … unless someone ordered me to do so").

During the workshops, participants became more aware of how emotionally charged it could be to talk with international students about plagiarism. Beginning to substitute technical, non-threatening terms for punitive language signaled a step in the right direction. Recognizing it was impossible to determine intent (Yorke et al., 2009) constituted another. Participants

never resolved tensions between their inclination (to give students second or even third chances) and official Barnett policy (to punish all serious instances of plagiarism, regardless of intent).

Accepting responsibility. Related to intent, another common and equally controversial theme pondered by faculty in the workshops concerned the issue of responsibility. Whose job was it, learning community participants wondered, to help international students learn to write from sources? Whose job should it be? Where did individual responsibilities (for faculty, staff, students) end and where did institutional responsibilities (in policies, procedures, admissions standards) begin? Even as they made these inquiries, echoing questions raised in case study (e.g., Ferris et al., 2012; Hirvela & Du, 2013; MacGowan & Lightbody, 2008) and survey-based investigations (Andrade, 2010; Elander et al., 2010), participants recognized there were no good answers. Faculty who joined the learning community assumed greater responsibility for their role in teaching source-based writing with international students. But as they commented throughout the workshops, it was unclear to them if colleagues or if Barnett as an institution had taken steps to do the same.

Incorporating the professions. Throughout the workshop sessions, faculty shared their experiences and debated ideas frankly with each other. These discussions did not always or often lead them to change their perspectives. One perspective that remained especially entrenched was the distinction some participants drew between norms and expectations of writing in academia and norms and expectations of writing in professional settings. This distinction made teaching about use of sources more complicated, as shown by John's concern over accuracy and ethics in "the real world" and by Carl's observation that not all design or professional colleagues were willing to bridge collegiate and post-collegiate worlds ("the idea

of faculty embracing … a course that has to do with what students write after college … I just don't think they want to do it"). According to Carl, fields like rhetoric and composition embrace scholarship and teaching of workplace writing as integral to learners' success in their chosen majors and beyond (Cox, 2010; Spilka, 1998). But he and others (Lauren, Stephanie) did not think faculty, staff, or students in other departments at Barnett fully subscribed to this view.

Carl and Stephanie were not the only participants to worry about these tensions between academic and professional writing. According to Lauren, Barnett's identity as a professional liberal arts school did not make this task easier: "we're a professional liberal arts school, and what the heck is that?" (Post-Interview). Ethan talked about complexities of teaching at a trade-focused school like Barnett, noting how writing was not present in everyone's approach to teaching. Despite their differences, participants in humanities, GE, and professional disciplines recognized that long-term success of writing across the curriculum projects depended on creating effective formal (policy-based) and informal (values-based) ties between and among their respective programs. While Barnett had not reached this goal, faculty said, it was important to keep in mind for the future.

Recommendations

Throughout the workshops, participants expressed the hope that members of the upper administration at Barnett would increase their efforts to establish a cohesive culture of writing on campus. Based on data gathered in workshops, participants also identified ways administrators might build momentum and begin creating this kind of culture. Their recommendations align with best practice in WAC literature (McLeod & Soven, 1991; Perelman, 2009; Townsend, 2008), and include:

1. Centralize data gathering systems and track international students' retention, completion, and graduation. Make these data as widely available as possible.

2. Improve communication channels within and across faculty members, staff, and senior administrators.

3. Increase accountability and implicate programs and departments in their international students' progress and success.

The first point (to track and distribute better data) may be particularly important. The more faculty and staff know about the challenges international students face, and the institutional factors that magnify or mitigate these challenges, the more they could do to help. At Barnett, as participants remarked, there is no single office on campus charged with overseeing the needs of learners from overseas. Supporting international students (including teaching how write from sources) could not be passed off as "someone else's" job. Improving source-based writing must be treated a campus-wide responsibility; but without sufficient data, faculty said, this was hard to do. These recommendations can create conditions that allow faculty to carry out their duties in teaching.

Learning community participants also offered ideas and recommendations for improving future workshop series at Barnett. Their suggestions may be especially useful to writing program administrators, writing across the curriculum leaders, and professional development facilitators in working with professors across departments and programs. These ideas include: aiming for common ground rather than complete agreement; meeting faculty where they are; and, thinking within and beyond the learning community. As recent research literature (Condon et al., 2016) and listserv discussions concur, the most important thing faculty developers can do is tie their work to improved student learning. Quantifiable measures of the impact learning communities have on student achievement are difficult to come by, especially at schools where longitudinal data are not readily available. But an era of lean

budgets, concerns over enrollment, and turnover in leadership made justifying our work even more relevant.

Personal credibility and connections are important, participants realized, but so are more objective measures. And if there are ways to align faculty development work with other campus priorities (e.g., institutional assessment and accreditation), all the better. Learning community participants said they knew improving quantity and quality of faculty development offerings at Barnett would not happen overnight. But they still considered it an important goal to pursue.

Reflections on Action Research

In keeping with Coghlan and Brannick's (2007) observations, my status as an "insider" action researcher meant that I was both "an actor in the setting of [my] organization" (p. 33) and "an instrument in the generation of data" (p. 41). This dual identity created complications for my work. Also, as Coghlan and Brannick (2007) point out, diagnosis in action research "is never a neutral act" (p. 70). It was not neutral at Barnett, as demonstrated by the evolving conversations participants and I held about selecting foci for our work. Some (Ethan, Carl) were interested in creating more dramatic institutional change; others (Daniel, John) wanted to focus on classroom-based ideas for working with international students.

To say that these differences caused tension in the learning community would be an overstatement, but they did give me pause. Honoring my colleagues' contributions while steering the group in productive, non-threatening directions was an object lesson in balancing Barnett's "formal justification of what it wants" with my own "justification for … activity" (Coghlan & Brannick, 2007, p. 71). Learning community leaders on other campuses will need to find ways of striking a similar balance.

Ultimately I believe "giving half-thoughts, or starts of thoughts" (as Carl said), rather than monopolizing the focus of our action research was the right approach. For starters, it made our work more inclusive and gave faculty in the learning community more of a voice. We may not have had as much to show for our work as if I or my co-facilitators had set strict agendas or dominated every discussion. If and when we run a follow-up learning community to implement and test out ideas in the toolkit, we stand a better chance of generating campus-wide buy-in and creating more sustainable change. While the advice of a listserv colleague—"if you're waiting for consensus, don't"—still rings loud in my ears, I know hers is not the only way to proceed.

As my study demonstrates, and as research literature indicates, it may be not always be possible or desirable to wait for complete consensus in conversations about academic honesty, international student learning, and source-based writing pedagogy. These conversations are so complex and rife with misunderstanding (Park, 2003; Yorke et al., 2009) that they are more powerful when they are shared. Action research that engages with multiple perspectives may be messy, but it is also more honest (Huang, 2010). In that honesty lies its greatest strength.

Limitations

Although action research is designed to be messy, its methods are not infallible. There were several limitations that affected findings generated by the Faculty Learning Community on Second Language Writers and Writing. One such limitation was that in the time I conducted the study, faculty morale hovered around an all-time low. Jokes about "Chainsaw Al" coming to fire everyone, and observations of colleagues at other schools "gloating" about their tenure status demonstrated the tensions felt by participants and other members of the community. Incorporating faculty perceptions of Barnett's climate would have been too politically charged

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and outside the scope of investigation for this study. But it would be naïve to pretend that the tension felt on campus had absolutely zero impact on the course of the project.

Another limitation encountered while conducting this study had to do with time. One way time influenced the project was the decision to scale back expectations for homework. Instead of asking faculty to produce reflective writing in the weeks between meetings, at the request of the group I folded these exercises into the meetings themselves. Faculty spent the first five minutes of each meeting brainstorming in response to questions posed by the research team, and the final five minutes of each meeting reflecting on our progress. This decision changed the content and scope of what participants could explore in writing.

Having faculty write during the workshops afforded the data an unguarded perspectives we would otherwise have missed. But writing in the workshops also mean six of the eight faculty sacrificed more contemplative aspects of the action research cycle. The two participants who met with me separately, Carl and Stephanie, had additional opportunities to reflect on their and their colleagues' progress. It would have benefitted participants (and yielded more robust data) if all of us had been able to close the action research loop in this way.

Another potential limitation of the study dealt with sample selection. Faculty who joined the learning community did so without direct financial incentive. Their only compensation was lunch on workshop days, the chance to interact with colleagues, and the possibility of learning how to work better with international students. While Barnett remains a close-knit community with a collaborative, student-centered ethos, the high level of collegiality and investment in teaching displayed by participants may not fully represent the orientation of the faculty at large. Future learning communities should reach out to participants whose views may be less student-centered and more entrenched. Doing so may make for a less productive

faculty development workshop, in terms of action items or takeaways, but it will also be a more honest and long-lasting one.

A final limitation of this study was that it relied heavily (though not exclusively) on self-reported data. Aside from assignment guides and student papers, which formed elements of workshops three and four, I trusted faculty to reach their own conclusions. The challenges and successes they said they faced teaching international students about source-based writing could have been open to interpretations of bias. But the amount of information collected from each participant (almost three hours of individual interviews, contributions from nine hours of workshop sessions, written reflections collected at the beginning and the end of four sessions) reinforces the veracity of our work. By including member checks and inviting faculty to revise, expand upon, reinforce or disavow the observations they had made during the workshops, I was able to maintain a high degree of confidence in findings' internal and external validity.

Although learning community participants overcame limitations to accomplish a lot in their time together, they recognized that their work was far from done. The following paragraphs include ideas for continuing action research-based, professional development work at Barnett. By offering directions for future research, it is my hope that members of this learning community (and others like it) will feel empowered to seek data that will allow us to keep building a culture of writing on campus.

Directions for Future Research

Although participants accomplished much during the learning community, they realized their work was far from done. One way to expand upon our progress would be to include adjunct instructors in future learning community initiatives. As it was, without compensation, most could not have devoted 12-15 hours to the project. (I approached one part-time professor

about joining the learning community. She wanted to participate, she said, but made up her mind to stop giving away time to the school "for free.") But as full-time professors who joined the study pointed out, contingent faculty teach most of the GE and lower division courses at Barnett.

In the future, it would be important to include and study the effect of projects like the learning community on Barnett's adjunct population. The faculty development grant I received for 2016-2017 may allow me to replicate a similar study with part-time colleagues. In addition to providing avenues for further study, this grant would represent a chance for department chairs, Deans, and other administrative leaders to manifest support for grassroots teaching-and-learning initiatives. This kind of support is even more crucial now than ever, as the Director of Teaching and Learning position was eliminated to balance Spring 2016 budgets.

Another direction for future investigation at Barnett would be to integrate international students' perspectives into action research. There is little precedent for doing so in the literature. However, recent publications (e.g., Condon et al., 2016) and conversations at national gatherings (e.g., special interest meetings at the Conference on College Composition & Communication) underscore the need to bring student and faculty perspectives in contact. And as participants in the Fall 2015 learning community observed, inviting students to share experiences of source-based writing would enhance the scope of what a learning community could accomplish.

A final direction for future research might be to extend scope of learning community work by heightening its focus on the impact of pedagogical collaborations over time. In addition to progress reported by learning community members, participants realized, it will be essential to track and assess the impact of their work over the long term. Members of future

Barnett learning communities could complete self-assessments, create new assignments rather than revise existing ones (McGowan & Lightbody, 2008), or track grades or other measures of student achievement over several semesters. It was not possible to include such activities in the Fall 2015 learning community, but doing so could triangulate findings in compelling ways. Conducting localized assessment of student learning would provide valuable institutional data going forward.

Conclusion

Writing from sources and avoiding unintentional plagiarism involves advanced academic reading and writing skills many international students do not possess. But the faculty who teach these students in writing-intensive courses across the curriculum can take these skills for granted. The goal of this collaborative action research study was to adapt best practices for source-based writing instruction in the context of small, professional liberal arts college. Over the course of six workshops, participants discussed defining plagiarism, designing inclusive assignments, reviewing international students' writing, and raising academic integrity concerns with students. Faculty took the lead in helping each other, becoming implicated in their own progress and better able to confront and overcome challenges on their own terms.

Based on these experiences, Barnett College and institutions like it should sponsor collaborative, action research-based professional development. Learning communities can create positive pedagogical change, but those changes will not happen overnight. And without bottom-up initiative and top-down support, they may not happen at all. Schools like Barnett should embrace learning communities, but would be foolish to rely on them as the sole means of supporting international students or faculty across the curriculum. But while it is important

to set reasonable expectations for what learning communities can accomplish, they

nevertheless remain a viable method of professional development.

Appendix A. Best Practices for Teaching Source-Based Writing

Course Syllabus

Includes statement on academic honesty.

Provides criteria for avoiding plagiarism, and samples of acceptable and unacceptable work.

Describes consequences for committing plagiarism.

Give chances to practice writing from sources in class before formal assignments are due.

Assignments

Do not require knowledge of American culture or history other than topics addressed in class.

Include clear goals, guidelines, and grading criteria.

Allow students to use information acquired in their L1s.

Are not handed out last minute; students have a reasonable amount of time to complete each.

Reading/Writing Assignments

Tasks are multipart, with specific due dates for each part (e.g., drafts, peer review).

Texts are made well available ahead of time.

Each text has guiding questions and writing-to-learn activities associated with it.

Assessment

Instructors read compositions at least once before grading or marking.

Instructors prioritize global concerns on early drafts and local concerns on later drafts.

Instructors identify and suggest areas for improvement (2-3 per draft).

Instructors highlight select errors for students; students correct errors on their own.

Instructors use rubrics and make them available to students

Instructors devote no more than 10% of the final grade to editing/spelling/grammar

Adapted from "Multilingual Writers Across the Curriculum" by M. Cox, 2014a, p. 2.

Appendix B. Messages from WPA Listserv (Spring 2015)

Message 1 – Initial Query

Lesson Plans for WAC workshops
Writing Program Administration [WPA-L@asu.edu] on behalf of [_____]

Sent: Thursday, May 21, 2015 4:31 AM

To: WPA-L@ASU.EDU

Hello everyone,
As I have now just completed my first year as a Writing Program Director, I had the following observations. In my search for resources for WAC workshops, I found the WAC Clearinghouse, Engaging Ideas, and the WAC casebook. I would also occasionally stumble upon a handbook. The handbooks were typically designed for the faculty, not for the WPA or WAC coordinator. Notably, many colleagues have been very generous in sharing power points and other handouts.
I am still in search of lesson plans or model scripts for the actual workshops themselves. I am particularly looking for ways to make the workshops more interactive as I sometimes feel as though I am presenting good information but I am not always modeling the very practices that I am suggesting. I'd like to move away from Powerpoint and create (or find) workshops that better simulate good practices in the classroom: role-play, group work, differentiated learning, etc.
So here are my questions: 1) Does anyone know of a resource that more clearly delineates what could actually occur during a workshop? 2) If not, is anyone interested in putting materials together?
Thank you for your time,
[_____]

Messages 2-5 – Responses

Re: Lesson Plans for WAC workshops

Writing Program Administration [WPA-L@asu.edu] on behalf of [_____]

Sent: Thursday, May 21, 2015 4:54 AM
To: WPA-L@ASU.EDU

Hi [_____] & all - At NMSU, our WAC workshop is limited to 15 people and lasts just a week. We use Bean's *Engaging Ideas* and many small exercises prompting thinking and discussion in small groups, with information then shared with the whole group. The main project is a revision or creation of an assignment drawing from what they learn from Bean, other readings, and our brief presentations on various topics such as ways of knowing, taxonomies for learning, genre, academic identities, writing to learn, evaluating and assessing, and so on. On the final day, participants share what they created and address how they drew from new learning. There's a lot of discussion and application for testing ideas out. Hope this can help—all the best!
-[_____]

On May 21, 2015, at 5:05 AM, [_____] (English) <[_____]@EASTERNCT.EDU> wrote:
One overall guiding principle is to have the faculty do activities that whatever text you're using suggests they have students do. For example, if you're working on informal writing or writing to learn, give them a reading and have them write in response. The list can go on, but the overall guiding principle might help.
[_____]

Walvoord and Anderson's *Effective Grading* is set up for workshops. I've used sections of it for just that purpose. Good luck with your program!

[_____]
http://www.writing.ucsb.edu/people/academic/

I feel like I could just say ditto [_____]. I Just finished up with a two day WAC event with faculty--around 15 folks who receive a modest stipend for their time in the retreat. We have separate WAC coordinators at BSU (who are actually, this time around, not Comp folks but Psychology and Communications faculty wha are wonderful), but as WPA I ran the AM workshop on integrating critical thinking and reading assignments into writing assignments (and vice versa). Also used Bean—a text that, in our first years of ramping up WAC all faculty who participated in various workshops received. It's a great resource for faculty and for planning programming.

Like [_____]'s program, folks spend the two days revamping either an entire course or a particular assignment. In the interest of helping folks actually get the revision done and ready for implementation in Fall without them spending the entire summer on it, we allot large swaths of time for actual work and, as another lister wrote, time to talk to each other about their ideas. So little time for that during the semester at our 4/4 institution. Of all the things that our WAC folks do, I think making time for work, for conversation about that work, and then time for revision, is the most useful part of the sessions.
Ditto, [_____]—all good advice so far.

Message 6 – Expert Response

Re: Lesson Plans for WAC workshops
Writing Program Administration [WPA-L@asu.edu] on behalf of [_____]

Some suggestions from here:
—script the whole thing by blocks of time
—establish workshop goals and share those at the start
—before beginning, get participants to say a bit about what they do, teach, etc.; it gives participants voice immediately and shows that they will be active participants
—I like to use a case or scenario from time to time—it allows complex issues to be raised, and we can return to those issues as we go along (and faculty like them)
—yes, give time for lots of hands-on work (I like multidisciplinary groups); a lot can be gained from interaction and sharing
—do mini-presentations to lay out principles and strategies, then have participants apply them
—build in some time for people or small groups to present the results of their work, even briefly
—keep it fun and informal but with a clear and useful outcome
—theory is great to ground practice, but don't lose what's pragmatic; or work backwards (from the pragmatic to realignments in thinking)
—time: for all-day, 9:00 or 9:30 start, an hour for lunch, 15-minute breaks at 10:30 and 2:30, don't go past 4 (childcare, burnout, etc.). At the University of St.Thomas in St. Paul, MN, the weeklong faculty workshop (offered every January and June) goes daily from 9-noon, then I meet with individual faculty in the afternoons as desired. The half-day format gives them time to do things before the next session (which is really productive); each day involves some kind of "homework" application at the course level. The NC State Faculty Seminar is based on a semester-long model: 2-hour meetings every other week for the semester, with time between for application, consulting, etc. Deliverable is a revised syllabus. (Stipends provided.)

Here's some general stuff I make available to planners about room arrangements, etc. (seems trivial but can make a big difference):

Successful workshops should be planned carefully and offered in a comfortable setting conducive to learning and interaction, ideally at some remove from faculty offices, phones, etc. Below is a general list of suggestions for planning a successful faculty workshop, along with some details about arrangements.

- The room should be comfortable, well-lit (ideally with dimmable lights), with round tables or tables around which small groups of faculty can cluster.
- There should be a large white screen for projection and a digital projector for a laptop, or a computer; it's increasingly important to have a live Internet connection and sound projection.
- There should be a work/projection table for equipment, handouts, etc.
- If the computer equipment and projector are not installed in the room and portable equipment is required, at least two power outlets are needed within a few feet of the presentation table; usually a power strip with grounded outlets works well if a plug is not near.
- It's helpful for participants to have name tags with first names in large font. If low-quality tags are used, new tags should be available each day for multiple-day workshops.
- It's important that participants have refreshments for workshops longer than two hours: coffee, tea, and juices in the morning, perhaps with fruits and breads/muffins/bagels; soft drinks, coffee, tea, and perhaps snacks in the afternoon; and plenty of bottled water.
- Copies of materials are prepared in advance. Supplementary documents (ones not actually necessary for the workshop) should be placed at the institution's website.
- Some longer workshops may involve other supplies, such as butcher paper and tape, 3X5 cards, etc.
- Workshop participants should have an opportunity to evaluate the workshop.

Some types of sessions:
• **One-Hour Presentations**: Designed to focus on specific aspects of writing, these mini-sessions are structured around short presentations that can be punctuated by brief breakouts and/or group discussion. Or they can be pure presentation, but with an orientation toward engagement through lively or exemplary visuals, video demonstrations, and the like.
• **Two-Hour Workshops**: Designed to involve participants more fully in various issues related to the use or teaching of writing, these brief workshops typically include more small-group discussion and short writing episodes than one-hour presentations. Brief workshops with two sessions on different days can also invite participants to create a short piece of writing (usually a description of an assignment, response to a paper, etc.) which is then used in the second of the two sessions.
• **Half-Day Workshops**: Lasting from three to four hours (usually a full morning or afternoon, with or without lunch), half-day workshops are a blend of brief presentations and hands-on work. Topics usually focus on one area of WAC or writing, such as assignment design, responding to or evaluating student writing, using peer groups effectively, or incorporating writing-to-learn activities into courses.
• **All-Day Workshops**: All-day workshops are designed to provide a range of strategies for integrating writing into coursework. Participants are often asked to bring something with them to the workshop, such as a draft of a writing assignment. Active learning techniques involve the group in case discussions, writing activities, small-group discussion, group presentations, and large-group discussion. Typical days run from 9:00-12:00 and 1:15-3:30 or 4:00. All-day workshops can also be expanded into two-day workshops or split between two days (e.g., an afternoon session on one day and a morning session the following day, two morning sessions, etc.).
• **Multiple-Day Workshops and Retreats**: Designed for more extensive faculty development, multiple-day workshops are usually driven by outcomes relating to the redesign of a course or intensive work on assignments, assessment tools, methods of response, and other aspects of writing use and instruction in the classroom. Such workshops are best coordinated off campus at a time when there may be fewer distractions from work routines. Some multiple-day workshops involve sessions in the morning (9-noon); participants then spend time on their own in the afternoon and optionally meet with me one-to-one during those times.

[_____]
University Distinguished Professor
Director, Campus Writing & Speaking Program

Appendix C. Outline for Learning Community at Barnett & Toolkit Draft

WORKSHOPS 1-3

	September 23	October 7	October 21
	Workshop 1	**Workshop 2**	**Workshop 3**
Before	1st interviews (Aug./Sept.). Send in student papers.	Send in journal 1.	Send in journal 2.
During	Interview highlights.	Defining plagiarism.	Discussing deliverables.
	Defining plagiarism.	Discussing workshop deliverables (toolkit).	Inclusive assignments.
	Responding to plagiarism.		Reviewing student papers.
After	Write journal response 1.	Write response 2.	---

WORKSHOPS 4-6

	November 4	November 18	December 2
	Workshop 4	**Workshop 5**	**Workshop 6**
Before	---	Send in writing samples.	---
During	Reflecting on progress.	Talking with students about plagiarism.	Evaluating deliverables.
	Reviewing student papers.		Reviewing next steps.
	Suggesting toolkit outline.	Reviewing sample toolkit deliverables.	Reflecting on takeaways.
After	Send in writing samples.	---	2nd interview (Feb./Mar.)

* Synthesized by researcher from literature (e.g., Cox, 2014; Ferris, 2009).
** Faculty choose 3-5 (papers from Fall 2014 or Spring 2015).
*** Faculty choose 3-5 (papers from Fall 2015).

TOOLKIT DRAFT

Page 1

[International Students at Barnett College: Fact Sheet on #s, countries of origin, retention and graduation rates, etc … maybe a list of who's who and where to go for what … link to official university statement and include definitions and examples of intentional vs. unintentional plagiarism, patchwriting vs. conventional/ indirect/ unconventional/ deceptive plagiarism]

Pages 2-3

[list of tools and suggestions to support learning … how to organize? what else to include?]

How to Support International Students' Learning …

Adapted from "Multilingual Writers Across the Curriculum" by M. Cox, 2014, p. 2.
Compiled by participants in the FLC on SLW (Fall 2015)

… in course syllabi.

Include statement on academic honesty. Provide criteria for avoiding plagiarism, and samples of acceptable and unacceptable student work. Describe consequences for committing plagiarism. Give chances to practice writing from sources in class before formal assignments are due.

(Cox, 2014, p. 2).

Link to the Woodbury University academic honesty policy and procedures: [link]

… in assignments in general.
Be aware of assignments that require knowledge of U.S. culture or history other than topics addressed in class. Include clear goals, guidelines, and grading criteria. Allow students to use information acquired in their L1s. Do not hand out assignments last minute;   make sure to give students a reasonable amount of time to complete each assignment. (Cox, 2014, p. 2).

International, L2 English students may not be willing to tell you if they are struggling to understand assignment guidelines and/or if they have trouble completing an assignment. Therefore, it may be a good idea to do some or all of the following:

- Distribute and review assignments early in the course. Include standard set of requirements on each relevant assignment sheet (*e.g., specifications about format, margins, font size). Reiterate information multiple times and in multiple modalities (*e.g., write on board *and* mention in class).

- Be SPECIFIC—What are your goals for the assignment? How do the goals relate to course learning outcomes? How do you plan to grade the assignment? If possible, bring

in EXAMPLES of successful and less-than-successful submissions from previous semesters.

- Foster an environment where international students can ask questions in class but understand not all of them may feel comfortable doing so. Consider asking or requiring them to attend your office hours *x* times per semester (*good for all students).

- Make assignment guidelines ACCESSIBLE and CONCISE (*not more than 1 page?). Be aware of and ready to explain culturally specific information, ideas, or tasks you include.

    o For example: Lauren

- Require students to read, print, bring syllabus and assignment guidelines to class (*on the FIRST day?). Quiz them on it.

- Strike a balance between providing appropriate scaffolding and giving freedom to "run wild" with assignments. Have students reflect on and be prepared to help them draw explicit, side-by-side comparisons of writing at Woodbury vs. writing elsewhere (*in the U.S., in other countries).

… in reading/writing assignments in particular.
Tasks are multipart, with specific due dates for each part (e.g., drafts, peer review). Texts are made well available ahead of time. Each text has guiding questions and writing-to-learn activities associated with it.

(Cox, 2014, p. 2).

International, L2 English students may not have come to Barnett College with the LANGUAGE PROFICIENCY, CULTURAL EXPERIENCE, or EDUCATION needed to understand U.S. expectations or conventions of ethical source use. Therefore, you may want to consider:

- Finding ways to "pre-screen" within a course so you can intervene and provide assistance to those who need it. One idea is to create optional, extra-credit assignments targeting skills needed in later courses (*or needed later in the same course).

    o For example: Ethan

- Collecting assignments, or at least outlines or drafts of assignments, as soon as your course schedule can accommodate. Early intervention is ESSENTIAL.

- Suggesting or requiring that international students make an appointment with a Writing Center coach or Research Librarian during early stages of drafting the first major writing assignment (*good for all students). Give them points or credit for this.

- Suggesting or requiring students to conference with you during stages of writing that previous experience or results of pre-screening tell you will be challenging for them (*drafting, brainstorming, editing, revising, etc).

    o For example: Carl

- Giving students copies of an academic text from a discipline related to their major (or from a discipline related to the assignment) that features proper citations (APA, MLA, Chicago); consider asking students to find texts on their own and upload to Moodle. Create or adapt activities to raise students' awareness of specific characteristics or qualities within the text that you want them to emulate.

    o For example: Pecorari (2013; pp. 86-89)

- Encouraging students to seek out and consider multiple audiences and viewpoints, even during early stages of drafting the first major writing assignment. Require them to discuss drafts with someone outside their discipline (*e.g., faculty in other departments, clients).

    o For example: Zach

… in assessing writing and conferencing with students.
Read papers at least once before grading or marking. Prioritize global concerns on early drafts and local concerns on later drafts. Suggest 2-3 areas for improvement per draft. Highlight some errors for students and have students correct errors on their own. Use rubrics and make them available**.** Devote no more than 10% of the final grade to editing/spelling/grammar. (Cox, 2014, p. 2).

When you find what looks like plagiarism, try to uncover motivation and intent behind it. Did student really intend to deceive?
- Engage the student. Have him or her talk a lot. Keep an open mind and ask leading questions (*e.g., What was your writing process for this paper?). Try to learn what other factors might be affecting the student's ability to complete the paper.

- Follow up with the student by asking for his or her purpose and/or rationale for citing sources in specific passages of the paper. Create opportunities for the student to demonstrate learning a new lesson.

- Get to the point, keep it simple and be clear in what we (the professors) are looking for, and what we want students to take away from the situation. Address no more than 3 main points to help keep the student focused and motivated to work.

- Know and refer students to other resources on campus (*e.g., the Writing Center, OSD tutoring). Understand what the student has learned before, for example, which writing classes he/she has taken and what they taught regarding plagiarism.

Pages 4-5

[… examples of close reading questions from texts in specific majors …]

Pages 6-8.5

[… modified examples of checklists, rubrics, etc … need to add more EXAMPLES]

Peer Review on Use of Sources

Read your classmate's draft and answer the following questions.

1. *Does the draft include information or ideas from___ that is* paraphrased*? If not, skip to (2); if so …*
   yes / no / not sure **

   a. *Are the paraphrases presented in your classmate's* own words*?*
      yes / no / not sure

   b. *Do the paraphrases help support the draft's purpose, thesis, or main point?*
      yes / no / not sure

2. *Does the draft include ideas or information from _____ that is* quoted directly*? If not, skip to (3); if so …*
   yes / no / not sure

   a. *Are these direct quotes cited appropriately—with* quotation marks*, punctuation, and* page number(s)*?*
      yes / no / not sure

   b. *Do these direct quotes help support the draft's purpose, thesis, or main point?*
      yes / no / not sure

3. *Would the professor or others in the class understand this draft?*
   yes / no / not sure

4. *Would people who are not in the class understand this draft?*
   yes / no / not sure

* Modify or add to the above with other, possibly assignment-specific questions as appropriate. For example: What are 1-2 things your classmate has done well in this draft? What are 1-2 things your classmate could improve?

** Consider asking students to respond using a Likert scale. For example:

Does the draft include ideas or information from _____ that is quoted directly*?*
   1 (strongly disagree) …. 2 (disagree)…….. 3 (neither agree nor disagree) ……. 4 (agree)..… 5 (strongly agree)

Are these direct quotes cited appropriately—with quotation marks*, punctuation, and* page number(s)*?*
   1 (strongly disagree) …. 2 (disagree)…….. 3 (neither agree nor disagree) ……. 4 (agree)..… 5 (strongly agree)

Do these direct quotes help support the draft's purpose, thesis, or main point?
   1 (strongly disagree) …. 2 (disagree)…….. 3 (neither agree nor disagree) ……. 4 (agree)..… 5 (strongly agree)

*** *When students work with the same source(s), consider scaffolding peer review with samples of writing from previous classes. For example, a 100-level theme-based writing class on Los Angeles and LA culture might incorporate the following:*

Sample A – students read *Double Indemnity* by James M. Cain

In the third chapter, Huff began the evil plan of action. We can see very Huff so nervous from many details. Huff made the first step to let Mr. Nirdlinger buy accident insurance. Mr. Nirdlinger impatient to Huff sell accident insurance, on several occasions Huff must bring Mr. Nirdlinger attention to accident insurance. For example, the text is written "As soon as I had the applications, I switched to accident insurance." But Mr. Nirdlinger is not interested, from his actions of tapping his fingers we can see he has impatience. We can also see Huff very decisive action with repeated efforts and no hesitation for this evil plan. ... If some people efforts are not what the consequences might that guy can abandon. But Huff did not give up, he even harder.

*Does the draft use and represent source(s) **accurately**—i.e., does the writer understand the source(s)?*
                          yes / no / not sure

*Does the draft use and represent source(s) **clearly**—i.e., do you understand the writer?*
                          yes / no / not sure

Sample B – students read *Double Indemnity* by James M. Cain

Mr huff wont let his plan make come true, So he want somebody help him. " you want some money?' 'no, my father would kill me. I spent all my week's money, no, but thanks. And remember- don't tell on me' " what you said the other night to father about being able to get money on his car, if he needed it. We've come to take you upon it. Or anyway, Nino has." (page 27 & page 30) author use make question to describe huff want somebody help him, and Mr huff try to ask Lora " do you want earn money?" but he has refused by her, because she has said her father will kill her. Second day, they find huff, ask earn money way for her boyfriend. I learn author make different characters lets the story link, Mr huff is so smart person, he can use everything allow he can get his goals.

*Does the draft use and represent source(s) **accurately**—i.e., does the writer understand the source(s)?*
                          yes / no / not sure

*Does the draft use and represent source(s) **clearly**—i.e., do you understand the writer?*
                          yes / no / not sure

Sample C – students read "Only Heaven" by Miriam Gelhorn Sa'adah

In the story "Only Heaven" by Miriam Gelhorn Sa'adah, the author describes Los Angeles through her eyes and she invites audiences join her view. She focus on place between the old and new side of downtown. From her eyes, Los Angeles is a marvelous place. She encourages audiences to take a gender at Los Angeles. In her mind, Los Angeles is her home and she wants to share it with others. She is very pride of living in Los Angeles and believes everyone could find peace in here. She loves here strongly and there is nothing can change her mind. Nothing in the world is better than Los Angeles because it is her home, it is her won.

*Does the draft use and represent source(s) **accurately**—i.e., does the writer understand the source(s)?*
yes / no / not sure

*Does the draft use and represent source(s) **clearly**—i.e., do you understand the writer?*
yes / no / not sure

Pages 8.5-10

[… annotated list of other links, literature, helpful resources]

Resources for students:

Cornell
https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm

Eastern Michigan
http://www.emich.edu/library/help/plagiarism/ents

Indiana University, Bloomington
https://www.indiana.edu/~istd/test.html

UCLA
http://guides.library.ucla.edu/citing/plagiarism

Resources for faculty:

Eastern Michigan
http://people.emich.edu/ztomas/DepartingPlagiarismWorkshop/

https://www.youtube.com/watch?v=tEskWSfrwzo&feature=youtu.be

Purdue OWL
https://owl.english.purdue.edu/owl/resource/930/01/

University of Chicago
http://writing-program.uchicago.edu/resources/collegewriting/

Appendix D. Email Excerpts & Reflective Writing Prompts

Workshop 1

[from follow-up email to learning community faculty]
… Also please review the attached document—a diagram from Bean (2011) on writing in the disciplines and insider prose. Spend a few minutes writing a response, reflecting on any insights, or ideas that have come up since our discussion on Wednesday.

What implications does Bean's diagram have for how international, multilingual students learn to write from sources and avoid plagiarism? Please send your thoughts by Friday.

Workshop 2

[from follow-up email to learning community faculty]
In our next workshop, we will discuss best practices for assignments that address international students' source-based writing skills. For that discussion, please bring two hard copies of guidelines for a source-based writing assignment from a course you are teaching this semester (and ideally, that you plan to teach next semester as well). If you prefer, feel free to email the guidelines to me ahead of time and I will print them for you.

Workshop 3

Beginning
- *How clear is the assignment? How might students go off in a new direction or do something unanticipated?*
- *Does the assignment specify a rhetorical context (purpose, audience, genre)?*
- *What do students need to know about genre to complete this assignment?*
- *What counts as common knowledge in the context of this assignment?*
- *Where do students acquire that knowledge? (Your course? Others?)*
- *What intermediate work, if any, serves as scaffolding for this assignment?*
- *What opportunities for interaction and revision, if any, do you incorporate?*
    - *Brainstorming as a class*
    - *Submitting parts of the assignment (annotated bibliographies, outlines) for critique before the final draft is due*
    - *Conferencing with you*
    - *Going to the Writing Center*
    - *Rewriting or drafting parts of the assignment*

End
Given what we have talked about today …
- *What changes, if any, would you consider making to the assignment you brought in today? (design / implementation)*
- *What implications, if any, do you see for a faculty development and/or student learning at Barnett College? (toolkit)*

Workshop 4

Beginning
- *What other best practices / modifications / ideas / feedback can you think of?*
- *What are 2-3 of the most important and helpful practices for faculty in your department / at Barnett to know?*

End
Given what we talked about today ...
- *What implications or takeaways, if any, do you see for yourself and your teaching? (interaction / revision / intertextuality / information literacy)*
- *What implications, if any, do you see for faculty development?*
- *What implications, if any, do you see for international student learning?*

Workshop 5

Beginning
*If the learning community could make **1-2** requests of Barnett administration on how to support international students learning to write and avoid plagiarism, what should these requests be?*

End
Given what we talked about today ...
- *What one or two ideas do you see as being relevant or useful for you in teaching/working with international students on writing from sources? (interaction / revision / intertextuality / information literacy)*
- *What one or two ideas seem relevant or useful for colleagues? (toolkit)*

Workshop 6

Beginning
What successes, if any, have you experienced this semester in teaching international students about writing, writing from sources, and avoiding plagiarism?

End
Given what we talked about in the learning community this semester ...
- *What one or two takeaways or key ideas, if any, might you consider implementing in your teaching next semester?*
- *What challenges might you experience in trying to implement these ideas?*

Appendix E. Pre-Workshop Interview Protocol

Introduce the project. Give consent form and allow time to read it. Clarify questions.

Begin interview.

1. Please tell me about a recent experience you have had working with an international student or students at the university.
    a. *Possible follow-up—Can you tell me more about that?*
    b. *Possible follow-up—What were your thoughts when that happened?*

2. Please tell me about any recent experiences you have had dealing with academic honesty and plagiarism issues among international students at the university.
    a. *Any general trends or patterns that you notice?*
    b. *Has your answer changed over the years?*
    c. *Compare to non-international/domestic students?*

3. To what extent might an international student's English proficiency influence his or her ability to write from sources and avoid plagiarism?
    a. *Has your answer changed over the years?*
    b. *Compare to non-international/domestic students?*

4. To what extent might an international student's cultural/educational background influence his or her ability to write from sources and avoid plagiarism?
    a. *Has your answer changed over the years?*
    b. *Compare to non-international/domestic students?*

5. If you were to explain academic honesty and plagiarism to an international student, what would you say?

6. What steps, if any, would you or others in your department take to respond if you found an international student had committed plagiarism?

Notify interviewee of shift in focus to writing samples.

7. Is this an example of a good way to use and refer to sources?

[If interviewee says yes, go on to the next writing sample; if interviewee says no, follow up by asking the questions below.]

8. If an international student turned in an assignment that included this passage (or one like it), what would you think? How would you respond?
    a. *Resources or referrals for student (Writing Center, OSD, office hours)*
    b. *Disciplinary or other forms of corrective action (contacting Dean of Students, filing an Academic Honesty Violation Report)*

*Writing samples. Borrowed from Pecorari and Shaw (2012, p. 159).

Original—from Stilton (1985), p. 137: *"The lunar substrate is undoubtedly caseous in nature, although the precise proportion of curds to whey has yet to be determined."*

Example 1:
- A formulaic phrase like *has yet to be determined.*

Example 2:
- *According to Stilton (1985), the moon is made of cheese.*

Example 3:
- *According to Stilton (1985), the lunar substrate is undoubtedly caseous in nature, although the precise proportion of curds and whey has yet to be determined.*

Thank interviewee and end the interview.

Appendix F. Post-Workshop Interview Protocol

1. Please tell me about an experience you have had working with an international student or students *since the end of last semester.*
   a. *Possible follow-up—Can you tell me more about that?*
   b. *Possible follow-up—What were your thoughts when that happened?*
   c. *Possible follow-up—Do you think your participation in the FLC last semester may have affected how you approached the situation? If so, how?*

2. Please tell me about any experiences you may have had addressing academic honesty or plagiarism issues with international students *since the end of last semester.*
   a. *Possible follow-up—Can you tell me more about that?*
   b. *Possible follow-up—What were your thoughts when that happened?*
   c. *Possible follow-up—Do you think your participation in the FLC last semester may have affected how you approached the situation? If so, how?*

3. If a colleague asked you whether international, multilingual students' language backgrounds made them more likely to commit plagiarism (than non-international students), what would you say? How would you respond?
   a. *Possible follow-up—Why? Can you tell me more about that?*
   b. *Possible follow-up—In what ways, if any, do you think your participation in the FLC last semester might affect/have affected your response?*

4. If a colleague asked you whether international, multilingual students' cultural or educational backgrounds made them more likely to commit plagiarism (than non-international students), what would you say? How would you respond?
   a. *Possible follow-up—Why? Can you tell me more about that?*
   b. *Possible follow-up—In what ways, if any, do you think your participation in the FLC last semester might affect/have affected your response?*

5. Imagine someone in your department comes to you, concerned an international student may have plagiarized on an important assignment. The person asks for your thoughts on how to address the situation, what to say to the student, and so on. What advice would you give? How would you respond?
   a. *Possible follow-up—Why? Can you tell me more about that?*
   b. *Possible follow-up— In what ways, if any, do you think your participation in the FLC last semester might affect/have affected your response?*

6. [Ask Follow-Up to Fall 2015 Data/Quotes]

7. [Ask Follow-Up to Fall 2015 Data/Quotes]

8. ["Anything else that you want to tell me/that I should be asking?" Question]

APPENDIX G. Informed Consent Document.

University of California, Los Angeles

CONSENT TO PARTICIPATE IN RESEARCH

Greer Murphy, doctoral candidate in the Educational Leadership Program at the University of California, Los Angeles (UCLA) Graduate School of Education and Information Studies, is conducting an action research study. Your participation in this study is voluntary.

Why is this study being done?

The researcher is studying how faculty from different disciplines collaborate and adopt practices to address issues of academic integrity in source-based writing with international, ESL students.

What will happen if I take part in this research study?

If you volunteer to participate in this study, the researcher will ask you to:

- **Participate in** two (2) one-on-one **interviews** with the researcher, in late August or early September, 2015 and in late February or early March, 2016. *Each interview will last approximately 45-60 minutes and will be audio recorded and transcribed by the researcher.*

- **Participate in** six (6) biweekly **workshop sessions**, from mid-September to mid-December, 2015. *Each workshop will last approximately 90 minutes and will be audio recorded and transcribed.* In these workshops, the researcher will ask you to:

  - o **Select 3-5 samples** of international, ESL students' source-based writing from classes you teach or have taught and share these with the researcher (*before workshops begin, while workshops take place, after workshops conclude; three times total*).
  - o **Work with colleagues** from other disciplines to review international, ESL students' source-based writing. Share comments with the researcher (*during workshops*).
  - o Work with colleagues to develop a rubric for assessing and responding to international, ESL students' source-based writing (*during workshops*).
  - o **Compose** short written reflections. Share these with the researcher (*during and/or shortly after each workshop; six times total*).

How long will I be in the research study?

Participation will last **about 28 weeks** (from late August or early September to late February or early March) and will require **about 15 hours of total time** over the course of the project.

Are there any potential risks or discomforts that I can expect from this study?

There are no anticipated risks or discomforts.

Are there any potential benefits if I participate?

If you participate in the study, you will receive the following benefits:

- University service recognition from the personnel committee.*
- Opportunities to collaborate with the researcher in presenting findings at the study site.

* Participants will receive recognition from the personnel committee (confirmed by the Dean of Faculty on 8/17/15) for university service. If you volunteer for the study you will not be able to substitute participation in the workshops for service on assigned WUFA committee(s), but you will be encouraged to discuss participation on contract renewal/rank advancement applications and your participation will be acknowledged by the Personnel Committee.

You will also gain experience in responding to international, ESL students' source-based writing and in addressing issues of academic integrity and plagiarism with second-language learners.

The researcher may use data from interviews, workshops, or other part of the study to request that the university provide release time or stipends to faculty who participate in future workshops on assessing and responding to international, ESL students' source-based writing.

Will information about me and my participation be kept confidential?

Any information obtained in connection with this study that can identify you will stay confidential. It will be disclosed only with your written permission or as required by law. During the study, the researcher will assign a numbered and lettered code to each participant (e.g., Faculty A-1, Faculty A-2; Faculty B-1, Faculty B-2; etc) and will use these codes or pseudonyms instead of names when saving related files or documents (e.g., Faculty A-1_Interview 1; Faculty B-1_Interview 2; etc).

After the study, all recorded and transcribed data will be destroyed or modified to eliminate the possibility that you could be identified. All other files will also be stripped of personal identifiers and/or the key to the code destroyed. The researcher will use codes or pseudonyms instead of names when writing the report, and will only use excerpts of student writing from which personally identifiable information has been redacted.

What are my rights if I take part in this study?

- You can choose whether or not you want to be in this study, and you may withdraw your consent and discontinue participation at any time.
- Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.

- You may refuse to answer any questions you do not want to answer and still remain in the study.

Who can I contact if I have questions about this study?

If you have questions or concerns about the research, you can contact:

- **The Researcher or the Researcher's Faculty Sponsor:**

  Greer Murphy at (818) 252-5216, or greer.murphy@woodbury.edu

  Dr. Kevin Eagan at (310) 206-3448, or keagan@ucla.edu

- **UCLA Office of the Human Research Protection Program (OHRPP):**

  If you have questions about your rights while taking part in this study, or you have concerns or suggestions and you want to talk to someone other than the researchers about the study, please call the OHRPP at (310) 825-7122 or write to:

  UCLA Office of the Human Research Protection Program
  11000 Kinross Avenue, Suite 211, Box 951694
  Los Angeles, CA 90095-1694

- Note: In versions of the consent form document signed by faculty, contact information for the Institutional Review Board at the participating institution (referred to in the study as Barnett College) was also listed here. It has been excerpted to preserve confidentiality.

You will be given a copy of this information to keep for your records.

SIGNATURE OF STUDY PARTICIPANT

Name of Participant

Signature of Participant	Date

SIGNATURE OF PERSON OBTAINING CONSENT

Name of Person Obtaining Consent	Contact Number

Signature of Person Obtaining Consent	Date

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