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Challenging ESL Students to Avoid Plagiarism and Properly Summarize and Cite Articles

Sarah J. Hammill
Florida International University, hammills@fiu.edu

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Challenging ESL Students to Avoid Plagiarism and Properly Summarize and Cite
Articles

Sarah J. Hammill
Florida International University
TSL 6908
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Introduction

Research shows that plagiarism is a problem not only for English language learners but also for students whose first language *is* English. With the Internet and ease of copying and pasting information into a word document, plagiarism in on the rise (Maslen, 2003). Oftentimes, students are not aware they are doing something wrong. American students come into college with the cultural conditioning of knowing (perhaps not fully grasping) American academic standards (Gu & Brooks, 2007).   International students have the additional disadvantage of not knowing the conventions, traditions, and values held in academic discourse (Gu & Brooks, 2007). Within American academic circles, plagiarism is considered "one of the worst crimes" a student can commit (Wheeler, 2008). However, outside the United States, plagiarism is culturally acceptable; in fact a moral transgression would be to not copy and paste the words of an expert (Wheeler, 2008).

Most of the students in English for Academic Purposes (EAP) at Miami-Dade College are planning on continuing their education once they finish the EAP program so it is essential that they are exposed to the issue of plagiarism. A number of faculty who teach in subject areas have complained that incoming students do not have the skills needed to succeed; these skills include how to cite sources and reference material. As a result of this, the focus of this action research project was on incorporating and explaining plagiarism and providing a number of writing opportunities throughout the semester.

After reading Moniz's (2008) research, which found no significant differences in a student's understanding of plagiarism regardless of teaching method, this research

project began with a teacher-centered approach and ended with a student-centered approach. Would the teaching method have a different result with English Language Learners?   The entire project involved three distinct lessons regarding plagiarism and writing summaries.

Much like Moniz's study (2008), the research project was based on class sessions with a pre and post assessment, it included general questions about plagiarism and whether specific incidents were considered instances of plagiarism. Furthermore, it asked students to compare an original piece to rewrites to determine which ones were plagiarized and why. Finally, it included a survey to help improve instruction. Unlike Moniz's study, this research project focused primarily on having students practice writing summaries of articles using proper citation (2008).

Identification and analysis of the problem

In a Writing Level 5 Class at Miami-Dade College, North Campus, students were introduced to plagiarism and how to summarize, paraphrase, and quote sources. The first lesson on plagiarism focused on the severity of the issue. One of the primary focuses was on why citing sources properly was important. It used a combination of instructional approaches including teacher-centered, student-centered and a combination of both approaches.

As part of the pre-assessment, students were presented with an explanation of plagiarism and the serious consequences that can result from plagiarizing.   Furthermore, through a PowerPoint and question and answer period, students learned the importance of citing sources properly and were shown how to format sources in APA and MLA formats. This was followed by an explanation of summarizing, paraphrasing, and quoting

others' work. After a thorough explanation using teacher-led instruction, the class worked together to summarize a piece, which served as an indication of the students' grasp of the material. Using an informal quiz, students were asked to identify between two paragraphs which one had been properly summarized. Throughout the teacher-led lesson, students were asked if they had questions, were observed for confusion, and encouraged to participate.   During the informal assessment, students volunteered answers and other students either agreed or disagreed and explained why.

Through observation it was noted that a few students were still struggling with the concept of summarizing and paraphrasing. Initially, it was planned that the students would work in groups of two on summarizing an article in class. However, due to time constraints this piece of the pre-assessment was assigned as homework.

The formal assessment involved an article about Rio de Janeiro from <u>Lonely Planet</u> (Appendix A). This article was chosen because Rio de Janeiro was recently selected as the location of the Olympics for 2010. The intent was to provide an article that would lean to meaningful learning. As part of the instructions, students were encouraged to use the acronym REAP when writing their summaries.

R - Read the entire text

E - Encode = Note the key points & main ideas in your own words

Q = Quote

ME = me!

S = Ideas from a Source

A – Annotate = Write the message down

P – Ponder = Think about it…

Using REAP, the students were to read the article, provide a summary, and properly cite the article using APA or MLA. The formal pre-assessment was meant for students to think, draft, and revise through a process-oriented approach (Brown, 2001). The assessment was designed to be authentic; students were asked to apply the information they learned from the lesson rather than recite or recall what they learned. Furthermore, it involved a number of interactive principles including automaticity with a focus on the greater concept of how to summarize rather than the nuts and bolts of grammar (Brown, 2001).   Finally, the activity integrated reading and writing, which ultimately leads to higher-order thinking. Students needed to understand the content of the article and use their own words to summarize the main ideas (Hughes, 2003).

Because this assessment was a direct test of writing (Hughes, 2003) the aim was to creative positive backwash. The assignment was based on the components laid out by Hughes when designing direct testing materials including a representative sample of the required content, eliciting validity, ensuring reliability in scoring, and providing feedback (Hughes, 2003). The assignment clearly specified what the students needed to do. They needed to write a summary of the article and include a citation. To ensure that students had a representative sample of the required content, the lesson included students doing a summary of an article in class and they also received a copy of a properly summarized article with references. The task had content validity; it is a representative sample of writing, which it was deemed to measure. The pre-assessment was the first of three assessments, which were compared to measure reliability. Finally, positive and constructive feedback was provided to encourage the students.

The activity was assessed using a holistic approach. Instead of looking for exactness, themes and common errors were noted for future activities and assessments. There were a number of common themes that occurred including:

- Missing, incomplete, or inaccurate citations,

- Copying exact words and phrases without the use of quotations,

- Not summarizing the article but writing an opinion piece on Rio de Janeiro, and

- No variation in the format and structure of the original.

A rubric (Appendix B) was designed to assess the formal assessment. However, it was not used for the pre-assessment because it was clear that the students needed more instruction on how to summarize and cite sources. Instead of giving an actual grade, general comments and suggestions for improvement were provided to each student. Two future lessons were planned based on the different themes that occurred in the pre-assessment. Furthermore, throughout the semester there were a number of activities and assignments related to summarizing. Students had to write two summaries individually. Three in-class activities involved summarizing different material. Finally, students worked in groups for their final summarizing assessment.

Literature Review

Much of the literature on plagiarism delves into the difficulty students (both native English speaking and English Learners) have in avoiding plagiarism (Gu & Brooks, 2008; Maslen, 2003; Moniz, 2008; Sciammarella, 2009; Wheeler, 2009; Bloch, 2004; Pecorari, 2004; Barks & Watts, 2004; Hyland, 2009; Bombaro, 2001; Yamada, 2003; Sowden, 2005). Research shows that there aren't any significant differences between native English speakers and English language learners grasp of how to

summarize and avoid plagiarism (Hyland, 2009; Bloch, 2004; Pecorari, 2004; Barks & Watts, 2004; Yamada, 2003; Sowden, 2005; Wheeler, 2008; Gu & Brooks, 2008; Sciammarella, 2009). Furthermore, the literature on English language learners and plagiarism tends to focus on the cultural differences as a probable explanation to why students have a difficult time understanding the concept of plagiarism (Sciammarella, 2009; Bloch, 2004; Pecorari, 2004; Barks & Watts, 2004; Yamada, 2003; Sowden, 2005; Wheeler, 2008; Gu & Brooks, 2008). However, very little of the library and ESL literature offer practical tools on teaching proper summarizing. Much of the library literature focuses on how librarians can help combat plagiarism by working with faculty members in designing research assignments, teaching information literacy, and providing plagiarism prevention resources (see Lambert's *Combating Student Plagiarism: An Academic Librarian's Guide (2008))*. Many of the practical tips for teaching summarizing tend to be geared towards younger students or with an emphasis on reading and speaking rather than writing. For example, Sowden (2005) suggests oral presentations as a means to demonstrate proper summarizing. Hyland (2009) focuses on the reading comprehension element of summarizing.

After reading a broad spectrum of literature on plagiarism and summarizing, it was decided that actual writing textbooks may help. For example, in *The Everyday Writer*, (Lunsford, 2005), a chapter on research covers paraphrasing, summarizing, quoting, integrating sources, and avoiding plagiarism. It provided examples of proper citation and how to properly incorporate someone else's writings into a research paper. It does not list activities for students to strengthen their ability to do these activities but provides a framework that can be used in lesson plans on avoiding plagiarism. In *The*

Allyn & Bacon Guide to Writing (Ramage, Bean, & Johnson, 2007), an entire chapter is dedicated to using, citing and documenting sources. In the chapter, there is an article and students are asked to consider how the material could be used in a research article. Furthermore, another activity asks students to read an article and write an actual summary including relevant quotations of the article (Ramage, Bean, & Johnson, 2007).

After perusing the academic literature and academic writing textbooks, books for teachers of English language learners were considered. In *Testing for Language Teachers,* Hughes (2003) lays out components for testing writing; these components were addressed in the pre-assessment section. Furthermore, he provides scoring guides and sample rubrics for assessing writing. Perhaps the best tool provided was a description of how students should write at various levels and how to analyze a student's writing based on grammar, vocabulary, mechanics, fluency and form (Hughes, 2003). O'Malley and Valdez Pierce (1996) offered practical approaches to assessing writing. For example, there is a summary evaluation guideline (p. 152) provided for use when evaluating summaries. Many of the suggestions from these guidelines were implemented into the rubric designed for this research project (Appendix B). Furthermore, they offer strategies in developing a pattern of process writing and sample instruments for peer-assessments (O'Malley and Valdez Pierce, 1996).

Potential Solutions

Based on the literature review and the inconclusive results of the pre-assessment, it was decided that a new lesson on summaries and citing sources was necessary. In the pre-assessment, the informal assessment showed students understood and could clearly identify a plagiarized article. As a group, they were able to come up with a summary of

an article. This was a teacher-led initiative and with two instructors in the room, it could

be that there was too much guidance and leading. The formal pre-assessment with

students writing a summary showed different results. Students struggled with the concept

of writing a summary. They copied sentences word for word without using quotations,

they did not cite their source properly, and there was little to no variation in the structure

between the original and the students writing. There are a number of possible

explanations for this. Perhaps students didn't feel a strategic investment because the

assignment wasn't graded which also caused a lack of anticipation of a reward (Brown,

2001). Most of the students are taking four or five classes, working full-time, and have a

family and other responsibilities so it is likely that an ungraded assignment has less

priority over other obligations. This is based on the premise that the instruction was well

done and aptly understood; it is likely that many of the students didn't conceptually

understand plagiarism and how to correctly summarize an article. The informal

assessment was an indirect method of assessment with a possible issues with validity. As

a result, potential solutions to reframing the lesson of plagiarism and summarizing

needed to be analyzed.

A number of potential solutions were examined. One of the most time-consuming

and best solutions was to provide more opportunities for students to practice

summarizing. Summarizing and citing sources is difficult and the best way to learn and

improve is to practice.

A class blog was created to provide an additional tool to practice writing. When

reviewing potential solutions it was decided that the class blog could provide as a

medium for students to engage in collaborative work on summarizing. Furthermore, it would allow students to engage in peer assessment.

Another potential solution was to require students to take a number of online tutorials that review and quiz students on plagiarism. A number of great online tools teach how to recognize and avoid plagiarism; they include explanations, interactive quizzes, and in some cases self-assessment.   This potential solution was not implemented but links to a variety of tutorials were posted on the blog and students were encouraged to test their knowledge. This solution was not required because although many of the tutorials are well designed, interactive, and fun they tend to use indirect testing methods. See http://library.fiu.edu/tabid/364/Default.aspx for a list of well-designed tutorials.

Quickly, it was realized that the article used for summarizing could be the issue. There was the possibility that the article was too advanced for students to comprehend. Reading comprehension may have interfered with the assessment. Summarizing is a direct assessment, however the nature of the assignment required the students' ability to read and comprehend the material presented. A possible way to avoid the indirect influence of reading comprehension would be to use illustrations and ask students to summarize what they see. This potential solution was not implemented because the students are preparing to attend college and will be expected to understand the vocabulary and language used in academic books and articles. However, it was decided that providing a glossary of tricky words could benefit the students' comprehension.

Finally, the most immediate way to solve the potential lack of motivation and increase the students' strategic investment was to grade students on future assignments. Additionally, allowing the students to choose the article to be summarized would also

build self-confidence, increase risk-taking, and add meaningful learning. In retrospect, allowing the class to choose an article should have been implemented but was not done due to time pressures.

Implementation

After reviewing a number of potential solutions, a few were implemented including the requirement that students practice the skill of summarizing using the blog. This solution was implemented because plagiarism and summarizing are difficult concepts for native language speakers to grasp. Throw in second language interference and cultural differences and it further complicates the issue. Using the class blog allowed for students to review the summaries posted by their peers and provided additional teaching opportunities for the instructor.

It was decided that the rest of the semester should incorporate summarizing and citing sources whenever possible. The next assignment required students to write an essay on divorce in the United States. They were told to cite sources from outside articles in their essay. It was hoped that they would connect summarizing an article (without explicitly explaining this is what they were doing) as a way of adding content to their essay. A few students (three out of 30) made the connection. They included a reference to the article and attempted to cite the reference at the end of the paper. After the essays were graded, the essay structure was reviewed with an emphasis of including FIRE (Facts, Incidents, Reasons, and Examples) to support the thesis. It was explained that outside sources should be used to add FIRE to the essay. Future essays would require outside sources with proper citation.

This assignment was followed by an in-class activity that involved summarizing a longer more in-depth article on divorce in India (Appendix C). In class the vocabulary was reviewed and each paragraph was summarized. For homework students had to review the blog, review the same article and read the summary of the article posted on the blog. They were asked to critique the summary, provide feedback and give the summary a grade.

The next activity was to have students post a summary with proper citation on an article about divorce in the United States (Appendix D). This activity received a grade.

The next lesson involved an informal assessment on plagiarism and summarizing. The in-class activity was themed, "Going to the Beach". A beach ball was tossed to a student who was required to answer a question in three seconds or less. The ball was then tossed to another student. This activity was chosen to provide some stress relief and it also served as a review and reminder of how much the students had accomplished. The next activity, which was used as the post-assessment, was a group activity. Students were randomly grouped in threes to REAP an article about Facebook (Appendix E). Each student in the group received one section of the article with a glossary of tricky terms. Each group had one complete copy of the article. The goal was to have the groups work together using REAP and come up with a summary of the article. Each group was required to post their summary and a complete reference to the article on the blog. The reason the groups were randomly grouped was because a number of students had grasped the concept of summarizing and the random grouping provided an opportunity for them to assist other students who needed more practice. This activity was graded and weighted heavier than all of the previous blog activities. It was the final blog

posting of the semester and the final direct summarizing activity the students would

participate in.

Results

The group summary served as the post-assessment and the rubric (Appendix B)

was used to give a holistic assessment of the summary. This section will analyze the data

from the pre and post assessments. It will use a specific example to document the

conceptual growth of the students.

In the pre-assessment, only seven out of 25 attempted to include a reference to the

article. Of the seven, none used the proper format and only three included all of the

pertinent information. Furthermore, every summary was formatted and written the exact

same way as the original article. Finally, a number of the summaries used the exact same

words and phrases as the original. However, the majority (15 out of 25 or 60%) aptly

identified the main idea and the main points of the original article.

In the post-assessment, there were seven groups with five having three members

and two with four members. All of the groups attempted to include a reference to the

article with only two having incorrect or incomplete references. The other five groups

properly cited the source using APA formating. Using the rubric, all of the group

summaries, met or exceeded expectations in regards to citations, word variations, and

main ideas. Only one summary met expectations regarding the structure.

Examining the summaries of one student shows how the student gained an

understanding of summarizing. This student is a solid student who works hard although

writing doesn't come easy for her.   The student attempted to summarize the first article

two times. In both attempts, both summaries followed the paragraph format of the

original and the number of words and phrases copied directly from the original numbered

more than 50% of the original text. The two attempts did not include the citation

information and the student clearly lacked a clear concept of the article meaning. In the

second summary, the student was able to identify the main ideas of the article and used

her own words to describe the article. However, she did not attempt to cite the article and

there were a number of grammar issues. For the third summary, the group work was

excellent – the best in the class. The article was summarized with minimal copying of

words and phrases, very few grammar errors, and with proper citation (Appendix F

includes summary 2 & 3; summary 1 was hand-written).

Finally, as part of the assessment students were asked to fill out a qualitative

assessment (Appendix G). The questionnaire asked students to evaluate the lesson by

indicating what they learned, what they found interesting, and what questions they still

had. Table 1 shows a breakdown of the findings.

Table 1

3 Things I learned….	New vocabulary (4) How to avoid plagiarism (2) How to summarize (12) The questions that you let us see (1) Pick the important ideas (1) How to work as a group (1) Restate in my own words (1) How to cite my sources perfectly (1) About plagiarism (1) You can get accused for things you didn't do (1) Facebook is not a good thing like every teen thinks (1) How to become more comfortable with summarizing (1) Learned from New York Times article that with the use of Facebook online communication and in cases of cheating (1)

2 Things I found interesting…	Quiz/Game using the beach ball (6) The article I had to summarize with my classmates (3) Working in group (8) Practicing English with my classmates (2) The stories were very interesting (1) Miss Sarah makes it understandable and easy (1) The methodology employed by the professor was very interesting (1) Be careful with Internet sites (1) Finishing my homework (1) I encourage Miss Sarah to continue doing this thing (1) Expressing my ideas (1) The facts of cheating and stealing information (1)
1 Question I still have…	Do I need to mention the examples given in the original text? (1) Do I already know how to avoid plagiarism? (1) About the reference, how to write them correctly when we write an essay (1) How to write quotations in a paragraph (1) Even if you are culpable or not if all your information is Facebook, you still can get punished? (1) Some vocabulary (1)

Conclusion

There was definite improvement in the students' ability to summarize articles over the course of the semester. In the first assessment, only 28% attempted to include a citation to the article they were summarizing compared to 100% in the final assessment. Furthermore, the majority of the post-assessment citations were done correctly. This shows that the students in the writing class grasped the concept of how to properly cite sources.

In the first assessment every summary was formatted and written the exact same way as the original article. In retrospect this could be due to the nature of the summarizing activity done in class. The activity followed the same format as the original article. It did not use the same sentence formation or the same words as the original but summarized each paragraph individually. In the post-assessment changing the structure of the summary from the original still proved to be difficult. Only one group successfully altered the structure while still stating the main idea of the article.

Originally, it was postulated that the pre-assessment article was too advanced for the students. It was reasoned that students had a difficult time understanding the vocabulary and comprehending the article. However, based on the assessment, 60% of the students were able to grasp the main ideas in their summary. Based on the original theory, the follow-up assessment included a glossary of tricky terms to assist students in vocabulary. In retrospect this probably wasn't necessary as the students are very resourceful; many had their browser open to online dictionaries such as dictionary.com. Furthermore, when asked, eight students mentioned that they learned something new from reading the article used in the post-assessment (Table 1); it is possible reading comprehension was not an issue.

Examining the three summaries written by one student showed a vast improvement. As a solid B student, the growth of this student was clearly visible at the end of the semester. It could be argued that the student lucked out by being randomly assigned to a group with two other students who grasped the concept of summarizing early in the semester. However, a better argument is that this is a clear example of how

students can learn from each other; not every lesson needs to be or should be teacher-directed.

The qualitative assessment was interesting in that 19 students mentioned they learned something about plagiarism and summarizing. It would have been beneficial to do a follow-up question regarding what they had learned specifically. Four students still had questions regarding plagiarism and summarizing. These questions should have been addressed either in the same class or a follow-up class. Another interesting result of the 3-2-1 questionnaire was that 35% mentioned that they found group work interesting; future lessons should include a group work component as it can serve as a re-enforcer of the material being learned. Finally, 10 students mentioned learning something new from the article they summarized. This result helps to confirm the notion that the students grasped the main ideas of the article and that although the article may have had unfamiliar vocabulary, it didn't necessarily lower comprehension.

Plagiarism and how to correctly summarize and cite articles are difficult concepts to grasp. Future writing classes in English for Academic Purposes should infuse these concepts into the syllabus from the beginning. The more exposure and practice students have, the better prepared they will be for their subject-specific coursework.

Future research should focus on comparing the differences in comprehension between teacher-directed instruction and a student-centered approach to a lesson on plagiarism for ESL students. Using a pre and post assessment it would be interesting if the results that Moniz (2008) found are replicated with ESL students.

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Appendix A
"Rio de Janeiro"

Content retrieved from **<u>Brazil</u>** by Regis St. Louis
7th edition
Publisher: Lonely Planet
Published: London, 2008

Be warned: Rio's powers of seduction can leave you with a bad case of *saudade* (indescribable longing) when you leave. Planted between lush, forest-covered mountains and breathtaking beaches, the Cidade Maravilhosa (Marvelous City) has many charms at her disposal.

The people of Rio (Cariocas) live life with zeal and celebrate with large-scale festivities like Carnaval but there are countless other occasions for fun – the beach, parties, soccer, impromptu samba dancing, and music.

Music is the meeting ground for some of Brazil's most creative artists and includes an audience as diverse as the city. This is another of Rio's disarming traits: its rich melting pot of cultures. Cariocas they may call themselves, but the city's enticing variety of cuisines speaks volumes about its history of immigration.

The spectacular landscape is another of Rio's shameless virtues. Mountains and white-sand beaches fronting deep blue sea offer a range of adventure: surfing great breaks off Prainha, hiking through Tijuca's rain forests, sailing across the Baía de Guanabara (Guanabara Bay) or rock climbing up the face of Pão de Açúcar (Sugarloaf Mountain).

Rio rarely fails to seduce, and most visitors arrive home already daydreaming of their return.

Appendix B
Rubric for Holistic Assessment

Descriptions	Approaches Expectations	Meets Expectations	Exceeds Expectations
Citations	Lacking citation Errors in citation result in inability to locate article	Includes most of the pertinent citation information Includes all citation information but may not be in proper format Includes citation information at top of page	Correctly cites the article in proper format (APA or MLA) Cites additional resources Citation appears at the bottom of the page
Word Variation	Little variation of word choice; text is copied	Some variation in word choice but with more difficult words, text is copied	Clearly used own words to write summary Omitted unnecessary words
Structure	Little variation in sentence structure compared to the original Same number of paragraphs and organization as original Attempted to create a clear easy to understand summary of the important facts	Some mixed sentence structure Some variation in paragraphs Organized similar to original Nearly created a clear easy to understand summary of the important facts	Omitted unimportant information Mixed sentence structure Variation in paragraph format Modified organization significantly from original Used direct quotes and properly cited them Created a clear easy to understand summary of the important facts
Main Ideas	Unable to pick-out main ideas Included extraneous information	Successfully identified main ideas Weeded out some of the extraneous information	Focused on main ideas Put the main ideas into own words Included only main points

Appendix C

With India's new affluence comes the divorce generation
By Anand Giridharadas
New York Times
Published: Tuesday, February 19, 2008

MUMBAI — The Great Indian Wedding is succumbing to the Great Indian Divorce.

Few societies on earth take marriage more seriously than this one. Marriage comes early, sometimes even in youth, and is cemented by illegal dowries. Opulent weddings swallow life savings. So venerated is marriage that when bruised, beaten wives flee to their parents' homes for sanctuary, they are often turned back, implored to make it work.

But now, in courtroom battles across the subcontinent, in cases brought by slum dwellers and outsourcing workers and millionaires alike, Indians are fighting in growing numbers to divorce. And as words like "alimony," "stepchild" and "pre-nup" start to roll off Indian tongues, many observers bemoan a profound metamorphosis of values in a nation trotting toward new affluence.

"The great Indian family is definitely under threat," said Shobhaa Dé, the author of "Spouse: The Truth about Marriage" and one of India's most widely read social chroniclers. Dé, herself divorced and remarried years ago, described the new ethos as "unthinkable to an earlier generation."
Consider the microcosm of Mumbai. Since 1990, around the time that India opened its gates to the world, the annual number of divorce petitions filed in Mumbai has more than doubled to reach 4,138 in 2007, far outpacing population growth, according to data culled for this article from musty, hand-kept records at the city's family court.

Or, to put it more vividly, Mumbai made divorcés of 30,000 more people in those 17 years than it would have had the annual rate of breakups held at the 1990 level.

Such detailed data are not compiled at the national level. But, according to a study of 2001 census data by two Indian demographers, Ajay Kumar Singh and R.K. Sinha, Mumbai's divorce rate - with about 7 percent of marriages failing - is roughly on a par with that of other metropolises and not much higher than the national level, offering a reliable gauge of the national trend.

When SecondShaadi.com, an online matchmaking service for Indian divorcés, debuted last year, its executives assumed that most clients would come from big, cosmopolitan cities. Instead, in a reflection of how widespread divorce now is, 60 percent of its more than 25,000 customers came from outside India's five largest cities and 36 percent from outside the 20 largest cities, according to data provided by the company's founder, Vivek Pahwa.

The divorce boom partly reflects changes that have made it easier to leave marriages everywhere: taboos waning, laws loosening and women gaining financial independence. But there is perhaps another, more amorphous factor behind the change. Conversations with marriage counselors, divorce lawyers, social scientists and couples themselves suggest that, if divorce is rising, it is because of an underlying transformation of love.

Traditional Indian marriages had little to do with romance. Often but not always arranged, they were mergers between families of similar backgrounds and beliefs, and their principal purpose was baby-spawning. Love was strong but subliminal, expressed not in hand-holding and utterances of "I love you," but in a sense of mutual sacrifice and tolerance.

But in an India drenched in foreign influences - Hollywood in the theaters, teenagers named Sunita who call themselves "Sarah" and answer calls for Citibank's American customers - an imported idea of love is spreading.

Ever more couples marry each other for each other, out of personal enthrallment rather than a sense of family duty, and even arranged marriages come with new expectations of emotional fulfillment. And it is this new notion of love, with the couple at the core, that makes marriage both more riveting and more precarious than ever before, many Indians believe.

"In the older situations, where it was the families coming together, maybe the couple tried harder to adjust, because they could not even think about getting out of the marriage," said Freny Italia, a social worker in Mumbai who counsels divorcing couples. "It was for the sake of the family. It was for the sake of the children. There was a lot of giving and sacrifice. But now they say, 'I'm an individual. I have my needs.' "
This is acutely true of a new generation of women unwilling to do what preceding generations of women have been raised to do: adjust, to any length necessary, to save a marriage.

"Once a daughter is given in marriage, she is supposed to turn into an ameba," Dé, the author, once wrote.
But growing numbers of educated, working women, confident and financially secure, refuse to do so - and, increasingly, their parents back them up.

When Christina told her parents months ago that her marriage was sputtering, they responded in the traditional Indian way. They sent her back to her husband, telling her to make it work. It did not seem to matter then that he was beating her, then expelling her from the house in the black of night.

But Christina, who works in a technical-support call center in Mumbai for General Motors, was not willing to give up. She eventually found out her husband's secret: He was, unbeknownst to most, gay. And when she told her parents, they eventually thawed, welcoming her back to their home and supporting her decision to divorce.

In the past, she said, a woman would have been forced to stay with a gay husband to preserve the family's reputation.

"Now," she said, "it's different." (Like most interviewed, Christina withheld her last name to preserve privacy.)

Another trigger of divorce is the inevitable tension between the new centrality of the couple, on the one hand, and the traditional primacy of a man's relationship with his parents and siblings, said Sudhir Kakar, a leading Indian psychoanalyst and the author of "The Indians: Portrait of a People."

In a recent case in Mumbai divorce court, a woman charged her husband with putting his parents ahead of her. The parents lived in the ground floor; the husband and wife lived in the apartment above. Every night, upon returning from work, the husband stopped at his parents' home first and only then went home. He saw things through a traditional lens, with his wife as one in a range of family obligations. She desired to be the core of his universe, not unlike in the Western home.

To avert such family tensions, many young couples today do what was once scandalous in India: choose their own spouses and move away from their parents. But this often encourages divorce in its own way, experts say, by cutting out the web of kin ties that once served to bind couples. Ever more couples marry people different from them instead of family-vetted spouses of like backgrounds, then compound the risk by living apart from their parents, socializing with friends rather than family and postponing parenthood - all of which reduce the social cost of abandoning a marriage.

Chitra and her husband invested everything in each other. Now 31, she is a Brahmin doctor from south India; he was a street vendor of Chinese food, from a different region and a lower caste. Her parents scoffed at her marrying a "Chinesewallah." But she loved her Chinesewallah, and that seemed enough. They put together $12,000 for a tiny apartment and lived on their own.

Four years ago, she became pregnant. Meanwhile, his business faltered.

Not to worry, she told him: She had a teaching job, and she didn't mind buying fewer dresses. She loved him. That was what mattered.

But her husband's stresses only grew, and he resented his upper-caste, better-educated, higher-paid wife. When they argued, he would say, "You're earning too much, so you're talking too much," she recalled.
Living on their own, there was none of the clamor of the Indian family to distract them from their fights, no prying relatives to nudge them to reconcile.

One evening two years ago, as her husband poured a drink, she told him they should not waste their money on alcohol. He got up, put on a T-shirt, pulled money from a drawer and made for the door. "I said, 'If you want to go, go. But don't come back,' " Chitra

recalled. "And I regret my words, because he never did. He hugged and kissed me, he kissed my daughter, and he never came back."

She added, sitting in the courthouse where she had come for a divorce: "This could happen only in this current generation."

Appendix D

Future of Marriage: Is traditional matrimony going out of style? Will U.S. Follow Europe's Cohabitation Trend?
May 7, 2004
CQ Researcher
Volume 14, Issue 17
By David Masci

In their 21 years together, Stig Skovlind and Malene Breining Nielsen of Denmark have dated, lived together and raised three children — but they never got married. "We trust each other. We don't need a document," Malene said (James, 2001).

More and more Europeans — particularly from the Nordic countries — are cohabiting. Nineteen percent fewer Europeans got married in 2002 than in 1980, compared to a 5.7 percent drop in the United States during the same period. Meanwhile, almost 20 percent of young Europeans — and 40 percent of Swedes — are cohabiting, compared to 7.7 percent in the United States. Footnote 2

Northern European demographics could be headed toward a point at which "marriage and cohabitation have become indistinguishable," says Kathleen Kiernan, a professor of social policy and demography at the London School of Economics. And many cohabiting Nordic couples are having children. More than half of Swedish mothers ages 25 to 29 give birth to their first child out of wedlock, and more than a quarter of Norwegian mothers.

About 80 percent of those surveyed in Sweden, Finland and Denmark consider cohabiting couples with children a "family." But in mostly Catholic Southern European countries like Italy, Spain and Portugal, attitudes about cohabitation are more conservative; only 44 percent of Italians, for instance, view unwed couples with children as a family.

Still, many European courts now accommodate the emerging class of cohabiting partners and parents. In Sweden, Finland and Denmark, "family law has come to be applied to married and cohabiting couples in the same way," writes Kiernan. And in 1998 the Netherlands began recognizing both homosexual and heterosexual partnerships as if they were "functionally equivalent to marriage," she notes.

In France, so-called PACS (pacte civil de solidarite) offer unwed heterosexual and homosexual couples some of the same rights accorded to marriage; more than 130,000 couples have signed PACS. Even in Italy, the government is considering granting some legal rights to unmarried couples.
Protesters in Paris oppose the Civil Solidarity Pacts (PACS) being considered by the French National Assembly, which would give traditional rights to homosexual and unwed couples. (AFP Photo/Pascal Guyot)

Protesters in Paris oppose the Civil Solidarity Pacts (PACS) being considered by the French National Assembly, which would give traditional rights to homosexual and unwed couples. (AFP Photo/Pascal Guyot)

Some experts worry the United States may be headed in the same direction as Europe. "Our marriage rate continues to drop, our divorce rate is high and our cohabitation rate continues to climb," says David Popenoe, professor of sociology and co-director of the National Marriage Project at Rutgers University.

And recent U.S. demographic surveys support his concerns: The number of American couples cohabiting rose by 72 percent in the 1990s, with nearly half of them raising children. Footnote 3

The rising numbers worry experts because cohabiting couples tend to break up more than married couples, Popenoe says, and there is no safety net in the United States for kids who slip through the financial cracks when parents separate.

"We can't agree that . . . welfare provisions are proper, and we don't [want] to give up our hard-earned taxes in times of need," says Popenoe.

But in Northern Europe, expansive welfare measures provide a safety net for children when relationships break down, Kiernan says. Unwed European mothers — cohabiting or not — have the same rights as married mothers and, although the law is less clear-cut for men, unwed fathers generally have a financial duty to their children once paternity is established.

Critics of cohabitation note that children of single parents have a higher incidence of psychiatric problems, Popenoe says. "Kids are much better off when raised by two married biological parents than . . . by a single parent or a broken cohabiting couple and are then thrust on the welfare state," he says.

But Stephanie Coontz, national co-chair of the Council on Contemporary Families, notes that while "transitions can be hard on kids," the effects of a parental breakup on kids can be exaggerated.

Americans will have to get used to a broader definition for family, she concludes. "There's been a worldwide transformation of marriage — it will never again have a monopoly on organized child care or on the caring for dependents," she says.

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Conference on Public Policy and the Future of the Family.

Appendix E

New York Times, November 12, 2009
I'm Innocent. Just Check My Status on Facebook.
By Damiano Beltrami

The message on Rodney Bradford's Facebook page, posted at 11:49 a.m. on Oct. 17, asked where his pancakes were. The words were typed from a computer in his father's apartment in Harlem.

At the time, the sentence, written in <u>street slang</u>, was just another <u>navel-gazing</u>, <u>cryptic</u> Facebook status update — meaningless to anyone besides Mr. Bradford. But when Mr. Bradford, 19, was arrested the next day as a suspect in a robbery at the Farragut Houses in Brooklyn, where he lives, the words took on greater importance. They became his <u>alibi</u>.

His defense lawyer, Robert Reuland, told a Brooklyn assistant district attorney, Lindsay Gerdes, about the Facebook entry, which was made at the time of the robbery. The district attorney <u>subpoenaed</u> Facebook to verify that the words had been typed from a computer at an apartment at 71 West 118th Street in Manhattan, the home of Mr. Bradford's father. When that was confirmed, the charges were dropped.

"This is the first case that I'm aware of in which a Facebook update has been used as <u>alibi evidence</u>," said John G. Browning, a lawyer in Dallas who studies social networking and the law. "We are going to see more of that because of how <u>prevalent</u> social networking has become."

With more people revealing the details of their lives online, sites like Facebook, MySpace and Twitter are providing <u>evidence</u> in legal battles.

Up to now, social networking activity has mostly been used as prosecutorial <u>evidence</u>, Mr. Browning said. He cited a burglary case in September in Martinsburg, Pa., in which the burglar used the victim's computer to log on to Facebook and forgot to log off. The police followed the digital trail to Jonathan G. Parker, 19, who was arrested.

As part of his defense, a suspect in an Indiana murder case, Ian J. Clark, claimed he was not the kind of man who could kill his girlfriend's child. But remarks he was found to have posted on MySpace left him <u>vulnerable</u> to <u>character examination</u>, Mr. Browning said, contributing to his <u>conviction</u> and a sentence of life in prison without parole.

In civil cases, too, online communications have helped strengthen <u>evidence</u>, especially in divorce cases, where they are often used as proof of cheating.

And postings by a <u>probationary</u> sheriff's deputy, Brian Quinn, 26, of Marion County, Fla., on his MySpace page led to his firing in June 2006 for "conduct unbecoming an officer."

Such cases are becoming more <u>prevalent</u> in part because Congress in 2006 <u>mandated</u> changes to the federal rules of civil procedure, expanding the acceptance of electronically stored information as evidence.

With the use of a Facebook update as an <u>alibi</u>, such communications may also be used to prove innocence, Mr. Browning said.

Mr. Bradford's arrest was for the mugging at gunpoint of Jeremy Dunklebarger and Rolando Perez-Lorenzo at 11:50 a.m. on Oct. 17, according to Mr. Reuland, Mr. Bradford's lawyer.

Mr. Bradford, who was facing charges in a previous robbery, contended he was in Harlem at the time of the Oct. 17 robbery — a claim supported by Mr. Bradford's father, Rodney Bradford Sr., and his stepmother, Ernestine Bradford, Mr. Reuland said.

Mr. Reuland acknowledged that, in principle, anyone who knew Mr. Bradford's user name and password could have typed the Facebook update, but he regards it as unlikely.

"This implies a level of criminal genius that you would not expect from a young boy like this; he is not Dr. Evil," Mr. Reuland said, adding that the Facebook entry was just "<u>icing on the cake</u>," since his client had other witnesses who provided an <u>alibi</u>.

Jonah Bruno, a spokesman for the Brooklyn district attorney, Charles J. Hynes, said he could not discuss details of the case because it was <u>sealed</u>. But he acknowledged that Facebook was <u>crucial</u> to the charges' being dropped.

But Joseph A. Pollini, who teaches at the John Jay College of Criminal Justice, said prosecutors should not have been so quick to drop the charges.
"With a user name and password, anyone can input data in a Facebook page," Mr. Pollini said.

"Some of the brightest people on the Internet are teenagers," he said. "They know the Internet better than a lot of people. Why? Because they use it all the time."

<div align="center">

<u>Tricky Vocabulary</u>

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<u>Street slang</u> – informal use of language, jargon used on the street.
Example: Me and my bro are tight. Translation: My friend and I are very close.

<u>Navel-gazing</u> – Self-absorbed

Cryptic – mysterious in meaning

Alibi – defense by an accused person showing that he/she could not have committed the crime

Subpoenaed – legal order for evidence or witnesses

Prevalent – widespread, common

Evidence – proof

Prosecutorial evidence – proof used by the prosecution
Prosecution vs. Defense

Vulnerable – capable of being hurt

Character examination – to examine/question one's personality

Conviction – when a judge finds someone guilty, the person is convicted.

Life in prison without parole – in prison for the rest of his/her life

Probationary – not permanent. Sometimes a person is hired and after his/her 3-month probation period, they become a permanent employee (or not).

Prevalent – more common

Mandated – required

Icing on the cake – idiom that means something good that is added to another good thing

Sealed – closed

Crucial – very important

Appendix F

Summary 2
Stig Skovlind and marlene Breining Nielsen of Demark lived together for 21 years without married because they don't believe in marriage. Now day less Europeans are getting married. they believe there's no difference for them between people married couple and couple leaving together. whether they married or not they receive the same amout of help from the government. A decent percentage of survey said sweeden consider couple with children family. some expert think United States heading in the same directing as europe. in usa it most likely for children to have problem when parent are broke up and the other hand, Europe children does not seem to affect by their parent broke up.

Group Summary 3
According to this article on Oct. 17, the massage on Rodney Bradford's Facebook page asked where his pancakes were. It was types from a computer in his father's apartment in Harlem. The posted mean nothing until he was arrested as a suspect in a robbery at the Farragut Houses in Brooklyn, where he lives. The Facebook entry was used by his defense lawyer to prove that he did not commit the robbery. So the district attorney verified the facts and the charges were dropped.
The article also explains how the use of different sites like Facebook, My Space, and Twitter can leave clues which can be used to resolve different problems in the real life. He cites different examples that show this. Acording to Mr. Browning one of this is the case of Jonathan G. Parker who "used the computer to log on to Facebook and forgot to log off. The police followed the digital trail and arrested him".
Another example is a man who killed someone in Indian and the police cought him and put in jail. This work was easier for the police because this man used My Space and left his clues there.
The article also mentions other examples and explains that the use of this sites have been helped to the police since the moment that the Congress aproved the use of elctronical information as clues to resolve policial and civil cases.
On the other hand the article mention that the use of this site can be used to prove non culpabitlity in some cases. He cites different examples that show this. One of this is the case of Mr. Bradford's who was arrested for trying to steal something. He used Fecebook to leave prove of his innocence.
There are other examples that explain how teenages use this page to leave a clue of their innocence on purpose. They can do all these things because of the usual use that they do of the computer.

Beltrami, D.(2009,November 12).I'm Innocent. Just Check My Status on Facebook.*New York Times*.

Appendix G

3	Things I Learned…
2	Things I found interesting….
1	Question I still have….