

# TEACHING WITH WRITING

THE OREGON STATE UNIVERSITY WRITING INTENSIVE CURRICULUM (WIC)

VOLUME 16 ISSUE 2

WINTER 2007

## Upcoming WIC Events Spring 2007

### WIC SPRING LUNCHES

FRIDAY, APRIL 13  
FRIDAY, APRIL 20  
FRIDAY, APRIL 27  
FRIDAY, MAY 4  
WEDNESDAY, MAY 16

ALL LUNCHES ARE AT  
12:00 PM IN  
WALDO 121

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DETAILS

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## Using images in student writing Issues of copyright, plagiarism, and citing

Michael Faris  
WIC GTA

Plagiarism and copyright are complicated issues, and student use of the work of others can be made even more complicated with the vast array of images and text available on the Internet. The rules regarding copyright get even more fuzzy when students use the Internet as a source for images: what counts, in traditional writing terms, as “citing” and “quoting” and what counts as “plagiarism”?

The laws surrounding using digital images in student and teacher work are complicated, but the rules can be roughly

summarized: students can create unique works incorporating others’ work in a multimedia presentation for a class assignment, as long as students do not make multiple copies or distribute their work.

Although this is true, it is often safer to ask for permission or find work for which permission to use has already been granted, especially when we consider that we want students to take skills and knowledge into their careers and life outside of



Photo by kafka4prez

Source: <http://flickr.com/photos/kafka-4prez/74631291/>

school.

How might a teacher address copyright of images in a setting where students will very often

*Continued on page 4*

## Information literacy: Getting beyond Google

Vicki Tolar Burton  
WIC Director

Before commenting on this issue of *Teaching With Writing*, I want to encourage you to make time for a talk on Wednesday, May 16, by WIC’s special guest speaker of the year, Kathleen Blake Yancey, President-Elect of the National Council of Teachers of English and past chair of the Conference on College Composition and Communication. Yancey holds an endowed chair in English at Florida State University and is one of the top researchers in the country on the teaching of writing. More information on her

talk is on page 8.

Our newsletter theme this month is Information Literacy. Interest in writing about this topic grew from two sources: first is the requirement that all WIC courses include at least one paper that is documented using outside sources.

Second, we were inspired by the Information Literacy Summit held at OSU in November bringing OSU’s writing, technology, and library folks together with our counterparts at partner community colleges. We began discussions of what students should know about finding and evaluating information.

Our goal in this issue of



*TWW* is to look at information literacy from a number of viewpoints. We’ve included the OSU library’s statement of Information Literacy Competencies for Students on page 2. WIC teachers might consider how many of these competencies are taught, used, and evaluated in their WIC courses.

You will also find articles on topics from exciting technologies for WIC students (see “Us-

*Continued on page 3*

# About Teaching with Writing

## EDITOR

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## ASSISTANT EDITOR

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*Teaching with Writing* is the newsletter of the Oregon State University Writing Intensive Curriculum Program. As part of the Baccalaureate Core, all OSU students are required to take an upper-division writing intensive course in their major.

The content of WIC courses ranges from Bioengineering Design to the History of Photography. While subject matter differs by department, all WIC courses share certain commonalities defined by the Faculty Senate:

- Informal ungraded or minimally graded writing is used as a mode of learning the content material.
- Students are introduced to conventions and practices of writing in their discipline and use of borrowed information.
- Students complete at least 5000 words of writing, of which at least 2000 words are polished, formal assignments that have been revised.
- Students are guided through the whole process, receive feedback on drafts, and have opportunities to revise.

For complete information on WIC guidelines, visit the WIC website at:

<<<http://wic.oregonstate.edu>>>

## This issue's focus: Information Literacy

What is information literacy? The American Library Association defines it as "a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.'"

The ALA notes that "Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning."

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

## OSU Valley Library identifies Information Literacy Competencies

*Many universities and libraries are adopting information literacy competencies. The full text of the OSU Undergraduate Information Literacy Competencies can be found at [http://osulibrary.oregonstate.edu/instruction/ug\\_comp.html](http://osulibrary.oregonstate.edu/instruction/ug_comp.html). Here is an excerpt (the website has examples listed for each competency):*

### Preamble

Oregon State University's Strategic Plan acknowledges that "at no time in our history has the ability to absorb, understand and evaluate information been so important." Although finding information seems easier now than even ten years ago, many students struggle with the process of research. We want students to see research as a process of discovery - reading, learning, creating new connections. We want them to begin participating in larger intellectual conversations, contextualizing their own ideas and acknowledging the ideas of those from whom they are learning. Finally, we want students to use information ethically and legally, avoiding plagiarism and respecting the intellectual property rights of others.

*[A student with competence in Information Literacy:]*

### I. Recognizes when information is needed

Successful learners recognize gaps in their knowledge, and seek out information to fill those gaps. Successful learners are aware of the wide variety of information sources available to them, and they understand the social, political, legal and economic contexts in which information is produced.

### II. Finds information efficiently

Successful learners know that different kinds of information sources can be retrieved in different ways, and that there are a variety of tools to help them. They find information quickly and effectively because they know how information retrieval tools work, and they use that knowledge to design effective search strategies. They can troubleshoot unproductive searches. They know when to persevere, when to ask for help, and where that help is available.

### III. Learns from information gathered

Successful learners analyze and question the sources they find, choosing the most effective information sources for their needs and integrating the information from those sources into their own knowledge base to achieve new levels of understanding.

### IV. Uses information effectively and ethically.

Successful learners consider their purpose, their message, the resources available to them, and the needs of their intended audience to organize and communicate their information effectively and responsibly.

*The Undergraduate Information Literacy Competencies were developed and adapted from the American College and Research Libraries' Information Literacy Competencies for Higher Education, which can be found at <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>.*

# Preview of information literacy issue, cont.

*Continued from page 1*

ing Images in Student Writing” on page 1 and “Creating Charts and Graphs Using ‘Many Eyes’” on page 5) to how research inquiry can bring students into the scholarly conversation in their field (“When Students Write from Sources” on page 6).

At OSU, students in WR 121 receive one class day of training in basic college information literacy skills. They are introduced to various scholarly search engines and are introduced to strategies for locating and evaluating information. Read more on page 4.

But will every student in your WIC course have had that training? No. Our statistics suggest that over 40% of WIC students took WR 121 elsewhere, some at community colleges and some in high school. These students may not have had any training at all in using the resources of the OSU library. And students who had the library training in WR 121 two of three years before their WIC course will need a refresher if their subsequent coursework has not required research in library sources. Do students in your de-

partment write from sources in any course before the WIC?

WIC teachers sometimes express alarm that upper division students in their major arrive in a WIC course with no knowledge of the journals in the field. Gaining this experience can be built into the major curriculum—into both the WIC course and earlier required courses in the major. Some departments are making conscious curricular changes to make this happen.

We are not alone in the effort to improve the information literacy of our students. We can each call on our subject area librarian. She or he has special expertise in introducing students to research in the field. Find a subject librarian on the library home page (<http://osulibrary.oregonstate.edu/>) and clicking “subject specialists” under “About OSU Libraries.”

Michael Faris, the WIC TA, suggested we include in this issue an assignment I use in my WIC courses to introduce students to the scholarly journals of the field. Having identified the top journals in the field for that

course, I ask students, either individually or in small teams, to prepare a ten minute presentation on one journal, along with a one page handout for the class. They have to go to the library and actually look at issues of the journal for the past three years and think critically about what they find. The instructions I give to students for this assignment can be found below. After the presentations, students have a good idea of which journals will be helpful for their research topics.

Throughout this issue you will see an underlying theme of teaching students to use borrowed information ethically. This includes images and statistics, charts and graphs, as well as traditional sources like books and journals. Requiring ethical use of sources today prepares our students for ethical use in the workplace and beyond.

What other issues related to information literacy come up in your classes? I’d love to hear from you. [vicki.tolarburton@oregonstate.edu](mailto:vicki.tolarburton@oregonstate.edu).

## Scholarly Journal Assignment WIC Course: Writing 411/511 (The Teaching of Writing) Dr. Tolar Burton

*This assignment is adaptable to many WIC courses as an introduction for students to scholarly journals in the field.*

Professionals in this discipline are expected to read current research and scholarship in their field. In order to do that, you need to know something about the major journals which publish our scholarship. Awareness of these journals will also help you in doing research on projects for this course.

Your task is to review and critique a journal which might be useful to researchers in this field. Examine issues of the assigned journal published over the past three years. Present an oral report to the class in which you discuss:

1. Publication information (frequency, cost, editor, whether it is a refereed journal, etc.)
2. Intended audience
3. Organization (i.e., explain the sections, recurring columns, etc.)
4. Contents - choose one representative issue which you have read and comment briefly on the articles, particularly as they might interest a professional in our field.
5. “Hot” Issues - Your goal here is to look for patterns in the publication that would indicate topics or approaches to the field that have been of major interest to the journal’s audience in the past three years.
6. “Hot” Authorities - Examine the works cited or bibliographies of articles included in the journal for the past three years and identify authorities who are frequently cited by those writing articles.
7. Location in the Valley Library

Your presentation to the class should take ten minutes. Prepare a one page (front and back) sheet of information about this journal for class members, photocopy it, and distribute copies at the time of your presentation. If you are presenting with partners, everyone must speak.

Evaluation: You will be evaluated on the quality and interest of the presentation and the professional appearance and content of the handout. *[here list the top 8-10 journals in your field for students to select from]*

# Flickr: Images, Creative Commons, and Teaching

*Continued from page 1*

go to google and find an image to incorporate into their powerpoint presentations, research papers, essays, and reports? The teacher might initiate a discussion about fair use and copyright in class, and then require students to receive permission for any images they incorporate in their work.

Another tactic I'd like to suggest is using Flickr.com, a website where users upload their own images and "tag" them with multiple describing labels. Flickr has search engine capabilities so that users can search for images by their tags or descriptions.

Flickr has relevancy in terms of issues of plagiarism because users who upload images have the option of marking photos "Creative Commons," [see box, page 3] and searches can be limited to only images marked "Creative Commons."



Photo by smys

Source: <http://flickr.com/photos/mousehouse/348634930/>

Depending on the type of Creative Commons license, users of Flickr can use images and attribute them to the author (cite them), and sometimes even make derivative works (that is, alter the image).

Flickr has other pedagogical opportunities as well. If students need to share photos or images, it can be a great place to store them (as long as student share their usernames with each other). Also, because the website allows users to discuss photos, some instructors have used Flickr to hold online discussions.

In the case of one art history instructor, she uploaded a painting to Flickr and asked her students to discuss whether it was a Renaissance or Medieval painting. The discussion over the image is surprisingly rich, and students were prompted to actually mark parts of the photo and leave comments that appear when a user hovers her cursor over the image.

The discussion can be seen here:  
<http://www.flickr.com/photos/ha112/234233755>

## Creative Commons

There are four types of Creative Commons licenses on Flickr:

1. Attribution: "You let others copy, distribute, display, and perform your copyrighted work - and derivative works based upon it - but only if they give you credit."

2. Noncommercial: "You let others copy, distribute, display, and perform your work - and derivative works based upon it - but for non-commercial purposes only"

3. No Derivative Works: "You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it."

4. Share Alike: "You allow others to distribute derivative works only under a license identical to the license that governs your work"

For more information on Creative Commons, go to <http://creativecommons.org>.

Many of the images used throughout this issue of *Teaching with Writing* are Flickr Creative Commons images that are allowed to be altered.

## OSU WR 121 Library Outcomes

During WR 121 students spend one class session in the library in order to learn research skills. In conjunction with an argumentation paper based in research (students are required to use at least one book, one journal article, one magazine article, and one newspaper article), student complete a research log using library research tools. Below are the learning objectives of the library component of WR 121:

1. Turning keywords into search strategies
2. Developing new search strategies, based on new information
3. Evaluating the results of searches
4. Integrating new information into the thesis

Information literacy, though, cannot be taught in one hit and must be a reiterative instructional process in which information literacy is revisited throughout the undergraduate experience. Additionally, research by former WIC GTA TracyAnn Robinson has shown that roughly 40% of OSU students in WIC courses have taken WR 121 elsewhere (either in high school or at a community college).

The WR 121 library learning outcomes can be found along with performance indicators and outcomes at:  
[http://osulibrary.oregonstate.edu/instruction/w121/session\\_outcomes.html](http://osulibrary.oregonstate.edu/instruction/w121/session_outcomes.html).

# Creating charts and graphs with “Many Eyes”

Michael Faris  
WIC GTA

In many WIC courses, students must include charts, graphs, and other visual representation of data in their writing. Some students are very adept at this, and understand how to manipulate data in order to communicate its meaning well in charts and graphs.

Other students, however, are lost when it comes to the world of data. IBM has developed a new website that could be useful in helping students understand data and a variety of ways to express data visually.

The website, Many Eyes (<http://services.alphaworks.ibm.com/manyeyes/home>), serves as a catalogue of data sets that users upload with the agreement that others can use it as well. A quick perusal of data sets shows that quite a variety have been uploaded, from population statistics of countries to analyses of texts for common words and phrases, from statistics of federal programs grant appropriation to surveys of the number of people to say “pop,” “soda,” or “coke.”

Many Eyes has its drawbacks (User login sometimes doesn’t work for up to a day after registration, and IBM does not guarantee that the data uploaded by users are accu-

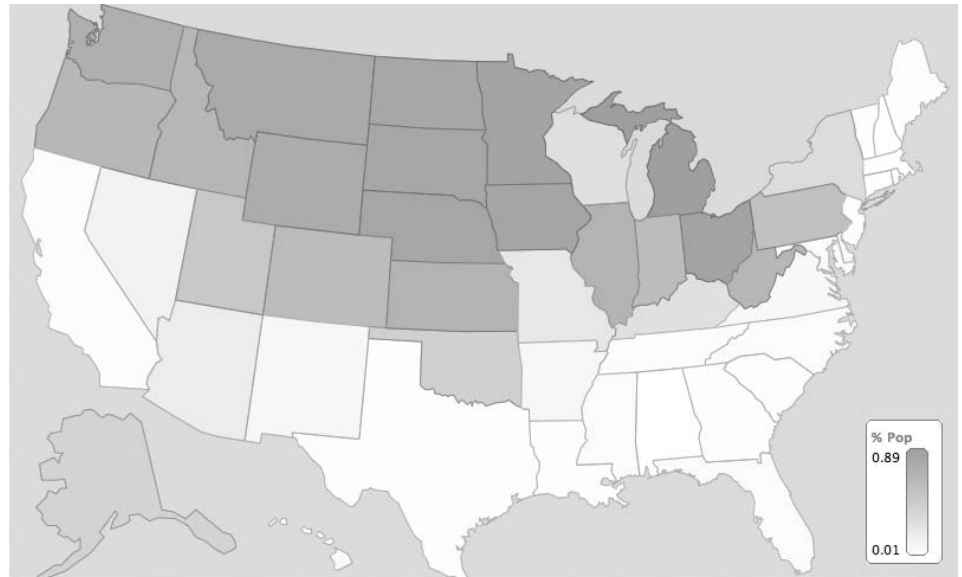


Image created with Many Eyes

**Percentage of people who say “pop” instead of “soda” or “coke” by state. The darker the state, the higher the percentage of people who say “pop.”**

rate), but there are many potentials for use.

Students could upload their data for class and use Many Eyes to create different visualizations. Users can visualize their data through bar graphs, block histograms, bubble charts, tag clouds, network diagrams, scatterplots, pie charts, treemaps, maps, line graphs, and stack graphs.

If students are working in groups on long-term projects, Many Eyes also allows for online discussions to be held over the data’s visualizations, meaning students in the group could create graphs or charts and then discuss online which ones would best represent their data.

Many Eyes also has potential for practice with data, charts, and graphs. Because there are so many data sets available, teachers who want students to have practice with visualizing data could ask students to go to the website, find a data set, and try a variety of visualizations. Students could also find visualizations that have already been created and critique them for how well they convey the data (there are, of course, both wonderful visualizations on the website and very inadequate ones).

Having students practice with this, and then discussing or writing about what types of visualizations work best with what types of data could help students be more successful in visualizing their own data in the future.

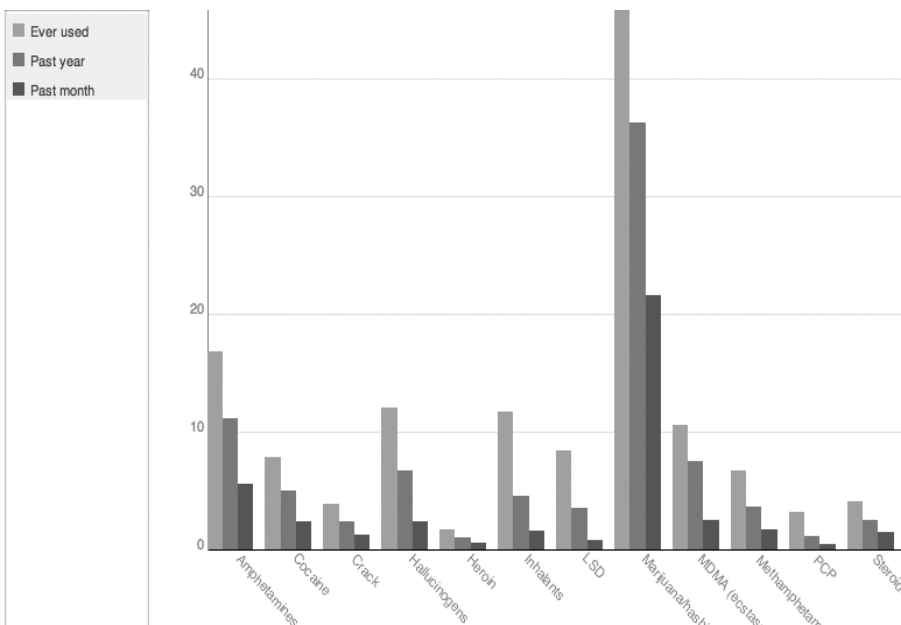


Image created with Many Eyes

**Percentage of high school students who claim to have used certain drugs in 2002. Data source: US Drug Enforcement Administration.**

Many Eyes Website:  
<http://services.alphaworks.ibm.com/manyeyes/home>

# When students write from sources

Eric Roe  
BA, English, 2006

*In this article written for a WIC course, WR 411, an OSU undergraduate offers a new way of looking at and teaching the documented paper.*

Ralph Waldo Emerson writes, “Genius is always sufficiently the enemy of genius by over-influence” (517). His concern is that writers will be absorbed by their reading rather than absorbing their reading into their own way of thinking. Yet the aim in requiring students to cite from sources is not to have their own genius eclipsed by that of others, but rather to inspire and inform their genius, to create a spark. The purpose is not to teach students proper citation or how to look things up.

Those are only necessary steps along the way to a greater aim, that of teaching students to synthesize source material, use it to build their own arguments, create their own positions, and ultimately craft a work that is their own. The purpose of this article is to discuss incorporating sources in student writing as students engaging in conversations so that students can write effectively from sources.

Rafael Risemberg discusses a study in which “under prepared” college freshmen tended to copy directly from textbooks instead of combining important ideas into summaries (367). Other authors and educators weighing in on this topic find the problems of the “under prepared” student consistent.

One interesting study was done by David S. Kaufer and Cheryl Geisler, however, in which they focused not on the writings of students, but rather on the writing of the noted professional essayist Stephen Jay Gould. Instead of focusing on how some students get it wrong, they wanted to examine what is at work when a writer gets the inte-

gration of sources exceedingly right.

Their study asks more on “how authors use the arguments of others in the development and presentation of their own” (107), and less on the variables discussed by Risemberg and others. Kaufer and Geisler find that authors such as Gould “tend to establish complex dependencies between prior sources and their own positions,” and that such dependencies “affect both the process by which authors discover their argument and the pattern in which they present it on the page” (108-109). For such authors, the integration of sources is approached as entry into a conversation in which authors play off others’ arguments in order to form their own (109).

Writing experts David Bartholomae and Anthony R. Petrosky outline a curriculum that strives to go beyond students simply writing reports and summaries. “Ours is not

research paper and then leave it at that. The research paper is a good place to learn the form of writing from sources, the mechanics of proper citation, and the tools of finding outside information, but it becomes a stumbling block if we over-emphasize its importance, or if we separate it from other types of required student writing.

Richard L. Larson points out that “by teaching the generic ‘research paper’ as a separate activity, instructors signal to their students that there is a kind of writing that incorporates the results of research, and there are (by implication) many kinds of writing that do not and need not do so” (219).

In approaching the research paper, it might help if we make students aware that such a project is merely a step in a process of learning to write from sources, not an end in itself. If we utilize the traditional research

paper as a teaching tool for basic writers or for introductory college level writing courses, we should not reserve it for the end of the term.

End-of-term projects are by implication the final word, the final thing that a student is supposed to “get” out of a class. Instead, the research paper should come earlier in the term so that students can become familiar with the general idea and mechanics of writing from sources right off the bat.

Coming earlier in the term and being used as

an introductory teaching tool, the research paper’s magnitude would need to be diminished so that it does not obscure the end goal of learning to write in conversation with sources. The paper would need to be shorter; its weight in terms of grading would need to be smaller; and since it is being used as a tool toward a more important goal that will come later in the course, students should be

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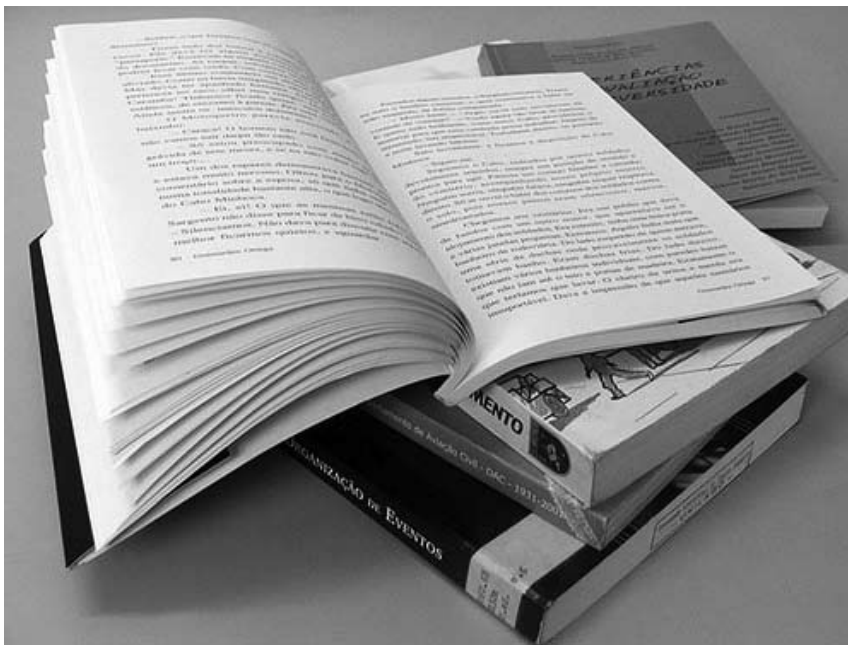


Photo by marcos\_monteiro

Source: <http://flickr.com/photos/mmonteiro/158142822/>

a course in study skills,” they write. “We don’t teach students how to find information in a textbook—to skim and scan and read topic sentences” (276). Ultimately, they argue, teaching a student to write effectively from sources is not just a means of making their writing better; it is also a means of allowing them access to an academic conversation.

We start off on the wrong foot if we teach students to write from sources by way of the

Link your  
course's  
BlackBoard  
site to the WIC  
Survival Guide  
for Writers:

<http://wic.oregonstate.edu/survivalguide/>

## When students write from sources, cont.

*Continued from page 6*  
given the opportunity to revise for a better grade.

After getting the shorter research paper out of the way and allowing students to get a handle on the mechanics of writing from sources, the rest of the term could focus on how students may integrate their source material into their own writing, how they may enter into a dialogue with the outside materials to which they are referring. A series of short warm-up papers, both informal and formal, could be assigned to familiarize students with various aspects of integrating sources into their writing.

Students may be assigned to argue for or

against an essay, article, editorial, or letter to the editor, for instance. In this exercise, the student would be required to present his or her own argument while providing appropriate quotations from the source around which to weave the argument. In another exercise, students may be required to make an assertion of their own, and then back it up with appropriate source material.

The emphasis through all of this would be the student's participation in a scholarly conversation instead of the student's ability to report facts and figures. To take part in a conversation, one must investigate what others are saying. Thus, this would be a writing class that places an equal amount of stress

on reading. To continue to allow writing and reading to be approached as separate processes, independent of each other, would be a mistake. Many educators are apparently becoming aware of this, and the realization cannot be anything but favorable for the education of students as writers.

Mariolina Salvatori posits the idea of "reading in composition classrooms not as a pretext but as a context of writing" (168). That is the kind of classroom I have in mind: one in which students investigate conversations and then add to them, not simply rephrasing what they have learned, but responding with increasing authority and in their own inimitable words.

## Sources for "When students write from sources"

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### Announcing The 2007 WIC Culture of Writing Awards in the Disciplines

Save copies of your best papers from winter term, and encourage your department to honor its best student writer.

How to participate:

- The department notifies the WIC director of their intention to participate and to match the WIC \$50 prize money.
- Faculty in the department nominate their best undergraduate papers written during the prize period. Some departments use Spring term 06-Winter 07 as the prize period so that awards may be determined during spring term 07.
- A department committee selects the best paper and notifies WIC of the winner.
- The department awards the WIC Culture of Writing Award in the discipline, making the award in the venue of their choice.
- Winners are announced in university and public media.

## WIC Spring Lunches

Friday, April 13

**“TAMING WIKIPEDIA IN STUDENT RESEARCH”**

**PAULA McMILLEN (VALLEY LIBRARY)  
& VICKI TOLAR BURTON (WIC)**

Wikipedia has become the darling of quick-and-dirty researchers. Join us for a conversation about how we can help students understand what Wikipedia is and is not. Should students in WIC courses ever be allowed to cite Wikipedia? We welcome diverse viewpoints in the discussion.

Friday, April 20

**“HOW TO GET STUDENTS TO CONDUCT  
ON-LINE PEER REVIEWS”**

**DAVE SULLIVAN (BUSINESS)**

Students are more engaged when they know other people will be reviewing and commenting on what they have written. This presentation is an explanation of students sharing work online, reviewing each other's work, and building hyperlinks to tie everything together.

Friday, April 27

**“ASKING STUDENTS TO WRITE ONLINE:  
NEGOTIATING THE PRIVATE AND PUBLIC”**

**MICHAEL FARIS (WIC)**

When we ask students to publish online, what issues of privacy arise? How does the Internet act as a public place where ideas can be shared, and what advantages and risks are there to student privacy? Come discuss and ask share questions about student (and teacher) privacy and publicity online.

Friday, May 4

**“READ, WRITE, SHARE: EMERGING TECHNOLOGIES  
IN THE WIC CLASSROOM”**

**ANNE-MARIE DEITERING (VALLEY LIBRARY)**

Today's programmers are building applications that anyone can use to participate in online discussions, share ideas in virtual spaces, and remix digital information sources into new forms. You don't have to know anything about programming to see how these applications can affect how we connect and learn online. Learn about some of the applications that make up “Web 2.0” and talk about what these mean for teaching and learning.

Wednesday, May 16

**“LUNCH AND CONVERSATION WITH  
KATHLEEN YANCEY: TEACHING WRITING TODAY”**

Kathleen Yancey has written and lectured about the transference of skills, voice, new media, portfolios and assessment, and writing across the curriculum (see box on right). If you have ever wondered about any of these topics, come and chat with Yancey over lunch.

## National Council of Teachers of English President-Elect to visit Oregon State

Kathleen Blake Yancey

“The Things They Carry”:  
What We Know about  
the Transfer of Writing,  
and Ways That We Might  
Teach for It

Wednesday May 16

4:00 pm

Memorial Union Room 208

One of the most pressing questions in all of learning is what students take with them--from a class, a program, and even a school--into another setting. Because writing is at the heart of intellectual development, questions about transfer and writing are especially pressing. In this talk, Yancey will define transfer; share some preliminary findings of a national research study; and suggest ways that all faculty in their courses can “design for transfer.”

Kathleen Blake Yancey, Kellogg W. Hunt Professor of English at Florida State University, is the author of two books and numerous journal articles on writing, as well as the editor or coeditor of seven other books. She has written and lectured on a variety of writing topics, including transferring skills from one setting to another, voice, assessment, new media, and using portfolios in writing across the curriculum. When she taught at Clemson University, she developed a Studio for Student Communication where students could collaborate on writing, and established and directed the Clemson Digital Portfolio Institute where she helped familiarize faculty with digital portfolios. Earning her PhD from Purdue University in 1983, Yancey is now the president-elect of the National Council of Teachers of English and has served as the Chair of the largest national conference on writing and rhetoric, the Conference on College Composition and Communication.



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