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Assessing and Preserving Intellectual Property in Online Collaborative Composition

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Assessing and preserving intellectual property in online collaborative composition

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Intellectual Property in Collaborative Composition

Christopher R. Friend
University of Central Florida

**Plagiarism is a
problem.**

We ALL Pay for Internet Plagiarism

By Ellen Laird

WHEN I first read Chip's essay, I was ecstatic. He had clearly absorbed class lessons on specificity, readership, and organization in writing. In fact, he had shown he could write a clever thesis and select examples perfectly suited to the topic. My enthusiasm

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July 13, 2001

Internet Plagiarism: We All Pay the Price

By ELLEN LAIRD

When I first read Chip's essay last year, I was ecstatic. Chip (an alias) had clearly absorbed class lessons on specificity, readership, and organization in writing. In fact, he had gone further. He had shown that he could write a clever thesis and select examples perfectly suited to the topic. My enthusiasm darkened to suspicion upon a second reading, however. Chip was an A student in the

Plagiarism is rampant

How to Bridge the Gap

- ▶ Teach explicitly about collaboration
- ▶ Teach hypertext
- ▶ Teach markup
- ▶ Teach portfolios



Image courtesy theodevil on Flickr

Explicitly Teach Collaboration

Iman A. Student
Susie P. R. Editor
John Groupmember
Mr. Chris Friend
ENC 1101
23 Sept. 2011

The Best Essay Ever

Created the paper

Provided support

Works Cited

Coleman, Anita. Instruments of Cognition: Use of Citations and Web Links in Online Teaching Materials." *Journal of the American Society for Information Science and Technology*. 56.4 (2005): 382-392. Print.

Hypertext & Intellectual Property

sources (Coleman 383).

Coleman, Anita. "Instruments of Cognition: Use of Citations and Web Links in Online Teaching Materials." *Journal of the American Society for Information Science and Technology*. 56.4 (2005): 382-392. Print.

Instruments of Cognition: Use of Citations and Web Links in Online Teaching Materials

Anita Coleman
1515 East First Street, School of Information Resources & Library Science, University of Arizona, Tucson, AZ 85719. E-mail: asc@u.arizona.edu

Use of citations and Web links embedded in online teaching materials was studied for an undergraduate course. The study involved students enrolled in Geographic Information Science (GIS) undergraduate Geographic Information Science (GIS) materials, in order to elucidate their role in learning.

Markup & Source Identification

[D]ata reporting is a rhetorical action that is rarely taught in technical and professional writing classes. Instead, if people at work formally learn about data reporting at all, it is in computer training courses, which teach users how to execute data retrieval and reporting functions. This training stresses technological over rhetorical skills and knowledge, mistakenly assuming that knowing how to operate a technology is commensurate with knowing how to use it to its full advantage to achieve a purposeful exchange of information. (pp. 92–93)

In her study, Mirel interviewed project administrators at a national laboratory who used data reports to assess financial activity in their area of responsibility. The reports, generated by IS staff, can be read in the structure determined by the IS staff or interactively restructured using a second computer program. Administrators were uniformly unhappy with the reports in the default format, saying that the data they were given made it difficult to answer the four key questions the report was supposed to help them answer (simple questions such as “What is the difference between budgeted and actual costs?”).

Despite this dissatisfaction, only 3 out of 25 administrators used the supplied computer program to revise the data report so that it provided the data in a useful format. Five administrators manually rekeyed data into another database to rearrange data. The other 17 apparently made do with the inappropriately structured data.

Mirel’s research applies to the problem of educating articulation workers in two ways. First, the IS staff who created the reports failed to configure data in ways that would connect up with the ongoing needs of the users of those data. Second, the scientists in general possessed the administrative and traditional communication skills necessary for evaluating data, but lacked the additional information manipulation skills necessary for working in and with the information in any form beyond that in which they received it.

Similarly, Spinuzzi’s (2003) research on workers analyzing traffic accident data in Iowa demonstrated the ways in which users struggle to represent and use information in meaningful ways. Spinuzzi’s users were somewhat more successful in learning to modify the system in successive ways to create more useful representations. Communication breakdowns sometimes resulted in improvements in the system from a symbolic-analytic point of view.

Nearly every type of symbolic-analytic or articulation work requires the ability to work at an advanced level with information spaces such as this. Unfortunately, formal education often fails to provide the complex

Portfolios & Shared Responsibility

Remixing Authorship: Reconfiguring the Author in Online Video Remix Culture

Nicholas Diakopoulos, Kurt Luther,
Yevgeniy "Eugene" Medynskiy, Irfan Essa

Georgia Institute of Technology | School of Interactive
Computing

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The Best Portfolio Ever

Online Composition

- ▶ Source Uncertainty
- ▶ Duplication Ease
- ▶ New Forms of Copyright
- ▶ Impermanence

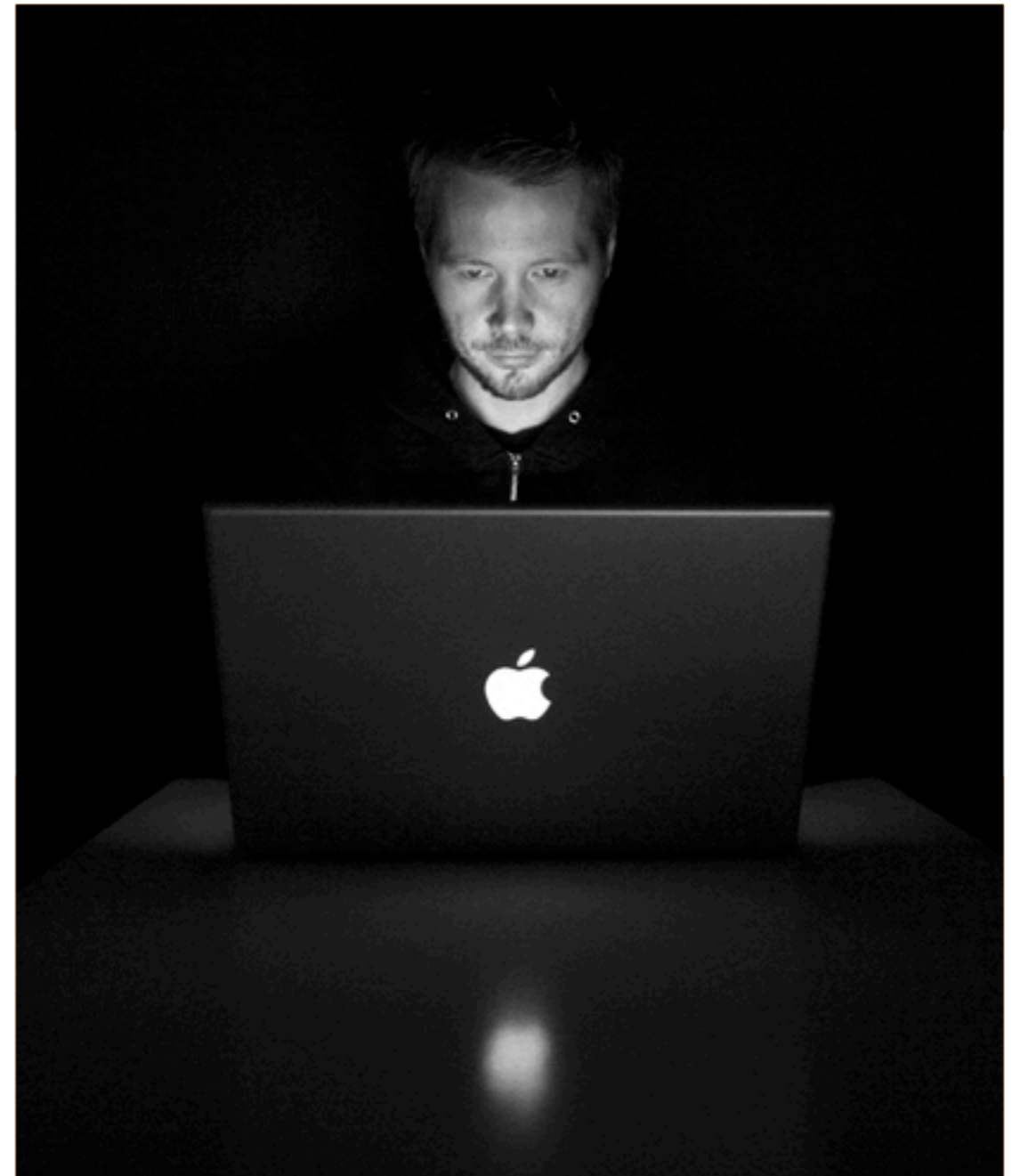


Image courtesy Martin Gommel on Flickr

Thank You.

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Paper: <http://bit.ly/ip-online-comp>

