# Encouraging Academic Integrity & Reducing Plagiarism/Cheating via Innovative Pedagogy & Assessment

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Saddleback College

We're optimists!

Like you, we believe that the majority of our students truly do want to learn for the sake of learning and most are not intentionally engaging in dishonest acts.
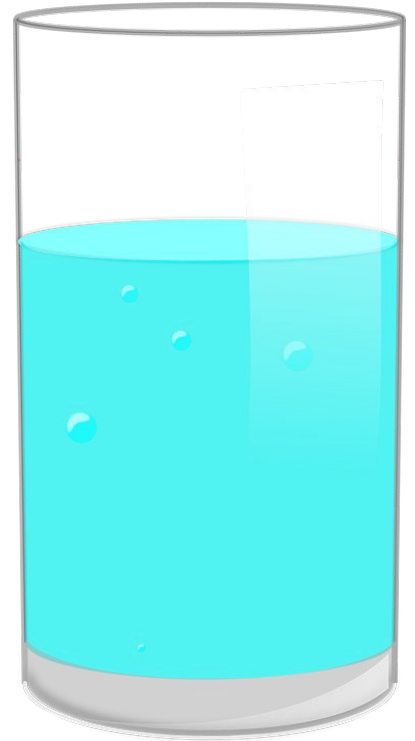
However...

We have all sadly experienced several instances (recently) that are causing us to reflect on Academic Integrity at the College Level.

68%

% total who admit cheating on tests or written assignments out of 71,300 surveyed undergraduate students

___

The following surveys conducted by Dr. Donald McCabe and the International Center for Academic Integrity from 2002-2015 (Johns Hopkins U Press):

"The statistics below are just a snapshot of overall trends uncovered over the past 12 years from 4-year colleges"

	Graduate Students	Undergraduates
Number responding	~17,000	~71,300
% who admit cheating on tests:	17%	39%
% who admit cheating on written assignments:	40%	62%
% total who admit written or test cheating:	43%	68%

How? Why?

What on earth are we to do?

How?

QuillBot, Zoom Bots, Russian Alphabets, Paper Mills, Ghost Students, Course Hero, Chegg Study, Beulr

QuillBot

Text From Academic Outside Source (original)

In academic research, writers find ideas and inspiration in the work of others who have previously studied and written on a subject. When a writer uses the words and ideas of others, honesty obligates the writer to acknowledge the sources of those words and ideas.

Text "modified" via QuillBot that is not detected by Turnitin.com

Writers find inspiration and ideas in the work of others who have researched and written on a subject previously in the academy. When a writer uses other people's words and ideas, fairness allows the writer to acknowledge the origin of those ideas and words.

Orange = changed words/ Purple = structural changes

Cyrillic "e", numbers, spaces, & "invisible" ink

Text viewed by the instructor via Turnitin.com

Hercules is one of my favorite mythological and heroic movies that have enjoyed

watching again and again. The fascinating aspect of watching the movie is that every time I

watch the movie, I always feel motivated and motivated positively. Such is the impact created by

Cyrillic "e", numbers, spaces, & "invisible" ink

- Text downloaded from Turnitin.com
- Text converted from PDF to word
- Select all text; change font, change color, spell check
- Note spaces, numbers & replacing a common character like "e" throughout the text of their paper **with** a **Cyrillic** "e"

Hercules# is one- of my favorite my tho1ogical and heroic mo vies that

have- enjoyed watchin g! again and again. The- fascinating! aspect of

watchin g! the movie is th at every time 1 watch the mo vie, I always fee l

moti vated and moti vated positive1y.

Ghost Students

Ghost-Students and the New Wave of Online Cheating for Community College Students - Hollis - 2018 - New Directions for Community Colleges - Wiley Online Library

onlinelibrary.wiley.com

This chapter reviews the proliferation of community college students who cheat in online classes, with particular focus on hiring ghost-students or students who take an entire course for a fee. The d...

Paper Mills: NYT Article

Student's Name:

Professor's Name:

Course:

Date:

Cheating, Inc.: How Writing Papers for American College Students Has Become a Lucrative Profession Overseas

Paper Mills: Essay Shark

EssayShark

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Deadline   Select date 🗓

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Bid Services: Ace-MyHomework

How to Order a Custom Paper

Place an order online

Submit assignment details such as topic, subject, number of pages, formatting style and order deadline. Upload additional files for your essay writer so they can mirror your writing style.

Assign a tutor

View tutor bids and choose the best one by price, rating, number of orders, order completion rate and reviews. We recommend picking a writer that specializes in your particular essay topic.

Chat with the tutor

Your writer will begin working on the order after you reserve the contract (agreed-upon) amount from your account balance. You can deposit funds using your credit card or PayPal account.

Download solution

Feel free to chat with the writer anytime during the order process. After downloading the completed paper, make sure that you are completely satisfied with the content.
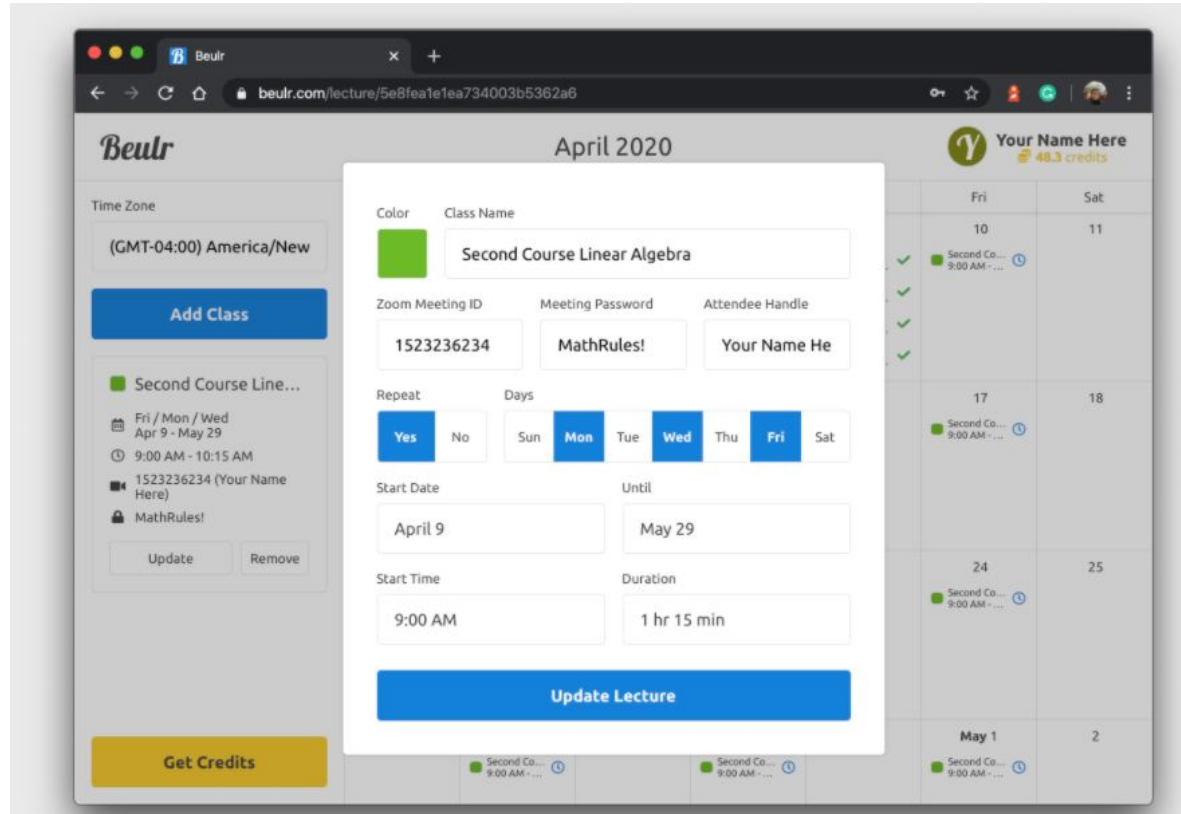
A screen shot of Ace-MyHomework, which is among websites that have sprung up that allow people from all over the world to bid on American homework assignments.

Zoom Bots - Beulr

"Zoom Out. Sleep in."

"Beulr is a bot that attends class, so you don't have to."

Uses cloud computing to login to classes using the student's credentials.

Homework Help Websites: Chegg Study

Math Solver Websites: Wolfram Alpha, SLADER, Photomath

Why?

Understanding why students might cheat...

Why Might Students Cheat?

An article by Michelle Navarre Cleary at DePaul University, reveals that students often plagiarize because they: panic, lack confidence, don't understand the assignment and/or were not provided clear guidelines and expectations.

Other reasons may include:

- Cultural differences
- They were never taught how to cite properly or what plagiarism is
- Stress, fear, anxiety
- Overwhelmed by pressure to be perfect (get an "A" at any cost)
- Financial Aid/Student Visa/ PASS
- **Other thoughts?**

Stress/Mental Health and Academic Integrity

"New Research: Exploring academic integrity and mental health during COVID-19: Rapid review" by Sarah Eaton

Students' reactions while being e-proctored included being uncomfortable with the practice; anger; anxiety, crying, nausea, stress, and vomiting into wastepaper bins on camera during the exam because they were not permitted to leave the room during the exam.
The financial stress & elevated levels of anxiety.
Issues related to privacy infringement, and how data collected by e-proctoring companies are used and stored were additional topics of note.

We acknowledge that stress during examinations is normal, but it seems there may be emerging evidence that e-proctoring exacerbates stress levels far beyond what might be normally experienced during a face-to-face exam.

The Problem(s) with Proctoring

Equity
Privacy
Achievement Gaps
Finance
Technological Literacy
NOT "cheat-proof"
Discriminatory
Increased Stress

"Students should be able to consent to using or not using a software without having it impact their educational experience. But more than that, I think the whole process should be democratized a little bit, and students should be involved in the decision-making."

-Marium Raza, student

Action

What can we do to encourage academic honesty and discourage cheating in the online classroom?

More Community

Authentic Assessment

Less (no) Surveillance

What Can We Do?

- Teach academic integrity as a lesson/ unit and provide crosswalks ([real life applications](#))
- Educate students on the consequences of academic dishonesty and the benefits of engaging with an assignment/ completing their own work
- [Authentic Assessment](#)
- Project Based Learning
- Carefully scaffold assignments/ Employ Reverse/ Backward Course Design (so that students are not overwhelmed)
- [Alternative Assessment](#) Create large test banks / change essay prompts each semester
- Metacognitive Reflection like this [NYT lesson HERE](#)
- Host Virtual Office Hours, Q & A sessions, Meet & Greets, with [Zoom](#)
- **Other suggestions?**

Dr. Wendy Bass, @One, CCC

The following four slides on authentic assessment are from a Webinar by Dr. Wendy Bass.

You can view the whole presentation here:

[Authentic Assessment Guide](#)

What is an authentic assessment?

Assessments are the assignments and activities used to assess or measure students' learning over time and, ultimately, their mastery of your course outcomes. They also provide students with progress checks of their learning throughout a course. The table below distinguishes authentic assessments from traditional assessments and highlights some of their benefits. As you review the two columns, reflect on the assessments in your online course.

Authentic Assessment	Low-Impact Assessment
Requires students to *do* something to demonstrate knowledge and skills.	Requires students to respond to a question to demonstrate knowledge and skills.
Fosters active learning.	Fosters passive learning.
Requires students to contextualize and apply what they have learned.	Asks students about what they have learned out of context and tends to encourage rote memorization.
Achieves deep learning, which is more likely to transform students' views and be remembered.	Achieves shallow learning that is less likely to be retained over long periods of time.
Inspires students to make connections between course content and the real-world.	Generally keeps learning confined to a book or other academic context.

Why are authentic assessments valuable?

Some additional benefits of authentic assessments include:

- Reducing the ease of "finding the right answer" -- a common problem, especially in online courses
- Reducing the tendency of "cramming" the night before an exam
- Providing opportunities for "Non Disposable Assignments," which students can take with them and use or share after the end of your course
- Introducing variety into a students' learning, increasing interest and engagement
- Incorporating opportunities to support the variable interests, levels, and needs of learners

What are the 4 steps to creating an authentic assessment?

1. **Identify Learning Objectives:**
   - What is this assessment intended to measure?
   - Use this format to construct your learning objectives: Students will be able to _____.

2. **Select an Authentic Task:**
   - What will students do to demonstrate the objectives?

3. **Identify Criteria:**
   - What characteristics will you look for to indicate students have met the objective(s)?

4. **Create a Rubric:**
   - How will you measure student performance of the task?

To learn more about these steps, visit the Authentic Assessment Toolbox by Jon Mueller, North Central College.

1 Identify Learning Objectives

2 Select an Authentic Task

3 Identify Criteria

4 Create a Rubric

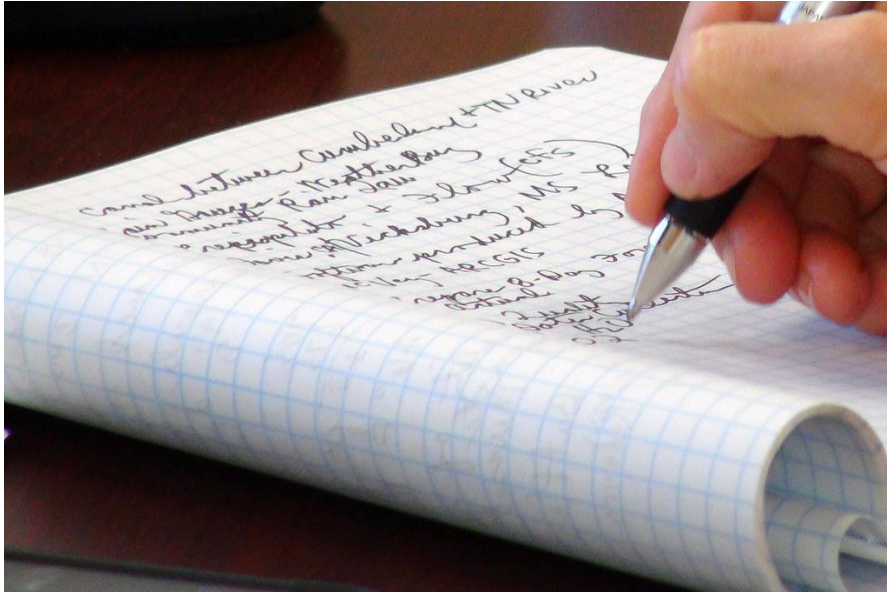# What is Project Based Learning?

What is Project Based Learning (PBL)?

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

And in case you were looking for a more formal definition...

- Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

ATTRIBUTIONS: PBLWorks, Buck Institute for Education

Relevance & Rigor

63%

"students whose instructors used the project-based learning curriculum made gains that were 63 percent higher than their peers in the control group."

- *Edutopia*

How does PBL differ from "doing a project"?

Engaging in rigorous Project Based Learning

It's helpful to distinguish a "dessert project" - a short, intellectually-light project served up after the instructor covers the content of a unit in the usual way - from a "main course" project, in which **the project is the unit**.

- In Project Based Learning, the project is the vehicle for teaching the important knowledge and skills student need to learn.
- The project contains and frames curriculum and instruction.

In contrast to dessert projects, PBL requires **critical thinking**, **problem solving**, **collaboration**, and various forms of **communication**. To answer a driving question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team..

How Do I Implement Project Based Learning?

Student "Gold Standard" for Project Design

LEARNING GOALS
- Key Knowledge
- Understanding
- Success Skills

Sustained Inquiry · Authenticity · Student Voice & Choice · Reflection · Critique & Revision · Public Product · Challenging Problem or Question
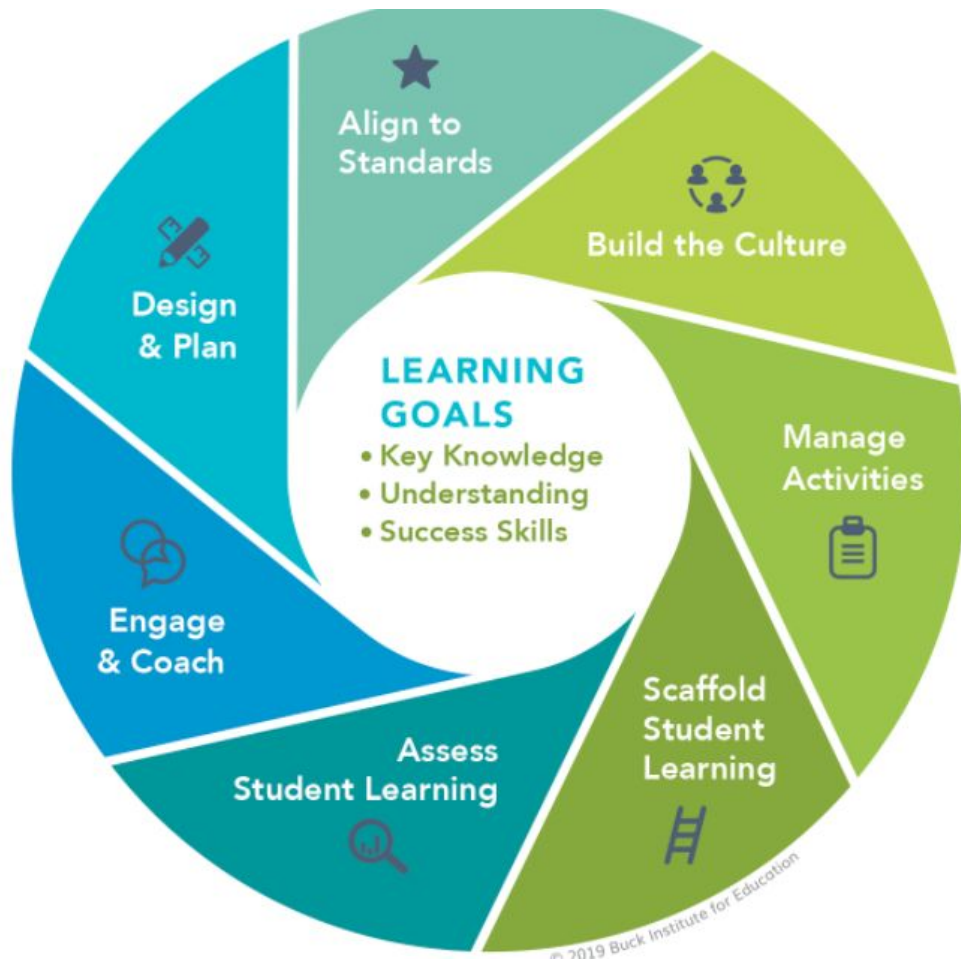
ATTRIBUTIONS:
PBLWorks, Buck Institute for Education

Teaching "Gold Standard" for Project Design

ATTRIBUTIONS:
PBLWorks, Buck Institute for Education

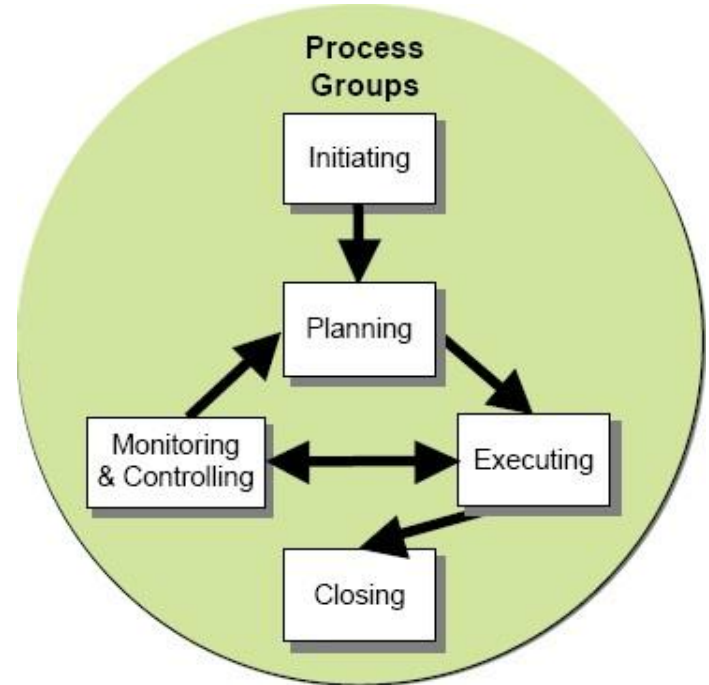# Project-Based Learning

Let students choose a topic

Create a PPT or Google Slide presentation and upload to slideshare.com

Submit the link

Have students conduct peer reviews on other students submission and give feedback

When Creating Your "Project"

- Create transparent assignments
- Clear and specific assignments help students focus on learning.
- Write clear assignment instructions/prompts
- Give students the rubrics you will use for grading their assignments
- Provide models of successful projects
- Closely align what you teach with learning activities and with specific assessments

ATTRIBUTIONS: PBLWorks, Buck Institute for Education
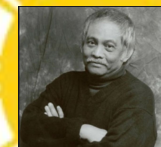
Humanities Examples

Sample Project Based Learning from Bridget

For our ENG 3 Poetry Project, we will create a collaborative "Digital Scrapbook" on poetic movements, poets, and poems that will be shared via Google Slides.

You will each contribute one page (slide) to the project on a poetic movement/poet/poem of your choice. You will submit your completed page (slide) to me, and I will assemble the digital scrapbook for our class to use as a resource on poetic movements, poets, and forms.

For an evaluative rubric, student sample slide, as well as instructions on how to use/make a Google slide, please see the Help & Support section below.

Thanks!

Luis Cabalquinto, was born in Magarao, the Philippines (the same city where my mother was born). Like many diasporic Asian communities displaced during and after the Vietnam war, Cabalquinto came to the US in 1968 and studied at Cornell University, NYU and the New School. Infusing his ancestral memories of home and motherland, with his new geographic identity in New York, Cabalquinto's poetry is a poignant palimpsest of geography, memory, identity and culture. This is overwhelmingly evident in his moving poem, Hometown, where he reflects on his island childhood in the Pacific when he imagistically writes:

I have no wish but this place —
To remain here in a stopped time
With stars moving on that water
And in the sky a brightness

Reflecting a bifurcated identity politics, common to many immigrants, refugees and migrants, Cabalquinto relies on the poetic techniques **of imagery** and **end stops** to compose a masterful poem that comes alive to reader via sensory objects, like moving stars upon the water, bright skis and (in other poems) the ripe scent of mangos and crispy rice.

Although he does not belong to a specific school or movement, Luis Cabalquinto's poems can easily be placed into the poetry of Asian American, specifically Filipino, voices as well as sensory and/ or imagistic poets. First published in 1989, he has won several notable awards, such as the Academy of American Poets Prize and the New School Dylan Thomas Poetry Award. He is now nearly 90 years old, yet continues to be a celebrated poet in both America and the Philippeans (Poetry Foundation).

Other "Projects" - Will discuss in Break Out Room

1. Literary Prezis (based on an essay, reading, myth, etc.)
2. Podcasts on Rhetoric
3. Comic Strips on Logical Fallacies
4. Memes on the Rhetorical Triangle
5. Annotated Spotify Playlists (modeling annotated bibliographies)
6. Short Films/ Trailers (Research Presentation)
7. Digital Scrapbooks/ Slide Shows

Student Success: Projects are not "disposable"

-Student B.R., who created the short film "Do Not Speak of the Dead" was accepted into the UCLA Film & Television school as a transfer student (Spring 2021)

-Student K.G., who created the graphic comic, *Brown Ironman*, was accepted to USC (Fall 2020) and used his project to gain admission to the graphic design special programs.

-Student S.Q. who was accepted to UC Berkeley and used her research project on Protest Music as a writing sample to gain admission into the honors program (Fall 2020).

-Student H.S. who published her narrative project in Wall the Literary Magazine of Saddleback College.

And all the other students who feel seen and heard and who experience pride due to the meaningful impact of their projects.

STEM Examples

Food for Thought…

- It's okay to grade some assignments with a subjective rubric (even in STEM!) Partial credit is inherently subjective. As a discipline expert, you have the credentials to evaluate the totality of a student's work.

- Some STEM faculty get defensive when they hear the words "authentic assessment". They argue that in some disciplines, traditional testing is still "authentic" and a valuable means of assessing student learning and preparation for subsequent courses. While that is definitely true, **variety of assessment** is still important in all disciplines - the more ways you can assess your students, the better you can determine their mastery of the subject.

Get to Know Students Through Assessment Variety

- "Traditional" online homework

- "Traditional" online exams

- Open note, untimed, unproctored "quizzes" with applied problems that require deeper understanding to solve

- Peer reviewed assignments

- Small group discussion boards

- Small group final project

Peer Reviewed Assignments through Canvas

- Write your own questions. Focus on critical thinking and depth of content. Treat them as summative assessments for the module/chapter.

- Provide a grading rubric for the assignment that establishes expectations ahead of time. Do not provide the answers until after the submission deadline.

- Give students 2-3 days after the initial submission deadline to complete anonymous peer reviews. Deduct half credit from a student's assignment if they do not complete their peer reviews thoughtfully and on time.

- Grade the assignment yourself, then compare your grade with that of the peer reviewers to determine if there are significant differences.

- Emphasize that the peer reviews are **part of the assignment** and **part of the learning process**. There is value in a student's ability to identify incorrect answers and to explain why those answers are incorrect.

Example - My Grading

Question 2 part (a)

view longer description

No Credit

The answer is incorrect and has no justification, or the question is left blank.

Comments

The distribution is not a time-series graph, so we should not factor time into our answer.

0 / 2 pts

Question 2 part (b)

view longer description

Full Credit

Answer depends on part (a): If the student answered "symmetric" for part (a), give credit for "the mean" in part (b). If the student answered "skewed" for part (a), give credit for "the median" in part (b).

1 / 1 pts

Question 2 part (c)

view longer description

No Credit

Comments

IQR goes with skewed distributions.

0 / 1 pts

Question 3 part (a)

view longer description

No Credit

The answer is incorrect and has no justification, or the question is left blank.

Comments

Which skew? What data?

0 / 2 pts

Question 3 part (b)

view longer description

No Credit

0 / 1 pts

Example - Student 1

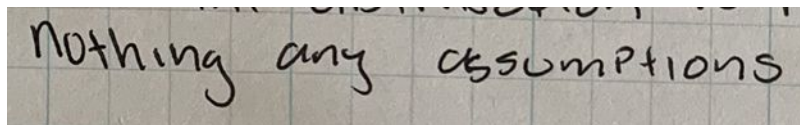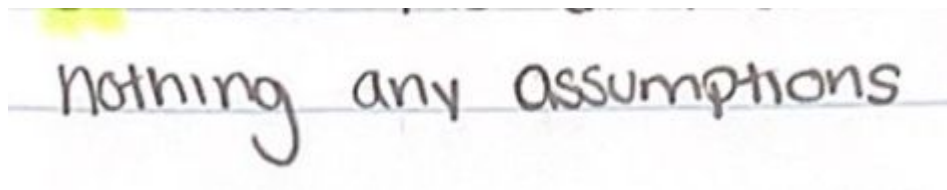|	
Question 2 part (a) view longer description	**Partial Credit - incorrect answer** Incorrect answer is provided, but reasonable justification is given. 1 / 2 pts
Question 2 part (b) view longer description	**Full Credit** Answer depends on part (a): If the student answered "symmetric" for part (a), give credit for "the mean" in part (b). If the student answered "skewed" for part (a), give credit for "the median" in part (b). 1 / 1 pts
Question 2 part (c) view longer description	**No Credit** 0 / 1 pts
Question 3 part (a) view longer description	**Partial Credit - incorrect answer** Incorrect answer is provided, but reasonable justification is given. 1 / 2 pts
Question 3 part (b) view longer description	**No Credit** 0 / 1 pts

Example - Student 2

Question 2 part (a)	**Full Credit**
view longer description	Correct answer is provided with either a sketch or written justification.
	2 / 2 pts

Question 2 part (b)	**Full Credit**
view longer description	Answer depends on part (a): If the student answered "symmetric" for part (a), give credit for "the mean" in part (b). If the student answered "skewed" for part (a), give credit for "the median" in part (b).
	1 / 1 pts

Question 2 part (c)	**Full Credit**
view longer description	Answer depends on part (a): If the student answered "symmetric" for part (a), give credit for "the standard deviation" in part (c). If the student answered "skewed" in part (a), give credit for "the IQR" in part (c).
	1 / 1 pts

Question 3 part (a)	**Full Credit**
view longer description	Correct answer is provided with either a sketch or written justification.
	2 / 2 pts

Question 3 part (b)	**Full Credit**
view longer description	Answer depends on part (a): If the student answered "symmetric" for part (a), give credit for "the mean" in part (b). If the student answered "skewed" for part (a), give credit for "the median" in part (b).
	1 / 1 pts

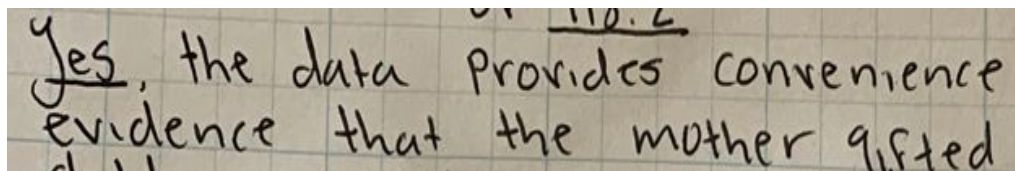# Chegg, Course Hero, etc. Are Not Perfect!

Students who copy from these websites will often copy silly mistakes that make their plagiarism easy to identify. Explain this to students at the beginning of the semester - it's better to prevent cheating than to catch it.
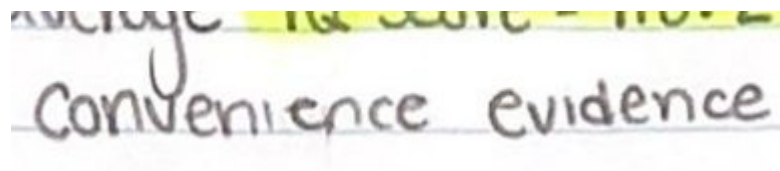
nothing any assumptions

nothing any assumptions

Yes, the data provides convenience evidence that the mother gifted

convenience evidence

Small Group Accountability in Asynchronous Courses

- For asynchronous courses, it is critical for students to organize their workload so they can complete all assignments before their deadlines.

- Use small group discussion boards to have students plan out and post their "milestone targets" for completing module assignments. Each week/unit/module, assign a different student to be "project manager" of their group; this student should review the targets of their group members and provide thoughtful feedback.

- Students should update their targets half way through the module and reflect on what they were able to accomplish and what they needed to adjust.

- This is a great way to get to know your students, discourage procrastination, and create community.

Group Final Project Presentation

- Each student selects and presents examples that demonstrate the main student learning outcomes in an applied context.
- No two students in a group should present the same type of application, so group members need to collaborate to determine individual contributions.
- Use PowerPoint, Google Slides, or any medium that allows for audio and visual presentations. Students should provide an audio narrate their own slides or embed a video of their part of the presentation.
- Students are only graded on their individual contributions and their level of cooperation with their group members. Have students complete a self and peer evaluation survey after the project is submitted.

Sample Student Work - Math Final Project

Examples of Derivatives: Maximizing Profit

Given the given cost function C (x) = 7400 + 320x + 0.1x² and the demand function p (x) = 960 Find the production level that will maximize profit.

- 7400 + 320x + .1x² - (960)
  - P=6440 + 320x + .1x²
  - P'= 320 +.1x
    - 320 + .1x = 0
    - .1x / .1x = 320 /. 1x
      - = 3200 units

)
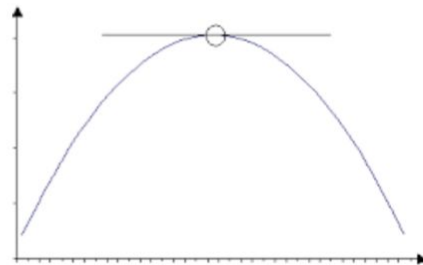
Sample Student Work - Math Final Project
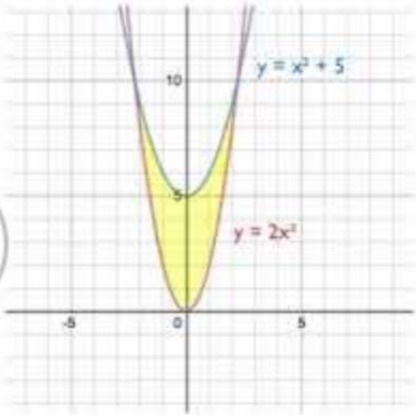
Integral Example
Dec 9, 2020 at 3:48 PM

Integral Example: Area Between Functions

Farmer Williams, and his wife, Mrs. Williams, decide to build a fence in their field, to keep their goats safe. Since Mrs. Williams is a math teacher, she suggests building fences described by $y = 2x^2$ and $y = x^2 + 5$. Farmer Williams thinks this would be much harder than just building an enclosure with straight sides. But he wants to please his wife. What is the area of the enclosed region?

$$\int_a^b [f(x) - g(x)]\, dx$$

top   bottom

$y = x^2 + 5$

$y = 2x^2$

$y = x^2 + 5$

$y = 2x^2$

$2x^2 = x^2 + 5$

What Can We Do?

- Teach academic integrity as a lesson/ unit and provide crosswalks (real life applications)
- Educate students on the consequences of academic dishonesty and the benefits of engaging with an assignment/ completing their own work
- Authentic Assessment
- Project Based Learning
- Carefully scaffold assignments/ Employ Reverse/ Backward Course Design (so that students are not overwhelmed)
- Create large test banks / change essay prompts each semester
- Metacognitive Reflection like this NYT lesson HERE
- Host Virtual Office Hours, Q & A sessions, Meet & Greets, with Zoom
- **Other suggestions?**

Even More Ways of Promoting Academic Integrity

- Have students sign an academic integrity statement prior to turning in an assessment or taking an exam.
- Give a short, low-stakes quiz on the academic integrity statements of your choice
- Use quiz options to shuffle answers, randomize questions, or set time limits.
- Have students turn in a photo of a study sheet that they've written by hand, and give them points for that as part of the exam.
- Create assignments that require an individual response or that require students to incorporate their own data or experiences into the response.
- Group Work: Avoid concerns about students inappropriately consulting their peers by planning for them to work together on a test or assignment.

Additional Resources

- [Center for Academic Integrity](#)

- [Alternative Assessment Ideas from UC Davis](#)

- [Rethinking Online Assessment](#)/ Creating Authentic Online Assessment (Zoom presentation)

- [Authentic Assessment Guide](#) (@One)

- [Approaches to Remote assessment](#) (UC Davis)

- What is [Project Based Learning](#)

- DVC [online proctoring recommendations](#)

- DVC [camera-optional recommendation](#)

Stay Optimistic!

Humanities Breakout Room

What are the Benefits of Project Based Learning?

Complexity, Community, Application

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question.

They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.

Project Based Learning unleashes a **contagious, creative energy** among students and teachers.

ATTRIBUTIONS: PBL WORKSHOP

Sample Project Based Learning from Bridget

For our ENG 3 Poetry Project, we will create a collaborative "Digital Scrapbook" on poetic movements, poets, and poems that will be shared via Google Slides.

You will each contribute one page (slide) to the project on a poetic movement/poet/poem of your choice. You will submit your completed page (slide) to me, and I will assemble the digital scrapbook for our class to use as a resource on poetic movements, poets, and forms.

For an evaluative rubric, student sample slide, as well as instructions on how to use/make a Google slide, please see the Help & Support section below.

Thanks!

Poetry Project: Template #1

Use this space to tell us about your poetic movement, poet and poem. Be sure that your poem is linked in full text.

You can replace the photo on the right with a photo of your poet.

Feel free to change font

Poetry Project Template #2

Poetic Movement | Poet | Poem

If you don't like Template #1, you are welcome to use this template.

Be sure to include a photo of your poet as well as a brief bio

Quote from 4 lines of the poem and include a link to the full text.

Poetry Project Template #3

Poetic Movement

Here is a third option/ template. Feel free to modify/ revise.

Poet

Add a photo of your poet here

Poem

Four key lines from poem

Poetic Movement

Review your poetic movement here

Poet

Poet's bio here

Poem

Link to full-text of poem

Anne Sexton: The Confessional Poet

Student Name HERE

<u>Anne Sexton's</u> confessional poetry reflects her emotionally tumultuous life which is brilliantly, yet tragically evident in her Pulitzer Prize winning collection, *Live or Die* (1966).

Urged to write by her psychotherapist as a potential remedy for her depression, Sexton often reveals her ideations on suicide and mental illness, which are breathlessly displayed via an emotional intimacy with the reader that subscribes to the confessional poets mantra of revealing personal and intimate details of the private live through poems.

According to Poets.org "**<u>Confessional Poetry</u>** is the poetry of the personal or 'I' [...] that dealt with subject matter that previously had not been openly discussed in American poetry. Private experiences with and feelings about death, trauma, depression and relationships were addressed in this type of poetry, often in an autobiographical manner." In fact, in the notable poem "<u>Her Kind</u>" Sexton uses the confessional style along with an elevated level of prosody when she boldly proclaims:

> I have ridden in your cart, driver,
> waved my nude arms at villages going by,
> learning the last bright routes, survivor
> where your flames still bite my thigh
> and my ribs crack where your wheels wind.
> A woman like that is not ashamed to die.
> I have been her kind.

Sadly, Anne Sexton was unable to overcome her battle with depression and she committed suicide in 1974, tragically leaving behind her husband and two daughters.

I wasthe girl of the chain letter,the girl full of talk of coffins and keyholes,the one of the telephone bills,the wrinkled photo and the lost connections.

Anne Sexton (1928- 1974)
Massachusetts/ New England
Confessional Poet (1950s- 1960s)
Pulitzer Prize Winner (1966)
Guggenheim Fellow (1967)

By Student Name

Luis Cabalquinto, was born in Magarao, the Philippines (the same city where my mother was born). Like many diasporic Asian communities displaced during and after the Vietnam war, Cabalquinto came to the US in 1968 and studied at Cornell University, NYU and the New School. Infusing his ancestral memories of home and motherland, with his new geographic identity in New York, Cabalquinto's poetry is a poignant palimpsest of geography, memory, identity and culture. This is overwhelmingly evident in his moving poem, Hometown, where he reflects on his island childhood in the Pacific when he imagistically writes:

I have no wish but this place —
To remain here in a stopped time
With stars moving on that water
And in the sky a brightness

Reflecting a bifurcated identity politics, common to many immigrants, refugees and migrants, Cabalquinto relies on the poetic techniques **of imagery** and **end stops** to compose a masterful poem that comes alive to reader via sensory objects, like moving stars upon the water, bright skis and (in other poems) the ripe scent of mangos and crispy rice.

Although he does not belong to a specific school or movement, Luis Cabalquinto's poems can easily be placed into the poetry of Asian American, specifically Filipino, voices as well as sensory and/ or imagistic poets. First published in 1989, he has won several notable awards, such as the Academy of American Poets Prize and the New School Dylan Thomas Poetry Award. He is now nearly 90 years old, yet continues to be a celebrated poet in both America and the Philippeans (Poetry Foundation).

Student Testimonials

"I truly enjoyed our virtual gallery and appreciate so much that opportunity you gave us, Dr. Hoida! It truly felt as I was in a museum through some of the beautiful slideshows. That was a gift from you to us (especially since we don't go out much due to Covid:) What a treat that was. Made the challenge so much more rewarding. Thank you so much!" -Student R.L.

"Wow, that is so amazing to hear from someone else in our class! I'm really glad that I was able to convey the importance of storytelling to our class and allow them to see how truly important storytelling is to everyone in the world! This is really inspiring to hear and it makes me really proud of all the things I learned in the class and of myself! Thanks for sharing this :)" - Student K. A.

Sample student comic strip (see left): "Sikh Captain America"

Sample Student Short Film: Cecilia Llompart's "Do Not Speak Of The Dead" Short Film

Closing the Feedback Loop: Reflections & Peer Review

Congratulations!

Over the past three weeks, you have worked hard at selecting, researching, and presenting a creation myth or origin story. Typically, in an online classroom, only the instructor sees all of your hard work, however, I believe in community and reciprocity as we learn and grow from one another's opinions, research, and ideas. That is why we will "close" Project #1 with a virtual gallery walk or showcase where you are invited to view and respond to your peer's work.

Directions: Imagine this experience as a virtual museum or art gallery where you are able to "visit" each of your peer's projects to learn more about specific creation myths and/or origin stories.

- **Step One:** Return to the Project #1 Submission Dropbox

- **Step Two:** View at least five of your peer's projects (PowerPoints, Google Slides, Prezis and/or Videos)

- **Step Three:** Select two of your peer's projects & complete the Google Doc reflection (below) for each peer & project

- **Step Four:** Upload your reflections to this assignment before the deadline.

Other "Projects"

1. Literary Prezis (based on an essay, reading, myth, etc.)
2. Podcasts on Rhetoric
3. Comic Strips on Logical Fallacies
4. Memes on the Rhetorical Triangle
5. Annotated Spotify Playlists (modeling annotated bibliographies)
6. Short Films/ Trailers (Research Presentation)
7. Digital Scrapbooks/ Slide Shows

Student Success: Projects are not "disposable"

-Student B.R., who created the short film "Do Not Speak of the Dead" was accepted into the UCLA Film & Television school as a transfer student (Spring 2021)

-Student K.G., who created the graphic comic, *Brown Ironman*, was accepted to USC (Fall 2020) and used his project to gain admission to the graphic design special programs.

-Student S.Q. who was accepted to UC Berkeley and used her research project on Protest Music as a writing sample to gain admission into the honors program (Fall 2020).

-Student H.S. who published her narrative project in Wall the Literary Magazine of Saddleback College.

And all the other students who feel seen and heard and who experience pride due to the meaningful impact of their projects.

Student Testimonials

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"Wow, that is so amazing to hear from someone else in our class! I'm really glad that I was able to convey the importance of storytelling to our class and allow them to see how truly important storytelling is to everyone in the world! This is really inspiring to hear and it makes me really proud of all the things I learned in the class and of myself! Thanks for sharing this :)" - Student K. A.