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Service-Learners Take Alternative Spring Break

“And in the packet of additional information you’ll need in preparation for our Spring Break Service-Learning class, you’ll find phone numbers for the office of Homeland Security, emergency procedures from the Center for Disease Control, and directions for where to meet if the Metro service is discontinued and the phones go out,” explained Cate Hart, instructor for the “Voices of Poverty”—one of the COPSL-sponsored Alternative Spring Break Service-Learning courses. Although this is the second time Cate Hart planned for her students to travel to the nation’s capital to do advocacy and direct service concerning issues affecting people in poverty, this year’s experience in Washington, D.C., took place as the country prepared for war.

“We went into this with the same goals as last year,” said Hart, “but this year’s students had an entirely different experience. War grips our attention, commands our organization and resources, but the daily battle of poverty persists for those who experience it.”

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Students in Russ Salmon’s “Mexican Culture and Service” alternative spring break class went to Guanajuato, Mexico, where they worked with patients at an optometry clinic, elder women, and preschool-age children, while honing their Spanish language proficiency and cultural fluency.

Alternative Spring Break 2003

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Hart's students were struck by the extremity of differences they noted in housing and commerce only two blocks away from the Senate chambers. In conjunction with the Corporation for National and Community Service, IU students met with agencies and legislators to discuss the needs and assets of people experiencing poverty in Indiana, D.C., and across the nation.

Although Cate Hart's students did their service-learning in the shadow of the White House, other Spring Break service-learning classes had their own sense of history unfolding in the daily news breaks of mounting forces in the Gulf. The students of Professor Emeritus Russ Salmon's "Mexican Culture and Service" class were often asked to explain America's involvement in Iraq by the families with whom they were staying in the small city of Guanajuato, Mexico.

"We didn't even know we were at war until somebody coming to the clinic told us he heard it on the news. Then we tried to call home and see if everybody was OK," said a service-learner. Salmon's students worked with patients at an optometry clinic, elder women, and preschool-age children through the Sistema Estatal para el Desarrollo Integral de la Familia (DIF), while honing their Spanish language proficiency and cultural fluency.

Several of the students voiced their frustration at not having developed the vocabulary skills to respond to the "deeper questions" they were asked: how they felt being Americans during a time of war, and what they thought about

stereotypes that their Mexican peers held about them. The trip reinforced their desire to gain competency in Spanish and increased their ability to empathize with those who struggle to speak the English language, they explained. "This is the best way to get students to improve their spoken language skills," stated Salmon. "In a fifty minute class, how much time do you get to utter a word in Spanish? Maybe three minutes? In three days of class, maybe a total of nine minutes? But in one week doing



Quinton Dixie's "Religion and Civil Rights" class toured civil rights landmarks in Alabama, and performed service at a high school in Demopolis, where they painted the library and landscaped the grounds. During the trip south, students stayed in the homes of and shared meals and stories with families in the Black Belt.

service, you learn a lot of Spanish. People ask me how to get fluent in a language and I say to them, 'Go buy an airplane ticket.'"

The rural South provided a different backdrop to a nation at war for Professor Quinton Dixie's "Religion and Civil Rights" class. As students toured Selma, Alabama's Voting Rights Museum and Birmingham's 16th Street Baptist Church, the reality of the violence of Bloody Sunday and the bombing death of the four young girls hit home to provide a powerful context to the service they

would do at all-Black John Essex High School in Demopolis, AL.

The war in Vietnam was happening at the same time that Dr. Martin Luther King was writing his famous letter from the Birmingham jail, Dixie reminded his students. "One war ended, but some of the same struggles for equality in education and civil rights extend to this day," he said. Seven of the students from his semester-long three-credit class elected to take a fourth credit by adding a service-learning component to their study of the era and its religious roots. Enhancing the library and landscaping of the small, under-resourced school, IU students gave the library a badly-needed coat of paint and planted shrubs to brighten the entrance way of the tiny school building.

In between their labor, students asked prominent local elected officials and school administrators about the inequities they perceived. "Why is the most recent history book in the library copyrighted in 1973?" one student wanted to know. "How can you say that 'Ninety percent of the student body goes on to higher education' when you're talking about cosmetology school or training for a trade?" another student queried the mayor. Along their way south, Dixie's students stayed in the homes of and shared meals and stories with families in the Black Belt. "We met people who laughed a lot but said that they were tired of working so hard and getting so little," one student recalled.

Closer to campus, students in Instructor Catherine Gray's "Spring Break for Kids" class spent their Spring Break not swimming in

the sunny waters of Cancun, but at Bloomington's Monroe County YMCA with 26 children from the Rise, a residential domestic violence shelter for women and children from MiddleWay House. Gray's students planned a week packed full of fun activities, field trips, and one-on-one time for children "who would otherwise have nothing to write about in their 'What I Did Over Spring Break' essay," according to Rise volunteer coordinator and IU service-learning alum Monte Simonton.

In addition to swimming at the Y, IU students took the children to venues on campus, including the IMU bowling alley, the greenhouse and the Wylie House, as well as to local sites such as McCormick's Creek and the Children's Museum in Indianapolis.

"The students were really resourceful in getting snacks and art supplies for the children donated by many generous local businesses," stated Gray. Both before and after the week, students in Gray's class probed the issues surrounding domestic violence and its effects on children's trust levels, bonding capacity and empathic responses. "I never knew I had so much patience," said one of the IU students. "I was amazed that I was able to handle conflict—something I typically don't like to do," professed another student. The irony of federal programming being cut for so many non-profit agencies such as the Rise was not lost on students who speculated aloud at how many services could be provided for children who were forced to leave their homes at the cost of just one Tomahawk missile used in wartime.

Overall, the prevailing theme of the students' experience with the children of the Rise was embodied in the single word: "Respect." Again and again in the class period

Gray facilitated to debrief from the Spring Break week's intensity, student service-learners articulated the respect they felt for the children and their ways of coping with the trauma of fleeing a violent situation. "I have a whole new level of respect for people who live through situations like this, and I learned a lot of different personality types I can put into my repertoire for dealing with people in the future," concluded one IU student.



Cate Hart's "Voices of Poverty" students visited Washington, D.C., agencies and legislators to discuss the needs and assets of people experiencing poverty in Indiana, D.C., and across the nation. Here students meet with former Indiana Congressman Lee Hamilton.

Forging a link between knowledge in any content area and a genuine community need is a potent factor in a student's decision to persist until graduation and then go on to cultivate opportunities for civic engagement in their post-collegiate years.

"The service these students are engaged in during that week links directly to what they are learning in the class's course content—that's what makes this such a powerful experience for so many," says JoAnn Campbell, director of ISS's Community Outreach and Partnerships in Service-Learning.

"The Kelly School of Business, the Habitat for Humanity student organization, and the Timmy Foundation Club, for example, all go on alternative spring break trips of service, but they are not offered in tandem with credit-bearing course content. Over and over we see that students who participated in these alternative Spring Break service-learning classes come back and get connected in a more vital way to the local community of Bloomington and seem to find a more solid campus connection," she explains.

In the final analysis, service-learning works at many levels. Data on student retention in higher education demonstrates that forging that link between knowledge in any content area and a genuine community need is a potent factor in a student's decision to persist until graduation and then go on to cultivate opportunities for civic engagement in their post-collegiate years.

One of this year's Spring Break service-learners summed it up best: "Since I came here I wanted to do things to get involved, but IU's a big place. Now a barrier's broken for me. I feel like I can do this. I made a difference."

Story contributed by COPSL's Claire King.

Campus Writing Program, TLTC Help Instructors Target Plagiarism

The last few years have brought an increase in the number of reported cases of students plagiarizing written work in classes taught at IUB, according to the Office of Student Ethics and Anti-Harassment, and the English Department's Composition Program. Fueled in part by the proliferation of web-based essay-mills, some of whom will even produce papers tailored to particular assignments, today's plagiarism presents unique pedagogical and technological challenges to teachers.

Instructors who assign writing in their classes can nevertheless take steps both to prevent and to identify plagiarism, from crafting plagiarism-resistant assignments, to monitoring the composition process, to establishing grading rubrics that emphasize adherence to assignment criteria, to using on-line plagiarism-detecting services.

Campus Writing Program

US News & World Report magazine recently ranked Indiana University Bloomington sixth among American universities for its writing program and the use of writing across the curriculum. Faculty find writing assignments invaluable for teaching critical reading, writing, and thinking skills, despite the additional grading effort required.

The need to address plagiarism adds to the burden the writing component of a class places on instructors. Laura Plummer, Assistant Director of ISS's Campus Writing Program, observes that the CWP has done more classroom presentations on "how to avoid plagiarism" this academic year than in the last four years combined.

Why Faculty Use Writing

Most faculty assign writing in their courses to invite students to grapple with contending viewpoints on important topics. Yvette Alex-Assensoh, Professor of Political Science and a recipient of a Campus Writing Program course development summer fellowship, explains, "One of the primary purposes of liberal education is to familiarize our students with a variety of scholarly viewpoints." Writing assignments accomplish this goal "with the additional expectation that students will use the sources to analyze the strengths and weaknesses of different arguments." These exercises, Alex-Assensoh concludes, "expose my students to critical ways of thinking and writing, which are also ultimately very useful to them as professionals (or scholars) and, then, as citizens of our society."

Teresa Ochoa, Assistant Professor of Education, concurs that writing solves one of the main learning goals for all her courses: "I want my students to substantiate their opinions by grounding them in the context of extant literature. I want them to take themselves, and their profession, seriously." Writing thus requires students to become discriminating readers. "This presumes that they know how to distinguish good writing," Ochoa continues, "[and that] they know how to determine who the authorities are in the field. I broach [these subjects] by giving [students] articles on the same topic but with different viewpoints that I think are reflective of good scholarship."

Pitfalls of Using Writing

Both Alex-Assensoh and Ochoa are among the many faculty members

to invite staff from the Campus Writing Program into their classes to work with students on how to incorporate sources effectively. Many students "tend to underestimate their right to opine," Ochoa reports, "thus they overuse direct quotations. It is not uncommon to get three to four long quotations in a two-page paper. Conversely, other students make assertions about education that lack acknowledgment that the idea belongs to someone else."

"I think it is the space between . . . [that] is tricky to teach. On the one hand, I'm telling them to think on their own rather than regurgitating what they have read. On the other hand, because many lack experience with paraphrasing, quoting, or citing, they run the risk of unintentional plagiarism."

For Assensoh, the misuse of sources reveals students' discomfort with the material: "even where sources are available, some students still mis-cite some of them because they are bent on presenting old viewpoints that cannot be supported by the references available. When that happens, I am able to use the facts (or citations) to draw the attention of the students to different ways of analyzing issues, help that most of them clearly appreciate."

Ochoa's use of the word "unintentional" is operative; Plummer is quick to point out that most teachers follow Ochoa and Assensoh in distinguishing between cheating and what is generally called the "misuse of sources." "Many novice writers do not understand the boundaries of academic property," she says, "nor do they have much practice in negotiating those boundaries." Even upper-class students

must practice how to incorporate sources. "Faculty who use writing in their courses want to help their students learn to think and to formulate their ideas in relation to others' ideas. It's difficult work—for both teacher and student—and the Writing Program tries to support those teachers' efforts however we can."

Support for Faculty Using Writing

Often, that support means a 30- to 75-minute interactive workshop for classes in which students practice quoting, paraphrasing and summarizing sources; working with examples, students then examine the ways in which to integrate others' prose smoothly.

"Often, we spend time talking about citations as a writerly problem—not just a matter of following the rules of citation," explains Plummer. "Making students aware of an audience that must follow their ideas as well as keep track of 'who's talking' in each paragraph reiterates the need for introducing quotations and paraphrases, using attributive tags, and making connections between writers' ideas for the reader."

Support is also available to faculty via the student service Writing Tutorial Services. WTS tutors are trained to discuss with students how to incorporate sources properly—how to paraphrase so that the text is truly represented in the students' own words—and how to use citation style sheets. Lisa Kurz, Director of Writing Tutorial Services, adds, "students often believe that faculty and tutors have memorized the style sheet they use, that we know APA, MLA, or Chicago off the tops of our heads."

"We demonstrate to students that everyone consults the style sheet; no one has the whole thing memorized. The valuable lesson is how to use those resources—we work with students in looking citations up—figuring out how to use the index and table of contents and

how to double-check the examples provided to ensure that they have done the citation properly."

Prof. Yvette Alex-Assensoh uses writing in her classes to "expose my students to critical ways of thinking and writing, which are also ultimately very useful to them as professionals (or scholars) and, then, as citizens of our society."

In dealing with plagiarism or the misuse of sources in most upper level classes, teachers can be confident that students have also received instruction in proper use of sources in writing. Kathy O. Smith, Associate Chair of the English Department, explains that in English W131, the department's Elementary Composition course that a majority of students take to fulfill their first-year writing requirement, "the integration and synthesis of sources into student writing is a cornerstone of the course; in our classes, students practice these skills over and over, with feedback from instructors."

Consequently, students who have successfully completed this course "should know what's what when asked to do similar work in other courses; the excuse that they've 'never been taught this before' does not apply."

Unfortunately, there are also those cases in which a student pulls an essay from the World Wide Web, or hands in another student's work as his or her own. Many of these

intentional cases can be discouraged, claims Plummer. Assignment design, the use of drafts, and classroom discussions about writing issues are such methods. Another tactic Plummer points to is grading. "Our criteria for grading can also be a valuable means of helping students learn appropriate use of sources."

First, as a response to a well designed prompt, plagiarized essays rarely meet basic criteria, such as answering the question posed and sticking to page limits, but often these points are not set out as having much weight in assessing grades. Training graders and AIs—what the CWP calls "norming"—can also help. These sessions train graders to mark according to standards set by the lead faculty member.

"It is an excellent way to bring less experienced graders up to speed quickly, to give them a gauge for seeing their own grading compared to the other AIs for the course and in reference to the lead faculty's standards. In these sessions we always talk about those papers that seem to be plagiarized—including what are typical 'warning signs'—so that both faculty and graders have an agreed-upon policy." For further information about the Writing Program's resources and services, see their web page on plagiarism: www.indiana.edu/~cwp/about.html#plag or contact Plummer directly at lpplummer@indiana.edu or 855-4928.

Although individual teachers can set student expectations by discussing the writing process as well as policies concerning academic honesty, faculty should also look to their colleagues for support. Smith points out that faculty can be good colleagues to one another by conferring with their department chairs and reporting those cases that are substantiated to the Dean of Students' office. For information about

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How to Target Plagiarism

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the university's policy on plagiarism, or advice on dealing with a suspected case, contact Pam Freeman, Associate Dean of Students and Director of Student Ethics and Anti-Harassment Programs, at 855-5419.

Other resources are available to faculty from the Campus Writing Program. CWP staff provide consultation and as well as access to their files of successful examples from other courses from many different departments.

Teaching & Learning Technologies Centers

Detection software can be a practical and time-saving countermeasure to plagiarism, utilizing the same technological advances students exploit in order to cheat—the proliferation of electronic document storage and sharing—to identify occurrences of plagiarism.

Plagiarism-Detecting Services

This spring, two plagiarism-detection software applications are being tested at IUB—one internal (CCPE), the other external (Turnitin.com). The CCPE prototype, which compares

student submissions to a local database, will be piloted by the IUB English Department in selected sections of W131 Elementary Composition.

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Turnitin's commercial service provides a comparison of student submissions against other student submissions, published sources, as well as other content on the internet; student submissions become part of Turnitin's database in an algorithmic form.

The IUB English and Philosophy departments are considering Turnitin.com, which will also be

made available to an additional limited number of faculty in Bloomington, and on the IUPUI and Kokomo campuses. All IU campuses are in the process of gauging interest in plagiarism detection software and conducting plagiarism-related fact-gathering.

Feedback from the pilots will help IUB and other IU campuses determine the most promising of three options: 1) using a commercial service, 2) developing an IU-specific application, or 3) using a commercial service as a locally hosted solution. In addition to the technological issues involved, the pilots will address the legal ramifications of plagiarism-detection services. For example, providing copies of student papers for perpetual inclusion in a commercial database brings up intellectual property and "fair use" issues.

For further information about plagiarism-detecting services, contact TLTC Director David Goodrum (855-7829 or goodrum@indiana.edu). TLTC has collected links to plagiarism-related resources at: <http://www.indiana.edu/~tltl/projects/plagiarism/>

Graphics Services Support

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For more information about Graphic Services, contact R. Brian Smith, manager of Graphic Services, 855-4047, rbsmith@indiana.edu; or Michael Nelson, Director of ISS Graphics and Publications, 855-4047, michnels@indiana.edu.

Graphic Services offers the following services.

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- Maps & Tables
- Charts & Graphs

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Self-Serve Instructional Support *

- Color, black & white overheads
- Blank overheads for instructors' use in class
- Image scanning and editing

* Services and overhead film free of charge for instructors

SOTL Wins 2003 Hesburgh Award

Indiana University Bloomington's Scholarship of Teaching and Learning Program (SOTL) has been named the winner of the 2003 Theodore M. Hesburgh Award, presented each year to the college or university judged to have the most effective faculty development program that enhances undergraduate teaching and learning.

IUB's SOTL Program encourages faculty members from around the campus to pose questions that can serve as a foundation into research about teaching and learning. Applying the same "habits of mind" to their scholarship of teaching as they do to their disciplinary research, these professors and graduate students aim to better understand and enhance the conditions that help students in their courses learn. Through in-

terdisciplinary campus colloquia, these scholars go public with their findings and eventually contribute their work to national publications.



SOTL Director Jennifer Robinson (right) accepts the Hesburgh Award in a local ceremony.

The SOTL program was initiated by Dean of the Faculties Moya Andrews. In the fall of 1998, she and a small group of professors and in-

structional development staff asked how IUB could best improve undergraduate learning.

The SOTL Program that resulted is sponsored by the Office of the Dean of the Faculties in partnership with the Office of the Vice President for Research and Dean of the University Graduate School. It draws day-to-day coordination and research development from the Instructional Support Services staff with the leadership of Campus Instructional Consulting.

ISS contributes essential human and material resources, including instructional and research consulting; administrative, logistical, and secretarial support; technology support; design and maintenance of the SOTL website; publications and graphics support; and video production and reproduction.

TLTC Announces Summerfare 2003

Beginning in May, Teaching and Learning Technologies Centers will offer Summerfare 2003, latest in the annual series of faculty development sessions. Summerfare gives faculty the opportunity to become familiar with the technologies used in teaching and learning, and to build their skills in these areas. This year, faculty can

- explore IUB instructional technologies projects through the experiences of their peers
- learn multimedia software in hands-on sessions, to familiarize themselves with support available from services such as UITS, ISS and the IUB Libraries

- discover funding opportunities
- examine some of the current issues in teaching and learning that are affected by technologies.

IUB faculty, instructors, and their instructional support staff are invited to register for and attend Summerfare workshops and presentations.

TLTC staff will follow up with attendees throughout the summer to develop classroom projects for School Year 2003-04. Workshop descriptions and registration are available through the TLTC website: <http://www.indiana.edu/~tltc/>.

The opening session—IUB Faculty Project Showcase—promises to

provide a glimpse into how faculty from various disciplines fulfill instructional objectives. Showcased projects illustrate innovations in approaching instructional challenges and provide inspiration for instructors facing similar challenges across disciplines. This year TLTC Summerfare joins the Technologies Integration Series to provide development sessions throughout the year.

TLTC staff are available to answer questions about the upcoming summer sessions, and other workshops and presentations of the TLTC. Call 855-7829 or explore the TLTC website.

ISS Graphic Services Support

ISS's Graphic Services provides faculty, instructors, and staff of Indiana University Bloomington with professional graphic design for instructional, scholarly, and administrative uses.

At its Franklin Hall M114 office, Graphic Services can help instructors and staff with posters for conference presentations, charts and maps for books and articles, certificates for staff or student achievement, and many other design jobs. Graphic Services can design and output materials, or output files that clients have prepared.

Recent projects include a series

of full-color maps for IUB Professor Emeritus Yuri Bregel's atlas of Central Asia (to be published by Brill this summer), portable informational kiosk materials and a large-

format promotional display for the Division of Continuing Studies, and a poster and postcard for the FASE student art show.

Graphic Services, in partnership with the College of Arts and Sciences, also operates the Teaching

Resources Center (TRC), which offers self-serve black & white and color overhead transparency production, as well as image scanning and editing.

All TRC services, as well as transparency film, are available to faculty and AIs free of charge. Services are for instructional use only. The TRC is located in Ballantine 132, 855-2635, where Carol Reynolds is office manager.

See page 6 for a listing of services offered by Graphic Services.

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