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**D291 Task 2**

**Background**

The instructional setting is Weaver University, a public, four-year degree institution located in the Northern United States (Western Governors University, 2023). Learners are students "Introduction to Research Writing (WR 001)". This is a hybrid general education course is for all first-year students. The main goal of the course is to improve their writing skills and prepare for their respective careers. University administration has implemented a taskforce to address the goal of improving student writing (p.2).

With the goal of improving writing skills, the committee appointed by the taskforce set out to conduct surveys on students, faculty, and administrators. With a survey completion rate of 82%, the conclusion was that 40% of students and faculty had plagiarized during their time at Weaver. This led to the development of a university-wide policy of having submitting assignments through an online plagiarism-detection service. The university has asked for instructors' assistance with implementing the tool.

Based on the needs gathered from my personas, students have varied attitudes toward learning. Some prefer self-paced courses, while others benefit from social interactions via groups or discussion boards. This does not exclude the need to look at students' technology skill level as they progress towards finishing the English writing course. Students should have an opportunity to use technology as an asset for learning by participating in discussion boards, watching instructional videos, and listening to audio books. Students may have also learned about plagiarism as some point in their academic career, either in high school or college. However, knowing about plagiarism does not mean a student knows proper citations or how to implement APA format in their writing. A post-class survey conducted on usage of the plagiarism-detection service show that students may "copy entire essays, used undocumented sources, and do not cite properly" (p.3). But using these results, the designer can get better understanding of learning outcomes needed to achieve desired results.

Targeted learning outcomes based on the course grading rubric include the following: students will be able to identify proper APA styles, use correct citation techniques, and identify the correct paraphrase when given a summary of text (p.13). These outcomes are from the WR001 syllabus (p.14). The objectives taken are ones that correlate to the usage of proper English writing techniques. In addition, students will have collaborative opportunities to give and receive feedback from other students.

The gap between current knowledge is as follows; students may not have proper English writing skills due to dialects being different from home counties, students need to learn about time management as not to rush through assignments and copy others' essays, and students need practice with citing sources as to become competent in their writing of essays, paraphrases, and utilizing discussion boards.

**Problem Statement:**

Students and faculty need to know how to use an online plagiarism-detection tool because it would hold students accountable for using proper citations, decrease plagiarism occurrences and teach the use of technology to assist with writing skills.

**Learning Goal Statement:**

Learners will demonstrate the use of an online learning tool to help check for proper citation format and APA style implementation.

**Learning Objectives:**

- English writing students will be able to practice their writing skills by utilizing peer-to-peer feedback on discussion boards.
- English writing students will be able to compose a mini essay using appropriate style and tone by citing least two sources using APA style.
- English writing students will be able to assess their writing using an online plagiarism checking tool.

**Discuss which Bloom's cognitive level(s) you used in learning objectives**

I made sure to scaffold the learning objectives so that students will build on each learning opportunity. I used the Apply taxonomy for my first objective. This will allow students to practice their writing skills on discussion boards. By receiving peer feedback, students will be able to gauge their level of learning against other students. I used the Create taxonomy taxonomy for my second objective. Once the student has the feedback they gathered from peer review, they will create a mini essay to show their skills. I used the Evaluate taxonomy for my third objective. By having students use the plagiarism tool, they can evaluate their writing skills and whether they have proper citations using APA style.

**Works Cited**

Western Governors University. (n.d.). D291/D292: Higher Education Case Study: Students' Writing Skills at Weaver University.