



## CORE OUTCOMES ASSESSMENT REPORT: DOCUMENTING STUDENT LEARNING IN CORE AREAS IT1.1 AND IT1.2

Detroit Mercy's Core Curriculum includes six knowledge areas and six integrating themes. Core approved courses for knowledge areas B-F of the Core must also fulfill the first two learning outcomes (IT1.1 & IT1.2) for Integrating Theme 1 - Reading, Writing, & research Across the University.

IT1.1 outcome reads "Develop a purposeful writing process appropriate to the argumentative and analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience."

IT1.2 outcome reads "Comprehend and practice ethical methods to avoid plagiarism and infringements of copyright regulations."

### Overview

A questionnaire was administered in fall of 2023 to 112 faculty members teaching a core approved course in winter or fall of 2023. The questionnaire was designed to capture students' performance levels for the above described outcomes. Items included reporting on one of the core approved courses taught in winter or fall of 2023, describing how the faculty member facilitated student learning of developing a purposeful writing process (IT1.1) and evaluating three randomly selected student artifacts using the IT1.1 dimension from the [Core Outcomes Evaluation Rubric for IT1: Reading, Writing & Research](#), using a 4-point scale: capstone (4), Milestone (3), Milestone (2) and benchmark (1). Similarly, the questionnaire included items for describing how the faculty member facilitated student learning of comprehending and practicing ethical methods to avoid plagiarism and infringements of copyright regulations (IT1.2) and evaluating three randomly selected student artifacts using the IT1.2 dimension from the [Core Outcomes Evaluation Rubric for IT1: Reading, Writing & Research](#), using a 4-point scale: capstone (4), Milestone (3), Milestone (2) and benchmark (1). Twenty-seven faculty members (27/1112) completed the questionnaire, yielding a 24% response rate.

The mean rating for developing a purposeful writing process (IT1.1) was 3.1 and the mean rating for comprehending and practicing ethical methods to avoid plagiarism and infringements of copyright regulations (IT1.2) was 3.3 (using a 4-pt. rubric). These ratings were similar to rubric dimension ratings from the IT1 core outcomes assessment ratings conducted during the 2023-2024 academic year, 3.3 and 3.1, respectively (see Table A). Faculty shared their various methods for facilitating student learning in these two areas and their methods are documented in Tables B and C. Faculty contributing to the data are documented in Table D.

Table A: Core Curriculum Student Learning:  
**IT 1 - Reading, Writing, & Research Across the University**  
2023-2024 Academic Year

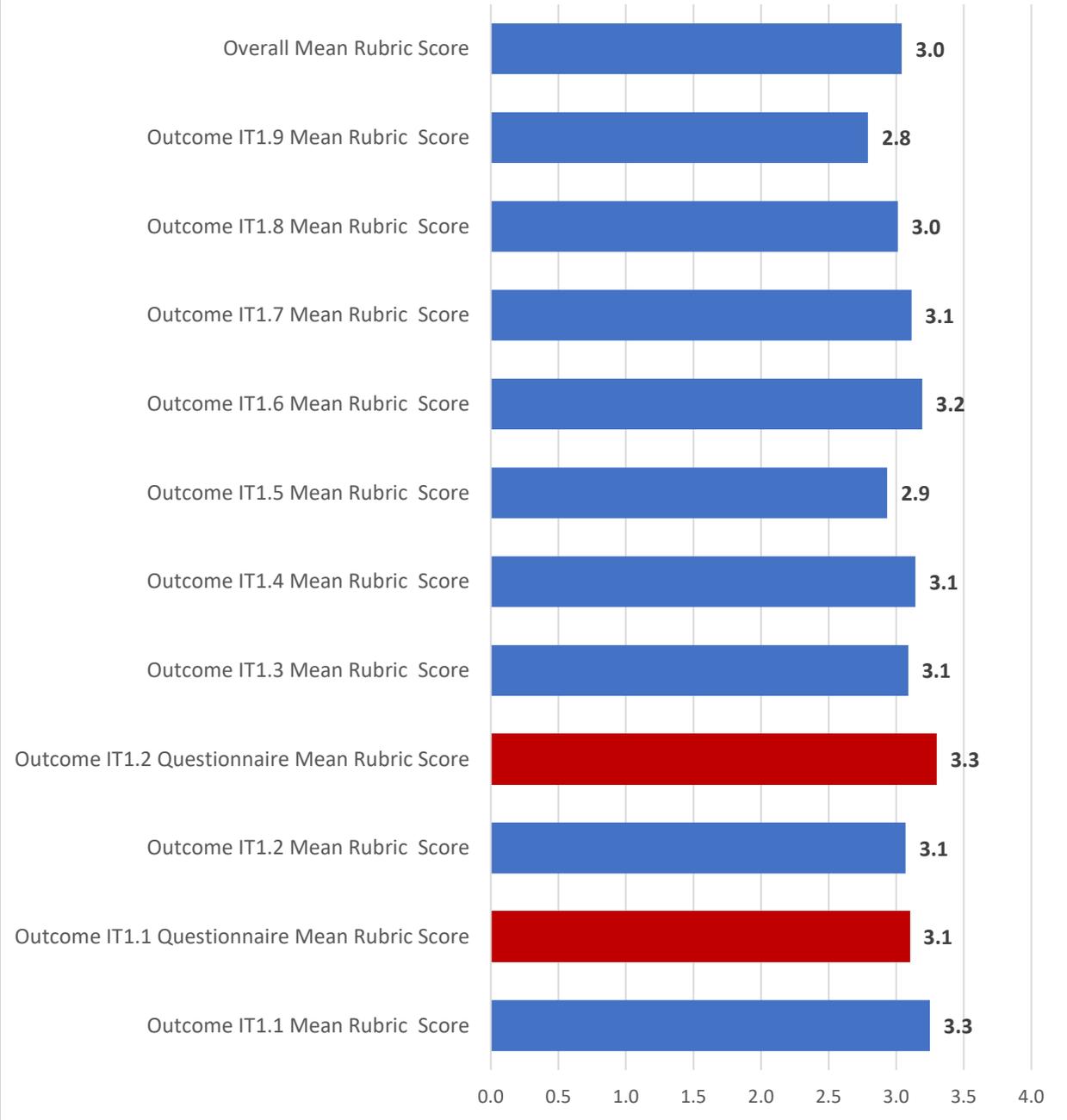


Table B: FACILITATING STUDENT LEARNING IN IT1.1

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
<b>Bio 4990</b>	<p>Develop a purposeful writing process appropriate to the argumentative and analytical nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.</p> <p>a. Develop and refine proficiency of mechanical issues and grammatical usage in the creation of academic or professional writing, including visual texts</p> <p>b. Determine target audiences and develop rhetorical strategies appropriate to those audiences</p> <p>c. When writing scientific papers, describe and apply basic empirical research methods, including research design, analysis of data and of causal relationships, and interpretation of results. Recognize the strengths and limitations of empirical evidence-based research methods in a specific field of study.</p>
<b>BIO2900</b>	<p>The students are provided a grading rubric with their written instructions and were provided two weeks to complete their assignments. The students brought three printed copies of their essays to the class. During one of the class sessions, the essays were distributed to peers who were provided a rubric with detailed criteria. The peers were asked to provide written comments on each of the rubric criteria, along with providing general proofreading notes. At the end of the class sessions, each student received three peer evaluations of their essays and was provided a week to revise their work.</p>
<b>BUS3300</b>	<p>BUS3300 students compiled a written report for the Mercy and Jesuit Student Investment Capital (MAJESTIC) Fund. BUS3300 students developed a purposeful writing process appropriate to the argumentative and analytic nature of the academic work in BUS3300 that included generating ideas, focusing, drafting, and revising— revision being a process that involves reflection, editing, feedback and publishing for a particular audience.</p>
<b>ENG 2350</b>	<p>In this course, students generated ideas for an argumentative essay through work in informal journal entries, video posts made through the FLIP application, and during small group formative assignments. The major summative assessment (an essay) was preceded by a prewriting assignment and a rough draft, followed by instructor feedback and peer review. The formal, final essay was preceded by a midterm essay (and midterm essay rough draft) that allowed them an opportunity to receive critique and feedback. The students also created group presentations focused on literary theory which went through a similar process of prewriting, drafting, review, and revision. (Small formative assignments provide evidence of this process). Due to the subject matter of the course, we discussed the particular lexicon utilized in academic writing by reviewing key terms in scholarly journal articles and posts. We did this in Perusall, an annotation program that allows students to read through complicated texts together as well as in shorter, student-led presentations about literary language and terms.</p>

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
<b>ENL 2350</b>	I build in scaffolded assignments to the class including brainstorming, outlining, rough and final drafts, and revision. Students are invited to use my written and oral feedback as part of the drafting and revision process.
<b>ENL 2350</b>	Each student in the course completes a thesis-driven literary analysis paper. The essay assignment is scaffolded. Students complete a paper proposal (outline) and meet with me one-on-one about their paper ideas. They also complete a rough draft and have a second one-on-one conference with me. Revisions are discussed and completed at both these stages. They then submit a final draft to be graded.
<b>ENL 2450</b>	Students completed four essays in response to poems taught during the semester. Each essay assignment was preceded by a discussion board post in which the student identified a personal connection to the poem selected. Each essay was also preceded by a draft, which was turned in for grading and comments.
<b>ENL 2650:</b>	When the students decide to start writing their scripts as a group, they begin this process. The scripts are usually prompt-less, therefore, the first thing they need to do is brainstorm, shoot ideas out to other members and start to create a topic of interest. Once that is complete, they start writing and revising based on time constraints, word choice, plot sequence, etc. In the creation of a play, the working script is constantly being adjusted as movement and clarity become more of a necessity. Students, once writing and the performance is complete, gain feedback from audience members. In addition, there is always time for a Q & A in order for students to improve their work and celebrate their victories.
<b>FINA2000</b>	Artistic analysis paper- students practice generating short written analyses early in the semester, receive feedback, then progress to longer, more in-depth written analysis at midterm point in semester.
<b>HIS 2900/Modern Africa</b>	Students write two papers of 1250 words or more in the course that ask them to develop and provide evidence for an historical argument. The first is based on the anthropologically-sensitive novel THINGS FALL APART and asks them to identify and assess culture change among the Ibo of southeastern Nigeria with the coming of colonialism. The second asks them to discuss the reasons for the rise and fall of apartheid in South Africa and to analyze an historical document that addresses this subject. With both, students are encouraged to submit multiple drafts for feedback.

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
<b>HIS 2500</b>	<p>Four in-class essay exams (3-5 pages) ask to students to respond to questions related to United States history. Students are expected to support their conclusions and interpretations using correct historical information and terminology. Students must demonstrate an ability to describe historical conditions in terms of cause and effect relationships. Feedback is provided to students by the instructor as part of the evaluation. Essay: (4 pages minimum) Students are asked to write an essay in response to their reading of the Narrative of the Life of Frederick Douglass, an American slave. Students compare and contrast the experiences of Frederick Douglass against the paternalistic description of slavery provided in The Hireling and the Slave by William John Grayson (1855). Students must make and support interpretive arguments and draw conclusions supported by evidence. Students must utilize secondary sources to provide historical context for their arguments. Essays are submitted on Blackboard for evaluation by the instructor. Feedback is provided in margin notes and in summary assessment remarks. Students who do not receive an evaluation in the A grade range are given an opportunity to revise their work for a higher grade.</p>
<b>MUSM 4000</b>	<p>-Eight Journal entries (1-2 pages: Students are asked to reflect upon and write responses to questions related to course readings, guest presenters, and museum visits. Students support their conclusions and opinions with references to course readings, class discussions, and museum resources.</p> <p>-Three essays (4 pages): Students research, analyze, and respond critically to problems related to museums and museum methodologies. Essays must include properly cited references to readings, videos, guest speakers, and class discussions to support arguments and conclusions.</p> <p>-Evaluation and Revision: Students meet in small groups during class sessions to share and discuss their work prior to submitting the work for evaluation (grading). Students are encouraged to make revisions to their work based on class discussions and feedback from other students. D18Assignments are submitted on Blackboard for evaluation by the instructor. Feedback is provided in margin notes and in summary assessment remarks. Students who do not receive an evaluation in the A grade range are given an opportunity to revise their work for a higher grade.</p>

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
HIS 1500	<p>HIS 1500</p> <p>Students complete several types of writing/research assignments during the course:</p> <ul style="list-style-type: none"> <li>-9 Journal entries (1-2 pages each): Students are asked to reflect upon and then respond to questions related to history and problems related to historical methodology. Students support their conclusions and opinions with references to course readings, class discussions, and additional historical sources.</li> <li>-Research Essay (3-4 pages): Students research and analyze primary sources related to the civil uprising in Detroit during July 1967. Essays prompts ask students to research, analyze, and evaluate primary source accounts of the events and secondary sources related to the historical context. Students make and support an argument related to how and why different perspectives affect historical interpretations.</li> <li>-Civil War Primary Source Analysis (1-2 pages): Each student selects a letter or diary entry from The Valley of the Shadow electronic archive (University of Virginia). Students are asked to analyze and evaluate the reliability and credibility of their chosen primary source in terms of its intended use, audience, historical context, and relationship to other contemporary sources. Students are asked to attempt to detect biases that might be present in the source.</li> <li>-Book Review Essay (3-4 pages) Students read <i>For Cause &amp; Comrades: Why Men Fought the Civil War</i> by James McPherson (Oxford, 1997). The essay assignment asks students to evaluate critically McPherson’s use of letters and diaries to explain why soldiers fought in the American Civil War. Students make and support arguments concerning the value of the book as a source for understanding the real thoughts and emotions of nineteenth-century Americans.</li> <li>-Evaluation and Revision: Students meet in small groups during class sessions to share and discuss their work prior to submitting the work for evaluation (grading). Students are encouraged to make revisions to their work based on class discussions and feedback from other students. Assignments are submitted on Blackboard for evaluation by the instructor. Feedback is provided in margin notes and in summary assessment remarks. Students who do not receive an evaluation in the A grade range are given an opportunity to revise their work for a higher grade.</li> </ul>
History 3480, fall 2023	<p>Throughout the course, students participate in a scaffolded construction of an argumentative seven-page research paper. The process consists of topic selection and approval, a list of preliminary sources from the UDM library resources page, a rough draft(s), and revisions of the final copy based on instructor feedback.</p>

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
ISLM4100 / RELS4100 Fall 2023	<p>In RELS4100 / ISLM4100, students conduct a research / summative research paper that is highly scaffolded. All the course assignments fit together to help support the students' individual research agenda. Students create their own research topic in the abstract proposal. Students select and evaluate two primary sources in Islamic classical literature (Exegetical Paper and Hadith Paper) selecting verses / text that align with their research topic. Students conduct an annotated bibliography of secondary and tertiary sources, which reinforces citation methodology in addition to summary and analysis. Students submit a first and final draft of the essay, receiving detailed feedback on each. Students are required to meet with me one-on-one for their projects at different milestones (after the outline, before the annotated bibliography; after the first draft, before the final draft). These meetings help students talk through their research to build competency and I help guide students in selecting sources and solidifying their writing / research work. Students complete weekly readings, summaries, and analysis pieces through discussion board questions. Even basic summaries require further analysis and incorporation of outside research. Each of these weekly assignments are graded based on the following, per the syllabus:</p> <ul style="list-style-type: none"> <li>-Contribution: The response goes beyond simply answering the question posed. The post attempts to stimulate further thought and discussion. This could be in the form of a critique of the author's argument, a discussion of an implication, or asking a stimulating question.</li> <li>-Literature: The responses includes references to the reading material. This could be in the form of a quote or paraphrased statement. You are able to address the question while displaying the author's argument. In both cases, you must include an in-text citation within your response and a bibliographic citation at the end of the post.</li> <li>-Research: The response includes references outside the reading material. This could be in any form (must be cited!). You are able to establish strong connections with your response, the author of the main texts, as well as outside sources.</li> <li>-Timeliness: All posts are submitted on time. Skips are communicated in a timely manner.</li> <li>-Writing: The responses are written in proper English with attention to spelling, punctuation, and grammar.</li> </ul>
MTH1020, MTH1030, MTH1040 (modular algebra, online)	No longer applicable

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
PHL 1000	<p>I usually give the following instruction for essay assignments: “Your essay must include: (1) a clear thesis, (2) sound arguments, (3) relevant supporting evidence, (4) at least one strong objection to the thesis, and (5) a response to the objection(s).”</p> <p>Before students embark on writing the essay, I explain to them what a clear thesis is. I usually give them time to brainstorm before coming up with a thesis. During the second and third weeks of class, I cover the following topics from “The Philosophy Skills Book: Exercises in Philosophical Thinking, Reading, and Writing” by Stephen J. Finn et al (pages 58-93): understanding philosophical claims, evaluating philosophical claims, understanding arguments, understanding argument types, and evaluating arguments. By studying the above topics, students learn how to distinguish valid from invalid arguments, strong from weak arguments, as well as sound arguments from ones that are not sound, among other things. They also learn how to raise objections as well as how to reply to objections. By the time I give students an essay assignment, they are generally in a position to clearly articulate and offer good arguments in support of their thesis or main claims. I review the first draft of the essay so that students can revise it before submitting the final draft.</p>
PHL 2010	<p>When I give the prompt for the term paper, I offer students an opportunity to submit a draft of their paper to me for feedback.</p>
RELS 3530	<p>Please see instructions for Analytic Paper included with materials.</p>
RELS2050 / ISLM 2050	<p>Throughout the semester, we have a research paper that is scaffolded and chunked up into multiple components: an abstract / proposal with a self-designed research question, an outline, an annotated bibliography, a first draft, and a final draft. These components offer an opportunity for students to receive feedback in order to reflect on and edit their research agenda.</p>

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
NUR 4226	<p>ALL EXEMPLARS LISTED BELOW ARE DISCUSSION BOARD ASSIGNMENTS</p> <p>Exemplar/Homework Assignment#1</p> <ul style="list-style-type: none"> <li>• Find a research article or scholarly website inclusive of different data representation (pie charts, tables, histograms).</li> <li>• In 300 words or less, summarize the purpose of the article or scholarly website.</li> <li>• Describe the 1) variable or variables that are involved, 2) type (s) of data, and 3) connection between the types of data and how it is presented via graphs, charts, etc.</li> <li>• Cite the article using the latest edition of APA format and attach the article or link to website.</li> <li>• Every student should have a different article by reviewing the articles and previous posts by fellow classmates.</li> </ul> <p>Exemplar/Homework Assignment#2</p> <ul style="list-style-type: none"> <li>• Using the same article that you used for discussion board #1, answer the following questions about the article (also listed on pages 9 - 11 of the NUR 4226 Fall 2023 Syllabus):</li> <li>• Was this a qualitative or quantitative study?</li> <li>• What were the inclusion criteria for the study?</li> <li>• What was the sample size?</li> <li>• Was the sampling method utilized probability or non-probability sampling?</li> <li>• If probability, what type of sampling method? If non-probability, what type of sampling method?</li> <li>• If your original article for discussion board #1 cannot be applied to this discussion board assignment, feel free to choose another article, making sure that it is not the same article as your colleagues within this forum or the first one.</li> </ul> <p>Exemplar/Homework Assignment #3</p> <ul style="list-style-type: none"> <li>• Using the article that you are assigned, answer the following questions and post your responses onto this discussion board. Use APA to cite your article:</li> <li>• If your article uses Regression....             <ol style="list-style-type: none"> <li>1) Purpose of the study.</li> <li>2) Type of sample.</li> <li>3) Sampling technique.</li> <li>4) Describe the type of regression model used.</li> <li>5) Purpose of the regression model used.</li> <li>6) What were the results/findings of the study using regression concepts in your answer?</li> </ol> </li> <li>• If your article uses Correlation...             <ol style="list-style-type: none"> <li>1) Purpose of the study.</li> <li>2) Type of sample.</li> <li>3) Sampling technique.</li> <li>4) Describe the type of correlation model used.</li> <li>5) Purpose of the correlation test used.</li> <li>6) What were the results/findings of the study using correlation concepts in your answer?"</li> </ol> </li> </ul>

Table B: FACILITATING STUDENT LEARNING IN IT1.1 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.1: Develop a purposeful writing process
SOC 1000	I provided writing resources in MLA and a rubric to guide my students smoothly through the process of completing their two research papers successfully. My students also analyzed a modern-day film to reflect on the social issues that exist today and offered strategies to address these contemporary social ills.
STA 2250-Statistics	Students are required to complete weekly written homework assignments and weekly discussion board posts wherein they are expected to provide reasoned written responses to discussion threads requiring the student to formulate an argument related to the course subject matter. Students are provided feedback on their work with the intention of helping them improve their reasoning and writing skills.
SWK 2050	As part of the requirements for IT1.1, students are required to complete a "Compare & Contrast" paper. For this paper, students are offered 3 options. Each option consists of two scholarly articles that are similar but dissimilar. Students are asked to write a draft paper, then submit that paper to one of their student colleagues. The student colleague completes a Peer Feedback form with recommendations for improvement. Each student then revises their original paper with the feedback/recommendations and then resubmits the final paper to the instructor. There are three examples provided as attachments. Students receive grades/points for the two-part submission -- 1) on their original draft with the feedback from another student, and 2) the revised final paper. The assignment involves a reflection on the original articles that are compared and contrasted, an editing process, a feedback process and revision process all submitted to the instructor.
THR 1310	Student learning of IT1.1 is facilitated through having students attend a live theatrical performance and write a performance review of the production. Students are asked to evaluate many areas of the production, including (but not limited to) Philosophical and Thematic Issues/Ideas/Meaning; Set, Lighting, Costumes, and Sound; and Evaluation of the Performers using adequate terminology discussed and implemented in class projects and
TRE 1310	This class has a heavy writing component that includes 10 discussion board posts which require students to state premises and support them to the other students. The class also requires two longer form papers that analyze two live theatre performances.
TRE 1610	Student learning of IT1.1 is facilitated through having students attend a live theatrical performance and write a performance review of the production. Students are asked to evaluate many areas of the production, including (but not limited to) Philosophical and Thematic Issues/Ideas/Meaning; Set, Lighting, Costumes, and Sound; and Evaluation of the Performers using adequate terminology discussed and implemented in class projects and performances.



Table C: FACILITATING STUDENT LEARNING IN IT1.2

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
Bio 4990	Use of Safe Assign and Literature reviews.
BI2900	1) Each student was asked to sign an honor statement saying the work was their own. 2) Final documents were uploaded to the course's Blackboard website and scanned by SafeAssign. Students were provided access to the SafeAssign reports.
BU3300	Students visited the URL: <a href="https://librarybestbets.fairfield.edu/c.php?g=496653&amp;p=3402502">https://librarybestbets.fairfield.edu/c.php?g=496653&amp;p=3402502</a> and completed all of the sections underneath the "Avoiding Plagiarism" menu by September 3, 2023 as part of their Week 1 assignment, and then completed a quiz on the aforementioned sections by September 9, 2023 11:59 PM.
ENG 2350	During this course, we engaged in guided research practices using the Detroit Mercy library databases to discover quality source materials. As the instructor I modeled the research practice and we reviewed how to cite sources and integrate them into our written work. Students also engaged in a number of formative assignments that asked them to teach back key components of citation. The students had to put these best practices into action in their final assessments including a final, researched essay and a final group presentation project. Both projects required the integration and citation of copyrighted work.
ENL 2350	We discuss academic integrity in class sessions preceding major assignments, including preventing plagiarism by focusing on your own words and ideas. We also discuss how to incorporate external sources with appropriate citations. In addition, I incorporate explicit discussions of the possibilities and limitations of generative AI. For the major paper in ENL 2350, I generated AI content related to the topic so we could discuss the flaws in AI generated content, e.g. "hallucinations" and inaccurate claims/evidence.
ENL 2350	As part of the analytic essay trajectory described below, students utilize SafeAssign (through Blackboard) to help them assess and evaluate their use of quoted materials while making their arguments. Students must also incorporate summaries and paraphrases, provide in-text references, and include a Works Cited or References page. Students who use outside sources or AI on assignments where they are prohibited receive a zero on the assignment and must re-do the assignment in order to earn back the credit. They must speak with me to clarify why they improperly utilized outside sources or AI (didn't understand assignment, lacks knowledge about how to properly document sources, ran out of time and panicked, thought they could get away with it, etc.)
ENL 2450	Students wrote scholarly personal essays, drawing on established literary criticism as well as personal anecdotes. We built a culture of genuine response. I also conferenced with students who struggled with "boundary issues" (as evidenced by sudden shifts in voice, etc.).

Table C: FACILITATING STUDENT LEARNING IN IT1.2 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
ENL 2650	Not only do we talk about copyright and royalties for each play, I have students take the Indiana University plagiarism quiz each semester as a reminder as to what is plagiarism and what is common knowledge. They need to print out certificate of completion after for proof. <a href="https://plagiarism.iu.edu/certificationTests/index.html">https://plagiarism.iu.edu/certificationTests/index.html</a>
FINA 2000	- Syllabus policy includes language about plagiarism & use of AI generated language in assignments - Assignment that focuses on ethical issues surrounding AI generated images
HIS 1500	Students are introduced to the university's policies concerning academic integrity and plagiarism during the first class session. Examples of plagiarism and incorrectly cited sources are shared with students during class discussions related to assignments. All assignments require students to cite sources using a standard academic citation style (MLA, APA, or Chicago) or direct references to sources in informal journal entries. Blackboard assignments are scanned by Safe Assign to detect plagiarism. Students who commit plagiarism (intentional or unintentional) or fail to cite sources correctly are contacted by the instructor to determine the nature of the problem and its solution.
HIS 2500	Students are introduced to the university's policies concerning academic integrity and plagiarism during the first class session. Examples of plagiarism and incorrectly cited sources are shared with students during class discussions related to exams and the essay assignment. The essay assignment requires students to cite sources using a standard academic citation style (MLA, APA, or Chicago). Essay assignments are scanned by Safe Assign to detect plagiarism. Students who commit plagiarism (intentional or unintentional) or fail to cite sources correctly are contacted by the instructor to determine the nature of the problem and its solution.
HIS 2900	This is explained in the syllabus and discussed early in the term. As needed, it is reiterated and explained with particular students.
History 3480	In addition to having an academic integrity policy in the syllabus, I also remind students to use proper MLA, APA, or Chicago-style citation methods, and use Safeassign to catch any issues of plagiarism.

Table C: FACILITATING STUDENT LEARNING IN IT1.2 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
ISLM4100 RELS4100	Scaffolded assignments and one-on-one meetings help students take ownership of their research agenda- which makes them less likely to plagiarize. As they create and work through each step, they add another layer to their final project. Plagiarism typically happens when students feel overwhelmed and don't know where to begin on an essay, with feedback with every step of the way, a self-created research topic, and assignments that all build the students foundational research, the student feels less tempted and overwhelmed to seek out the option to plagiarize.
MTH1020, MTH1030, MTH1040	The writing assignments in MTH1010 are short answer questions, requiring only a sentence or two of explanation. To worry about plagiarism is pointless since there is no original writing, merely an expectation that students will verbally answer simple questions with essentially the same correct answers all the other students will. To be honest, I think it's a stupid idea to have writing assignments in a mathematics class so low-level that it's embarrassing we offer it for college credit. This was certainly not an idea proposed by anyone who has ever taught mathematics.
MUSM 4000	Students are introduced to the university's policies concerning academic integrity and plagiarism during the first class session. Examples of plagiarism and incorrectly cited sources are shared with students during class discussions related to exams and the essay assignment. The essay assignment requires students to cite sources using a standard academic citation style (MLA, APA, or Chicago). Essay assignments are scanned by Safe Assign to detect plagiarism. Students who commit plagiarism (intentional or unintentional) or fail to cite sources correctly are contacted by the instructor to determine the nature of the problem and its solution.

Table C: FACILITATING STUDENT LEARNING IN IT1.2 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
NUR 4226	<p>Students demonstrate a comprehension and practice ethical methods to avoid plagiarism and infringements of copyright regulations by: 1) Using APA format on all discussion boards and written assignments as listed above in number 3. 2) Listing the APA manual as a required text of the course. 3) Using Respondus browser lockdown as a requirement for the final exam. 4) Enforcing syllabus course policies such as the following statements:</p> <p>a. The policies related to Academic Integrity as described in the University of Detroit Mercy Catalogue and the McAuley School of Nursing Student Handbook for academic and professional performance must be adhered to at all times. Failure to do so may result in probation and/or dismissal.</p> <p>b. Compliance with Student Policies: University of Detroit Mercy students are expected to be familiar with and comply with student-related policies and practices, including those found in the Detroit Mercy Student Handbook. The Student Handbook also contains contact information for the Dean of Students and the Dean of each College/School.</p> <p>c. Academic Integrity: As members of an academic community engaged in the pursuit of truth and with a special concern for values, University of Detroit Mercy students must conform to the highest standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of their own efforts. Among the most serious academic offenses is plagiarism, submitting the ideas or work of another source without acknowledgment or documentation. The consequences of plagiarism or any act of academic dishonesty may range from failure in a course to dismissal from the university.</p> <p>d. Course copyright: All course materials students receive or have online access to are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the Student Code of Conduct, and/or liable under Federal and State laws. In addition, distributing completed essays, labs, homework, exams, quizzes, or other assignments constitutes a violation of the Student Conduct policy.</p>

Table C: FACILITATING STUDENT LEARNING IN IT1.2 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
PHL 1000	<p>Whenever I give students a writing assignment, I ask them to cite the page numbers where the authors' views can be found. I spend a moment to discuss with students about using quotations effectively based on chapter 26 of "The Philosophy Skills Book: Exercises in Philosophical Thinking, Reading, and Writing" by Stephen J. Finn et al. In our discussions, I stress the importance of doing their own work. I also talk to them about AI/Chat GPT and make it clear that I will check their work for AI. I make it clear to them that "allowing an AI to do any part of the coursework for you is not just cheating, it is failing to do what every course assignment is asking you to do – display your current philosophical abilities. If there is good reason to believe an AI did the work for you, any of the following may occur: you will be asked to meet to discuss the work, you will be asked to redo the work, or you will receive a zero (F) for the assignment."</p> <p>On the first day of class, I usually go over the syllabus texts on academic integrity and copyright policy with students. The following are the syllabus texts that I go over and keep on reminding them about throughout the semester.</p> <p><b>Academic Integrity</b>          "As members of an academic community engaged in the pursuit of truth and with a special concern for values, University of Detroit Mercy students must conform to the highest standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of their own efforts. Among the most serious academic offenses is plagiarism, submitting the ideas or work of another source without acknowledgment or documentation. The consequences of plagiarism or any act of academic dishonesty may range from failure in a course to dismissal from the university."</p> <p><b>Course copyright Policy</b>          "All course materials students receive or have online access to are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the Student Code of Conduct, and/or liable under Federal and State laws. In addition, distributing completed essays, labs, homework, exams, quizzes, or other assignments constitutes a violation of the Student Conduct policy."</p>

Table C: FACILITATING STUDENT LEARNING IN IT1.2 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
PHL 2010	I discuss the university's plagiarism policy, and I make it clear that the paper requires nothing more than the assigned course readings, and that students know how to cite them. I tell students that any time they rely on something other than their own ideas, it must be cited. If they do that, then they avoid a charge of plagiarism.
RELS 3530	Please see prompt for Essay about plagiarism included with materials.
RELS2050 ISLM 2050	The scaffolded assignments help students build their research agendas step by step, under instructor guidance which makes it difficult to plagiarize. Students complete annotated bibliographies, to practice citation, evaluate credible sources, and explore referencing. These scaffolded assignments have specific requirements and formatting that need to be used, which make it difficult to pull work off the internet - as it must be catered to the style of the assignment. The scaffolded assignments also allow them to properly summarize and evaluate individual sources that become part of their literature review process. With this, it helps them explore the research in a timely way, with feedback and recommendations, to help naturally avoid plagiarism.
SOC 1000	I provided MLA writing resource links that students could use to assist them in writing their research papers correctly and ethically These resources are found on the Owl Purdue MLA Writing Resource website which provides examples regarding how to cite in-text citations, and references in a variety of formats, along with the OWL Purdue sample MLA Student Research Paper. I also encouraged my students to go to the UDM Writing Center to get help with the MLA writing format, in addition to meeting with me for feedback and guidance.
STA 2250	Students are informed of university policies and practices with respect to student conduct relating to academic dishonesty inclusive of plagiarism. They are also provided with resources to aid in the completion of course work so as to help them understand the forms of plagiarism and ways of ensuring that ideas and information obtained from a copyrighted source are attributed to that source. When needed, one-on-one instruction is provided.
SWK 2050	Students are required to submit a paraphrasing assignment. The Paraphrasing Assignment provides students with an article the discusses domestic violence and handguns. Students are given 21 excerpts from the original article and they are to paraphrase each of the excerpts from the original assignment. The idea here is that students need to practice rephrasing and rewriting in their own words the ideas from an original author. There is also a lecture on plagiarism and copyrights prior to the assignment. Attached please find three examples given of students who completed the paraphrasing assignment.

Table C: FACILITATING STUDENT LEARNING IN IT1.2 - *CONTINUED*

Core Approved Course	Facilitating Student Learning of IT1.2: Comprehending and practicing ethical methods to avoid plagiarism
THR 1310	<p>Recall IT1.2 - Comprehend and practice ethical methods to avoid plagiarism and infringements of copyright regulations. *</p> <p>Students are asked to formulate their papers in a way that demonstrates they attended the performance (including mentioning actors by name, discussing the specific design/tech elements of the production, and referencing other criteria that could only be evaluated by attending that specific production of the play). Students who wrote performance reviews that were not clear on these specifics were asked to have a discussion with me (the instructor) about whether they (in fact) attended the performance or merely attempted to write about the play without seeing that particular live production of the play. Any attempts to do this were given the appropriate ramifications as outlined in the syllabus.</p>
TRE 1310	<p>Set perimeters in syllabus advising that use of AI and plagiarism violates Academic Integrity of University. Monitor students writing with care to ensure it is original work. Contact students and advisors directly in certain circumstances to encourage corrective behavior.</p>
TRE 1610	<p>Students are asked to formulate their papers in a way that demonstrates they attended the performance (including mentioning actors by name, discussing the specific design/tech elements of the production, and referencing other criteria that could only be evaluated by attending that specific production of the play). Students who wrote performance reviews that were not clear on these specifics were asked to have a discussion with me (the instructor) about whether they (in fact) attended the performance or merely attempted to write about the play without seeing that particular live production of the play. Any attempts to do this were given the appropriate ramifications as outlined in the syllabus.</p>



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**2023-2024 Contributing Faculty**

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Aloha VanCamp, Associate Professor, Social Work

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Andrew Papa, Associate Professor, Theatre

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Beth Oljar, Assistant Professor, Philosophy

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Chaunda Scott, Adjunct Professor, Sociology

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Daniel Kroupa, Lecturer II, History

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Douglas MacDonald, Associate Professor, Psychology

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Erin Bell, Adjunct Professor, English

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Jamie Warrow, Adjunct Professor, Theatre

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Jeffery J. Boats, Professor, Mathematics

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John Ouko, Senior Adjunct Instructor

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Justin Williams, Associate Professor, African American Studies

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Kathleen Jaczynski, Adjunct Professor, English

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Mary Liz Valesano, Assistant Professor, Performing Arts

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Mary-Catherine Harrison, Associate Professor, English

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Michelle Andrzejak, Professor, Biology

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Nutrena Tate, Associate Professor, Nursing

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Omid Sabbaghi, Professor, Finance

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Patrick Kelly, SJ, Associate Professor, Religious Studies

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Rosemary Weatherston, Associate Professor, English

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Sarah Rusk, Adjunct Professor, Theatre

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Stokes S. Baker, Associate Professor, Biology

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