



Teaching Notes

April 2004, Volume 1, Number 3

Editor: Bill Hill, CETL Director Copy Editor: Randolph A. Smith, Chair of Psychology

April CETL Workshops & Events

A description of listed workshops is available at <http://www.kennesaw.edu/cetl>

If you are interested in attending a CETL Workshop, please e-mail or call Lynn Lamanac, CETL Administrative Coordinator (llamanac@kennesaw.edu; ext. 6410).

WebCT Drop-In Workshops

CETL/CIE House Lab

Thursday, April 8, 9:00 a.m.-Noon

Friday, April 16, 1:00-4:00 p.m.

RSVP to Gary Roberts to join us for lunch at 12:30 on April 16.

Spring Symposia for the Integration of the Humanities, Arts, and Sciences

Friday, April 9, 16, 23, & 30, 1:00-5:00 p.m., CETL/CIE House

Application of the Parker Palmer Perspective on the Who That Teaches to Everyday Issues in Academe

Friday, April 9, 9:00 a.m.-1:00 p.m., CETL/CIE House Lab

The Scholarship of Teaching & Learning: What It Is & How to Get Started

Workshop D: SoTL in T&P

Friday, April 9, 9:30-11:30 a.m., CETL/CIE Conference Room

Reel-n-Rap Series (Cosponsored by the Center for University Learning and CETL)

April Movie: "Fish!"

Wednesday, April 14, 3:30-5:00 p.m., CETL/CIE House Conference Room

Minority Student Success

Friday, April 16, 9:00 a.m.-12:00 p.m., CETL/CIE Conference Room

CETL Book Club: *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* by Parker Palmer

Friday, April 23, 9:00 a.m.-12:00 p.m., Faculty Fireside Lounge

End-of-Year Celebration Poetry Reading with selections from *Teaching with Fire: Poetry That Sustains the Courage to Teach*, Sam M. Intrator & Megan Scribner, Eds.

Wednesday, April 28, 5:00-6:30 p.m., CETL/CIE House Conference Room

Teaching Notes is a monthly publication during the academic year by the Kennesaw State University Center for Excellence in Teaching & Learning.



People-First Language: Abiling Attitudes in Practice

Harriet Bessette, Department of Special Education

A comment by a service provider who came to my home recently illustrates clearly how society's attitudes and perceptions about persons with disabilities impact our daily lives. Needing access to my attic door, the gentleman sheepishly added to his request for a ladder, "you see, I am vertically challenged." At a time when people with disabilities and advocates are working tirelessly to end discrimination and segregation in education, employment, and our communities at large, we must be vigilant about using "People-First Language" in a respectful and appropriate way.

What is "People-First Language?" People-First Language describes what a person has, not what a person is, by putting the person ahead of the disability. For instance, a young man "with a specific learning disability," should not be noted as a "learning disabled" man; a young woman "with Down Syndrome" should not be referred to as a "mentally retarded woman"; and a small child who has autism should not be referred to as "an autistic child." In each instance, the person needs to precede the label or disability.

To achieve Inclusion, Community, and Freedom for people with disabilities, we must use People-First Language – using the same, ordinary, wonderful, typical language others use about themselves. This becomes a crucial issue, particularly in the academic environment where educators can make their greatest mark on society. If educators would perceive all children with disabilities as individuals who have the ability to learn, who have the need for the same education as their peers, and who have a future in the adult world of work, our fight for inclusive education would take hold in a more holistic and authentic way.

The Disability Rights Movement came on the heels of the Civil Rights Movement of the 1960s and the Women's Movement of the 1970s. Civil rights statutes of this era brought attention to the national agenda of individuals' rights; however, it wasn't until the 1975 Education for All Handicapped Children Act, that the rights of individuals with disabilities were brought to the forefront of American thought. Even more encompassing was the Individuals with Disabilities Education Act (IDEA) of 1986, the name of which modeled a change in the way individuals with disabilities were to be viewed. With the Re-Authorization of IDEA in 1997, People-First Language became a federal mandate. The tide had turned in a legal sense, yet a greater job lay ahead: bringing society on board to accept attitudinal and perceptual change on behalf of those with exceptionalities.

People will live up (or down) to our expectations. If we expect people with disabilities to succeed, we cannot let labels stand in their way—or ours! We must not destroy the hopes and dreams of people with disabilities and their families. Using "handicapped," or even "disabled," evokes a negative connotation. Ultimately, "abling" attitudes need to prevail so that those with exceptionalities know that they are valued as people first.

Plagiarism, Paraphrasing, and Citations: When Will They Learn?

Marina Koether, Department of Chemistry and Biochemistry

Plagiarism has always been a problem in the academic setting, and instances sometimes even make the national news (see Kantrowitz & Scelfo, 2003). When confronting a student guilty of plagiarism, the student often claims ignorance as to the exact nature of plagiarism. Perhaps students need frequent reminders of what plagiarism is and deserve to be taught what is wrong, particularly in their major field discipline context, before they are punished for such.

As a Scholarship of Teaching and Learning Resource Team (STLRT) Grant recipient, I have been investigating methods of how students are taught to avoid plagiarism in the sciences. A common exercise cited in the literature involves providing a sentence and its citation along with various paraphrases of that sentence (Landau, Druen, & Arcuri, 2002; Roig, 1997; Willmott & Harrison, 2003). The students are asked to determine which paraphrases are plagiarized and which are not. The typical issues of quotes and citing the source are discussed. Students are made aware that just merely rearranging the sentence structure or swapping out words found in a thesaurus is an unacceptable practice. In another exercise (Landau et al., 2002), students are given a passage to paraphrase and the numbers of two- and three-word strings taken from the original passage are counted to determine the severity of plagiarism.

There is a plethora of Web sites providing substantial information on how to avoid plagiarism (e.g., Center for Teaching and Learning at the University of Missouri-St. Louis; Standler, 2000; Stoerger, 2004), and one site even sends a Plagiarism Tutorial Certificate via e-mail verifying successful completion of a plagiarism quiz (Virtual Academic Integrity Laboratory, 2004).

The product of my project was the creation of an interactive lecture on plagiarism that drew on examples that are relevant to students in the sciences, such as writing a lab report. The lecture summarizes intentional and unintentional plagiarism, the need for citations, how to avoid plagiarism, and the punishment for plagiarism. The lecture was delivered to six classes in 2003-04 in various forms.

An anonymous quiz using the Personal Response System (PRS), which provides instant feedback on the distribution of the answers, was administered to the students in one class (CHEM 1110). First, the students were asked if they had ever plagiarized, and 3/16 said that they had, while 6/16 were unsure. After providing a description of plagiarism, the students were then asked if they had ever intentionally plagiarized, and 2/16 said that they had. Then, they were asked if they had ever unintentionally plagiarized, and 100% said that they had. Using the PRS, additional quizzes were administered to gauge recognition of plagiarism based on examples from Kantrowitz and Scelfo (2003). The majority of the students were able to recognize which passages were plagiarized and which were not. However, the students who were incorrect were more likely to categorize a passage as being not plagiarized than plagiarized.

Since the Kantrowitz and Scelfo exercise does not allow students to practice paraphrasing, my next step involved adding practice time for writing student-original sentences based on information from a textbook (e.g., Landau et al., 2002). After a few minutes the results from a few students were examined to demonstrate that a large variety of paraphrases can be developed independently from one sentence. While most students are able to paraphrase one sentence, a subsequent assignment to develop a paragraph using two textbook sources was less successful. Further refinement of this exercise is underway. Based upon my experiences, it appears that students require multiple examples and practice exercises in order to understand and avoid plagiarism.

References

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- Kantrowitz, B., & Scelfo, J. (2003, July 21). Harvard to Hornstine: No way. *Newsweek*, p. 50.
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WebCT Tip of the Month

Gary B. Roberts, CETL e-Learning Fellow

Inserting an image is easy if the image is available on the Web. I usually go to www.google.com and search images to find what I want. Or I go to any Web site such as Kennesaw's home page. I find the image that I want to insert and then I right click on the image, and use the "open image in a new window" as my choice. When I have a window with just my image, I highlight the address line at the top of the browser. It must end in a .gif or .jpg file extension. If it does, then I am good to go. I simply copy the address from the address line, highlighting the entire URL and use the control key and the letter c combination (copy).

The following code is required in your email or forum posting:

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Remember to paste your image's URL into the space in the code between the quotation marks. As above, don't change anything else in the code or it won't work. You can center the image if you need to by using the <center> and </center> code as described last month. If the image is too large, then insert this code after the URL: width="400". That's 400 pixels. The average window is about 600 pixels so you can vary the number to fit your needs. The code for an image with the width command looks like this:

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One word of caution: some images are not to be used without permission. Usually the Web site will tell you this. You are actually linking to a public image displayed on another Web site and legal opinion varies about this. In most instances your use in the email and forum classroom environment will fall under the one-time-fair-use education clause in the copyright law. The citation and credit is provided by the URL and can be viewed by anyone looking at the source. So go ahead and have some fun! Most cartoons are fair game, and are actually put out on the Web for folks to link to for limited periods of time. Of course, my personal favorites are at <http://www.dilbert.com>.

A Sample Course Syllabus for a Multicultural Course

Val Whittlesey, CETL Fellow for Diversity in the Curriculum

Altman and Cashin (1992) argue that the primary purpose of a syllabus is to communicate to one's students what a course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade. According to Stanley (2002) and Kitano (1997), a multicultural course is one that appropriately incorporates multicultural content, perspectives, and strategies. As for any course, a multicultural course must start with goals and in this case multicultural goals. Faculty should ask themselves whether the goal of the course is to (1) present content from multiple perspectives (2) help students to value the richness of diversity (3) help students to function effectively in a diverse society and/or (4) support diverse learning styles?

The course and multicultural goals are articulated in the syllabus. Below is a sample course syllabus outline. A syllabus from a multicultural perspective should pay attention to the items that have asterisks.

Course Information

Includes course title, course number, credit hours, course description and objectives, location of the classroom, etc.

Instructor Information

Includes name, title, and important contact information such as office location, phone number, office hours, and e-mail address.

* Textbooks, Readings, and Materials

Includes title, author, date, publisher, and why the text(s) were chosen. Texts, readings, and other required materials should be chosen for representation and treatment of course content and goals as well as their treatment of multiple perspectives.

* Course Description and Goals

Includes course and multicultural goals and why these goals are important for teaching and learning. You might also include a rationale for your instructional methods. Instructional methods should capitalize on students' experiences, learning, and cognitive styles. Course objectives for multicultural teaching and learning should address cognitive, affective, and behavioral domains.

* Course Calendar and Schedule

Includes a daily or weekly schedule of class activities such as readings, assignments and due dates, lecture topics, quizzes, and exams. Assessment strategies should provide students with a variety of ways for mastering course content. The calendar (as well as course policies, see below) should take into account important religious holidays and observances.

* Course Policies

Includes attendance, lateness, class participation, missed assignments and exams, lab safety, academic misconduct, and grading policies. It should communicate a tone of high expectations for all students and knowledge of research on differential interaction patterns of underrepresented groups.

* Available Support Services and Resources

Includes a statement for students who may require support services from offices such as disability services, academic learning center, tutoring center, library, and computer center. Resources should accommodate the social and cultural characteristics and experiences of the students.

References

Altman, H., & Cashin, W. (1992). *Writing a syllabus*. (Idea Paper No. 27). Manhattan: Kansas State University, Center for Faculty Evaluation and Development.

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- Stanley, L. (2002). Conceptualizing, designing, and implementing multicultural faculty development activities. In A. Gillespie, L. Hilsen, & E. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources* (pp. 194-209). Bolton, MA: Anker.

April Kudos

Wise leaders generally have wise counselors because it takes a wise person themselves to distinguish them.
Diogenes

This section is devoted to hero making. Please feel free to send us your story of anyone on campus who went "above and beyond" to make your classroom teaching just a little bit better. We'll recognize them in this column. E-mail your nominations to cetl@kennesaw.edu, and make it ATTN: Diogenes.

- "Requests for new WebCT courses are turned around in less than 24 hours. This is spectacular service. Tom Boyle and Patricia Cook in Distance Learning are responsible for this service. Many thanks to them both." Management Professor in the Coles College of Business.
- "PTD provided support that went well and above the call of duty for the Second National Sales Competition here at KSU in March. Long hours and weekend service by that department helped make the event a success. Thanks especially to: Tres Little, Charlie Huberty, Chris Lewis, Robert Archer, and Richard Gordon for a job well done!" Marketing Professor in the Coles College of Business.
- "Despite being a snow day, Charlie Huberty of PTD was at work and able to check out the AV resources for the Psychology department's annual conference on the teaching of psychology. Thanks for being there when we needed you!!" Psychology Faculty.

Ten Teaching Myths

Douglas Bernstein, University of South Florida

Teaching can be pretty scary at times, but many teachers make things worse by believing in 10 Teaching Myths. The more of these you subscribe to, the less likely it is that teaching can be fun.

- I must remain in the teacher role at all times while I teach.
- If I do not stay in my teacher role, my students won't respect me.
- I can never admit that I am unsure or wrong in the classroom.
- My students must respect me because I am their teacher.
- I must include in my course everything about the subject matter.
- My students should always be interested in what I have to say.
- My students must learn everything I teach.
- Students are basically lazy, untrustworthy, and probably not very bright.
- This is my students' only important class.
- I must teach better than my colleagues do.

Believing in these myths can add a lot of pressure to the job of teaching. Altering them to reflect a more easy-going cognitive style can really make the classroom a more enjoyable place for students and faculty.

A Special Link Between Psychology 3355 and ESL English and Reading 0099

Julia Morrissey, Department of University Studies
Ginny Zhan, Department of Psychology

Sometimes the best teaching resources are closer at hand than faculty members might realize—perhaps among a university's own students elsewhere on campus. Our teaching project links two separate groups of students in two different departments. One of the authors, Ginny Zhan, teaches Psychology 3355: Cross-Cultural Psychology, an upper level psychology course populated mainly by American students. The other, Julia Morrissey, teaches ESL English and Reading 0099, a learning community in the Department of University Studies. Her students are nonnative-speaking freshmen from all over the world who need additional practice in reading and writing in English before they enter English 1101. By coordinating our syllabi and planning a number of joint activities, we hope to better meet the needs of both groups of students.

Psychology 3355 provides an overview of the study and application of psychological principles from a global cultural perspective, including Asian, African, European and North and South American cultures. Topics include enculturation, language, cognition, developmental processes, marriage and family, gender, health, abnormal behavior, social behavior, and organizations. Our project goals for the psychology class start with bringing the global village to students in their own classroom and, in the process, covering course content in a more contextual manner. Instead of just reading about cultural similarities and differences under study in the field of psychology, students have a chance to discuss and experience these matters firsthand through social and intellectual interaction with other students.

Our project goals for the ESL students take several different directions. First, we want to help this group of students feel comfortable and fully involved in the university as a whole, starting their first semester. Although research shows that they are best served in reading and writing classes designed specifically for them (Leki, 1992), they also want interaction with their American peers. Although they need practice in reading and writing in English at the college level before they undertake their other coursework, many of them are sophisticated thinkers in their native language, and they come here eager to begin acquiring a college education. Courses that focus exclusively on reading and writing skills can seem lacking in intellectual content and therefore disappointing. Influenced by Bartholomae and Petrosky (1986), Leki (1992, 2001), and Zamel (2000), we are trying to develop a series of reading and writing assignments based on the theme of cultural similarities and differences (often the same ones discussed in the psychology course) that will enable students to consider important global issues while they continue to develop their basic skills.

The content coordination between our three courses makes possible yet another goal. We think our students can provide meaningful audiences for each other's work. Writing students rarely have a real reason for writing other than to demonstrate mastery of specific skills and earn a grade for their efforts. Their audience is primarily the instructor, even if other students in the class read their work. Through our collaboration, we hope to give the ESL students a chance to write about their experiences, their native cultures, and their understanding of cultural and global issues for a group of students with a genuine interest in what they have to say. We also hope that having an audience of ESL students will enhance motivation for the psychology students as they prepare their final research project.

To date, we have run the program one time—in Fall 2003. In addition to coordinating syllabi, we held several joint activities including two panel discussions, movie night, an essay-sharing session, and a

poster presentation party. For the first panel discussion, a group of students from the ESL class went to the psychology class and answered questions about their experiences in other parts of the world and the process of adjustment here. For the second panel, a group of psychology students went to the ESL class and answered questions about aspects of American culture that the ESL students found puzzling. Movie night had a more social focus. We watched *Bend It Like Beckham*, a light-hearted movie about cultural differences and the immigrant experience, and had pizza and soft drinks. For the essay-sharing session, students in the ESL class voluntarily submitted essays they thought might be of interest to the psychology students. The psychology students read them and provided feedback. Finally, the ESL students were invited to a poster presentation of the psychology students' research project. This presentation/party also featured ethnic food.

Student response to the project so far has been positive. When the psychology students were asked to evaluate the first panel discussion, 100% reported that they thought it was an interesting and worthwhile activity. A typical comment was, "I thought it was great being able to ask questions and talk with such a diverse group, because many of us do not have a chance like that very often." Many of the psychology students also reported empathy for international students who might be experiencing cultural adjustment. In the words of one student, "The panel of international students was very moving for me. I shared with my husband that evening that American students take many things for granted. . . . I will look forward to staying involved with efforts to bridge gaps with international students." The psychology students also acknowledged aspects of ethnocentrism in themselves: "I especially enjoyed hearing the young woman from Afghanistan, because I have a lot of false stereotypes about her culture that I want to break."

On a 5-point scale ranking the interest level of the various activities with 5 as *extremely interesting*, the majority of ESL students rated both panel discussions and movie night a 5. The panel discussions were the most popular events, with movie night running a close second. Several students requested more activities like movie night, saying they didn't have many chances for social interaction with their classmates or other students. Julai also felt that essay content improved as a result of the collaboration, but this conclusion needs further study.

We plan to run the program again in Fall 2004 and, at that time, will begin a more systematic assessment of the effectiveness of this program in achieving our goals. For now, we remain committed to finding and using the resources that a diverse campus community provides.

References

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