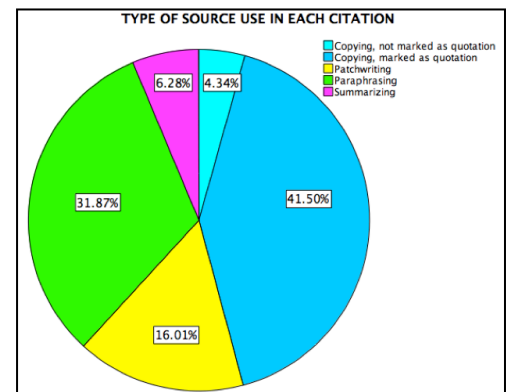


**Question 1: How do students use information in each of the 1,911 citations?**

PREDOMINANT USE OF SOURCE IN EACH CITATION	Frequency	Percent	Valid Percent	Cumulative Percent
Copying, cited but not marked as quotation	83	4.34	4.34	4.34
Copying, cited and 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
<b>TOTAL</b>	<b>1,911</b>	<b>100.0</b>	<b>100.0</b>	

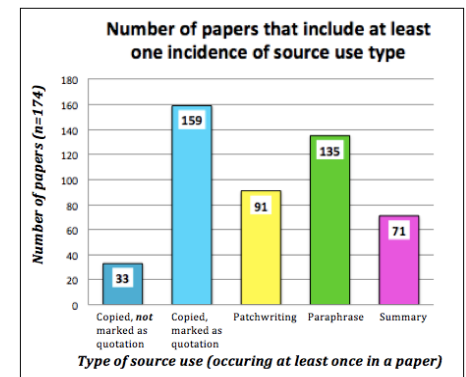


**Issues for discussion:**

- What do these data (and pie chart visualization) tell us about the citation practices of the students whose work was studied?
- To what extent do these data challenge or confirm your beliefs and experience of student source use?
- To what extent do these data confirm or challenge claims made about student “cheating behavior” in the media and by commercial plagiarism detection software (PDS) companies?
- What questions are not answered when the data is presented this way?

**Question 2: How does each student incorporate information cited**

TYPE OF SOURCE USE OCCURRING AT LEAST ONCE IN THE PAPER	FREQUENCY			PERCENT		
	Occurs at least once	Does not occur	TOTAL	Occurs at least once	Does not occur	TOTAL
Copying, cited but not marked as quotation	33	141	174	19.0	81.0	100
Copying, cited and marked as quotation	159	15	174	91.4	8.6	100
Patchwriting	91	83	174	52.3	47.7	100
Paraphrasing	135	39	174	77.6	22.4	100
Summarizing	71	103	174	40.8	59.2	100



**Issues for discussion:**

- What do these data tell us about the citation practices of the students whose work was studied?
- To what extent do these data challenge or confirm what seemed to be revealed in the first set of data?
- Taken together, what do these two ways to look at the data suggest about the student writers?
- What cautions do these statistical representations suggest about data driven research?
- What questions remain for you as you think about this data?

*All data and visualizations generated by IBM Statistical Package for Social Sciences (SPSS)*

**Question 3: What can we learn from individual papers?** (*Works Cited list for Z24 as submitted*)

Z24

Works Cited

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***Initial questions raised by this document***

1. To what extent is the balance of types of sources (books, journals, internet sources, etc) typical for first-year college student papers?
2. What do the kinds of sources on this list seem to tell us about the student's information literacy skills?
3. What can we learn about the student's research process from the date consulted information?
4. What questions are not answered by simply studying student output, and how might we answer them?

***Questions for further study or thought***

1. What do we know about information literacy and students' approach to "the Research Paper" that might help us understand this works cited list more fully?
2. What do instructors and librarians want students to learn from information literacy assignments, what standards govern IL instruction, and how are these revealed in assignments and handouts?
3. How might this analysis help us revise information literacy pedagogies and assignments?