Drew University
College of Liberal Arts

Reconceptualizing Patchwriting: Achieving Success through Understanding Failure

A Thesis in English
By

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Submitted in Partial Fulfillment

Of the Requirements

For the Degree of

Bachelor in Arts

With Specialized Honors in English

May 2023

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DEDICATION

To my family;
Mother, Jania S. Hahn, Father, Clinton F. Hahn, and Sisters Emily F. Hahn and Marina G. Hahn,
For their unwavering support and
For always pushing me to do my best and
Achieve my goals no matter what.

To my highschool APUSH classmates whose tears motivated me to pursue this project
In my undergrad.

To my mentor Dr. Sandra Jamieson for all
Of her support, guidance, encouragement and inspiration
To both begin and finish this project.

To the Drew University's English Department for all their
Time and dedication to my own development
As a student and as an aspiring educator,
And for becoming role models for my future endeavors.

To my fellow Writing Fellows, Writing Specialists and the Sitterly House Lounge Crew:
Emma-Li Downer, Cameron Orefice, Anisa Robinson, Phoebe Chen, Zack Wolin, Cameron Sviben, and Sarah Selim, for
Creating a community of both empowerment and care.

And a special dedication to Drew University,
For this wonderful opportunity
To encounter, study and grow with such
Remarkable people. I will forever cherish my time here.

ACKNOWLEDGEMENTS

I would like to thank the multitude of people that made this thesis possible. To begin, I would like to thank my family, specifically my mother, Jania S. Hahn; father, Clinton F. Hahn; and my sisters Emily F. Hahn and Marina G. Hahn; for all of their unwavering and unconditional loving support throughout my education and my life. I would not be the person that I am today without them. I love you all, so much. I would like to thank my dear mentor, advisor, and friend, Dr. Sandra Jamieson for all of her support, guidance, encouragement and inspiration throughout the course of this project. This project would not have begun or taken shape without her presence, instruction and prior research. I aspire to be like her, and hope to embody her kindness and teaching skills for my future students. I would also like to thank my other committee members, Professors Jens B. Lloyd and Allan C. Dawson for their support and guidance throughout the creation of this thesis as well. I would also like to thank the rest of the English Department for all their instruction and inspiration throughout my undergraduate years, with special thanks to Professors Shakti Jaising, Jens B. Lloyd, Summer Harison, Neil Levi, Hannah Wells, Courntey Zoffness and Wendy Kolmar for all of their help in shaping my academic career, goals and values.

I would also like to thank my fellow English major and Writing Fellow/Specialist peers for all of their support, encouragement and their loving dedication to our small but mighty Sitterly House Lounge community, with special thanks to Emma-Li Downer, Cameron Orefice, Anisa Robinson, Phoebe Chen, Zack Wolin, Cameron Sviben, and Sarah Selim. I will forever treasure our friendships. I would also like to specially thank two individuals outside of the Drew Community, my two closest friends from high school who were in my APUSH class of which this thesis began. Specifically, I would like to thank Isabelle G. Wenzke for not only supporting me, but for acting as a witness to the moment in that APUSH class that started this project. I would also like to thank Albert Villanueva for not only acting as a witness for that day, but for also acting as my mathematical consultant that helped me correctly collect, calculate and display data for this thesis.

This section goes to show how much writing truly is not an isolated action, but rather the magnificent amalgamation of both budding and established communities, interpersonal networks and personal experiences that we all share. I thank you all, sincerely.

— Jane A. Hahn

ABSTRACT

This thesis questions the dominant social narratives and current understanding of plagiarism and pedagogical influence in the United States education system. Specifically, this thesis aims to function as a call to action to change the United States' education system's current catch and punish approach to plagiarism to a new innovative teaching based approach that focuses on skill building in reading and writing rather than solely relying upon the limited scope of strict ethical training. I argue that a nuanced view of patchwriting can be used as an effective pedagogical tool to prevent plagiarism and improve student reading, writing, and overall learning. Beginning with a historical literature review that traces the current discourse of plagiarism, I build on the Citation Project's research of patchwriting in student research papers collected in the Citation Project's Source Based Writing Corpus. My research expanded the number of patchwriting types, leading to a new understanding of both source-based writing, and an in depth data-analysis. Through my discussion of this I developed pedagogical strategies and explained them through the lens of narrative. Ultimately, this thesis is an addition to the development of pedagogical strategies to help students and faculty achieve their goals in the classroom and beyond.

Introduction

The Narrative of a Current Student Generation: The Catalysis

The school bell drones lazily in my ears as I jog to the west wing hallway. I am late to AP U.S. History…again. Slipping into the classroom, I sigh as I sit in my designated seat next to my three peers and tilt my ear toward their on-going conversation. According to them, I hadn't missed much yesterday due to my doctor's appointment. In fact, our teacher was absent for the class as well. She left a couple page work assignment with open ended questions about the correlation between the Triangle Shirtwaist Factory Fire in 1911 to the Women's Liberation Movement from the 1960s to the 1980s. Not a difficult task, considering we spent much of last week reading and discussing the Progressive Era and its lingering effects afterwards. Plus, I have a doctor's note that grants me an extra day to submit the assignment. As I pull up the document on my school given laptop to skim the questions, our teacher lifts herself from her desk chair and closes the classroom door. The class continues chatting about college applications and part time jobs until she clears her throat. Our eyes snap to her standing at the front of the classroom, an unfamiliar frown etched into her face. Silence swallows the class' peace.

Her frown deepens into her skin as her face begins to redden from her inflamed cheeks. She reaches over to her desk, a brick stack of papers slam onto the table, the pages almost bleeding red ink from her pen. She lifts one paper with a sneer and begins to read a student's answer to one of the questions. A few sentences that minorly connect the Labor movement with the first Feminist wave. She drops it and lifts a second paper and reads another student's answer to the same question. She lifts a third and a fourth paper, reading students' answers as her face continues to fill with blood, red ink. All the answers are the same. Word for word. With each

syllable, my peers' faces become slack with horror and a girl from the other side of the room begins to cry.

“How dare you do this to me? In my AP class?” She asks as she begins her class lecture, not on the social changes of 1900s America, but on my peers’ immoral actions. No one interrupts her, as more students begin to cry with our teacher’s next words.

“Do you have any idea how serious this is? Not only do I have to kick you out of the AP program, and the Honors Program, I have to file this under your permanent academic records. You are all a bunch of plagiarists!”

At that accusation, a boy stands up trembling and attempts to act as a representative of the class. Turns out, when the substitute teacher gave instructions on the assignment yesterday, the class assumed that class collaboration was allowed and completed the 15 short answer questions together. When questioned, the substitute teacher gave the go-ahead, and the class spent the allotted time on a shared google document, writing and rewriting the answers and questions in a collaborative effort to finish before the end of the period. Her frown relaxes into a straight line. She then drops her head into her hands and sighs. She then tells the class that we wasted too much time on this matter and that everyone who participated in the not-allowed collaborative session should meet her after class. The bell rings and I swiftly exit the classroom. I heard a couple days later that our teacher, the superintendent and principal came to a compromise; everyone who ‘plagiarized’ the assignment must write a heartfelt apology letter as their punishment, and they would not be kicked out of the programs nor have this incident appear on their records. The incident ended up a dismissed and distant memory.

Now, I am left with these questions: Why did I write this memory? Why is it significant? Everything turned out fine for the students and the school, right? So why does it matter? While

these may seem like the important questions, I ask back: Why is this memory burned into my brain? I was not even one of the students who had to write the letter, apologizing for immoral actions against the monolith of academia. If anything, I, out of everyone who was present in that classroom, should have forgotten this moment in the sea of my highschool memories. Again, why? Well, because if not for the divine intervention of a poorly scheduled doctor's appointment, I would have spent that Wednesday evening crying my eyes out in fear for my future endeavors as an aspiring academic and educator, writing that apology letter for collaborating with my peers in an attempt to finish that assignment. I would have joined them.

This is what I call the catalyst. This moment began a series of inquiries that has followed me beyond my highschool years and permeated my undergraduate bachelor's degree in English Literature and concentrations in both Writing and Communications, and Creative Writing. As students in the United States, we were taught that plagiarism is our Boogie-Man, the manifestation of all of academia's fears of manipulation, dishonesty and the disintegration of intellectual integrity itself. Plagiarism would lurch underneath our desks, hidden within the circuit boards of our computers each time we would write. We knew some of the features that would make up the monster that we were taught to fear, but we never really *knew* what plagiarism actually looked like other than as something that we should never do as good honest students, like writing our names on a peer's paper and submitting it as our own. We also knew how punishments would be dealt to expel the Boogie-Man, but never fully registered the gravity of the humiliation of being misinformed about the proper time and place for certain rules to be upheld, and ultimately being punished for it.

I stumbled into the realm of Plagiarism Studies in an attempt to understand this Boogie-Man that almost overtook my AP U.S. History class. I immersed myself in the discourse,

the history, the theoretical literature, and contemporary social practices and came to a startling and unfortunate realization: Pedagogy has been criminally underused and overlooked as a solution to the capital P Plagiarism problem in the United States.

A Call to Action: Pedagogy, Plagiarism, Paraphrase and Patchwriting

This thesis began its creation as an exploration of plagiarism. While this thesis remains an exploration of this Boogie-Man of academia, this thesis has developed throughout different phases beyond my original conception of it. This thesis began as a primary inquiry of the nuances of plagiarism, which then turned into a compilation of literary scholarship tracing grand social movements and narratives throughout the history of the United States' Education system, which then needed an in-depth examination of student source-based writing through intricate data sets representative of complex methods of the production of writing, and then fully transformed into a series of proposed theoretical pedagogical strategies supported by data analysis. And while this thesis now contains all these things, ultimately, this thesis has become and currently stands as a call to action.

My call to action is to change the United State's dominant narrative of plagiarism being a grand moral failure to fear, to the more nuanced narrative of plagiarism being a skill issue that can be corrected through guidance and pedagogical innovations. Through my research, these pedagogical innovations can and have been found through the careful examination and analysis of a nuanced type of source-based writing that is currently considered a form of plagiarism called patchwriting. Specifically, I use a particular lens to describe this analysis, the narrative that all writing, whether it be what we consider 'proper' writing or patchwriting, is a production. By understanding the student production of patchwriting, we as both students and educators can

better understand patchwriting itself, and better understand how to use sources properly in our writing.

Throughout the following chapters I will present the culmination of my studies, not only as a student who will be continually learning throughout my future, but as a writing tutor and specialist dedicated to instructing and guiding fellow students, and as an aspiring educator. The first chapter entitled, "Literature Review and Critique: Redefining Plagiarism in Literature and in Classrooms" will present the historical and contemporary discourse of plagiarism in the United States, outlining the dominant social narratives, theoretical literatures, and grander schools of thought that have shaped the way American society discusses and approaches plagiarism. I must note here that this thesis focuses on the United States' conception of plagiarism, citation practices and intellectual property, and will only focus on analyzing the impact of the discourse on the United States' education system on all students who study in the United States, international or otherwise. With the help of scholars, I critique some of the most influential pieces of literature that have developed the moralistic lens of plagiarism, that has and continues to do irreversible damage to the United States education system. Particularly, this first chapter functions as the contextual work that is necessary to establish where the following chapters enter the grander discourse to present my research of what is currently considered a type of nuanced plagiarism called patchwriting. Ultimately, this chapter concludes that patchwriting is primarily a skill issue, not an ethical issue. The second chapter entitled "The Discovery and Data of Patchwriting Variations in Student Papers" presents my research that I have conducted on student papers in hopes and success in the discovery of a fuller understanding of patchwriting. Specifically, through the careful hand-coding and analysis of student papers that contain patchwriting, I have discovered variations of patchwriting, the methodologies of failed proper

source-use such as paraphrase and quotation, that I call Word String, Substitution, Transformation and Order Change. This chapter would go into depth about the discovery and excavation of these types of patchwriting and how they are interconnected with each other, linked to appendices of the raw data from my research that I have collected.

The final chapter, "Narratives of Patchwriting: Data-Analysis and Pedagogical Strategies," focuses on the data analysis, the implications of such research, and future pedagogical strategies through the use of narrative as a critical lens. For example, the narrative of my male classmate who offered to explain what had looked like but did not intend to be plagiarism, explains how narrative offers a window into the process that can lead to misused information. The solutions I offer, though, engage with students as learners not as people who need to apologize for immoral behavior. Particularly, this chapter focuses on using the narrative dual point of view that I inhabit, one as a student attempting to learn and build skills, and the other as a writing specialist and tutor dedicated to helping students build skills, to propose new strategies of teaching students how to properly write with sources instead of patchwrite; the narrative that all writing is a production allows for deeper analysis and giving rise to direct strategies about how to produce proper source-based writing. Finally, the conclusion of this thesis will focus on how integral these can be used in developing even more effective pedagogical strategies for writing and reading skill building, and how similar other contemporary academic discourses are, by committing themselves to the same issues that currently plague the discourse of plagiarism that I am addressing throughout the following chapters.

All of these chapters come together as the call to action. A call for change in how we as educators and students approach plagiarism, specifically patchwriting and a call for pedagogy over punishment.

Chapter 1: Literature Review and Critique Redefining Plagiarism in Literature and in Classrooms

A Historical Discourse in Plagiarism

Since the beginning of commercial publishing and the establishment or authorship as a financial entity, plagiarism has been known in the West both socially and academically as the written intellectual equivalent of theft, where words are stolen, appropriated and presented as original work without crediting the true creator. Contemporary news publications routinely feature headlines like the following: "US Election: Melania Trump 'plagiarised' Michelle Obama" from BBC news, "CNN fires News Editor Marie-Louise Gumuchian for plagiarism" from the *Washington Post*, and "NBC News says parts of 11 articles were plagiarized" from the *New York Times* ("US Election", Wemple, Robertson). Meanwhile, in a classroom in North Caldwell, New Jersey, a band of 26 high school students involved in submitting their college applications are faced with plagiarism accusations that threaten to ruin their budding academic and professional careers. Their terror is mixed with severe confusion, as they ask for an explanation for why they are being accused of something so heinous in spite of having no intention of being no-good cheaters. While these scenarios are distinctly different from one another, the dominant academic and social narrative will punish them all with the same criminal sentence and moral condemnation.

Within this Chapter, I will demonstrate how the current discourse of plagiarism, as exemplified above, is informed by two opposing schools of thought, which I refer to as The Honest Student Theory and The Social Linguistic Pedagogical Theory. The Honest Student Theory, the oldest and most widely accepted and endorsed theory, is spearheaded by professor and founder of the International Center for Academic Integrity or the ICAI, Donald L. McCabe.

McCabe's principles and strategies are currently accepted as the primary mode of preventing plagiarism by the center and those who follow the center's authority. McCabe's theory stems from a limited moralistic and ethical binary view, in which committing plagiarism is a distinctly morally bankrupt act that should be severely punished. In contrast, The Social Linguistic Pedagogical Theory provides a different perspective on plagiarism, and is spearheaded by a wide interdisciplinary group of professors and literary theorists who focus on a larger scope of pedagogical influences rather than moral ethics. Built upon the study and understanding of complex social interactions and the actual skills of writing and reading within academia, the Social Linguistic Pedagogical Theory pushes back against The Honest Student Theory's philosophical and social impacts, and ultimately argues that plagiarism is not an ethical issue but a writing issue.

The aim of this chapter is to outline the histories and status of these two diametrically opposing theories. Specifically, throughout this chapter I will test their validity by exploring their social and academic implications by identifying their theoretical literature, the strengths and weaknesses within their arguments, and the methods they would use to approach and evaluate a piece of student writing. Based on my analysis, I argue that one theory in particular, struggles within its limited scope as an approach to plagiarism. The Honest Student Theory, while the most widely accepted theory in the United States, has unfortunately developed potentially problematic sentiments that are now embedded in the U.S. education system due to its limited approach. Furthermore, the Honest Student Theory's limited moralistic lens has rendered itself as not as conducive to our ever-expanding diverse academic world as it currently stands. The Social Linguistic Pedagogical Theory, however, provides a more nuanced scope and an overall more intrinsic understanding of the social and academic monolith that is plagiarism.

The Honest Student Theory in Literature

Let's begin by examining the chronologically first and most widely accepted theory The Honest Student Theory. As previously stated, The Honest Student Theory is currently accepted by the International Center of Academic Integrity as the primary mode of preventing plagiarism with research provided by their founder, Donald L. McCabe. Within this chapter, I have selected two of McCabe's works followed by the ICAI's own policies to be used as the defining pieces of literature for The Honest Student Theory. Specifically, I selected "Cheating in Academic Institutions: A Decade of Research" published in 2001 and "What We Know about Cheating in College: Longitudinal Trends and Recent Developments" co-authored by Linda Klebe Treviño and published in 1996 because they provide a holistic portrait of The Honest Student Theory due to their status as McCabe's influential and credited works in the field of studying plagiarism. The addition of the ICAI's policies that are created via McCabe's direct influence demonstrates The Honest Student Theory's impact both socially and academically within the past 30 years. It must be considered that these articles are currently outdated due to their age, and the fact that even McCabe minorly revised some of his ideas in light of further research, distancing himself from the concept of honor codes. However, the articles' influence on The Honest Student Theory is central; it is exactly these articles' outdated elements that make up, and McCabe's fundamental and unchanged argument that ethical training is the only viable solution to plagiarism that still prop ups The Honest Student Theory within academic society today. Through my analysis and examination of these articles, it becomes evident that The Honest Student Theory's moralistic simplistic scope produces highly specific but limited solutions that are not only not always viable, but can be quite problematic in its rhetoric and implications. Specifically, The Honest Student Theory's contains a particular bias against students within the article's discussion

regardless of whether it was intended or not because of its overall moralistically simplistic outlook on plagiarism.

By examining the article “Cheating in Academic Institutions: A Decade of Research,” published in 2001, it becomes unfortunately evident that McCabe’s work can be interpreted as anti-student. This bias arises from his claim that there is a statistical increase of cheating in colleges that can only originate from the moral ineptitude of younger students. Although he offers an extensive moral education as a solution, McCabe provides little to no actual instruction in source use, writing ability or skill building that would promote student growth towards their goals, wants and needs to succeed academically. In the article in question, McCabe claims and provides evidence to show that there is a myriad of different factors that influence the prevalence of cheating, and that specifically factors “such as students’ perceptions of peers’ behavior, are the most powerful influence” and that “honor codes” are a way to prevent the mass influx of cheating amongst students (McCabe 219). Thus, the article establishes The Honest Student Theory’s flagship claim that will be repeatedly used after McCabe’s influence; The Honest Student Theory’s dominant narrative claim is that strict moral education is the only correct solution in stopping plagiarism because students cheat due to an inherent immorality. However, in this article McCabe reports research that has found that while “less cheating occurs in honor code environments…[o]ne of the lowest levels of cheating occurred at a school that lacked an honor code, and one of the higher levels of cheating occurred at a school that had a long-standing honor code” (McCabe 224). In this article, McCabe uses this outlier as evidence for a hypothesis that colleges and universities that have a “culture of integrity” are less likely to have cheating occur (McCabe 226). Ultimately, McCabe argues that honor codes are helpful, yet are only useful in the context of overall moral education. Once a “culture of cheating” has developed,

honor codes are not enough to fix it (McCabe 226). Specifically, McCabe qualifies the building blocks of a "culture of integrity" through the limits and scopes of the social elements such as "competitive pressures; the severity of punishments; the existence of clear rules regarding unacceptable behavior; faculty monitoring; peer pressure to cheat or not to cheat; [and] the likelihood of being caught or reported" that can be theoretically addressed within the application of an honor code (McCabe 226). With these elements in mind, McCabe conducts a series of student surveys that concludes that it should be the faculty's priority to create and use strategies in order to establish a campus culture for students to assimilate to.

However, McCabe's analysis of these student surveys exposes another issue within the Honest Student Theory. McCabe's data analysis and discussion of the student surveys exposes the Honest Student Theory's unfortunate bias against students because of its inability to create suggested solutions without returning to a limited moralistic point of view. While McCabe's call for faculty action to provide a student-faculty community is quite admirable, McCabe's analysis of the student surveys demonstrates a biased disregard of student's goals, wants and needs; despite asking students what would help them achieve academic success while also minimizing cheating, McCabe ignores their answers due to limited ethical lens that he subscribes to. For example, when students were asked about what they personally feel what faculty, their leaders, could do to limit the amount of cheating within their own classrooms they stated the following as presented in this table:

Table 1.1

McCabe's Table 3 Recreated from "Cheating in Academic Institutions: A Decade of Research"

Table 3
Managing Cheating in the Classroom: The Student's Perspective

Number	Factor
1	Clearly communicate expectations (e.g., regarding behavior that constitutes appropriate conduct and behavior that constitutes cheating)
2	Establish and communicate cheating policies and encourage students to abide by those policies
3	Consider establishing a classroom honor code— one that places appropriate responsibilities and obligations on the student, not just the faculty member, to prevent cheating
4	Be supportive when dealing with students; this promotes respect, which students will reciprocate by not cheating
5	Be fair— develop fair and consistent grading policies and procedures; punish transgressions in a strict but fair and timely manner
6	When possible, reduce pressure by not grading students on a strict curve
7	Focus on learning, not on grades
8	Encourage the development of good character
9	Provide deterrents to cheating (e.g., harsh penalties)
10	Remove opportunities to cheat (e.g., monitor tests, be sure there is ample space between test takers)
11	Assign interesting and nontrivial assignments
12	Replace incompetent or apathetic teaching assistants

Note. Adapted from student comments in McCabe, Treviño, and Butterfield (1999).

Source: McCabe, Donald L, et al. "Cheating in academic institutions: A Decade of Research." ETHICS & BEHAVIOR, 2001, pp. 219-232.

What is most notable is that the first three factors that students have outlined are firmly based in the motions of establishment, communication and clarification. Students are asking for "clearly communicated expectations" about what is considered a transgression and what is considered

acceptable, “established and communicate[d]” policies on cheating such as punishments and how punishments are handled, and communication on the “appropriate responsibilities and obligations” for both students and faculty that is “consider[ed]” through the act of establishing an honor code (McCabe 229). However, note the word “consider” in the mention of the honor code, as it is evident that students would like a deliberate outline of “responsibilities” that can be theoretically found within an honor code, but is not dependent within an honor code and can be sourced elsewhere (McCabe 229). The other factors that students outline are also quite telling, as students are asking faculty to demonstrate the qualities of being “supportive,” “fair,” “focus[ed]” on the goals of the group such as learning rather than “strict” grading (McCabe 229). Only at number 8, 9 and 10 do students feel as though the faculty’s encouragement of student’s “development of good character,” and “provid[ing] deterrents to cheating” such as severe punishments and the active “remov[al of] opportunities to cheat” would actually prevent cheating within the classroom (McCabe 229). Thus, it can be inferred that students do know that cheating is not allowed, but do not know what is considered cheating in the first place. However, McCabe does not acknowledge this concept and unfortunately creates a narrative that is anti-student; McCabe’s limited scope assumes all students want to cheat and are in need of ethical instruction because they lack morals. Student’s requests for faculty are all related to providing a more positive learning environment that is “supportive,” “fair,” and goal oriented toward skill building that is conducive to student wellbeing. Instead, McCabe creates a table of questionable strategies and principles that actively disregards the students’ answers in the survey.

McCabe goes to suggest strategies and principles that faculty can use in order to provide this “culture of integrity” that is needed for the prevention of cheating, McCabe presents the following table:

Table 1.2

McCabe's Table 4 Recreated from "Cheating in Academic Institutions: A Decade of Research"

Table 4
Managing Cheating in the Classroom: 10 Principles of Academic Integrity for Faculty

Number	Principle
1	Affirm the importance of academic integrity
2	Foster a love of learning
3	Treat students as an end in themselves
4	Foster [an] environment of trust in the classroom
5	Encourage students responsibility for academic integrity
6	Clarify expectations for students
7	Develop fair and relevant forms of assessment
8	Reduce opportunities to engage in academic dishonesty
9	Challenge academic dishonesty when it occurs
10	Help define and support campus-wide academic integrity standards

Note. From McCabe and Pavela (1997).

Source: McCabe, Donald L, et al. "Cheating in academic institutions: A Decade of Research." ETHICS & BEHAVIOR, 2001, pp. 219-232.

Note how the student's top three priorities of establishment, communication and clarification are relegated to that of space number 6 and 10 (McCabe 230). While McCabe claims that these principles "mirror" what students have identified as in high priority if acknowledged at all (McCabe 230). Students request faculty to be communicative and clear on the established rules, "supportive," "fair," "focus[ed]" on the goals of the group, yet McCabe argues that the affirmation of "the importance of academic integrity" rather than the clarification of what academic integrity is more important (McCabe 229-30). It is also notable that the request for fairness is also placed low on the priority list. The phrases "foster a love of learning" and "foster

[an] environment of trust in the classroom" are vague and do not directly acknowledge how students feel as though the faculty's focus is on grading and judging rather than learning. Particularly the phrase "treat students as an end in themselves" can be interpreted as questionable and concerning (McCabe 230). The negative connotation of treating someone as an end to their means suggests that neither McCabe nor faculty should be invested in student goals, wants or needs in the academic space like strong classroom leadership, support for their future academic endeavors, and a group focus on learning rather than assessments. This distanced understanding that students have goals, but faculty do not need to truly acknowledge and support these goals is the opposite of what students are requesting based on the survey answers. As shown, McCabe's bias repeatedly disregards students' recommendations, which is reflected in the creation of this table. Yet, what is more confusing is the final sentiment of the entire article, demanding that faculty "must convince students that cheating will be met with strong disapproval and that cheating is the exception on campus, not the rule" with severe punishment, reverting back to the anti-student assumption that students have a lack of morality and need strict moral instruction rather than a more nuanced approach (McCabe 231). This disregard of student's goals, wants and needs is a recurring theme in McCabe's other works, as McCabe reiterates how the establishment of honor codes with severe punishments is the supreme methodology of preventing cheating.

In another article co-authored with Treviño "What We Know about Cheating in College: Longitudinal Trends and Recent Developments" McCabe and Treviño argue for the mass implementation of honor codes and a pure ethical viewpoint of looking at student cheating in colleges. However, McCabe and Treviño's argument remains laced with a bias against students. For example, "What We Know about Cheating in College: Longitudinal Trends and Recent

Developments" begins with a portrait of an innocent apple about to be eaten by a worm in the dark of the room (McCabe & Treviño "Longitudinal Trends" 28).

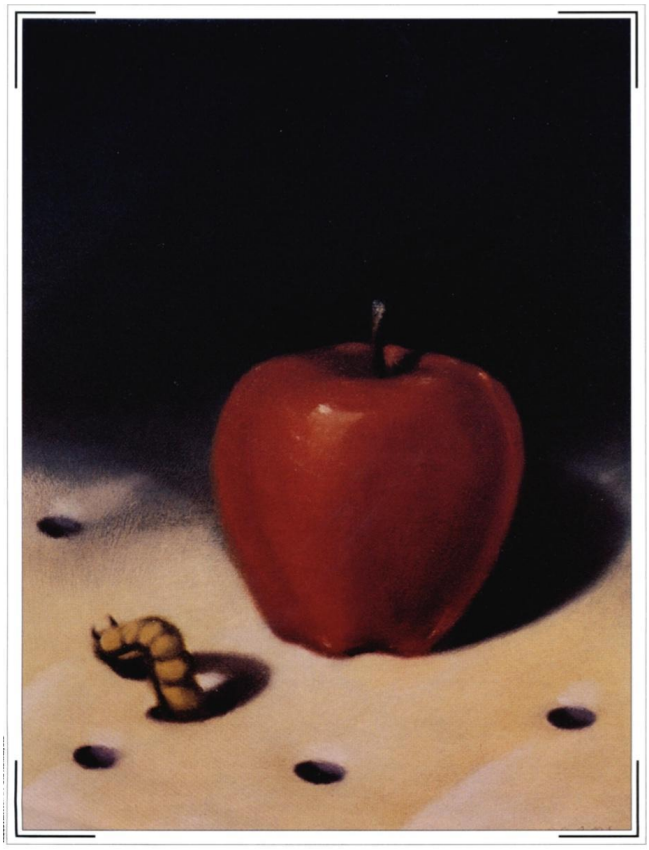


FIGURE 1.1: Portrait from McCabe's and Treviño's "What We Know about Cheating in College: Longitudinal Trends and Recent Developments"

This image can be interpreted as antagonistic against students, as students are equated with the evil worm going to unjustly devour the perfect apple of academia. This sentiment is firmly reinforced through the opening words of the article as McCabe claims that current students have "lost the sense of honor that seemed to characterize previous generations of students" as cheating has increased over the past couple of years (McCabe & Treviño "Longitudinal Trends" 29). These deliberate compositional decisions hold a particular anti-student bias, but also establish another specific bias deeply embedded within the study that potentially diminishes its merit as a credible resource. This bias is exemplified by McCabe and Treviño's analysis and discussion of

the research's data. For example, when attempting to give evidence for the implementation of honor codes, they presents the following information about student sentiments about what they constitute as serious cheating:

> Of course, many students do not view all of these behaviors as serious cheating. For example, a minority of the students in the 1993 study view all of these behaviors as serious cheating. For example, a minority of the students in the 1993 study view fabricating/falsifying bibliographies (42 percent) and copying material without footnoting (26 percent) as serious cheating. In contrast, a strong majority of these same students do view plagiarism (76 percent) and turning in work done by someone else (80 percent) as serious cheating. (McCabe & Treviño "Longitudinal Trends" 31)

Due to The Honest Student Theory's limited moralistic point of view, McCabe and Treviño do not elaborate what other non-moralistic possibilities can lead students to make these claims about what they consider cheating. Thus, both authors assume that students' morality wavers based on the different types of cheating they outline due to the phrase of "serious cheating" versus a supposed not-so-bad cheating. This assumption develops the continuous narrative that students' morality is weak and that they make excuses for themselves for cheating behaviors. However, when analyzing this data beyond McCabe and Treviño's concept of weak versus strong morality, there is a much more interesting and nuanced conclusion. What the data suggests is that students have difficulty knowing what constitutes cheating and what does not does not, similarly to McCabe's "Cheating in Academic Institutions: A Decade of Research." Students do view "plagiarism" as serious cheating, but other actions such as "fabricating/falsifying bibliographies" and "copying material without footnoting" not as cheating despite being primary forms of plagiarism (McCabe & Treviño "Longitudinal Trends" 31). Both articles show that when

students were faced with a term and a definition of that term, the students did not recognize the correlation between the definition and term; This does not provide evidence that students are morally inept and need strict honor codes with severe punishments. Instead, strongly suggests that students do not know what plagiarism is, and what constitutes plagiarism. Much like my own AP U.S. History class, 26 accomplished honors students did not know that collaboration that was not explicitly made from our teacher was considered plagiarism until after the fact. McCabe and Treviño's data does not prove that students think some types of plagiarism is ok, rather this data suggests that while students know plagiarism is the Boogeyman, they cannot recognize it. As previously established, this confusion is a reason for the students' priority of wanting clarification of what is considered cheating and therefore the details of what is plagiarism when they were surveyed. McCabe never acknowledges students' confusion and misunderstanding as a potential reason for cheating in these articles, and continuously advocates that students need ethical training and severe punishments. Repeatedly assuming mass moral ineptitude of a generation of students establishes a distinct bias against students that The Honest Student Theory is founded in. Thus, McCabe's bias against students has become the foundation of the ICAI's own policies.

As stated previously, the International Center of Academic Integrity or ICAI is founded on McCabe's works, despite his bias that bars him from creating solutions from a non-moralistic lens. McCabe's claims on the effectiveness of honor codes, the ICAI established a document entitled "The Fundamental Values of Academic Integrity" as a model for universities and colleges to refer to when creating their own honor codes. Unfortunately, much of McCabe's antagonistic sentiment bleeds into the ICAI's reference document establishing a condescending tone that pervades the source material. For example, the ICAI's introduction claims that the text

is “More than merely abstract principles, [as] the fundamental values serve to inform and improve ethical decision-making capacities and behavior. They enable academic communities to translate ideals into action” (“The Fundamental Values” 4). The way the text accomplishes these grandiose notions of morally fixing students’ behavior is by providing a list of six values “honesty,” “trust,” “fairness,” “respect,” “responsibility,” and “courage” with their dictionary definitions and examples (“The Fundamental Values”). For example, when presenting honesty as a “fundamental value” the ICAI provides the following:

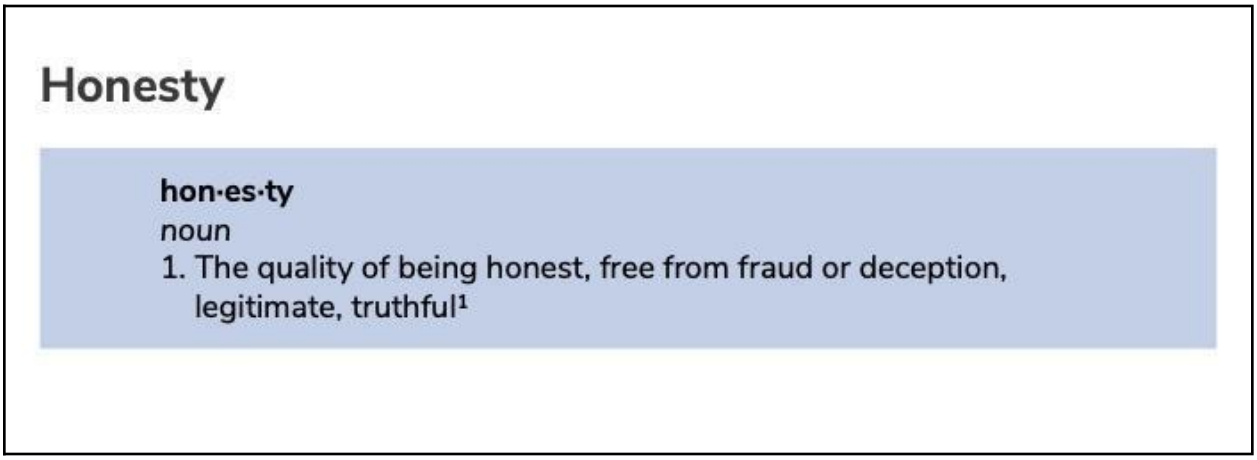


FIGURE 1.2: The First of ICAI’s “Fundamental Values”

The problematic aspect of this action of providing a textbook definition to the concept of honesty and then providing ways to “demonstrate honesty” such as “be[ing] truthful,” “giv[ing] credit to the owner of the work,” “keep[ing] promises,” etc. is the condescending nature of acting as moral superior to students and faculty alike (“The Fundamental Values” 5). The other fundamental values continue this pattern of outlining simplistic definitions of moral goodness and presenting each value as the perfect deterrent of plagiarism. For a more egregious example the fundamental value of courage takes another step as the text explains that having courage “involves risk of negative consequences, such as a bad grade, or reprisal from their peers or

others" ("The Fundamental Values" 10). Although it is not explained how being courageous has anything to do with plagiarism, this sentiment is more akin to the rhetoric with anti-drug programs for children, in which it is courageous to say no to drugs if someone is pressuring you into consuming illegal substances. The text finishes with a caveat, however, claiming that "Although there is no 'one-size-fits-all' formula for establishing climates of integrity, taking several steps can maximize the chances for success" ("The Fundamental Values" 10). The steps that are implied seem to ask faculty to ensure that students are held accountable and held to the perfectly moral statutes, and act as perfectly moral creatures that inhabit an unattainable perfect morality as the ICAI sees it. While idealistic, it is quite unreasonable to try to establish lofty notions and standards of humanity and hold a group of students under an supposed ethical microscope under the guise of preventing plagiarism.

As explored, The Honest Student Theory, as it is presented in the literature, is not only evidently limited in its purely moralistic reasoning, but is problematic within its anti-student rhetoric. This biased rhetoric places blame and the harmful labels of mass moral ineptitude on newer generations of students, while also placing vague and impractical moral superiority over the goals, wants and needs of students that have been shown through data but not considered or even acknowledged within its own literature. It is important to note here that Turnitin.com, a plagiarism detection-technology software is an active sponsor of the ICAI's conferences and activities. Because of the ICAI's anti-student foundation, both the ICAI and Turnitin.com work together in their mission to catch and punish students who fail to meet their lofty honesty standards. As we continue through this chapter, I will explain how the irreparable damage that these plagiarism detection-technologies have done to the U.S. education system.

The Social Linguistic Pedagogical Theory in Literature

The Social Linguistic Pedagogical Theory has been and continues to be developed by the work of a widening group of interdisciplinary individuals. This group is currently pushing back against The Honest Student Theory and its unfortunate effects on academia. The Social Linguistic Pedagogical Theory is founded within three sentiments:

1. Plagiarism is much more nuanced than ethical binaries
2. The reliance on ethical binaries has created an unhealthy and dangerous learning environment for students and faculty alike
3. Plagiarism is a nuanced result of underlying issues within the teaching of writing in academia.

As stated before and as my name for this category suggests, the main approach to plagiarism is based upon the ideals of pedagogical influence not in moral ethics but in complex social interactions and in the actual skill of writing. The articles that I believe best represent The Social Linguistic Pedagogical Theory in literature are "Plagiarism as Literacy Practice: Recognizing and Rethinking Ethical Binaries" by Kathryn Valentine published in 2006, "The Scarlet P: Plagiarism, Panopticism and the Rhetoric of Academic Integrity" by Sean Zwagerman published in 2008, and "Plagiarisms, Authorships and the Academic Death Penalty" by Rebecca Moore Howard published in 1995. Although written more than a decade apart, these articles are significant because of their influence in the development of the plagiarism discourse and their direct response to The Honest Student Theory.

Let's begin by examining the most direct of responses to The Honest Student Theory, "Plagiarism as Literacy Practice: Recognizing and Rethinking Ethical Binaries" by Kathryn Valentine. Specifically, Valentine argues that the ethical binary of good and evil, of forcefully

identifying student as either non-plagiarist or plagiarist and honest or dishonest has muddled the discourse as "plagiarism cannot be fully understood…without understanding how literacy practices are given meaning through discourses [because the discourse is] caught up in issues of identity" (Valentine 91). Valentine provides evidence to showcase the problematic notion of simplifying morality and the achievement of a morally good identity to just following rules rather than doing the morally good thing in a situation. Morality within academia has now been boiled down to obedience of social rules, however, social rules and guidelines are not always the same across multiple cultures (Valentine 92). Specifically, Valentine argues that "to avoid plagiarism is to perform honestly in ways that American academics will recognize…in this way, plagiarism cannot be separated from identity negotiation, from taking on the role of 'honest student,'" and an American one at that (Valentine 93). Valentine showcases the problematic elements of this aspect of The Honest Student Theory through a case study of an international graduate student from China called Lin.

Through Valentine's case study of Lin, Valentine exposes the problematic aspects of these ethical binaries of honest and dishonest students that was presented in her article. Lin's dissertation that would have granted him his PhD was accused of containing plagiarism and he was immediately confused as to why he was branded as dishonest and guilty before his academic hearing. Through Lin's conversations with Valentine, it is revealed that Chinese citation practices and writing disciplines are significantly different from Euro-centric ones; Lin was accused of plagiarism without the knowledge of the supposedly 'morally correct way' Americans use citations, which is an inherently problematic notion. Luckily, Lin was able to plead his case and be let off with a warning and a demand to rewrite his entire dissertation with the 'morally correct and proper' American citation practices and was able to receive his PhD (Valentine 100-5).

Particularly, Valentine outlines two crucial elements that The Honest Student Theory does not address:

1. Lin's story, the story of the 'unintentional plagiarist', causes a schism to the whole ethical binary system of honest or dishonest identification of students, and reveals how the rigidity of such a system denies the address or even acknowledgement of nuanced complication situations.

2. Students are barred from the learning process of trial and error of citation practices due to the pure punishment system that The Honest Student Theory has spearheaded.

Valentine explains that "Students' opportunities to practice citation and the performance of [so-called] honesty are closed down when their improper citation is read as a sign of dishonesty, rather than a sign of an authentic beginner engaged in the work of acquiring a new discourse" and skill set (Valentine 97). Specifically, Valentine explains that imperfectly employed literacy practices do not automatically denote a morally reprehensible student, but may showcase a student's struggles with literacy to begin with (Valentine 97). In an ironic way, it can be argued that it is genuinely unethical to claim that the 'unintentional plagiarist' like Lin should be punished through the ethical binary that The Honest Student Theory upholds. As evident through Valentine's study, the moralistic perspective on plagiarism that The Honest Student Theory proposes may disproportionately harm international students and other educational minorities, and is not conducive to our increasingly global diverse learning environment.

Valentine's work and understanding of the problematic aspects of The Honest Student Theory and its implications are echoed throughout other works such as Sean Zwagerman's "The Scarlet P: Plagiarism, Panopticism and the Rhetoric of Academic Integrity." The primary goal of Zwagerman's article is to perform a rhetorical analysis of The Honest Student Theory's addition

to the discourse, ultimately claiming that The Honest Student Theory is in fact "antithetical to the goals of education and the roles of educators, as exemplified by the proliferation of plagiarism-detection technologies" (Zwagerman 676). Zwagerman goes into the depths of how plagiarism-detection technologies have arisen as a direct consequence of The Honest Student Theory, and how these plagiarism-detection technologies have created an unhealthy learning environment for students and faculty alike.

Zwagerman claims that McCabe's and The Honest Student Theory's limited moralistic scope removes the chance for pedagogical based solutions to take hold due to the culture of prioritizing and enforcing of ethical values over teaching through the use of public spectacle and humiliation through plagiarism-detection technologies. The crux of Zwagerman's issue with the moral lens is how while "*integrity* is not synonymous with obedience or with individual honesty" The Honest Student Theory's literature has convinced "faculty and administrators that students are increasingly untrustworthy" (Zwagerman 681). Zwagerman echoes Valentine's discussion of how The Honest Student Theory equates behavior as identity by claiming that "the personification of plagiarism… The identities—the good student and the plagiarist—are further discredited by the fact that they embody behaviors that to some extents are themselves a false binary: 'doing your own work' vs. plagiarizing" (Zwagerman 682). And much like Valentine's case study with Lin, students are forced into an innocent until proven guilty system even if they have not been taught or informed of the most up to date American citation practices due to cultural diversity and/or just a general lack of instruction.

The rise of plagiarism-detection technologies, like the aforementioned ICAI sponsored Turnitin.com, as Zwagerman argues, is "a Faustian bargain" as universities chose supposed moral superiority over the wellbeing of their students and faculty (Zwagerman 694). Zwagerman

claims that plagiarism-detection technologies such as Turnitin.com, Scribbr.com, Unicheck.com, and many more, serve as a primary example of what Foucault calls the panopticon. Zwagerman's use of Foucault is quite apt, as every social aspect of how these softwares function is emblematic of a panoptic schema, an organization of how power can be utilized to subdue populations through the presence of a surveillance system, even if the act of surveilling is not a constant. The first aspect refers to how these software like Turnitin.com create and pull from the great all-encompassing database that is the internet; this serves as the ultimate surveillance checker as student papers are not only compared to anything and everything found on the internet, but to other student papers that are submitted to the database, expanding its scope and increasing its value as a resource against which to check other papers. The second aspect is obvious as students are forced to submit their papers as a demand and are ruled by fear; if a student does place their paper into the software as demanded, they are still suspect of cheating as per the guilty until proven innocent power dynamic that is built into the foundation of this software. On the other hand, if a student refuses to place their paper into the software they are immediately suspect of cheating. The third and final aspect that Zwagerman claims is evident in the fact that students are forced to submit their papers themselves into such software before their teachers can even evaluate the students' work, a form of self-subjugation to the surveillance system (Zwagerman 691).

As Zwagerman's evidence shows, plagiarism-detection technologies have socially disrupted the relationships between students and faculty, rendering learning environments as toxic and unhealthy. As Zwagerman states, "universities are not prisons or infirmaries, and students are not convicts or plague victims…[but] Academia's anxious embrace of panoptic technologies should lead us to expect descriptions of plagiarism as an infection of the student

body" (Zwagerman 692). It cannot be overstated: plagiarism-detection technologies socially force students into a guilty until proven innocent system where faculty are forced to believe that every student regardless of their moral goodness or writing prowess is untrustworthy. This is an antagonistic anti-student sentiment that has risen due to The Honest Student Theory, because it functions on the assumption that if a student is an honest student and has done nothing wrong, that student has nothing to hide when their written work is 'frisked' for the criminal charge of potential plagiarism. In order to combat this 'frisking' of students, Zwagerman argues the only way to build a healthier, positive relationship between students and faculty is to "put less energy into catching cheaters and more into teaching writing and critical thinking," ultimately encouraging students to become more "invested in their learning *and therefore* less inclined to cheat and plagiarize (Zwagerman 702). However, it is apparent that there can be no positive relationship between students and faculty if these plagiarism-detection technologies, like Turnitin.com, continue to be implemented and treated as the cure-all that is the disease or addiction that plagiarism is being portrayed as under The Honest Student Theory. It is important to note that the plagiarism-detection technology Turnitin is sponsored by the ICAI, who represents and upholds this untrustworthy label, toxic morality, and the practice of 'frisking' students, and ultimately bars students and faculty from having a healthy relationship.

Through their own studies, Valentine and Zwagerman have contributed to the first and second foundational sentiments of The Social Linguistic Pedagogical Theory that [1]. Plagiarism is much more nuanced than ethical binaries and [2]. The reliance on ethical binaries has created an unhealthy and dangerous learning environment for students and faculty alike. However, there is a third foundational sentiment of The Social Linguistic Pedagogical Theory; [3]. Plagiarism is a nuanced result of underlying issues within the teaching of writing in academia. This third and

final foundation sentiment is represented by the 1993 article, “Plagiarisms, Authorships and the Academic Death Penalty” by Rebecca Moore Howard. Howard goes into detail about there is space to understand what plagiarism is beyond its social aspect and its place in the teaching of writing and writing studies outside the ethical binary of The Honest Student Theory.

Howard's article explains the faults of policies that were in effect in 1993 and still accepted in 2023 that currently still arise from The Honest Student Theory, and fully proposes a new system of policies that directly serve as a way to prevent plagiarism as a writing issue rather than the archaic and problematic ethical issue. Howard argues that there should be “a plagiarism policy that would respect the textual values expressed in existing policies but that would also revise policy to allow for alternative approaches and specifically to enable pedagogy that is responsive to contemporary theory” ultimately suggesting “an enlarged range of definitions and motivations for plagiarism, which in turn enlarges the range of acceptable responses” (Howard “Academic Death Penalty” 789). Thus, Howard’s article begins a definition of a type of plagiarism, already showcasing the limits of the ethical binary that Valentine touches upon two decades later. As outlined by Valentine’s case study with the student Lin, there is a nuanced existence of the ‘unintentional plagiarist’ and Howard claims that there are more versions of the ‘unintentional plagiarist’ outside of cultural differences. Specifically, Howard explains that there is a form of plagiarism, called patchwriting. Patchwriting was originally coined by Howard in 1993 in her article “A Plagiarism Pentimento,” however, the most current definition of patchwriting is found within the Citation Project’s glossary which Howard has informed and molded through her work (Howard “A Plagiarism Pentimento”). Patchwriting is defined as the “restating [of] a phrase, clause, or one or more sentences while staying close to the language or syntax of the source” (Glossary for Paper Coding). In other words, patchwriting is the action in

which students rely so closely to the text when attempting to incorporate a source within their own writing that they end up virtually copying the source and making little distinction between their own words and the sources'. Patchwriting is thus another version of unintentional plagiarism, as patchwriting is often marked by an intext citation that showcases students' understanding that when they use a source, they must provide a citation to showcase where they got the information.

Patchwriting is currently considered a form of plagiarism, and yet Howard argues that patchwriting can be used as a stepping stone and teaching tool that students can employ with writing. Specifically, Howard explains that in previous studies it has been found that "Most writers engage in patchwriting when they are working in unfamiliar discourse" and therefore rely too much on the text in order to discuss within their writing (Howard "Academic Death Penalty" 796). Howard provides examples of questions that universities can use when faced with suspected plagiarism instead of immediately defaulting to the problematic ethical binary as "morality is not a necessary component of plagiarism, and ignorance of citation conventions is not its sole alternative" (Howard "Academic Death Penalty" 797). Here are a few of Howard's sample questions that can be used to illuminate student plagiarism and patchwriting:

> If the plagiarism was intentional, we need to know the motivations: Was it for personal gain at the expense of others? In order to challenge the concept of plagiarism itself? To weave new patterns from the fabrics of others? And if the plagiarism was not intentional, we still need to know motivations: Was it engendered by an ignorance of citation conventions? By a monological encounter with unfamiliar words and concepts?...Is the student experienced in the discourse of the discipline in which he or she is writing? Has

> the student been introduced to the textual conventions of the discipline? (Howard "Academic Death Penalty" 797-8)

These questions allow for not only a variety of faculty approaches to student plagiarism and writing, but teaching the source material and the writing conventions of the fields of study that the students are expected to explore in their classes. Howard also notes that "Some disciplines, for example, have a considerably higher tolerance for and expectation of students' recapitulating their sources" and have different conventions of source integration such as paraphrase, direct quoting, summary and, of course, patchwriting (Howard "Academic Death Penalty" 798). The nuances of how patchwriting functions and its potential in being utilized as a learning tool becomes not only visible but understandable. These nuances contend with The Honest Student Theory, as patchwriting can be used in the teaching of threshold topics and different writing conventions for different genres that are not even acknowledged within The Honest Student Theory. However, these already extremely important discoveries in the realm of writing studies are not the most radical aspect of Howard's article.

Howard's article proposes a brand-new policy that divides the term plagiarism into separate definitions that outline what is considered an act of unacceptable cheating versus what is a result of unacknowledged teaching of writing issues like being uninformed of citation practices and having difficulty producing proper paraphrase because of a lack of skill. Howard argues that "[p]lagiarism takes three forms— cheating, non-attribution of sources, and patchwriting" (Howard "Academic Death Penalty" 799). Cheating is the stark binary of students who are not writing but "[b]orrowing, purchasing, or otherwise obtaining work composed by someone else and submitting it under one's own name" (Howard "Academic Death Penalty" 799). Non-attribution, as Howard explains, is when a student plagiarizes by not providing the proper

citations practices of in text citations, quote marks, etc. Non-attribution can be both unintentional as seen by Valentine's case study on Lin, or intentional plagiarism. Howard explains that non-attribution, like all cases of plagiarism, should be treated on a case-by-case basis (Howard "Academic Death Penalty" 799). Finally, patchwriting, as Howard explains, is "not always a form of academic dishonesty; it is not always committed by immoral writers. Often it is a form of writing that learners employ when they are unfamiliar with the words and ideas about which they are writing. In this situation, patchwriting can help the learner begin to understand the unfamiliar material" (Howard "Academic Death Penalty" 799). Patchwriting can be used as a stepping stone in teaching threshold topics and writing conventions of particular fields of study but should also be treated as a case-by-case basis in the realms of teaching the student the appropriate ways of writing and using sources (Howard "Academic Death Penalty" 799). For example, when a group of students are attempting to write in genres that are new to them but end up patchwriting, focusing on the students' paper dealing with the threshold concepts of the writing conventions of a history paper is different to that of a psychology paper. Therefore, a case-by-case basis is needed to help these students strengthen their writing skills. These nuanced definitions would never be developed under The Honest Student Theory, as the limited ethical scope of the theory would never allow such a removal of moral accountability even when it is apparent that morals may not be a part of the issue at hand.

The Social Linguistic Pedagogical Theory's three fundamental sentiments are all addressed and developed within these articles. The arguments are not only sound but convincing within their nuanced understanding that goes beyond what was previously accepted through The Honest Student Theory. Instead, the Social Linguistic Pedagogical Theory provides the social and academic space for both faculty and students to build new learning techniques for

developing important skills more effectively. After outlining the opposing theories' histories, and analyzing the strengths and weaknesses of both theories, I will now commence an examination of these theories in practice in order to demonstrate how these theories and schools of thought would approach a case of student writing differently.

Examination: Theories in Practice

In order to pursue a practical examination of the merits of these theories on plagiarism, we must begin by examining student work, specifically the exact instances where students have plagiarized. For this aspect of my research, I have drawn on papers from The Citation Project Source-Based Writing Corpus (CPSW), furthering their work on patchwriting. The Citation Project "is a series of research studies on source use and citation practices" dedicated to providing data and analyses to help answer questions about "plagiarism, information literacy, and the teaching of source-based writing" ("Citation Project Research"). The Citation Project collects data and, where possible, replicates or adapts existing studies in order to create "deeper and more nuanced understanding of source-based writing" ("Citation Project Research"). The Citation Project has collected research papers from undergraduate students enrolled in the first-year writing courses at 16 US colleges and universities and has coded and analyzed 174 of those papers. This coding, known as citation context coding, involves boxing off each part of the text that is identified as coming from a source (see Figure 5), and then comparing the student text with the source text and "analyzing and classifying textual features — in this case, how a paper is using its cited source" (Glossary for Paper Coding). Specifically, these student papers have been coded for four different types of source-based writing, quotation, summary, paraphrase, and patchwriting (which some people classify as a form of plagiarism). The work of The Citation

Project and the CPSW provides the exact resources needed for this practical examination of the theories that have been discussed.[1]

Let's begin by randomly selecting a coded student paper from the CPSW. Here is a scanned paragraph from paper D04.

Global warming will shift temperature zones, rainfall patterns, and cause sea levels to rise (Science 199). Scientists are constantly working on accurate methods to estimate the global climate change for the future. To predict climate changes, General Circulation Models are used (Christoffersen and Hambrey 99). These General Circulation Models predict a 2-5 degrees Celsius increase in average global temperature during this century if current rates of carbon dioxide production persist (Christoffersen and Hambrey 99). The Global Climate Models also predict a 4-7 degrees Celsius warming of the Arctic (Christoffersen and Hambrey 99). Even though the Arctic is among the coldest regions of the Earth, it will experience a greater increase in temperature than the global mean (Christoffersen and Hambrey 99). Large ice sheets are very reflective, and as they fall apart there is an increased absorption of solar energy (Christoffersen and Hambrey 99). Another factor that plays a role in the drastic increase in Arctic temperature is evaporation. Unlike other regions of the world, the Arctic has very limited evaporation (Christoffersen and Hambrey 99). In the Arctic, solar energy absorbed by glaciers directly warms the atmosphere (Christoffersen and Hambrey 99). Because of this direct warming of surrounding air, the Arctic is more susceptible to heat-trapping, causing a greater increase in temperature (Christoffersen and Hambrey 99). As glaciers recede, more water is added to the ocean. Because a warmer climate will cause glaciers to retreat more quickly than they would naturally, global warming is directly related to global sea level rise.

FIGURE 1.3: Student Paper Coded by the Citation Project, reproduced from the CPSW

For the purpose of this practical text, let's examine the coded blocks in this paper such as paraphrase (colored green), and patchwriting, (colored yellow). Paraphrase, is commonly defined as being able to take a source and put it into 'your own words'. To paraphrase is to read and comprehend a text and then formulate those ideas into your words without losing the meaning of

[1] Initial IRB approval was granted in 2008 for the collection of the data that makes up the CPRW Corpus; approval was extended in 2011 and 2014. In 2022 the Citation Project received approval to turn the data into a totally anonymized corpus (archive). On September 19, 2022 Drew University's IRB determined that I did not IRB approval to work with anonymized material in the archive; However, I completed Collaborative Institutional Training Initiative (CITI Program) training before I began this work (17, January, 2022 & 46690039).

the original source. Patchwriting, in contrast, remains too close to the source, copying words or phrases and reproducing the order of ideas in the source. Many Academic Integrity policies define it as plagiarism. As we can see in this coded paper, there is a notable pattern in which the student produces patchwriting followed by a successful paraphrase which is followed again by a piece of patchwriting. It is also notable that after every sentence where the student uses a source (properly or improperly) there is a citation. Through a causal analysis it seems apparent that this student is trying to paraphrase but fails every other attempt. Through a more focused analysis, we can dissect the differences between the student's misused source material in contrast to the correctly paraphrased material.

Let's examine the source-use in the paper and compare it to the original source in order to trace a better understanding of each block's status as misuse of source or otherwise. Thanks to the CPSW and The Citation Project, we can cross examine this piece of student plagiarism with the original source. In the second yellow block, the student writes "These General Circulation Models predict a 2-5 degrees Celsius increase in average global temperature during this century if current rates of carbon dioxide production persist" (Paper D04). Meanwhile the original source states "General Circulation Models (also known as Global Climate Models and commonly referred to as GCMs) predict a 2-5℃ increase in global average temperature during this century" (Christoffersen and Hambrey 99). If counted in this second yellow block, the student wrote 14 total words that are exactly the same from the original source. The third yellow block states "The Global Climate Models also predict a 4-7 degrees Celsius warming of the Arctic" (Paper D04). The original source states "Atmospheric warming of the Arctic is estimated to be 4-7℃" (Christoffersen and Hambrey 99). In this third yellow block, the student wrote 4 words total words that are exactly the same from the original source. However, right between these instances

of questionable source use appears a perfect example of paraphrase, in which the student writes "Even though the Arctic is among the coldest regions of the Earth, it will experience a greater increase in temperature than the global mean" (Paper D04). These phrases do not appear in this format anywhere in the original source, although the ideas being paraphrased do; Yes, the scientific term "global mean" is present within the original text, but the student is successful in properly creating their own phrases such as "greater increase in temperature" to convey information about what the original text is claiming (Paper D04). In other words, the student properly employed various skills in tandem to inform their audience how those previous statistics about temperature changes fit into the larger ideas of the original text, signifying a deeper understanding of the text and overall subject matter itself; the student organically generated their own words in order to describe the main ideas of the original text without any re-producing or borrowing the wording of the original text. The organically generated sentence was formed by the student's ability to comprehend and synthesize the source material's major claims, the provided evidence and the implications of that evidence. Thus, the successful paraphrase signifies the student's strength in these skills, but then are undermined by the patchwriting sandwiching them within the paragraph.

Now, the question remains: If the student can properly paraphrase, why does the student plagiarize at all? The student clearly possesses the skill set necessary to properly paraphrase — such as contextual, reading, comprehension and synthesization of information skills — so why does the student patchwrite every other time they incorporate source material? Out of a selection of 18 coded papers that I used for my own research on patchwriting, the majority of papers follow this same trend of successful paraphrasing followed by patchwriting, successful paraphrasing, and then patchwriting again. In order to answer this question, we need to examine

how the previously outlined and discussed theories, The Honest Student Theory and The Social Linguistic Pedagogical Theory, would approach this question and this piece of student plagiarism and examine their practicality and merit as proper theoretical concepts in the discourse of plagiarism.

The Honest Student Theory in Practice

The Honest Student Theory in practice would fail and/or expel the D04 student from university. As already discussed at length, The Honest Student Theory functions on the ethical binary of honest and dishonest, and those who are dishonest deserve to be severely punished for their transgressions against the faculty of their university, academia and the grand collection of literature and writing. The Honest Student Theory in practice would approach this student paper as betrayal, heresy, and all those other lofty sentiments regarding ethical misdeeds. The Honest Student Theory would not acknowledge the fact that the student paraphrased correctly most of the time and would only focus on when the student did not.

Now, if we were to look past this first reaction and try to use the terminology and honor code system of the ICAI to analyze this piece of student writing, more problematic elements from The Honest Student Theory arise. The ironic twist is that through any causal analysis, the act of being 'honest' could be applied to the piece of student writing through the ICAI standards, if the student has not been punished or kicked off campus first. For example, as stated previously in the causal analysis of the student paper, it is notable that after every sentence where the student uses a source (properly or improperly) has a citation. Through the very same honor code of the ICAI, this student is demonstrating many of the "fundamental values of academic integrity" listed by the ICAI ("The Fundamental Values" 3). Primarily, it could be argued that the student is demonstrating honesty by "be[ing] truthful" about which sources the student is using,

demonstrating trust by "promot[ing] transparency in values, processes and outcomes" by reiterating which sources are being used, and demonstrating responsibility by "hold[ing] [themself] accountable for [their] actions" for placing a citation at the end of every single sentence ("The Fundamental Values" 5-6, 9). Yet despite having an established an unquestionable honesty, the student is still not using sources correctly and is indeed, by the Honest Student definition, plagiarizing.

With all these elements in mind, both in the literature and practical examination, The Honest Student Theory is shown to be problematic on various levels, and ultimately fails to accurately depict the way plagiarism should be handled both socially and academically.

The Social Linguistic Pedagogical Theory in Practice

The Social Linguistic Pedagogical Theory in practice provides much insight into the piece of student writing and creates a much more nuanced understanding of what is occurring in this student's paragraph. To begin with, the pieces of plagiarism within the paragraph is identified as patchwriting. As a reminder, patchwriting is defined as "restating a phrase, clause, or one or more sentences while staying close to the language or syntax of the source" (Glossary for Paper Coding). This definition of patchwriting is an objective assessment that provides much more insight to the mechanisms of plagiarism. Throughout the piece of student writing, we can clearly see the "restating" of various phrases, clauses within these pieces, making them primary examples of patchwriting (Glossary for Paper Coding). Now that we understand that this student is patchwriting rather than outright copying a source or even purchasing a paper via the internet, a more tailored approach can be created to help this student. As explained by Valentine and Zwagerman, ethical binaries would ensnare the student and brand them as dishonest, feeding into the antagonistic and negative learning environment that student is situated in. However,

Howard's suggested policy would allow for a professor to acknowledge the student's paraphrasing successes, and create a space where the student can explain their difficulties with consistently paraphrasing scientific information about global climate change in an effective manner. Then the student can either be placed into a specially designed writing course or directed to a writing center that prioritizes proper and consistent source-based writing teaching and citation practices. This will grant the student the opportunity to rewrite the paper after careful hands-on instruction and allow the student to pass the class with new found knowledge of how to write using sources.

Of course, the actual development of said programs for teaching source-based writing and writing centers require many elements such as proper research in methodology, finding instructors who are proficient in and professionals in this type of teaching and material, funding, and more.

The State of Plagiarism Post-Theoretical Work and Practice

Now that we are reaching the conclusion in our evaluation of these theories of plagiarism, the question remains: what is the state of plagiarism post-theoretical work and practice? As we have found, the current widely accepted theory, The Honest Student Theory, is extremely flawed and problematic for a multitude of reasons. The Honest Student Theory is founded on and in turn entrenches an anti-student bias. I argue that it is no longer conducive to our ever-expanding and increasingly diverse world, and has damaged the relationship between students and faculty, and ultimately the U.S. learning environment. The Honest Theory does not address the 'unintentional plagiarist' despite evidence proving that such nuances occur. The Honest Theory also plays into false equivalences in which a student who accidentally patchwrites or is educationally and/or culturally unaware with American citation practices are punished the same way a student who

deliberately buys a paper online. The Social Linguistic Pedagogical Theory is much more nuanced and carefully crafted, creating compelling arguments that plagiarism is not only an ethical issue, but a writing issue.

The Social Linguistic Pedagogical Theory continues to be discussed, there has been some groundbreaking research done that suggests the potential for building programs that utilize The Social Linguistic Pedagogical Theory at universities. For example, psychologist Miguel Roig has done two studies entitled "When College Students' Attempts at Paraphrasing Become Instances of Potential Plagiarism" published in 1999 and "Plagiarism and paraphrasing criteria of college and university professors" published in 2001. Within Roig's studies and experiments, he found three major discoveries; that students' failure to paraphrase (much like student D04 in the practical examination) is not only much more common than initially thought in social circles but can be categorized into different types; that patchwriting performed by college students indeed stems from an inability to comprehend difficult texts — a reading and writing skill; and that professors and masters of their craft also produce patchwriting within their own work (Roig "College Students' Attempt" 973, "Paraphrasing Criteria" 307). In the following chapters, Roig's work will become the foundation for my own experiment. As we can see, The Social Linguistic Pedagogical Theory provides the space for such groundbreaking pedagogical progress, allowing students and faculty to build important skills in writing, reading and information literacy effectively.

The Present and Future Discourse

The discussed implications of these two theories, in turn, reflect much of our social and academic lives. The apparent increase of plagiarism that has given the Honest Student Theory life may be because we can just spot plagiarism easier with technology. However, the Honest

Student Theory does not acknowledge that there is a possibility that if there is an increase in plagiarism, it is due to a lack of understanding and skill building in reading, writing, teaching and most importantly and disturbingly a lack of information literacy in the current day populace. Despite all of these flaws of the Honest Student Theory, it remains the most widely accepted. Turnitin.com and other plagiarism detection-technologies are widely used in colleges. Specifically, Turnitin is built into one of the most popular course management systems used in colleges in the United States, the UK and even Canada called Blackboard. Therefore, the Honest Student Theory's catch and punishment system is what dominates and continues to poison our current learning environments. However, as we can see through the growth of the Social Linguistic Pedagogical Theory, there is a growing social acknowledgement that there is a need for a pedagogical response rather than the current limited and harmful moral one. There is an increase of instructors and faculty using Turnitin as a pedagogical tool that theoretically can be used to teach students how to properly paraphrase. However, at the time of this chapter being written, it could be argued that this method of using Turnitin may be instructing students how to patchwrite, as Turnitin cannot recognize the nuanced structures and mechanism within patchwriting as a type of source-based writing nor does Turnitin provide students with a consistent methodology of producing proper paraphrase over patchwriting. The Social Linguistic Pedagogical Theory, will hopefully become more and more widely accepted, and hopefully spur a shift in not only how we approach plagiarism socially and academically, but how we teach reading and writing skills to our newer generations.

Chapter 2: The Discovery and Data of Patchwriting Variations in Student Papers

The Citation Project, the CPSW Corpus, and Source Based Writing Coding

In the previous chapter, I drew on papers from The Citation Project Source-Based Writing Corpus (CPSW) in order to perform a practical examination of the merits and limitations of the major theories that have established the social and academic environment of plagiarism studies. I accomplished this through exploring two types of source integration, successful and failed source-based writing, also known as patchwriting. The Citation Project provides student papers within The Citation Project Source-Based Writing. For this part of the study I used a subset of the Citation Project papers that had already been coded as part of a previous study by Howard and Jamieson.[2] These papers were coded for four different types of source-based writing: quotation, summary, paraphrase and patchwriting (which some call plagiarism).

The results of the practical examination provides evidence that The Social Linguistic Pedagogical Theory allows for nuanced definitions of plagiarism, such as patchwriting, to be acknowledged and addressed. Patchwriting is defined as "restating a phrase, clause, or one or more sentences while staying close to the language or syntax of the source" (Glossary for Paper Coding). As discussed, while patchwriting can be considered a form of plagiarism, it can also be used as a teaching tool that students can employ within the building of their source-based writing and overall writing skills.

However, questions arise about how patchwriting can transform into this innovative and useful tool. My initial response was proposing the creation of programs and curriculum that teach students how to properly distinguish between the different source-based writing types

[2] Also granted IRB Approval

including patchwriting through workshops with provided examples and examples found within their own writing. And then the question arises again: How? The current definition of patchwriting offered by the Citation Project, while brought about through a nuanced lens, still remains vague. Just as the colloquial definition of paraphrase, which boils down to 'use your own words to describe something from a source' is vague and arguably unhelpful to students attempting to build these skills, the definition of patchwriting lacks specificity that begs the following questions: Are there different types of patchwriting? What are the defining traits that makeup patchwriting, and/or different types of patchwriting? How can these variations and mechanisms be defined and explored? How do these variations relate and/or interact with each other? How might understanding these differences, potential new definitions of patchwriting and how they interact with each other inform educators how students are producing patchwriting rather than using any other source-based writing type such as proper paraphrase? These research questions are the prime focus of this chapter, as I present my discovery of the different types of patchwriting through the creation and proposal of a new type of coding. However, as my experiment will serve as a continuation of the discourse within the Social Linguistic Pedagogical Theory, I must first establish what has been already discovered through previous research brought about through The Social Linguistic Pedagogical Theory.

Previous Research and Studies: Miguel Roig

Enter Psychologist Miguel Roig. As touched upon near the end of the previous chapter, Roig's studies and their results "When College Students' Attempts at Paraphrasing Become Instances of Potential Plagiarism" and "Plagiarism and paraphrasing criteria of college and university professors" heavily suggest that both students' and professors' patchwriting originates from the failure to paraphrase, and specifically arise from attempting to paraphrase difficult texts

within their writing, a failure of reading and writing skill building (Roig “College Students’ Attempt” 973, Roig “Paraphrasing Criteria” 307). In “College Students,” Roig describes an experiment in which “students were given a two-sentence paragraph and were asked to paraphrase to the best of their ability” (973). He reports that “analysis indicated that between 41% and 68% of the paraphrased paragraphs were ‘plagiarized’ to some degree” (973). In a follow up study, Roig observed professors, finding that when he asked them to “paraphrase [a] paragraph, up to 30% appropriated some text from the original” (Roig “Paraphrasing Criteria” 307). These studies show that when working from a short unfamiliar text, it is very difficult for anyone to paraphrase correctly. These results suggest that patchwriting stems from a lack of properly built paraphrasing skills that are not limited to just students, and that ultimately, patchwriting functions as a failed paraphrase.

Deeper within these studies however, Roig notes that there seems to be two distinct methods or trends that repeatedly occur within these “appropriated” moments within the student and professor writings. For example, Roig explains that within his analysis of the student writings, there was a “pattern of responses [that] suggested a tendency to appropriate relatively long strings of words from the another source as long as the original author received credit” via an embedded in-text citation (Roig “College Students’ Attempt” 974).In addition to this word-string copying, Roig also found “examples of minor revisions [within the student’s attempted paraphrase that] included one- or two-word substitutions in a sentence, and the addition or omission of up to two words in a sentence” in which students exchanged words from the original text with synonyms, again, ultimately producing patchwriting and failing to ‘use their own words’ (Roig “College Students’ Attempt” 976). These two patterns can be viewed as patchwriting techniques that have been mistaken as proper paraphrasing due to a lack of clarity

and proper skill-building. Interestingly, it is exactly this kind of clarity and skill-building that the students in McCabe's study said they needed to help them avoid plagiarism (see Table 1.1 in Chapter 1). In other words, the concept of substitutions and word strings as forms of patchwriting mechanisms or variations, can be used to better understand the differences between patchwriting and paraphrase. By gaining a conceptual understanding of substitutions and word strings — their definitions, their occurrences, their co-occurrences, etc.— educators and students can build better and more effective ways to both recognize patchwriting, and eventually develop the skills to paraphrase properly.

However, Roig's definitions of these types of patchwriting are also quite vague, as the majority of the studies do not focus intently on the implications of either substitutions or word strings. Nor does he report any co-occurrence between these specific types of patchwriting, so we do not know how many of the paragraphs include both word strings and substitutions, and if they do, what ratio. This makes it very difficult to work with his data to gain a full picture of what he found. Other questions also arise: Are these two types of patchwriting the only two? Are there more? How might we define substitutions and word strings to function as proper terminology that can be properly coded and used as examples for teaching proper skill building? How might we define other types of patchwriting to do the same thing? While Roig's work does provide a foundational understanding of the potential variations within patchwriting, there is much more that can and should be discovered through the careful analysis of student papers.

Study - Proposing a New Type of Coding: Patchwriting Variation Coding

The aim of my experiment is to discover and examine the different types of patchwriting and localize any potential trends. The creation of subcategories or variations of patchwriting and examining their co-occurrences within student papers will better establish what is considered patchwriting and what is considered proper paraphrase.

Patchwriting Study

Method

Research Materials

To conduct this study, I used papers collected and coded by the Citation Project (Citationproject.net) and made available via the Citation Project Researched Writing Corpus (CPRW). In that study, the Citation Project team collected research papers written for first-year writing courses by undergraduates at 16 United States colleges and universities ranging from two-year colleges to Ivy League universities, and representing 11 geographically dispersed states. From that corpus, the researchers randomly selected 10-12 papers from each campus, a total of 174 papers, and collected copies of the sources cited in those 174 papers. The researchers then used citation context analysis, a type of analysis developed by Linda Smith in 1981, to code the ways students incorporated and cited those sources within their papers. For each of the collected papers the researchers coded the first 2-6 pages as those pages contained the most engagement with sources and for the researchers to code the same number of pages for each campus, totalling 100 pages. This method was chosen so that no one paper or school skewed their data. From that coding, the researchers identified four strategies that students used as they worked with source material: copy, quote, paraphrase and patchwriting. Discussions of methods and findings are located in a 2013 article “Sentence-Mining: Uncovering the Amount of Reading

and Reading Comprehension in College Writers' Research Writing" in The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students written by Sandra Jamieson and Rebecca Moore Howard (Jamieson & Howard "Sentence-Mining"). All results from this research team are all located on the Citation Project's website as well.

My research used a similar coding method to extend the understanding of patchwriting from the one simple definition used by the Citation Project coders. Therefore I selected 18 papers, a 10% total of 174 papers, that the Citation Project researchers found to contain the most incidences of patchwriting. I re-coded that patchwriting to explore what variations of patchwriting exist within these papers (The Citation Project Source-Based Writing Corpus).

Procedure.

Within the 18 papers, 101 sections, or what the Citation Project and I refer to as citation blocks that have been deemed as patchwriting were re-coded with a new set of definitions and subcategories of patchwriting that developed over the course of the experiment's examination and analysis. The 101 citation blocks of patchwriting accounts for 33% of all incidences of patchwriting within the entirety of the CPSW Corpus. In order to properly observe and analyze potential subcategories of patchwriting, I developed a new type of coding system, similar to that of The Citation Project's source-based writing coding. This new type of coding, however, is only specified to patchwriting as a form of dissection of instances of patchwriting in student papers.. This new type of coding is called Patchwriting Variation Coding. Like the Citation Project's source-based writing coding, I used colors to differentiate the different types of patchwriting. The following are the different types of patchwriting that are flagged by Patchwriting Variation Coding.

Word String: A string of copied words in the exact same order found in the source (5-12 words of a phrase, more if it contains technical terminology or numbers) (Roig "College Students' Attempt" 974).

Example from Paper Q18 (See Appendices A and B for Paper Q18 Block 2)::

"For example, if a boy and a girl are working together at a table the boy would often spread his papers over the entire table…"

Original Source: "if a boy and a girl are working together at a table the boy" and "spread his papers over the entire table"

Citation: Hughes, T.A. "The advantages of single sex education" *National Forum of Educational Administration and Supervision Journal*, vol. 23, no. 2, 2006-2007. Citation Project website: http://citationproject.net

Example from Paper E39 (See Appendices A and Be for Paper E39 Block 2):

"BMI provides a reliable indicator of body fatness for most people and is used to screen for weight categories that may lead to health problems…"

Original Source: "reliable indicator of body fatness for most people" and "for weight categories that may lead to health problems"

Citation: "About Adult BMI" *Center for Disease Control*. Cdc.gov. Citation Project website: http://citationproject.net

Substitution: A synonym of a particular word is replaced or substituted for the original word. Substitutions do not include: different names for countries, mathematical and statistical terms, specific locations or years (Roig "College Students' Attempt" 976)

Example from Paper R11 (See Appendices A and B for Paper R11 Block 1):

"Studies and researchers have found a number of genes associated with this disease as well as abnormalities in different parts of the brain"

Original Source: "identified", "disorder", "irregularities", "several regions"

Citation: Buckner, Brett, "Searching for blame: Despite recent ruling, controversy over a possible link between vaccinations and autism continues to rage." *The Anniston Star* (Anniston, AL). (March 1, 2009). Opposing Viewpoints Resource Center, Gale. Texas A&M University College Station. 2010. Print. Citation Project website: http://citationproject.net

Example from Paper Q12 (See Appendices A and B for Paper Q12 Block 10):

"Children who start drinking earlier will have a higher risk of alcohol dependency"

Original Source: "whose alcohol use begins" and "much more likely" and "alcohol dependence"

Citation: Masten, A. S., Faden, V. B., Zucker, R. A., & Spear, L. P. (2009). A developmental perspective on underage alcohol use. *Alcohol Research & Health, 32(1),* 3-15. Citation Project website: http://citationproject.net

Transformation: A particular word or phrase virtually carries the same meaning only with a change in tenses, or pluralized.

Example from Paper A05 (See Appendices A and B for Paper A05 Block 2):

"The budget was in surplus, and the economy was experiencing its longest prosperity in United States history…"

Original Source: "is in" and "experienced"

Citation: Mays, Peter. "American History Timeline: 1780-2005." Animated Atlas. 2005. 2 May 2007. Citation Project website: http://citationproject.net

Example from Paper G03 (See Appendices A and B for Paper G03 Block 3):

"A person with catatonic schizophrenia can reach a point where voluntary movement completely stops"

Original Source: "Affected people"

Citation:Bengston, Michael. "Types of Schizophrenia." *Psych Central*. 10 Dec. 2006. Web. 5 Apr. 2010. <http;//psychcenteral.com/lib/2006/types-of-schizophrenia/> Citation Project website: http://citationproject.net

Order Change: Copied words or phrases in different order found in the source, a format change of syntax and/or sentence structure, can be considered as a form of Word String (3 or more words of a phrase)

Example from Paper B03 (See Appendices A and B for Paper B03 Block 3):

"Similarly eating disorders like bulimia and anorexia can cause damage to a person's stomach and kidneys, tooth decay, loss of menstrual periods, loss of the mineral potassium, brittle bones and a drop in blood pressure, pulse, and breathing rate…"

Original Source: "a drop of blood pressure, pulse, and breathing rate, brittle bone, damage to a person's stomach and kidneys, tooth decay, loss of periods, loss of the mineral potassium"

Citation: New, Michelle. "Eating disorders: anorexia and bulimia" TeensHealth. Nov. 2007. 23 Nov 2008. Citation Project website: http://citationproject.net

Example from Paper E12 (See Appendices A and B for Paper E12 Block 1):

"Vancouver forward Matt Cooke challenged Steve Moore to a fight…"

Original Source: "…when Steve Moore was challenged by Vancouver's enforcer, Matt Cooke"

Citation: Bernstein, R. *The Code: the unwritten rules and regulation fighting in the nhl*. Chicago, IL: Triumph Books. 2006. Citation Project website: http://citationproject.net

In order to quantify the amounts of each type of patchwriting, with the total number of papers and within the individual citation blocks, as well as quantify the relationships between these types of patchwriting, I organized my coding into three different data sets.

Raw Data Sets Content: Table 2.1, and Appendices A and B

The following is a breakdown of the raw numerical data collected in this research, specifically what type of data was collected and why. The first data table, 2.1 is entitled: "Types of Patchwriting in each Citation Block" coded as Patchwriting and records whether or not a type of patchwriting was found within the paper's total number of citation blocks. It is important to note that although many of the citation blocks contained more than one kind of patchwriting, I did not create separate blocks for each kind. I maintained the original blocking created by the Citation Project and explored what was happening in each block. For example, in paper A05, there were a total of 3 Citation Blocks coded as Patchwriting, all 3 Citation Blocks had Word Strings. Of those blocks, only 1 block also contained Substitutions (See Table 2.1). The other raw data sets are placed under Appendices A and B for reference.

Appendix A is entitled "Type of Patchwriting in each Citation Block, All Papers in the sample" and records whether or not a type of patchwriting occurs within the individual citation blocks coded as patchwriting in each individual paper. For example, in Appendix A for Paper B03 there is a table that showcases each individual citation block coded as patchwriting within Paper B03 and whether or not a type of patchwriting occurs within those blocks. To explain, in Paper B03, the citation block coded as patchwriting labeled block 2, has both Word Strings and Substitutions occurring within that individual block, which is indicated by the number 1 in each of those columns, while a 0 signifies that the type of patchwriting does not occur in that block (See Appendix A for Paper B03 Block 2). Note that Appendix A does not present data on how

many times a type of patchwriting occurs; that data is found in Appendix B entitled “Total Amount of Each Patchwriting Type Per Citation Block, All Papers in sample.” Specifically, Appendix B records the total amount of the different types of patchwriting appearing within a paper’s individual citation blocks. For example, in Appendix B for Paper E12, the Citation block coded as patchwriting labeled block 2 has a total of 5 Word Strings, 4 Substitutions, 1 Transformation and 0 Order Changes within that one citation block (See Appendix B for Paper E12 Block 2). In Appendix B, each number signifies the same exact number of each patchwriting amount.

With these three data sets, I am able to calculate the following in their respective tables: the percentage of all blocks that include the different types of patchwriting in Table 2.2 “Block Inclusion Percentages”; the total amount of the different types of patchwriting across all papers in Table 2.3 “Total Number of Patchwriting Types”; the occurrence percentage rates between the different types of patchwriting in Table 2.4 “Patchwriting Types Co-Occurrence Percentages”; and the relationship between the different types of patchwriting through the average ratios of when they appear together inside a citation block in Table 2.5: “Average Ratios between Patchwriting Types in Co-occurring Blocks”. Within this section, I will display these data sets and discuss their results.

Table 2.1
Types of Patchwriting in each Citation Block coded as Patchwriting

Paper #	Number of Citation Blocks Coded as Patchwriting within the Paper	Number of Citation Blocks Coded as Patchwriting that Include Word Strings within the Paper	Number of Citation Blocks Coded as Patchwriting that Include Substitutions within the Paper	Number of Citation Blocks Coded as Patchwriting that Include Transformations within the Paper	Number of Citation Blocks Coded as Patchwriting that Include Order Changes within the Paper
A05	3	3	1	1	0
A15	6	6	5	3	2
B03	4	4	3	2	1
B12	3	3	3	2	2
D04	16	13	8	9	1
E12	2	2	2	2	1
E39	4	3	2	2	1
G03	6	5	6	3	4
G14	5	2	3	1	2
H11	3	1	1	2	0
Q12	10	7	5	5	3
Q18	4	4	3	0	0
R10	5	5	4	2	2
R11	8	4	7	2	1
V12	3	3	2	2	3
W15	8	1	6	4	2
W22	5	5	2	2	1
W24	6	5	4	4	2

Results Calculated from Raw Data Sets

This data, while interesting to observe in its raw state, cannot automatically transform into a useful tool in informing and producing a new teaching methodology. I must return to one question of the original set presented in this chapter and use different calculations in order to perform an analysis of the data: How do these variations relate and/or interact with each other? For example, it can be observed that the various types of patchwriting had different citation block inclusion numbers by just skimming through the raw data sets. However, which one had the highest rate? What does that signify? Why is it important? Table 2.2 shows the number of citation blocks coded as Patchwriting that include at least one incidence of the type of patchwriting indicated. As Table 2.2 shows, 76 of all citation blocks coded as patchwriting included at least one Word String, but 67 of them include Substitutions, 48 include Transformations, and 28 include Order Changes. Table 2.2 indicates there must be some overlap between the types of patchwriting in different blocks, but not where that occurs. Table 2.2 does not tell us how many times each type of patchwriting occurs in each block either. The full data in Appendix A and B reveal this information by paper and citation block. For example, Table 2.2 reveals that 76 of the 101 citation blocks include Word String patchwriting. However, Table 2.3 shows the total number of times each type of patchwriting occurred within the 18 papers I coded by hand; Table 2.3 shows that there were a total of 158 Word Strings found, making Word Strings the most common across the citation blocks as well as across the entirety of the sample. The other block inclusion percentages and total numbers of patchwriting types are presented within the following tables:

Table 2.2
Block Inclusion Percentages

	All Citation Blocks Coded as Patchwriting	Blocks that Include Word Strings	Blocks that Include Substitutions	Blocks that Include Transformations	Blocks that Include Order Changes
Total Citation Blocks	101	76	67	48	28
Percentage out of Total	100	75%	66%	48%	28%

Table 2.3
Total Numbers of Patchwriting Types

Total Number of Word Strings Found	Total Number of Substitutions Found	Total Number of Transformations Found	Total Number of Order Changes Found
158	139	58	31

When calculated, there is an overall co-occurrence percentage of 71% which indicates that 71% of all citation blocks coded as patchwriting had two or more types of patchwriting occuring within a given block. Like Table 2.2, Table 2.4 focuses on citation blocks, this time recording co-occurrences of types of patchwriting. It shows that there are varying levels of interaction between different types of patchwriting that can be represented by average ratios. For example, as we can see from Table 2.4, Word Strings and Substitutions have the highest co-occurrence percentage at 52%. However, as we can see from Table 2.5, within those blocks where they co-occur, there is an average ratio of 8:7 of Word String to Substitution. For another example, Substitutions and Transformations have the second highest co-occurrence percentage at 42%, and an average ratio of Substitution to Transformations in their co-occurring blocks of 7:3.

In regards to the individual co-occurrences between the different types of patchwriting and ratios is shown in the following tables:

Table 2.4
Patchwriting Types Co-Occurrence Percentages

Patchwriting Interactions	Number of Blocks with no Co-Occurrence	Number of Blocks with Co-Occurrence	Co-Occurrence Percentage
Word Strings and Substitutions	45	49	52%
Word Strings and Transformations	56	34	38%
Word Strings and Order Changes	60	22	27%
Substitutions and Transformations	47	34	42%
Substitutions and Order Changes	61	17	22%
Transformations and Order Changes	40	18	31%

Table 2.5
Average Ratios between Patchwriting Types in Co-Occurring Blocks

Patchwriting Interactions in a Co-Occurring Block	Average Ratio
Word Strings to Substitutions	8:7
Word Strings to Transformations	8:3
Word Strings to Order Changes	16:3
Substitutions to Transformations	7:3
Substitutions to Order Changes	14:3
Transformations to Order Changes	2:1

Patchwriting Variation Coding Future Analysis

As we can see through the implementation of Patchwriting Variation Coding and these calculated data sets derived from student writing, Roig's work is only skimming the surface of understanding patchwriting as source-based writing. While Roig's work provides original concepts of Word Strings and Substitutions, his work does not go into how patchwriting itself contains a depth in its production beyond these two types and their interactions. That said, Roig's foundational concepts have served as the basis of this experiment, providing the language and conceptual identity of Word Strings and Substitutions, and allowing me to continue exploring this realm of plagiarism studies within The Social Linguistic Pedagogical Theory.

These varying relationships paint a particularly interesting picture as we now can begin an analysis within the next chapter.

Chapter 3: Narratives of Patchwriting: Data-Analysis and Pedagogical Strategies

The Major Finding — Patchwriting versus Paraphrasing: A Fuller Nuanced View

The major finding that defines this entire thesis is the fuller nuanced understanding of what is truly patchwriting versus paraphrasing. As explained throughout the previous chapters, the current academic and colloquial definitions of paraphrasing and patchwriting remain vague and difficult to truly distinguish from each other for even the most seasoned of academics. Therefore, I focused my research on what constitutes patchwriting specifically, rather than focusing on paraphrasing.

The common thread found within the various different types of patchwriting that have been excavated out of student papers is writing that is almost focusing too closely or remaining fixated on individual words or at most the sentence level of an original text. The different types of patchwriting signify different methodologies of failure due to a student's over reliance on the text. As mentioned in the previous chapter, Howard's work suggests that patchwriting "is a form of writing that learners employ when they are unfamiliar with the words and ideas about which they are writing," a finding that seems to be confirmed by the experience of Roig's student and faculty volunteers (Howard "Academic Death Penalty" 799, Roig "College Students' Attempt" 973, Roig "Paraphrasing Criteria" 307). In fact, Howard's 2010 study, co-authored by Tanya K. Rodrigue and Tricia C. Serviss, entitled "Writing from Sources, Writing from Sentences" found that students working at the sentence level makes it almost impossible not to produce patchwriting (Howard, Rodrigue & Serviss). Therefore this over-reliance may be the consequences of a student's difficulty with the source material itself and getting stuck or fixated on individual sentences, with the different types of patchwriting signifying the student's failed attempt to properly paraphrase. However, what is considered 'proper' paraphrase then? If

patchwriting is failed paraphrase or even quotation because it remains fixated at the individual word or sentence level of the source, then true 'proper paraphrasing' must function at the idea level of a source, requiring a student's active reading comprehension and writing skills. Therefore, a larger narrative comes to light: Patchwriting arises from a lack of the reading comprehension and writing skills needed for proper source integration like paraphrase and quotation.

While we can explain that focusing too closely on the words or failing to understand the text can lead to patchwriting, this answer leads to more questions about how to approach student patchwriting for revision and prevention. In order to answer these questions, and as demonstrated in the story of my AP U.S. History class that began this thesis, it is through the narrative of the process that we can really understand plagiarism, paraphrase and patchwriting.

Using Narrative as a Method of Analysis

As we begin the data-analysis process, it is paramount to frame this data as through narrative, the narrative of students' failure to produce proper source-based writing. Using narrative as a method of analysis provides two crucial elements that are necessary for understanding not only what the data show, but how it can be used effectively and efficiently.

1. Using narrative to analyze the data keeps my research's goal in mind: Helping students and educators learn, instruct and adapt. The data was derived from students, it should be respected as such. Narrative allows students to keep their autonomy as people, and not become just numbers. The data was collected in order to understand students' struggles, the analysis should be for their benefit. Narrative allows for these student struggles to remain in the place of their origin, the classroom rather than in this singular thesis, and allows educators to situate themselves whenever they find struggling students. The call to

action, the call to change the current inexplicitly harmful yet dominant narrative that students wish, can and will cheat their own education is found within the new narrative. This new narrative explores 2 main factors, that students are failing to build and use skills, and that educators can use pedagogical innovations to help them build these skills.

2. Using narrative to explain the data and reconceptualizes writing and the act of writing as a production. As both educators and students, we often use the term 'writing process' in order to instruct, learn and understand how to write at a fundamental level. Writing as a process also situates writing as a production, in which by the end of the 'writing process' you would, essentially, have that product that is what we consider writing. However, both the concept of writing as process and writing as production is inherently a narrative, in which a series of steps or phases can be laid out, traced and followed repeatedly like a narrative. Therefore, narrative allows us to understand the production of writing, whether that be paraphrase, quotation and patchwriting.

By using this narrative framework for these reasons, we can better understand patchwriting as this narrative, the narrative of students repeatedly and unwittingly using a methodology of failure. Understanding the methodology of failure, we can begin proposing the proper strategies for student success in the classroom and beyond. Now that I have outlined why I will be using narrative as my method of analysis, I will present the two different types of narratives that can come from this data.

Narrative Type 1: Story of the Data — The Numerical Patterns and Trends

The first narrative that can be traced from the data is within the numerical patterns and trends. Let's begin with general numerical information and analysis for each type of patchwriting that can be gleaned from both the Raw Data Sets and the Calculated Results Data Tables.

General Numerical Narrative of the Word String

Out of the 101 citation blocks coded as a patchwriting, 76 blocks included Word Strings which makes 75% of all blocks, making Word Strings the most common form of patchwriting. Other trends to note about Word Strings, Word Strings most commonly co-occur with blocks that include Substitutions, with a co-occurrence percentage of 52%, compared to 38% with blocks including Transformations and 27% with blocks that include Order Changes. The ratio of Word Strings to Substitutions with a block that co-occur in, is represented by the average ratio 8:7. Narratively this suggests that Substitutions often serve as breaks between two Word Strings or potential Word Strings, in which a student may potentially use substitutions when they are able to acknowledge and exercise their ability to recognize the general meaning of a word or two and substitute it with another. I refer to this phenomenon as the Hinge Effect. Comparatively, the average ratio from Word Strings to Transformations is 8:3 and from Word String to Order Change is 16:3, which are drastically varied. However, narratively this suggests that since Transformations and Order Changes function on alterations of a sentence's structure, it is logical that the presence of strings of copied words directly from the source may be limited in its co-occurrence with these two types of patchwriting on the principality of their different functions that the student is using within their writing.

General Numerical Narrative of the Substitution

Trends for Substitutions create another related narrative. Out of the 101 Citation blocks coded as patchwriting, 67 blocks included Substitutions, serving as 66% of all blocks. Blocks that include Substitutions have a co-occurrence percentage of 42% with blocks that include Transformations. The ratio of Substitutions to Transformations within a block that the co-occur in, is represented by the average ratio of 7:3. Narratively, this suggests that since both

Substitutions and Transformations are similar in their mechanical change in function, might be a reason for their co-occurrence. As Substitutions serve as a mechanical change at individual word levels, Transformations serve as a mechanical change at a sentence level's structure; exchanging a word for a synonym versus a word for another version by changing its tense/pluralizing are similar in function. Substitution is much more popular than that of Transformation suggesting that the student's attempt in the mechanical change of a word may be a more serviceable change than that of changing a sentence's structure. However in regards to Order Changes, Substitutions have a co-occurrence percentage of 22%, which is the lowest co-occurrence percentages of all co-occurrence percentages and an average ratio of Substitutions to Order Changes as 14:3. Narratively, this suggests that perhaps due to the nature of Order Changes' function of changing the order of the original sentence, the student may not employ substitution as a form of patchwriting near an Order Change unlike the Word String.

General Numerical Narrative of the Transformation

Trends for Transformations also pose interesting narratives. Out of the 101 citation blocks coded as patchwriting, 48 blocks include Transformations serving as 48% of all citation blocks. Blocks that include Transformations co-occur with blocks that include Order Changes at a 31%, which is a notably higher co-occurrence percentage than of between blocks with Order Changes and the other patchwriting types. The average ratio of Transformations to Order Changes is represented by the average ratio of 2:1. While the 2:1 is not the closest average ratio found, the relationship between Transformations and Order Changes has the most direct relationship between two different types. Narratively, this suggests that, as mentioned above, since Transformations and Order Changes function on alterations of a sentence's structure, they remain closely related to each other, giving rise to the potential view of a student methodology

focusing on sentence structure over individual words. Narratively, another aspect that can be interpreted suggests that although both of these both of these types of patchwriting are less common, perhaps their individual low popularity may indicate why they tend to appear together.

General Numerical Narrative of the Order Change

For the final type of patchwriting, Order Change, there remains another narrative within this data. Out of the 101 Citation blocks coded as patchwriting, 28 had Order Changes, serving as a 28% of all blocks, thus solidifying Order Changes as the least common type of patchwriting. However, it is a noticeable qualitative data point that Order Changes appear most often in papers with topics that contain lists, such as medical symptoms or geographical terminology. Narratively, this suggests that students use this variation of patchwriting within serial sentences as a form of choosing which elements are important to mention first rather than the original order of the source, indicating a potential rhetorical argument that may be attempting to serve a larger point within the paper or paragraphs it appears. Through these smaller nuanced numerical narrative threads, a larger, and arguably more important narrative comes to the surface.

Narrative Type 2: Stories of a New Student Generation Breaking and Making Writing Habits

These narratives function differently. Rather than focusing on narrative trends and patterns, these narratives focus on a specific pedagogical strategy that can be used to help students who produce patchwriting instead of writing. As an aspiring educator and current instructor as a writing specialist, I have developed a technique designed to help writing tutors and instructors guide students to revise their patchwriting into proper source use in their work. This specific strategy also encompasses the different approaches that I would take for each different type of patchwriting if a student would present it to me for help. Each narrative is based

upon the sample papers used for the Patchwriting Variation Coding research, and each name is chosen from a wikipedia article with the most common gender neutral names. I will also use the same color coding system to visually showcase the different patchwriting types, Word Strings, Substitutions, Transformations, and Order Changes. I will also use other colors to differentiate proper Paraphrases and Quotations to visualize the improvements made.

Introducing A Pedagogical Strategy for Revising Patchwriting: A.R.A. — Alert, Read, Ask:

Throughout my progress through all these narratives, I developed my recommended pedagogical strategy. I call it Alert, Read, Ask or A.R.A.

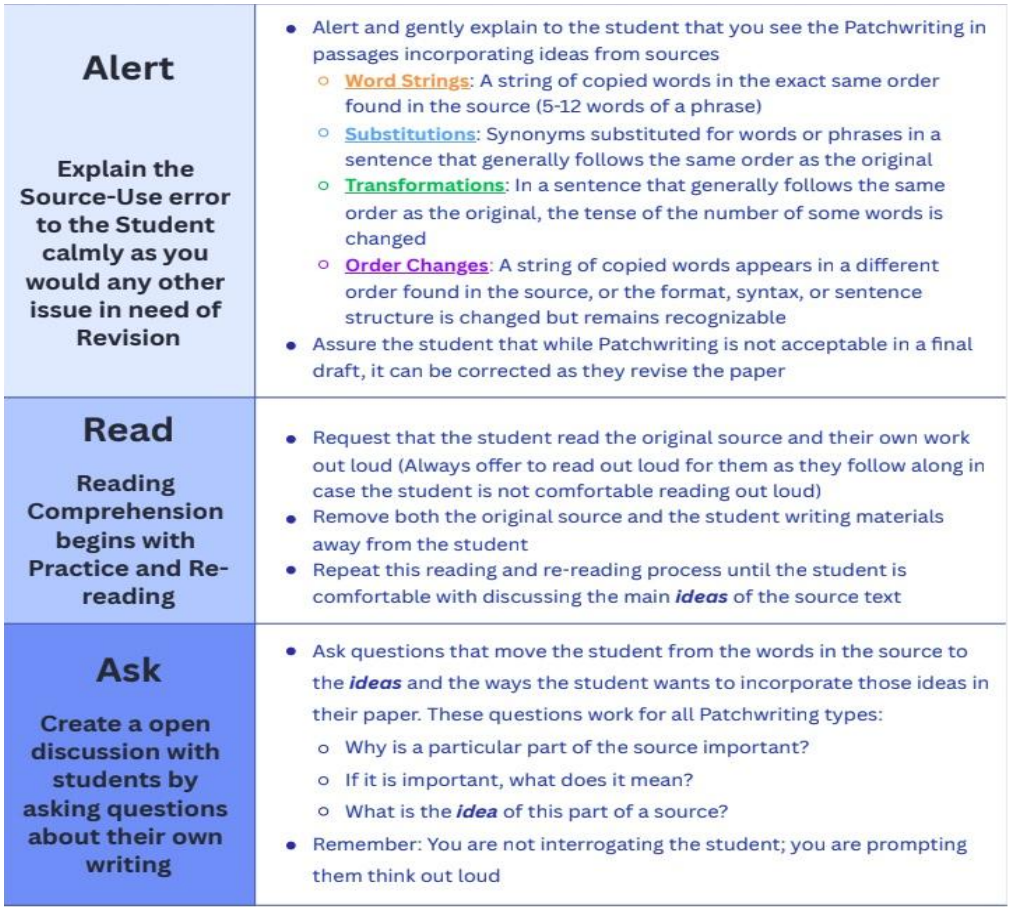


FIGURE 3.1: A.R.A. — Alert, Read, Ask Pedagogical Strategy Infographic

A.R.A, theoretically, should be a competent pedagogical strategy to help students correct their patchwriting of all types and help instructors guide students to better skill building.

Strategies for Approaching Word Strings: Narratives of Three Students

I will now tell three stories about hypothetical students visiting the writing center for help with drafts of their research papers by using A.R.A as a pedagogical strategy. While these are not real individuals, they are conglomerates based on the writing samples presented in the corpus. Therefore, I have given papers names based on a Wikipedia list of the most common nonbinary names and will be using they/them pronouns while addressing each student.

The Narrative of Quin (Approaching Word Strings in Paper Q18)

The first paper (Q18) is focused on the discourse and effects of single-sex education. I will call this first paper as the first student. Imagine that I am sitting with the author of paper Q18 in the writing center, who I will call Quin. As I scan the paper through the paper, I point out a piece of patchwriting to explain to Quin what the issue is and how we might improve the overall quality of the writing (See Appendices A and B for Paper Q18 Block 2). I point out two word strings, in which Quin wrote the following:

> For example, if a boy and girl are working together at a table the boy would often spread his pacers over the entire table leaving little room for the girl (Hughes 11) (Paper Q18).

Meanwhile the original, scholarly article entitled “The Advantages of Single-sex education” by Hughes, T.A. states the following:

> If a boy and a girl are working together at a table the boy might spread his papers over the entire table, leaving little room for the girl (Hughes 11).

While reading Hughes, Quin stumbled across a sentence that is integral to the point they wanted to make. However, in an attempt to place it within their paper, they performed a substitution with the one word “might” to “would often” but contained the exact same string of words regarding the differences between how boys and girls would use a shared table space. In this example of

patchwriting we see a perfect example of the Hinge Effect between word strings and substitutions described previously in the general numerical narrative of word strings.

Now, as a writing specialist, I would alert Quin that this specific sentence is patchwriting, specifically pointing out the two word strings from the original text and explaining that this patchwriting is an incorrect way to integrate the sources in their paper. Like other students presented with this situation, Quin would probably panic to learn that they have unwittingly plagiarized. They would also probably respond that they need to have this information present within the paper but that they don't know how to word this specific sentence in their own words. This is where I would employ the following series of steps described in Figure 3.2, the A.R.A strategy:

Alert	1. Calm Quin down by assuring them that this is a draft, and while word strings are improper, they can be removed without removing the content needed for the paper, details and all.
Read	2. Ask Quin to point out the word strings from the original source and read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Remove the original source material and the student paper from their direct line of vision.
Ask	4. Ask Quin to explain the importance of this specific sentence: Why is this detail important to mention in this particular paragraph? In the paper? 5. After answering that line of questioning, ask Quin to explain what is the significance of this sentence: Well, if it is so important to mention, what does it mean? What is this detail showing? What is the ***idea*** that this detail is trying to convey?

FIGURE 3.2: A.R.A Strategy Steps Used for Quin (Paper Q18)

I would then repeat these questions in steps 4 and 5 by allowing Quin to talk it out, explaining out loud what is the idea, the 'so what' of this exact sentence. What is the grander meaning of " if a boy and girl are working together at a table the boy would often spread his pacers over the

entire table leaving little room for the girl (Hughes 11)" (Paper Q18)? If Quin gets stuck, I would advise Quin to try zooming out from the details themselves, and ask Quin what is the story being presented in these details.

In response to my question, Quin may answer that the reason why and the meaning of this sentence is that boys and girls use space differently, in which boys would often take up more space on a table when they are sharing with girls. Huzzah! The paraphrase is found! Walking and taking through finding the idea level of the sentence with Quin will eventually transform the word strings and the substitution into the following proper paraphrase:

> For example, boys and girls use space differently from each other, in which boys would often dominate spaces when sharing co-ed work spaces (Hughes 11).

This proper paraphrase has little to none of the original words or structure of the source material yet conveys the most important ideas that are necessary for discussion and for the paper itself.

However, students like Quin are often hesitant to make a change like the one I have suggested. Like Quin, they may still feel that the image of the table and the spreading of papers is paramount to visualizing this particular idea. This sense that an image or phrase is essential often leads students to use paraphrase and quotation at the same time; Quin, along with other students, lack the skill to decide when a sentence or detail from an original source should be paraphrased or quoted, and through this confusion produced patchwriting instead. In this case, I would tell Quin that if they truly want to keep this image, it is best to keep the paraphrase and add an embedded quotation afterwards. This is a way to demonstrate their ability to understand the main ideas and put them into their own words, and locate where the ideas originated from. Therefore the final product might look like the following:

> For example, boys and girls use space differently from each other, where boys would often dominate when sharing co-ed work spaces. Specifically, Hughes explains that in these shared work spaces, boys would "spread [their] papers over the entire table leaving little room for" the girls (Hughes 11).

This improved paraphrase and quotation duo makes use of the text through exercising Quin's ability to read and articulate the ideas from their reading. Quin understood that the sentence was important to mention, but needed support and guidance to use it correctly. I request for Quin to look over their paper again and their sources, see if they made the same mistake (word strings of 5 words or more) in other parts of the paper, and repeat the questioning process, the Ask step of A.R.A, with themselves, with their roommate or with a study group. I wish Quin goodluck and tell them that if they have any questions or are struggling with a particular word string to come back to the Writing Center.

The Narrative of Alex (Approaching Word Strings in Paper A15)

The second paper (A15) is focused on the medicinal effects of Mariguana usage, who I will call the second student. Imagine that I am sitting with the author of A15, who I will call Alex. Much like Quin, I point out an example of word strings within their paper (See Appendices A and B for Paper A15 Block 4). Alex's paper states the following:

> In a recent study, Dr. Abrams found that short-term mariguana use did not significantly raise viral loads of HIV patients and in fact, caused a significantly higher increases in their lymphocytes (cells that help fight diseases) (Cloud) (Paper A15).

Meanwhile the original text, a Time article "Is Pot Good For You?" by John Cloud states:

> Dr. Donald Abrams, professor of clinical medicine at the University of California,San Francisco, found that short-term cannabis use doesn't substantially raise viral loads of HIV patients…In fact, his study participants who smoked pot enjoyed significantly higher increases in their lymphocytes (cells that help fight disease) than those who took a placebo (Cloud 2).

I realize that there is a pattern similar to that of Quin's paper, and mention to Alex that they have produced patchwriting rather than proper source based writing like paraphrase or quotation. Like many other students, Alex might become confused as they actually don't know what patchwriting is. I explain that patchwriting is an improper use of sources, and can be considered the big P, plagiarism. And like other students faced with this situation, Alex would probably panic. I explain that they are not in any trouble and that I am here to help them write more effectively and more efficiently. Particularly, looking at Alex's paper I make note that much like Quin's paper, the Hinge Effect is in full swing; Alex uses both substitution and transformation in between not only full 5 word or more word strings, but not even fully formed word strings (less than 5 words), marked as underlined in the word string color. I begin to explain to Alex how we will proceed to turn this patchwriting into the proper paraphrase or quotation that is needed for the paper. I ask them to follow me through the following steps much like Quin but with some additions:

Alert	1. Reiterate and explain to Alex that this is just a draft and that the paper can be improved
Read	2. Ask Alex to point out the Word Strings from the original source and read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Remove the original source material and the student paper from their direct line of vision
Ask	4. Ask Alex to explain the importance of this specific sentence: Why is this detail important to mention in this particular paragraph? In the paper? 5. After answering that line of questioning, ask Alex to explain what is the significance of this sentence: Well, if it is so important to mention, what does it mean? What is this detail showing? What is the ***idea*** that this detail is trying to convey? 6. For the final question, ask Alex what they consider to be the best way to display the ***idea*** of the source? Paraphrase or quotation?

FIGURE 3.3: A.R.A Strategy Steps Used for Alex (Paper A15)

In response to my questions, Alex may explain that they really need to explain the exact proven medicinal uses of marijuana that can be observed in a study like Dr. Abrams' as an example for the research paper. I look over Alex's section again with the word strings, and realize that Alex has already set themself up for a quotation. Specifically before the word string, Alex writes a perfect set up:

> "To support justification, the most proven medicinal uses can be examined, in this case for patients that have cancer and AIDS" (Paper A15).

I would then ask Alex, why not just turn the word strings into embedded quotations? Throughout the rest of the paper aside from a few more word strings with their substitution and transformation hinges, I notice that Alex is actually really adept in using proper embedded quotations in the other paragraphs aside from this one, where a quotation is actually missing. With this guidance, Alex would probably realize that this particular attempt in creating proper paraphrase was too specific and should actually be more effective as a quotation. Therefore a potential revision might state the following:

> To support justification, the most proven medicinal uses can be examined, in this case for patients that have cancer and AIDS. In a recent study, Dr. Abrams "found that short-term cannabis use doesn't substantially raise viral loads in HIV" and that "participants who smoked pot enjoyed significantly higher increases in their lymphocytes (cells that help fight disease)" (Cloud 2).

I ask Alex if they are confident with this change. Like other students, Alex may respond that despite the words remaining the same in this hypothetical revision, the sentence flows better within the paragraph and is now grammatically correct. By going through the A.R.A strategy, Alex would have organically produced a more effective piece of writing. I bid Alex farewell and goodluck on revising the paper. I also advise them to scan through their paper to find if there are other places where a quotation would be more effective and make the changes accordingly.

The Narrative of Gayle (Approaching Word Strings in Paper G14)

The third paper (G14) is focused on the legalization of assisted suicide. Imagine that I am sitting with the author of G14 in the writing center, who I will call Gayle. As I scan through the paper, I notice that like Alex and Quin beforehand, there are word strings present within Gayle's. Specifically I find a particularly interesting word string (See Appendices A and B Paper G14B Block 2). Gayle's work reads:

> Relieving a patient from their pain and the anguish of the family and friends can be lessened if they are assisted with their deaths (Messerli) (Paper G14).

Meanwhile the original source, an article entitled "Should an incurably-ill patient be able to commit physican-assistened suicide?" by Joe Messerli writes a list of when doctor-assisted suicide should take place under the yes collum:

7. Pain and anguish of the patient's family and friends can be lessened, and they can say their final goodbyes (Messerli 1).

Gayle, much like Quin and other students, would most likely be hesitant because they are afraid of losing the impact of the original source. I tell Gayle that I understand, so I would take similar steps as what I did with both Alex and Quin, but make some additions regarding the questions. I begin the A.R.A process.

Alert	1. Alert and explain to Gayle that they wrote a word string instead of properly paraphrasing or quoting. I showcase the similarity and explain that strings of words that are 5 and longer is unfortunately improper source use. However, I would also assure Gayle we can restructure the sentence together.
Read	2. Ask Gayle to point out the word strings from the original source and read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Ask Gayle to read their own word string section. I would offer to read the section as well if they feel uncomfortable with reading out loud as they follow along. 4. Remove the original source material and the student paper from their direct line of vision.
Ask	5. Ask Gayle to explain the importance of this specific sentence: Why is this detail important to mention in this particular paragraph? In the paper? 6. After answering that line of questioning, ask Gayle to explain what is the significance of this sentence: Well, if it is so important to mention, what does it mean? What is this detail showing? What is the ***idea*** that this detail is trying to convey? 7. For the next question, ask Gayle what they consider is the best way to display the ***idea*** of the source? Paraphrase or quotation? 8. For the final additional step, ask Gayle to read their own word string section a second time.

FIGURE 3.4: A.R.A Strategy Steps Used for Gayle (Paper G14)

In response to my question, Gayle might answer that they have to explain how in these special cases, pain transcends the past the individual into the relationships between family members and dear friends, and that doctor-assisted suicides are a way to relieve multiple people from that pain. However, after reading the source and their own writing, they would realize that not only is the

sentence itself awkwardly phrased and in passive voice, it feels like it is almost forced to accommodate the word string rather than being properly paraphrased. Like many students at this stage of A.R.A, Gayle might panic a bit. Students like Gayle often feel as though they don't know how to convey the idea level in either a paraphrase or a quotation. I assure them that they can and just did. I ask Gayle to repeat themselves about what is important to convey and we come to a new paraphrase:

> In cases of severe pain to both the individual and their loved ones, doctor-assisted suicide can relieve the suffering of everyone involved in the individual's life (Messerli 1).

In some citations students like Gayle unwittingly made a perfect paraphrase by talking it out, reaching the idea level of the source through the a question and answer system in A.R.A, and ultimately came to restructuring the information of the source to make not only proper paraphrase but a better sentence overall.

I would then ask Gayle if they feel confident in the change, and they might agree with the changes. I would explain that everyone makes an awkward sentence or two and I also advise Gayle that they should read their work out loud multiple times with breaks in between each time. That way they are more likely to catch the awkwardness, a direct link to the R in A.R.A. I also advise Gayle, like Quin and other students, to ask themselves about ideas rather than individual words either to themselves or to their roommates or even their professor during office hours. Gayle leaves as I think back on the steps and approaches that I took with each student's unique situation.

Analysis of the Word String Narratives: Quin, Alex and Gayle

As stated previously, these are narratives that explain how I would approach the various situations regarding students producing the word string patchwriting type using the A.R.A

strategy. As gleaned from these narratives these students all had unique ways of producing word strings and each narrative became an individualized session that focused on each student's difficulties. However, throughout my hand-coding research, these three narratives represent the three routes that A.R.A. can be effectively used to help students untangle their word strings from their writing.

Each route contains the three main components within A.R.A. which are imperative to helping students achieve proper production of source-based writing: alerting students of the mishap, asking students to read out loud, and gently questioning students to answer specifically tailored prompts about their writing process and reading comprehension. Why? If we understand how both patchwriting and paraphrasing have been defined vaguely and unhelpfully for so long, alerting students of mistakes that can be corrected is the first step. If we understand that patchwriting comes from a lack of reading comprehension and writing skills, asking students to read and explain their thoughts out loud without the presence of the source in front of them is asking them to practice these exact skills. If we are to understand if writing is a production, asking students about their writing and how they came to making their current product is to understand how patchwriting versus proper paraphrase and quotation is inherently produced. However, it is of the utmost importance that this back and forth between instructor and student must be distinctly non-aggressive, as this exercise is not an interrogation of a student's knowledge, but rather an exercise in vocal and written communication to help students build skills. If there is a student that cannot articulate the importance of a section of writing or cannot reach that idea level, there are two options:

1. The student is struggling with the content and should seek the professor to discuss the text and threshold topics and

2. The section in the writing should be removed, as each sentence in a piece of writing academic or otherwise should serve a purpose.

Now the similarities between the three students lessen, as we can see how the three students took three different routes within the A.R.A strategy in transforming their word strings into proper source-based writing, signaling the flexibility within the A.R.A strategy to adapt to the multitude of student patchwriting issues. Let's begin with Alex and Gayle. Alex and Gayle's situations with their word strings led them to two distinct routes, where Alex chose to turn their word strings into quotations while Gayle scrapped their word string entirely for a proper paraphrase. Why would I take these routes for these different students? Well, because of their answers to my tailored questions within the A.R.A strategy. Both students were able to articulate their understanding of the ideas of their sources after a bit of gentle questioning of their thought process when they read versus when they began writing. They were also able to explain why the information inside the word string was important to their work, and how they would like to implement that information into their writing in a more effective manner. Alex's word strings contained highly specific content information that would either sound strange in any other order or would be inherently impossible to turn into other words; Alex's word strings essentially functioned as a failed embedded quotation without proper punctuation. Gayle's word string, however, functioned differently than that of Alex's. Gayle's word string was originally structured for a list that was awkwardly forced into a full sentence. Instead of attempting to make Gayle's word string into a quotation, however, it was more effective to allow Gayle to come to their own conclusion about the weaknesses of the sentence itself, and let them scrap it entirely and come up with a proper paraphrase that did not rely on the original words of the text but rather the idea. Alex and Gayle represent students who need guidance regarding proper modes of conveying

information, when they should use quotation versus proper paraphrase, and how to reach that proper paraphrase through excavating the ideas of a source instead of remaining fixated on the words of the source. This leads to Quin.

Quin's paper could be considered the most interesting case when using the A.R.A. strategy; Quin's two word strings had the most reformation, evolving into not only a proper paraphrase but with an additional embedded quotation. Quin, much like Alex and Gayle, represents the student who has difficulty understanding their own thought process, in which they understand why something from a source is important but has difficulty articulating it within writing. Through the coaxing of calming dialogue students like Quin can come to realize that they do know the answers, but their writing does not reflect it in its current state. Quin, unlike Alex and Gayle, also represents the type of student that needs a distinct coaching into understanding how to articulate ideas over remaining fixated on individual words. Quin's word strings still became quotations like Alex's, but the quotations themselves would not be enough to convey the necessary ideas of the source material much like Gayle's. Quin's difficulty is a common one, as the word strings they use are too specific and need contextual paraphrasing; Quin needs to articulate what they, and what many other students when writing, already think is the obvious. The A.R.A strategy allows writing tutors and instructors to ask Quin what is the detail showing and what is the ***idea*** that the detail is trying to convey. This in turn allows Quin to state the so-called obvious in their own words and then use the word strings as quotations as supporting textual evidence.

Ultimately, this concludes how word strings, like with any patchwriting situation, require a case by case understanding of the complex ways students produce word strings over their proper counterparts of paraphrase and quotation. A.R.A's systematic and larger strategy allows

for this case by case understanding, creating a structure that can be tailored to individual students for their benefit. A.R.A's structured flexibility can also encompass the other patchwriting types.

Strategies for Approaching Substitutions and Transformations: Narratives of Three Students

In order to understand how the A.R.A strategy can be used for other patchwriting types, specifically substitution and transformation, I will tell another three stories about hypothetical students visiting the writing center for help with drafts of research papers. Again, while these are not real individuals, they are conglomerates based on the writing samples presented in the corpus, I gave them names based on a Wikipedia list of the most common gender neutral names.

The Narrative of Raine (Approaching Substitutions in Paper R11)

The first paper of this set (R11) is focused on the discourse on autism and the MMR vaccine. Imagine that I am sitting with the author of paper R11 in the writing center, who I will call Raine. While looking through the paper, I locate an interesting case of substitutions within Raine's paper (See Appendices A and B for Paper R11 Block 1). Raine's work reads:

> Studies and researchers have found a number of genes associated with this disease as well as abnormalities in different parts of the brain (Buckner 11) (Paper R11).

Meanwhile the original text, a article from The Anniston Star by Brett Buckner reads:

> Researchers have identified a number of genes associated with the disorder. Studies of people with autism have found irregularities in several regions of the brain (Buckner 11).

I am intrigued by this particular pattern that Raine has built from the original source. Instead of two word strings in one sentence in an attempt to combine two sentences from the original text, Raine instead produced only one word string, used multiple substitutions and connected the two separate sentences with "as well as" (Paper R11). Raine has also repurposed the two word phrase

"have found" from the original source, which is not necessarily a word string but is used as a substitution for the first sentence's "have identified" (Paper R11). In a way, Raine was able to successfully identify the similar idea levels of both sentences and condense them into a singular concise sentence. However, as we can see, Raine's work is not a proper paraphrase. Therefore, I employ A.R.A as a strategy.

Alert	1. Explain to Raine that while there is an effort to use their own words by using synonyms, the original structures of the sentences of the text are too present within this failed paraphrase and is considered a form of patchwriting called substitution. (Note: In a case like this, students like Raine might question back, how should they proceed from their predicament. Therefore, it is important to stay within the A.R.A structure in order to guide the student)
Read	2. Ask Raine to point out the substitutions from the original source and read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Remove the original source material and the student paper from their direct line of vision.
Ask	4. Ask Raine to explain how they came to make these substitutions; what about these particular words from the original text felt swappable versus the other words from the original text? 5. After answering that line of questioning, ask Raine the significance of the substituted words? What do they signify? What grander ***idea*** do these substituted words point to? 6. Final set of questions, as Raine, what would be the most effective way to convey the ***idea*** of the substituted and unsubstituted words? Quotation or Paraphrase?

FIGURE 3.5: A.R.A Strategy Steps Used for Raine (Paper R11)

These lines of questions, while much more complex that the questions for word strings, point to the decisions that Raine made while producing their writing. In response to my questions, Raine might explain that these substitutions were made because the source's original words were recognizable to them and it just felt natural to substitute the original words for their synonyms.

However, through this open conversation, Raine may come to the realization that the idea of these substitutions point to research discovering that certain genes and abnormalities found in the brain that are linked to autism. Huzzah! The ***idea*** has been reached! But what would be more effective to convey that ***idea***? In the end, Raine and I find two separate ways to turn the patchwriting into proper source-based writing. The final paraphrase may reads:

> Recent research developments have led to the discovery that certain genes and abnormalities found in different parts of the brain are linked to autism (Buckner 11).

Of course, there are still a few similar words from the original text, however, this new potential paraphrase has much more varied word choice, a different sentence structure regarding the order of different clauses, and still accomplishes the goal of containing the idea level of the original source. However, like many other students, Raine may also create a form of embedded quotation as well:

> Recent research has "found a number of genes associated with" autism as well as various "irregularities in several regions of the brain" (Buckner 11).

I would ask Raine which change feels like a more effective fit for their paper. Many students like Raine may honestly answer that they will have to think it over, but appreciate the choices that we have come up with together through our conversation. I would then advise Raine to look over their paper looking for sentences that seem too familiar to the original source and to try to restructure the entire sentence by thinking about ***ideas*** rather than recognizable words. Raine leaves as I call in the next paper/student.

The Narrative of Quincy (Approaching Substitutions in Paper Q12)

The next paper (Q12) is focused on the discourse around substance abuse and children. Imagine that I am sitting with the author of paper Q12, who I will call Quincy. As I scan

Quincy's paper, I find another particularly interesting substitution pattern much like Raine's substitution pattern (See Appendices A and B for Paper Q12 Block 10). Quincy's paper reads:

> Children who start drinking earlier will have a higher risk of alcohol dependency (Masten 5). (Paper Q12).

The original text, an article entitled "A Developmental Perspective on Underage Alcohol Use" by A. S. Masten, however reads the following:

> Moreover, children and youth whose alcohol use begins earlier (typically in childhood or early adolescence are much more likely to develop alcohol dependence (Masten 5).

I am very intrigued by Quincy's patchwriting pattern, in which while word strings are completely absent, there are substitutions that showcase the exact same sentence structure of the original text that unfortunately does not count as proper paraphrase. For example, "who start drinking", "a higher risk" and "dependency" are in the exact same order of their original synonyms of "whose alcohol use", "much more likely", and "dependence" (Paper Q12, Masten 5). Unfortunately, students like Quincy, often attempting to produce proper paraphrase, have fallen short in this particular sentence, as the rest of the paragraph of which this block is found is all proper paraphrase.

Alert	1. Alert and explain to Quincy that they have produced patchwriting
Read	2. Ask Quincy to read the original source and point out the substitutions. Then ask Quincy to read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Remove the original source material and the student paper from their direct line of vision.
Ask	4. Ask Quincy to explain how they came to make these substitutions; what about these particular words from the original text felt swappable versus the other words from the original text? 5. After answering that line of questioning, ask Quincy the significance of the substituted words? What do they signify? What grander ***idea*** do these substituted words point to? 6. Final set of questions, ask Quincy, how might they restructure the ***idea*** of these substituted words? What would be the most effective way to convey the ***idea*** of the substituted and unsubstituted words? Quotation or Paraphrase?

FIGURE 3.6: A.R.A Strategy Steps Used for Quincy (Paper Q12)

In like a case like this, many students like Quincy might answer that the main ***idea*** is the main idea that children who use alcohol have a higher risk of developing alcohol dependency later and, that as a student they feel as if there is no real way to convey that idea without using these exact words in the exact same order without losing 1. The grammatical and structural integrity of the sentence and 2. The meaning of the actual sentence. I would agree and we decide to turn the substitutions into an embedded quotation which potentially reads:

> Specifically, Masten notes that children "whose alcohol use begins earlier…are much more likely to develop alcohol dependence" later on in life (Masten 5)

I would then advise Quincy to look back with a critical eye on what details or ***ideas*** should be best left in its original form in its word choice and order. Quincy leaves as I call for the next student/paper.

The Narrative of Harley (Approaching Transformations in Paper H11)

The next paper (H11) is focused on the importance of physical education in schools. Imagine that I am sitting with the author of H11 in the writing center, who I will call Harley. I scan Harley's paper and come to find an interesting transformation patchwriting pattern (See Appendices A and B for Paper H11 Block 2). Harley writes:

> According to Cindy Brotherston, a certified fitness trainer and personal trainer, exercise, among other benefits, increases an individual's self-esteem, improves mental focus and decreases stress level (Brotherson) (Paper H11).

Meanwhile in the original source, a website article from a personal trainer Cindy Brotherston that lists the various health benefits of exercise writes:

> Exercise benefit #2…Increased Self-Esteem
>
> Exercise benefit #3…Increased Mental Focus
>
> Exercise benefit #9…Decreased Stress Levels

In this example of patchwriting, we can observe how similar transformations are to substitutions as they function very similarly, the mechanical switch is placed into a serial rhythm for Harley's sentence describing the individual examples of health benefits. I would then proceed to follow the same steps that I would have with both Quincy and Raine.

Alert	1. Alert Harley to this substitution pattern within their writing
Read	2. Ask Harley to point out the transformations from the original source and read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Remove the original source material and the student paper from their direct line of vision.
Ask	4. Ask Harley to explain how they came to make these transformations; what about these particular words from the original text felt needed to be changed in tense or needed to be pluralized versus the other words from the original text? 5. After answering that line of questioning, ask Harley the significance of the transformed words? What do they signify? What grander ***idea*** do these transformed words point to? 6. Final set of questions, ask Harley, how might they restructure the ***idea*** of these transformed words? What would be the most effective way to convey the ***idea*** of the transformed words and untransformed words? Quotation or Paraphrase?

FIGURE 3.7: A.R.A Strategy Steps Used for Harley (Paper H11)

Much like Quincy's and other students' situation, Harley might explain that the main ***idea*** is that exercise can lead to specific mental health benefits, but the individual examples cannot be restructured and therefore would function better as an embedded quotation with some paraphrase over its current state. Thus, our revision might read:

> According to Cindy Brotherston, a certified fitness trainer and personal trainer, exercise benefits multiple mental health aspects leading to "increased self-esteem…increased mental focus [and] decreased stress levels" (Brotherson).

Not only does the sentence's overall structure and grammar improve, but the idea is much more apparent in the forefront with the source providing more explicit evidence. I would then advise Harley, much like the other students, to build on their focus on ***ideas*** and learning when best to quote versus paraphrase. As Harley leaves, I think on what I have learned from interacting with these students in particular.

Analysis of the Substitutions and Transformation Narratives: Raine, Quincy, and Harley

These specific narratives explain how I would approach the various situations regarding students producing the both substitution and transformation patchwriting types through the A.RA. strategy. As gleaned from these narratives by these students and unlike the word string, there seems to be a distinct pattern that arises from students attempting to use their own words, whether they be synonyms or pluralized or tense shifted versions of the words of the text. All these students plucked out words that they inherently recognized and could manipulate, but inherently could not go past the original sentence's structure and the actual ordering of the words themselves. However, like word strings, the proper revision of these patchwriting sections came from the student's ability to remove themselves from the text and bring themselves to understand the ideas, and how to properly convey those ideas effectively

Let's begin by examining Raine and Quincy first, papers who serve as representatives of students who produce substitution patchwriting. Using the same question and answer strategy from the word string section, Raine ended up with two separate outcomes, a paraphrase and an embedded quote. Either one would have functioned perfectly well within their paper, however, this dual outcome was only achievable because Raine's understanding the idea level of the source that they patchwritten was not too specific and could be generalized. Quincy on the other hand, could not make a proper paraphrase as, truly, there are so many ways to effectively say a highly specific detail such as childhood alcohol abuse leading to alcohol dependency later on in life. Therefore, quotation was the only viable solution. However, now we go to Harley's case.

Harley represents students who produced transformation type patchwriting, and ended up with the most revised paraphrase out of the group. Now, Harley is the sole representative of transformation because of the fact that transformation and substitution function so similarly in

mechanical change, I thought only using Harley would be an encompassing example of transformation being used. Regardless, Harley's revision ended up similarly to that of Quin's from the word string narratives section, with a paraphrase followed by an embedded quotation for a similar reason. Harley was able to glean a grander ***idea*** of a source but still needed to have details supporting it. Thus, I reversed the uses of transformations and added the appropriate punctuation to accomplish its job of making a proper embedded quotation.

This concludes the Substitution and Transformation Narrative section, as I develop more and more of the Ask section of A.R.A; it is evident that different patchwriting types need different questions in order to help students reach the proper ***idea*** levels of the original sources.

Strategies for Approaching Order Changes: Narratives of One Student

In order to understand Order Changes, I will now tell a story of one hypothetical student visiting the writing center for help with their research paper draft. Again, this is not a real individual, as they represent a conglomerate based on the writing samples represented in the corpus, and therefore have given them a name based on a Wikipedia list of the most common gender neutral names.

The Narrative of Bo (Approaching Order Changes in Paper B03)

This paper (B03) is focused on the discourse of media and its effects on health and body dysmorphia. Imagine for the final time, that I am sitting with the author of paper B03 in the writing center, who I will call Bo. As I scan Bo's paper, I come to see a patchwriting type that is similar to word strings, called an order change. Specifically, Bo writes:

> Similarly eating disorders like bulimia and anorexia can cause damage to a person's stomach and kidneys, tooth decay, loss of menstrual periods, loss of the mineral potassium, brittle bones and a drop in blood pressure, pulse, and breathing rate

(New). (Paper B03).

Meanwhile the original source, a TeensHealth article entitled "eating disorders: anorexia and bulimia" by Michelle New writes a list of bullet points of symptoms in this order:

> A drop in blood pressure, pulse and breathing rate, loss of periods, brittle bones, damage to a person's stomach and kidneys, tooth decay, loss of mineral potassium (New 3-4).

I am intrigued by Bo's choices in the specific order that they chose to list these medical symptoms. As a writing specialist, whenever I make serial sentences with lists, I often put the most important items in the list first or last to create a stronger rhetorical impact. There is how I would use A.R.A to help Bo:

Alert	1. Explain to Bo that even though they were attempting to produce proper source-based writing, they instead produced an order change. But, make it clear it can be revised for the final draft.
Read	2. After some reading of the material, Ask Bo to point out the order change from the original source and read out loud the entirety of the paragraph of which they originate from. I would offer to read the paragraph as well if they feel uncomfortable with reading out loud as they follow along. 3. Remove the original source material and the student paper from their direct line of vision.
Ask	4. Ask Bo to explain how they came to make this order change; what about these particular words from the original text felt needed to be moved around versus the other words from the original text? 5. After answering that line of questioning, ask Bo the significance of the moved around words? What do they signify? What grander ***idea*** does this particular order of words point to? 6. Ask Bo, how might they restructure the ***idea*** of these ordered words? What would be the most effective way to convey the ***idea*** of these words? Quotation or Paraphrase? 7. Final line of questioning, ask Bo what was their intention of the modified order? Is there a specific rhetorical intention they are trying to reach? Does that rhetorical intention engage with the grander ***idea*** of these modified order of words? Does it challenge it? Does it agree with it?

FIGURE 3.8: A.R.A Strategy Steps Used for Bo (Paper B03)

In response to my questions, Bo may answer that perhaps they originally wanted to point out the large range of health issues and complications that can arise from suffering an eating disorder

like anorexia and bulimia, some of which do potentially both irreversible and irreparable damage to one's physical health. Huzzah! Bo has found the main idea of their rhetorical choice! However, students like Bo might explain to me as their writing tutor that they thought mentioning organ failure first before other damages that can be reversed with lots of treatment and care was very important. Therefore, I would suggest a paraphrase with an embedded quotation route. Our potential revision reads:

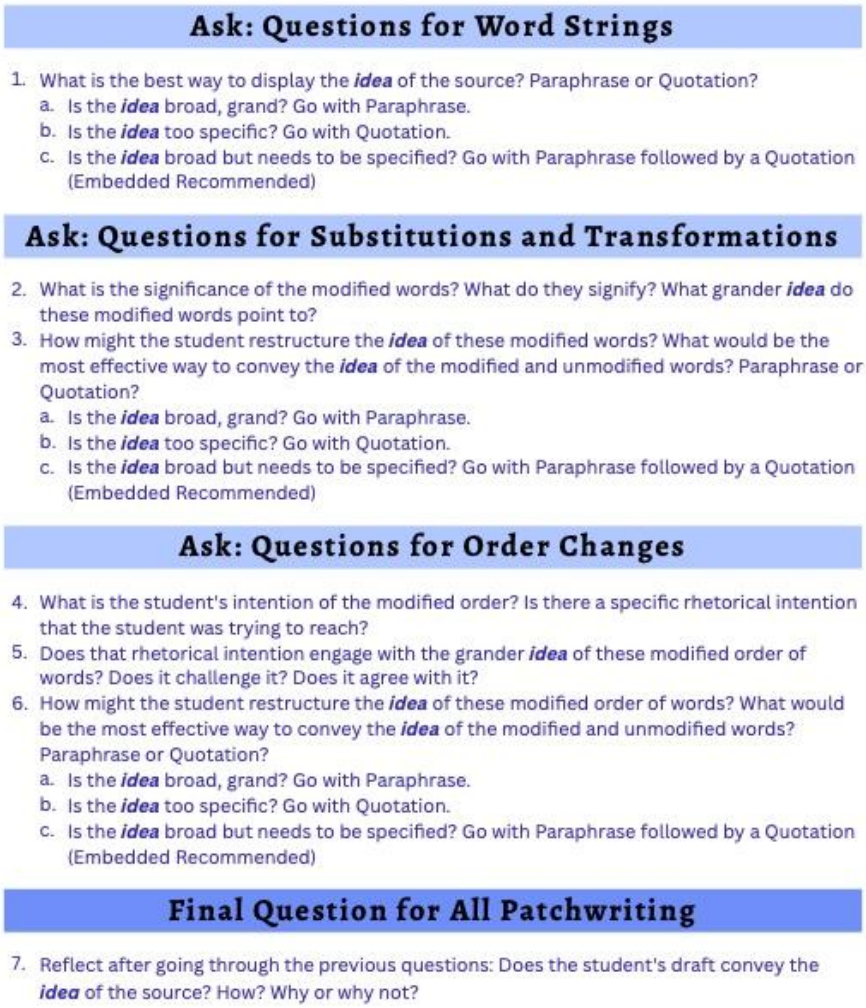
> Similarly eating disorders like bulimia and anorexia can cause a large range of severe health issues and complications from severe damage to vital organs like "...the stomach and kidneys", to "tooth decay" to even the "loss of periods" for affected women (New 3-4). Other issues and complications include loss of important nutrients, like potassium, that can lead to "...brittle bones" (New 3-4). Overall, those who suffer from these eating disorders also experience "a drop in blood pressure, pulse and breathing rate" (New 3-4).

While no longer in the same order as the original, there is more indication of Bo's rhetorical intention in the new potential paraphrase embedded quote combination. Specifically, Bo is able to mention which symptoms where in the order, while also capturing the main ***idea*** of why both Bo and the original text wanted to convey. And so, I would also advise Bo to not be afraid to interject the ***ideas*** of both the original text as well as their own ***ideas*** when integrating a source into their writing when using lists through this system of paraphrase and embedded quotation.

Analysis of the Order Change Narrative: Bo

By using the narrative of Bo, I captured the most common trend of order changes as attempts in re-organizing lists in texts to fit a specific rhetorical intention. However, like all patchwriting types before it (word strings, substitutions and transformations) order changes still stray away from ***idea*** levels of the source, and remain fixated on individual words or phrases

from the original text. However, inquiring the Bo's intention regarding order helps the student situate themselves alongside the original text's ***ideas***. Therefore, using the same A.R.A methodology as the other patchwriting types, Bo was able to come to a specific outcome that incorporated the original text's list in the order that Bo wanted to use, while invoking the text's core ***ideas***. Now as I have reached the end of these one on one student narratives, I have displayed how A.R.A's simultaneously structured yet flexible model functions as a pedagogical strategy that should theoretically help instructors and students alike, revise their patchwriting into proper source-based writing. The following is a list of questions for the different types of questions that an instructor or writing tutor like myself could use when a student asks for help, with an additional final question in order to promote self-reflection within the student.



Ask: Questions for Word Strings

1. What is the best way to display the ***idea*** of the source? Paraphrase or Quotation?
   a. Is the ***idea*** broad, grand? Go with Paraphrase.
   b. Is the ***idea*** too specific? Go with Quotation.
   c. Is the ***idea*** broad but needs to be specified? Go with Paraphrase followed by a Quotation (Embedded Recommended)

Ask: Questions for Substitutions and Transformations

2. What is the significance of the modified words? What do they signify? What grander ***idea*** do these modified words point to?
3. How might the student restructure the ***idea*** of these modified words? What would be the most effective way to convey the ***idea*** of the modified and unmodified words? Paraphrase or Quotation?
   a. Is the ***idea*** broad, grand? Go with Paraphrase.
   b. Is the ***idea*** too specific? Go with Quotation.
   c. Is the ***idea*** broad but needs to be specified? Go with Paraphrase followed by a Quotation (Embedded Recommended)

Ask: Questions for Order Changes

4. What is the student's intention of the modified order? Is there a specific rhetorical intention that the student was trying to reach?
5. Does that rhetorical intention engage with the grander ***idea*** of these modified order of words? Does it challenge it? Does it agree with it?
6. How might the student restructure the ***idea*** of these modified order of words? What would be the most effective way to convey the ***idea*** of the modified and unmodified words? Paraphrase or Quotation?
   a. Is the ***idea*** broad, grand? Go with Paraphrase.
   b. Is the ***idea*** too specific? Go with Quotation.
   c. Is the ***idea*** broad but needs to be specified? Go with Paraphrase followed by a Quotation (Embedded Recommended)

Final Question for All Patchwriting

7. Reflect after going through the previous questions: Does the student's draft convey the ***idea*** of the source? How? Why or why not?

Figure 3.9: A.R.A. — Ask Section: Questions for the Various Patchwriting Types

Narrative Type 3: Preventative Theoretical Narrative Approaches

The final set of narratives come from broader and less tailored approaches that focus on preventative measures, where students and educators can take steps to guide themselves and others to proper writing and reading skills and techniques toward proper source use before and during the prewriting and early drafting process rather than during the revision process, despite sharing elements with A.R.A.

Introducing A Preventative Pedagogical Strategy: R.A.T. — Recognition Approach Theory

A possible theoretical approach on building the proper reading and writing skills needed for proper paraphrase is what I term as Recognition Approach Theory or R.A.T. By presenting the different types of patchwriting to students early within their academic writing learning process, students will recognize what are the mechanisms of failure themselves within their writing and within their peers. This recognition and establishment of 'what not to do' and/or 'the incorrect way' within the classroom early on can promote student accountability within their own writing; by understanding what writing pitfalls they may slip themselves into, students can become more aware of their source-based writing processes with a new level of critical understanding and thinking, pushing them to build the proper skills for proper paraphrasing. Therefore, R.A.T. functions similarly to the first step of A.R.A, the Alert step. 'The incorrect way' to use sources must be and should be fundamentally recognizable to both the student and the instructor. While A.R.A can be used with a student who is unfamiliar with patchwriting and the patchwriting types, R.A.T uses the Alert step as a preventative measure rather than its original revision measure.

R.A.T can come in various different forms in narratives themselves. A primary example that I would personally employ in a classroom setting is a series of workshops built around the different types of patchwriting, much like a narrative of learning. The first workshop would examine their definitions and generate examples for students to respond to and understand. The following workshop would focus on teaching students how to differentiate examples of different types of patchwriting versus examples of proper paraphrase. The final workshop would focus on students examining their own writing, picking out where they believe that they may have

produced patchwriting versus where they have produced proper paraphrase. I will demonstrate this series of workshops through the following figure:

Figure 3.10: R.A.T — Potential Series of Workshops Outline

These workshops will, theoretically, train students to acknowledge their own patterns of patchwriting as they work on their future projects, either during the drafting phase or revision phase of their writing processes. However, these workshops would never function properly without the foundational understanding that students should not be afraid of being accused and tried for plagiarism for participating in these workshops, that patchwriting is not a criminal

offense, and that patchwriting is part of the learning process. However, while understanding 'what not to do' is imperative to understanding patchwriting and using patchwriting as a learning tool, many would question how do we teach students proper paraphrase. The following theoretical approach explains this.

Introducing A Preventative Pedagogical Strategy: M.A.R.P.A.T. — Memory Actualization, Retention and Production Approach Theory

What I call the Memory Actualization, Retention and Production Theoretical Approach or M.A.R.P.A.T. functions on the understanding of what makes patchwriting, patchwriting versus proper paraphrasing. As discovered in this chapter, if patchwriting functions as the failed form of paraphrasing and/or quotation, remaining fixating at the individual sentence or word level of the source, the true proper paraphrasing then must function on the idea level of a source, that is generated from a student's active reading comprehension and writing skills. To capitalize on this discovery, the concept of using and exercising one's memory as an approach would focus on helping students reach the idea level of a source rather than allowing them to remain fixated on the individual sentence or word level of a source. This would theoretically be accomplished by a specific 3 step process that can take place both inside and outside of the classroom. Primarily, the process begins with the student or a group of students examining the text, reading and re-reading the source material until they are somewhat comfortable discussing the source itself. The second step would be to take the source away from in front of the student(s) by requesting for the material to be put away. The third step would be discussion and/or free writing; the students are encouraged to explain the text or sections of the text through paraphrase to their peers or within a free writing assignment through the use of their own memory. Through this free discussion and/or free writing without relying on the specific language source material, the students would

eventually come to forms of proper paraphrases of the original text through their preliminary understanding of the source's ideas. This three step process will be displayed in the following figure:

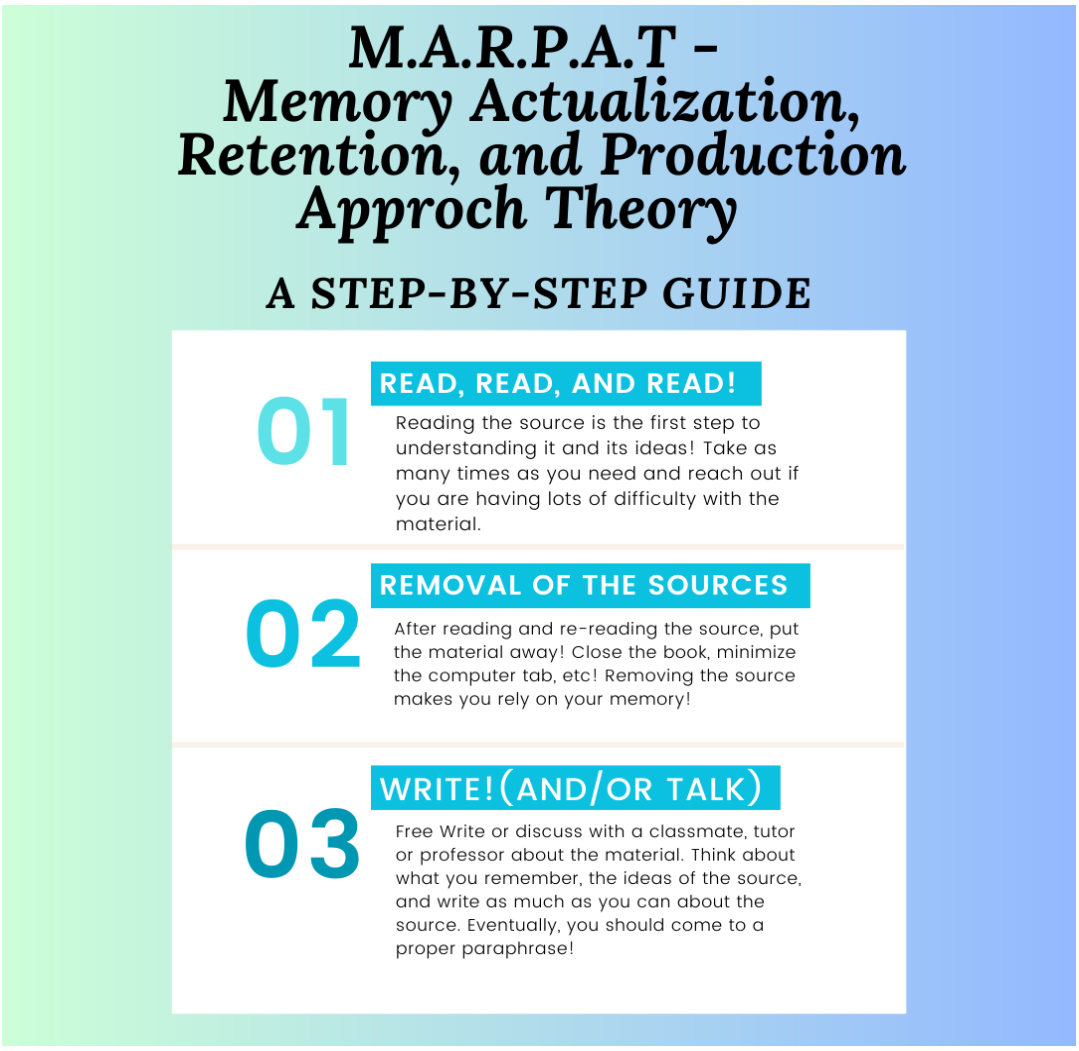


Figure 3.11: M.A.R.P.A.T— Steps in Visual Form

This M.A.R.P.A.T exercise requires students to practice their reading comprehension, their skills in grasping a source's general concepts and ideas from the language rather than remaining dependent on the language itself. This is inherently a difficult exercise that may take a substantial amount of time and practice, as students dealing with source material that is difficult or in an unfamiliar subject matter may experience difficulty with threshold concepts, retaining

information from dense works, and finding their own vocabulary to ponder over the original subject matter. However, this approach would theoretically improve student's reading comprehension and writing skills, the necessary components for proper paraphrase.

The Cumulation of Narratives: Understanding and Integrating Proper Change

While I may only speak for myself as a student, I imagine myself in high school using these strategies and techniques if I was made aware of my source-use within my writing beyond some citation practices like embedded citations in the MLA format and how to make a works cited list. All three of these different types of narratives point to the student's mental journey of attempting proper source integration. The first type of narrative gets into the minutia of the numbers and statistics that showcase the methodology of students' failure to use sources correctly, the failed attempts. Meanwhile the second and third narrative types provide potential methods of success that I and some of my fellow student peers have been attempting to articulate but have never had the proper guidance and understanding of what it is that we were achieving. The vagueness of proper paraphrase has forced students to adapt their writing. Unfortunately, students without the proper skill building or have difficulty in reading comprehension skills fall into the production of patchwriting rather than proper paraphrase or even quotation as we have seen throughout these narratives. However, by having these pedagogical strategies outlined into structured yet flexible manners like A.R.A, and open honest communication based workshops and activities as seen in R.A.T and M.A.R.P.A.T, we as instructors and educators can provide the guidance needed for all students. While these strategies remain theoretical, they also remain adaptable to change in order to best fit an individual student's needs; all it takes is a calm and caring instructor willing to fulfill their noble pursuit of teaching and aspiring a love of learning within the current and new student generations.

Conclusion

Return to The Narrative of a Current Student Generation: The Catalysis Five Years Later

Five years after that moment with my AP U.S. History class, I come to reflect on how it became such a formative experience. As a student who narrowly escaped the jaws of the capital P Plagiarism Boogieman, I came to realize how much The Honest Student Theory had shaped my highschool and university experiences.

I cannot fault my AP U.S. teacher for reacting the way that she did, as she was so entrenched within The Honest Student Theory and the belief that students want and will cheat when supposedly given the opportunity due to a lack of ethics. Therefore, when she saw her entire class minus one student with a doctor's note, have the exact answer for every question on the assignment, she responded with what she believed to be a morally righteous fury. Again, I cannot fault this on her entirely. Within my school system, all students including myself were familiar with Turnitin.com and had to use it for our major projects, feeding the dominant social narrative that even the most academically accomplished students who she taught and joked with for four days a week, harbor an innate untrustworthiness that was somehow embedded inside them. Then when the self-assigned class representative spoke for the class' integrity, the Honest Student Theory's limited moralistic lens failed to give her a proper approach to the nuanced situation, a group of upstanding students who unintentionally plagiarized. While now, I can only assume that my highschool peers now understand that collaboration without explicit authorization from the head instructor in any given course is plagiarism, the way that this lesson was taught in my opinion as a student, tutor and aspiring education was not worth the amount of emotional distress and wasted time due to accusations of moral misdeeds.

As explored in Chapter 1, the nuances of plagiarism are vast and uncharted. Patchwriting as improper source integration in writing is a relatively new concept, again being originally coined by Howard in 1993 with its definition continuously developing (as seen through this thesis). As explored in Chapters 2 and 3, however, I made my mission to understand student patchwriting as intimately as possible in order to promote and integrate change in how we as aspiring and current educators can help students succeed. Understanding failure has always been a path to achieving success in all things, especially in writing. As I have been taught throughout my years as a student and tutor, it is only through feedback and revision can a writer grow in their craft. Through my research, continuing the work of the research team in the Citation Project and hand-coding student papers, I have become intimately familiar with these methods of failure of the different patchwriting types and have built theoretical pedagogical strategies such as A.R.A, R.A.T. and M.A.R.P.A.T. to address them accordingly. If implemented in introduction level writing courses, these strategies can aid the development of strong writing and reading skills within our current student population, expanding their capabilities in their information literacy and better prepare them for both the academic and beyond the academic world.

Small Note on A.I. Writing

However, as we can see in other contemporary academic discourses with A.I. writing, the dominant narrative remains the same. The growth of A.I. and its current capabilities are astounding. At the time of writing this thesis, ChatGPT, Paragraph Writer, Quillbot, and many more, are generating full essays based on whatever prompt it is given. However, much like the discourse around plagiarism, the same issues of this moralistic lens on A.I. are increasingly more apparent with news articles. There is a rise of more and almost vitriolic assumptions against students. Again, it is the same assumption that if given the opportunity, students wish to and will

use A.I. to cheat their education. However, much like with plagiarism and the Social Linguistic Pedagogical Theory, there is a small rise of academics, teachers and faculty members in universities across the U.S. that are willing to use pedagogy as a way to address A.I. writing. I look forward to how certain pedagogical strategies are developed and then implemented in the future.

Final Call To Action

As previously declared, this thesis is a cumulation of many things; a literature review, a research study with data analysis, and the presentation of pedagogical strategies for implementation in current day academia. However, this thesis is primarily a call to action. These strategies, A.R.A, R.A.T, and M.A.R.P.A.T, can be improved through its integration and practice, which is an aspect that I had wanted to embed within their structured flexibility for the betterment of all students. The implementation of these strategies or other strategies that are similar to current day U.S. curriculum is my call to action to help revise and prevent patchwriting through careful development and dedication to building lifelong useful and enriching skills that go beyond academia.

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Appendix A - Type of Patchwriting in each Citation Block, All Papers in the sample

Paper A05 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**1**	**0**	**1**	**0**
Block 3	**1**	**1**	**0**	**0**

Paper A15 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**1**	**1**	**0**	**1**
Block 3	**1**	**0**	**1**	**1**
Block 4	**1**	**1**	**1**	**0**
Block 5	**1**	**1**	**0**	**0**
Block 6	**1**	**1**	**1**	**0**

Paper B03 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**1**	**0**
Block 2	**1**	**1**	**0**	**0**
Block 3	**1**	**1**	**0**	**1**
Block 4	**1**	**0**	**1**	**0**

Paper B12 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**1**
Block 2	**1**	**1**	**1**	**0**
Block 3	**1**	**1**	**1**	**1**

Paper D04 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**1**	**0**	**1**	**1**
Block 3	**1**	**1**	**1**	**0**
Block 4	**1**	**0**	**0**	**0**
Block 5	**1**	**0**	**0**	**0**
Block 6	**0**	**1**	**1**	**0**
Block 7	**1**	**1**	**0**	**0**
Block 8	**1**	**0**	**0**	**0**
Block 9	**0**	**0**	**1**	**0**
Block 10	**0**	**1**	**0**	**0**
Block 11	**1**	**0**	**1**	**0**
Block 12	**1**	**1**	**1**	**0**
Block 13	**1**	**1**	**1**	**0**
Block 14	**1**	**0**	**0**	**0**
Block 15	**1**	**1**	**1**	**0**
Block 16	**1**	**0**	**1**	**0**

Paper E12 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**1**	**1**
Block 2	**1**	**1**	**1**	**0**

Paper E39 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**0**	**0**	**1**
Block 2	**1**	**1**	**1**	**0**
Block 3	**1**	**0**	**0**	**0**
Block 4	**0**	**1**	**1**	**0**

Paper G03 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**1**	**1**	**0**	**1**
Block 3	**1**	**1**	**1**	**1**
Block 4	**1**	**1**	**1**	**1**
Block 5	**1**	**1**	**1**	**1**
Block 6	**0**	**1**	**0**	**0**

Paper G14 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**1**	**1**	**0**	**0**
Block 3	**0**	**1**	**0**	**0**
Block 4	**0**	**1**	**1**	**1**
Block 5	**0**	**0**	**0**	**1**

Paper H11 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**0**	**1**	**1**	**0**
Block 3	**0**	**0**	**1**	**0**

Paper Q12 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**1**	**0**
Block 2	**0**	**0**	**1**	**1**
Block 3	**1**	**1**	**0**	**0**
Block 4	**1**	**0**	**0**	**0**
Block 5	**1**	**1**	**1**	**0**
Block 6	**1**	**1**	**1**	**0**
Block 7	**1**	**0**	**1**	**1**

Block 8	**0**	**0**	**0**	**1**
Block 9	**1**	**0**	**0**	**0**
Block 10	**0**	**1**	**0**	**0**

Paper Q18 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**1**	**1**	**0**	**0**
Block 3	**1**	**1**	**0**	**0**
Block 4	**1**	**0**	**0**	**0**

Paper R10 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**1**	**1**	**1**	**1**
Block 3	**1**	**1**	**1**	**1**
Block 4	**1**	**1**	**0**	**0**
Block 5	**1**	**1**	**0**	**0**

Paper R11 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**0**	**1**	**1**	**1**

Block 3	**0**	**1**	**0**	**0**
Block 4	**1**	**1**	**0**	**0**
Block 5	**0**	**1**	**1**	**0**
Block 6	**1**	**1**	**0**	**0**
Block 7	**0**	**1**	**0**	**0**
Block 8	**1**	**0**	**0**	**0**

Paper V12 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**1**	**1**
Block 2	**1**	**1**	**0**	**1**
Block 3	**1**	**0**	**1**	**1**

Paper W15 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**0**	**1**	**1**	**0**
Block 2	**0**	**0**	**0**	**1**
Block 3	**0**	**1**	**1**	**0**
Block 4	**1**	**0**	**0**	**1**
Block 5	**0**	**1**	**1**	**0**
Block 6	**0**	**1**	**0**	**0**
Block 7	**0**	**1**	**1**	**0**
Block 8	**0**	**1**	**0**	**0**

Paper W22 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**1**	**1**	**0**	**0**
Block 3	**1**	**0**	**1**	**0**
Block 4	**1**	**0**	**1**	**1**
Block 5	**1**	**0**	**0**	**0**

Paper W24 [type of source use: 0= Did Not Occur 1= Did Occur]				
Citation Block coded as patchwriting	Word String Occurrence in Block	Substitution Occurrence in Block	Transformation Occurrence in Block	Order Change Occurrence in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**1**	**1**	**1**	**1**
Block 3	**1**	**1**	**1**	**0**
Block 4	**1**	**1**	**1**	**1**
Block 5	**1**	**1**	**0**	**0**
Block 6	**0**	**0**	**1**	**0**

Appendix B - Total Amount of Each Patchwriting Type Per Citation Block, All Papers in Sample

Paper A05 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**1**	**0**	**2**	**0**
Block 3	**1**	**1**	**0**	**0**

Paper A15 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**2**	**2**	**0**	**0**
Block 2	**1**	**5**	**0**	**1**
Block 3	**3**	**0**	**1**	**1**
Block 4	**2**	**2**	**1**	**0**
Block 5	**3**	**2**	**0**	**0**
Block 6	**2**	**3**	**2**	**0**

Paper B03 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**4**	**1**	**0**
Block 2	**2**	**1**	**0**	**0**
Block 3	**6**	**1**	**0**	**1**
Block 4	**2**	**0**	**1**	**0**

Paper B12 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**2**	**2**	**0**	**1**
Block 2	**1**	**1**	**1**	**0**
Block 3	**1**	**1**	**1**	**1**

Paper D04 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**1**	**0**	**0**
Block 2	**2**	**0**	**1**	**1**
Block 3	**1**	**1**	**1**	**0**
Block 4	**1**	**0**	**0**	**0**
Block 5	**1**	**0**	**0**	**0**
Block 6	**0**	**3**	**1**	**0**
Block 7	**1**	**3**	**0**	**0**
Block 8	**2**	**0**	**0**	**0**
Block 9	**0**	**0**	**1**	**0**
Block 10	**0**	**2**	**0**	**0**
Block 11	**2**	**0**	**1**	**0**
Block 12	**2**	**2**	**1**	**0**
Block 13	**2**	**1**	**2**	**0**
Block 14	**1**	**0**	**0**	**0**
Block 15	**1**	**1**	**1**	**0**

Block 16	**1**	**0**	**2**	**0**

Paper E12 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**6**	**2**	**1**	**1**
Block 2	**5**	**4**	**1**	**0**

Paper E39 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**0**	**0**	**1**
Block 2	**3**	**2**	**1**	**0**
Block 3	**2**	**0**	**0**	**0**
Block 4	**0**	**1**	**2**	**0**

Paper G03 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**3**	**2**	**0**	**0**
Block 2	**2**	**4**	**0**	**1**
Block 3	**3**	**2**	**1**	**1**
Block 4	**2**	**3**	**1**	**2**
Block 5	**2**	**3**	**1**	**1**
Block 6	**0**	**3**	**0**	**0**

Paper G14 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**2**	**1**	**0**	**0**
Block 3	**0**	**4**	**0**	**0**
Block 4	**0**	**2**	**1**	**1**
Block 5	**0**	**0**	**0**	**1**

Paper H11 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**0**	**0**	**0**
Block 2	**0**	**2**	**3**	**0**
Block 3	**0**	**0**	**1**	**0**

Paper Q12 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**4**	**2**	**1**	**0**
Block 2	**0**	**0**	**1**	**1**
Block 3	**2**	**1**	**0**	**0**
Block 4	**2**	**0**	**0**	**0**
Block 5	**4**	**1**	**1**	**0**
Block 6	**1**	**1**	**1**	**0**
Block 7	**1**	**0**	**1**	**1**

Block 8	**0**	**0**	**0**	**1**
Block 9	**2**	**0**	**0**	**0**
Block 10	**0**	**3**	**0**	**0**

Paper Q18 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**2**	**1**	**0**	**0**
Block 2	**3**	**1**	**0**	**0**
Block 3	**8**	**1**	**0**	**0**
Block 4	**1**	**0**	**0**	**0**

Paper R10 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**2**	**0**	**0**	**0**
Block 2	**1**	**1**	**1**	**1**
Block 3	**1**	**1**	**1**	**3**
Block 4	**3**	**1**	**0**	**0**
Block 5	**1**	**1**	**0**	**0**

Paper R11 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**1**	**4**	**0**	**0**
Block 2	**0**	**1**	**2**	**1**

Block 3	**0**	**2**	**0**	**0**
Block 4	**2**	**1**	**0**	**0**
Block 5	**0**	**2**	**1**	**0**
Block 6	**1**	**3**	**0**	**0**
Block 7	**0**	**3**	**0**	**0**
Block 8	**1**	**0**	**0**	**0**

Paper V12 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**6**	**4**	**1**	**1**
Block 2	**3**	**2**	**0**	**1**
Block 3	**2**	**0**	**1**	**1**

Paper W15 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**0**	**1**	**1**	**0**
Block 2	**0**	**0**	**0**	**1**
Block 3	**0**	**1**	**1**	**0**
Block 4	**1**	**0**	**0**	**1**
Block 5	**0**	**3**	**2**	**0**
Block 6	**0**	**3**	**0**	**0**
Block 7	**0**	**2**	**1**	**0**
Block 8	**0**	**2**	**0**	**0**

Paper W22 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**4**	**3**	**0**	**0**
Block 2	**2**	**2**	**0**	**0**
Block 3	**1**	**0**	**1**	**0**
Block 4	**1**	**0**	**1**	**1**
Block 5	**1**	**0**	**0**	**0**

Paper W24 [type of source use: n=total amount of each type of patchwriting, n=n]				
Citation Block coded as patchwriting	Word Strings Total Amount in Block	Substitutions Total Amount in Block	Transformation Total Amount in Block	Order Change Total Amount in Block
Block 1	**2**	**0**	**0**	**0**
Block 2	**1**	**1**	**1**	**1**
Block 3	**3**	**3**	**1**	**0**
Block 4	**4**	**4**	**1**	**1**
Block 5	**2**	**3**	**0**	**0**
Block 6	**0**	**0**	**2**	**0**