Designing Your Course with Academic Integrity in Mind:
Lunch and Learn

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At what level of education would we expect these learning outcomes?

- Adjust communication modes according to audience and purpose.
- Conduct authentic research applying the skills question, information gathering, data analysis and synthesis.
- Understand the connections across written and oral communication, reading and research.
- Demonstrate independent thinking and risk taking.
- Support opinions and ideas with evidence found in various sources.
- Think with flexibility and look at many sides of a problem.
Hudson adjusts communication modes according to purpose and audience. Hudson is learning to conduct authentic research applying the skills of questioning, information gathering, data analysis, and synthesis. Hudson understands the connections across written and oral communication, reading, and research. Hudson is learning to demonstrate independent thinking and risk taking. Hudson is learning to support opinions and ideas with evidence found in various sources. Hudson is learning to think with flexibility and look at many sides of a problem.
The way you **learn** → The way you **teach**

How did you learn to integrate sourced material in your writing?

- What caused you to learn?
- What was the effect of having learned?
Faculty goals for student writers “to a remarkable extent follow from their own values as writers.”
Academic writing: “student writing in response to an academic assignment or professional writing trained “academics,” teachers and researchers do for publications.”
“The common terminology about writing that faculty use hides basic disciplinary differences in argumentation, epistemology, style, form, and tradition—differences that are revealed when faculty discuss their assignments and values.”
Think of your major writing assignments.

Do students need to include sourced material in order to successfully complete this assignment? Why? How?

What do students need to know how to do with sources in order to effectively address the assignment?
Academic Integrity → Academic Integration

- Honor code violations: copying/pasting without in-text/end-of-text citation; having a friend write sections; inappropriate source integration; recycling a paper from another class; buying a paper; hiring a ghost writer;
Writing develops in multidimensional and nonlinear ways...

Approach 1: Beaufort
Outcomes for First Year Writing

- Writing Process Knowledge
- Rhetorical Knowledge
- Knowledge of Conventions
- Critical Thinking