RETHINKING THE RESEARCH PAPER IN THE LIGHT OF CITATION PROJECT DATA

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CitationProject.net

PPT available at: http://sandrajamieson.net/mla2018/

Anson, Chris M. 2008. "The Intelligent Design of Writing Programs: Reliance on Belief or a Future of Evidence?" *WPA: Writing Program Administration* 32 (1): 11–38.

Howard, Rebecca Moore. 2014. "Why This Humanist Codes." *Research in the Teaching of English* 49 (1): 75–81.

Howard, Rebecca Moore. 1993. "A Plagiarism *Pentimento*." *Journal of Teaching Writing* 11 (2): 233-46.

Pecorari, Diane. 2003. "Good and Original: Plagiarism and Patchwriting in Academic Second-Language Writing." *Journal of Second Language Writing* 12: 317-345.

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Jamieson, Sandra & Rebecca Moore Howard. 2013. "Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension in College Writers' Researched Writing." *The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students*, ed. Randall McClure and James Purdy, 109-132.

Jamieson, Sandra. 2016. "What the Citation Project Tells Us About Information Literacy in College Composition" in *Information Literacy: Research and Collaboration across Disciplines*, ed. Barbara D'Angelo, Sandra Jamieson, Barry Maid, & Janice R. Walker, 117-141.

Data-based research into student writing practices always includes interpretation of data – such research can usefully be empirical *and* intuitive; humanities *and* writing analytics; computational linguistics *and* rhet-comp/writing studies;

Aull, Laura. 2015. *First-Year University Writing: A Corpus-Based Study with Implications for Pedagogy*. Basingstoke: Palgrave

Palermo, Gregory J. 2017. "Transforming Text: Four Valences of a Digital Humanities Informed Writing Analytics." *Journal of Writing Analytics* 1.1, 311-342.

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Sample Paraphrase

Student text coded (p. 6 of Z15, citation 18)	Source text (p. 2 of source Z1513)
Evidence of a jump in interest can be seen in a jump from **258 journal articles** that were **published** in **1996** on the **subject** of **cannabis**, to **over 2,100 studies** that were **published** in **scientific** journals in **2008** (Recent Research on Medicinal Marijuana). STUDENT CITATION: "Recent Research on Medical Marijuana." NORML. April 1, 2009 http://norml.org/index.cfm?Group_ID=7002	A keyword search using the terms "**cannabis**, **1996**" (the year California voters became the first of 14 states to allow for the drug's medical use under state law) reveals just **258** scientific **journal articles published** on the **subject** during that year. Perform this same search for the year **2008**, and one will find **over 2,100 published** scientific **studies**.

Extract from student paper Z15, page 6

- two sentences in the source reduced to one in the paper
- order of ideas rearranged & interpretation added

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Sample cited Patchwriting

ProQuest

Databases selected: Multiple databases...

money

The Urge to Lose Money
Amanda Gengler. Money. New York: Mar 2007. Vol. 36, Iss. 3; pg. 33

Create a Plan
"People will often distort how much debt they have because it can feel overwhelming," says Jon Grant, associate professor of psychiatry at the University of Minnesota and co-author of Stop Me Because I Can't Stop Myself.

Highlighted source (Gengler)

When push comes to shove in this type of scenario, many people often disfigure how much debt that they are really in because it can seem overwhelming and stressful (Gengler).
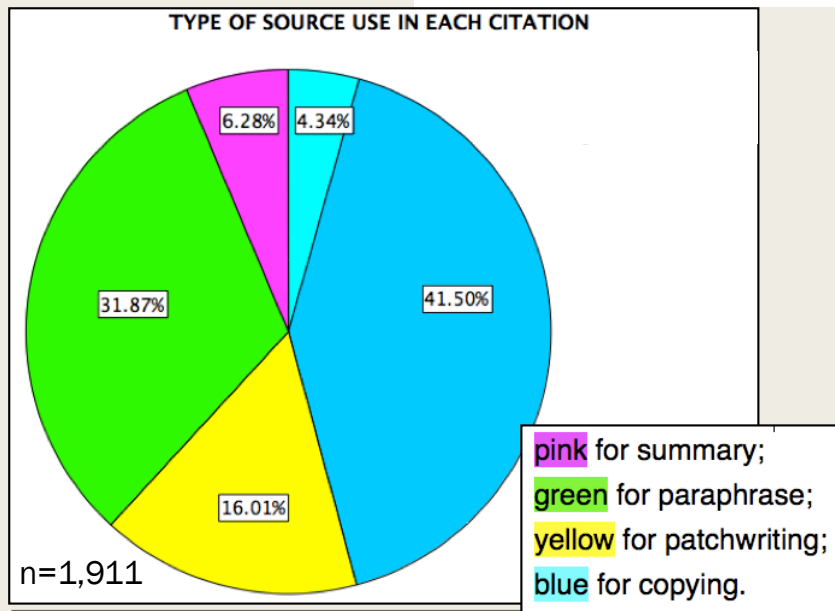
Coded student paper

Patchwriting
Restating a phrase, clause, or one or more sentences while staying close to the language or syntax of the source.

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Predominant type of source use in the 1,911 citations coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Copying not marked as quotation	83	4.34	4.34	4.34
	Copying marked as quotation	793	41.50	41.50	45.84
	Patchwriting	306	16.01	16.01	61.85
	Paraphrasing	609	31.87	31.87	93.72
	Summarizing	120	6.28	6.28	100.0
	Total	1911	100	100.0	
Total		1911	100.0		

TYPE OF SOURCE USE IN EACH CITATION

6.28% 4.34% 31.87% 41.50% 16.01%

n=1,911

pink for summary;
green for paraphrase;
yellow for patchwriting;
blue for copying.

46% copy from the source text *(42% marked as quotation)*

48% paraphrase or patch write *(failed paraphrase)* from source

6% summarize

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Number of papers that include at least one incidence of source use type

Number of papers (n=174)

- Copied, *not* marked as quotation: 33
- Copied, marked as quotation: 159
- Patchwriting: 91
- Paraphrase: 135
- Summary: 71

Type of source use (occuring at least once in a paper)

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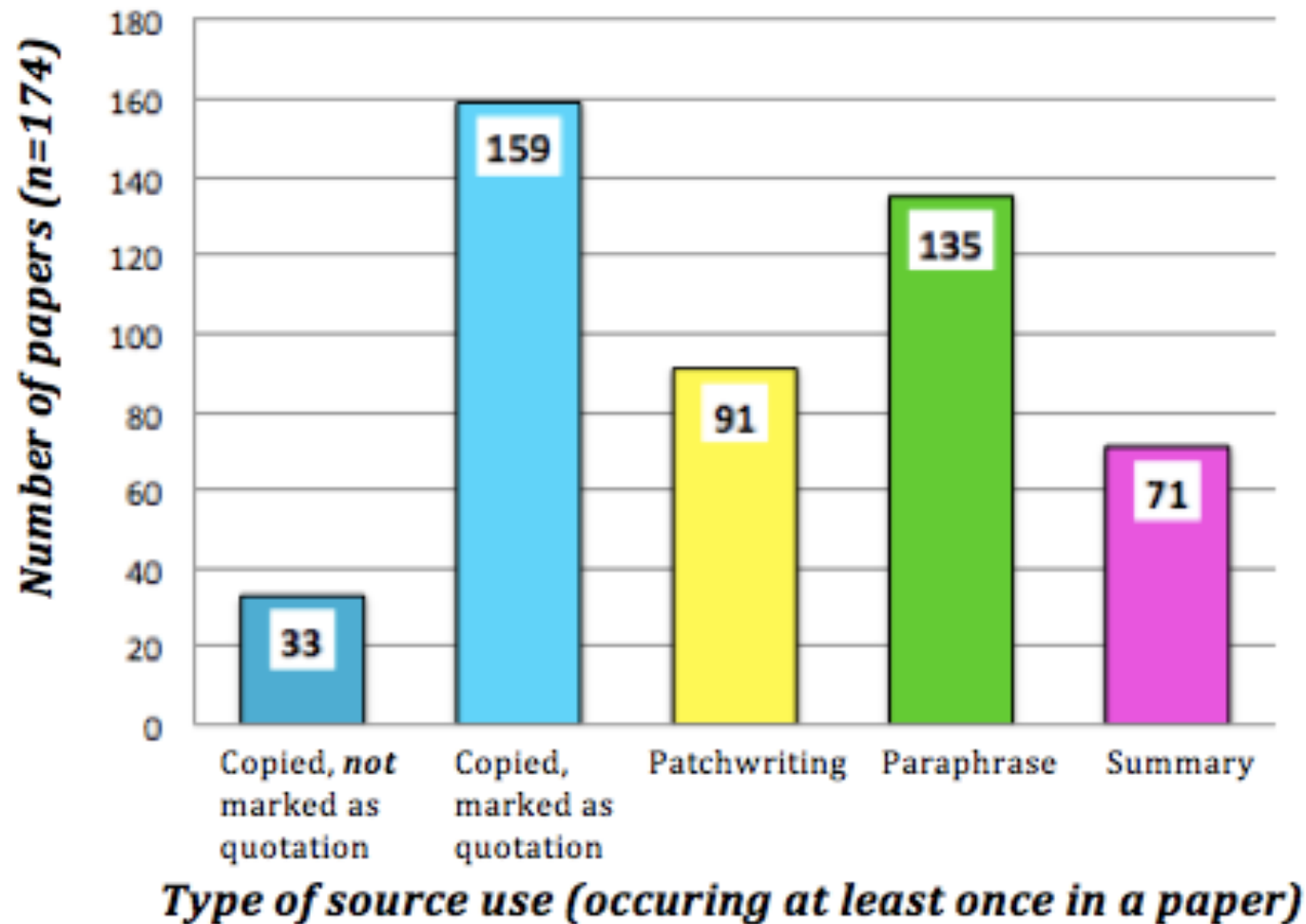
Citations moving between quotation and patchwriting (extract from Z26)

pink for summary;
green for paraphrase;
yellow for patchwriting;
blue for copying.

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Citations moving between paraphrase and patchwriting (extract from Z18, p.2

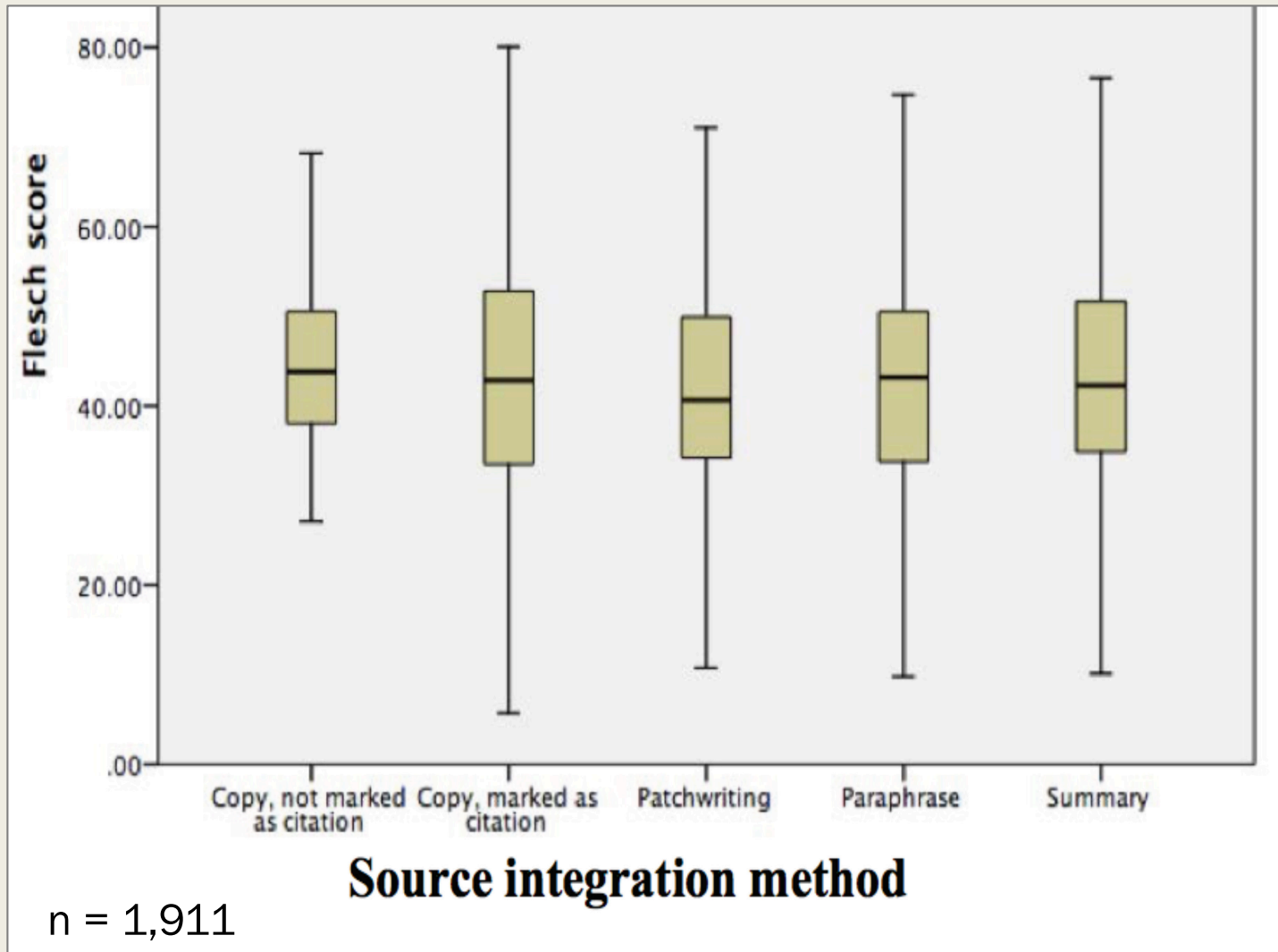② Z1809 · climate change for the future. To predict climate changes, General Circulation Models are used (Christoffersen and Hambrey 99). These General Circulation Models predict a 2-5 — summary p.2 / patch, p.2

③ Z1809 · 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 — patch, p.2

④ Z1809 · also predict a 4-7 degrees Celsius warming of the Arctic (Christoffersen and Hambrey 99). Even — Para, p. 2

⑤ Z1809 · 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 — patch, p.2

⑥ Z1809 · 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 — Para, p.2

⑦ Z1809 · 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 — patch, p.2

⑧ · the atmosphere (Christoffersen and Hambrey 99). Because of this direct warming of surrounding — patch, p.2

the Arctic is more susceptible to heat-trapping, causing a greater increase in temperature

hristoffersen and Hambrey 99). As glaciers recede, more water is added to the ocean. Because

pink for summary;
green for paraphrase;
yellow for patchwriting;
blue for copying.

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Data-based research into student writing practices should be transcontextual – data should be drawn from multiple contexts, recognizing that writing practices are always simultaneously local and beyond the local

Data-based research into student writing practices should be both local and networked - smaller local studies can replicate larger studies, expanding our knowledge in a way that is more manageable for most writing scholars.

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Correlation between reading difficulty and source integration method

Flesch score

Copy, not marked as citation   Copy, marked as citation   Patchwriting   Paraphrase   Summary

Source integration method

n = 1,911

Flesch Reading Ease scores (30-49 is classified as "college level – difficult")

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Feel free to email me if you have questions: sjamieson@drew.edu

And check out the website at: CitationProject.net

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