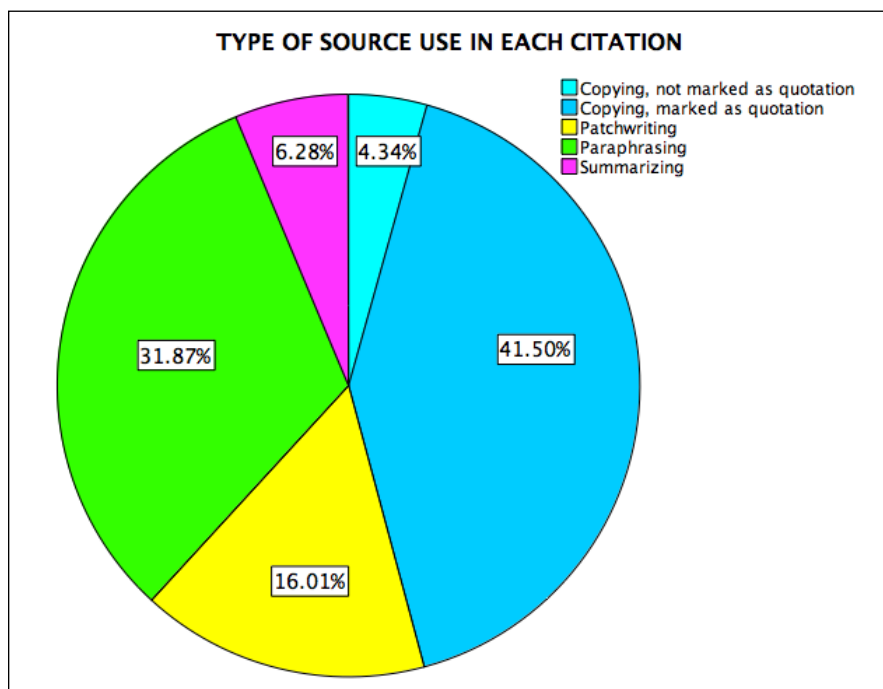


Predominant Type of Source Use in Each Citation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Copying not marked as quotation	83	4.34	4.34	4.34
Copying 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
Total	1911	100	100.0	
Total	1911	100.0		



SUMMARY OF THE DATA

- Of the 1,911 incidences of source use we coded, 4% (83) were copied and cited, but not marked as quotation; 42% (793) were copied and marked as quotation; 16% (306) were patchwritten; 32% (609) were paraphrased; and 6% (120) were summaries.
- A total of 20% misused sources (by failing to mark them as quotation or by patchwriting).
- A total of 96% worked with two or fewer sentences from the source rather than engaging with a sustained passage in the source.

Predominant Type of Source Use in Each Paper

The data above looks at each citation, but individual papers show a slightly different pattern. We only coded five pages (or 30 citations) in each paper, so there may have been source use in parts of the paper that we did not code. This means we cannot say categorically that something did *not* occur in the paper--only that it did not occur in the material we coded.

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
Valid	Copying, not marked as quotation	33	141	174	19.0	81.0	100
	Copying 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

SUMMARY OF THE DATA

- Of the 174 papers we coded, 19% (33) included at least one instance of copied material that was cited but not marked as quotation; 91% (159) included at least one instance of copied and cited material marked as quotation; 52% (91) included at least one incidence of patchwriting; 78% (135) included at least one incidence of paraphrase; and 41% (71) included at least one summary.

ANSWERING OUR INITIAL QUESTIONS

- A total of 98 papers (56%) misused sources by either failing to mark copied words as a quotation or by patchwriting. Of those, 26 (15%) did both.

This answers our initial question: how many students are patchwriting from sources at least once in a source-based paper, and how many students misuse sources in any other way at least once in a source-based paper?

GENERATING NEW QUESTIONS

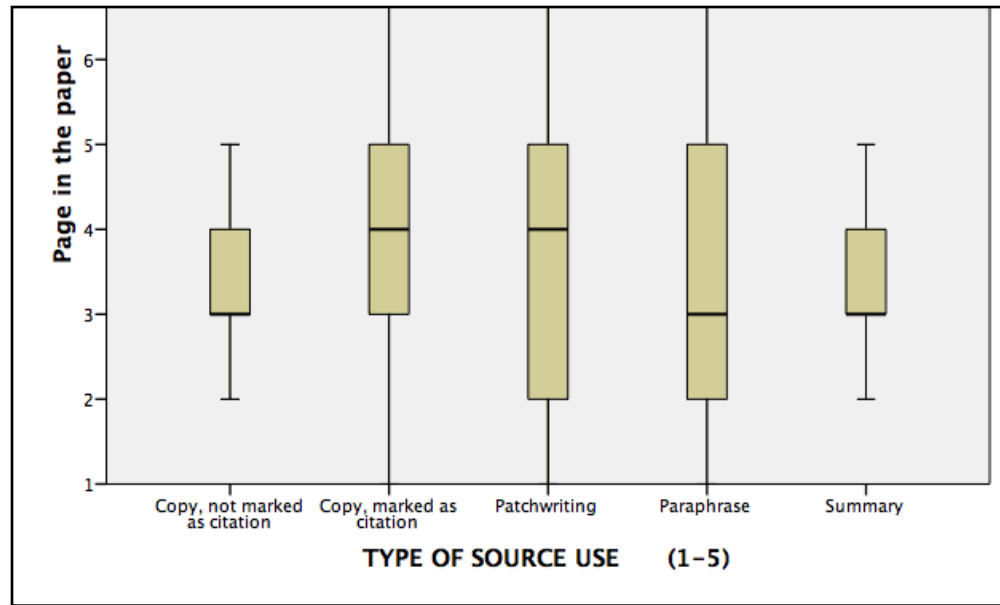
- A total of 71 of the papers (41%) included at least one summary, although many of these were one- or two-sentence plot summaries of works of literature.

We plan to do more analysis of these summarized sources for our forthcoming book (*Struggling with Sources*), focusing both on the length and frequency of summarized material and on the kinds of summary being produced.

Predominant Type of Source Use By Location in Paper

We also found a correlation between the type of source use and the location of that source use in the student paper.

CORRELATION BETWEEN TYPE OF SOURCE USE AND PAGE IN STUDENT PAPER



ANSWERING OUR INITIAL QUESTIONS

- The incidence of summary and paraphrase both peak on page 3 of the paper (indicated by the horizontal line in the boxes—for summary it is at the very bottom of the box, while for paraphrase it is in the lower half) and there are very few incidences of summary after page 4 (where the box ends). Like paraphrase, patchwriting can be found throughout the papers, but unlike paraphrase, it peaks on page 4. Like summary, quotations tend to start growing in number from page 3 in the paper, but like patchwriting, they peak on page 4. [Remember that we code mostly pages 2-6]

This provides a provisional answer to another of our initial questions: do any of these five means of incorporating source content tend to appear more often at the beginning or end of the student's text? Do students, for example, tend to summarize sources more often early in the paper, and patchwrite from them more frequently toward the end, suggesting that patchwriting may be the product of a decrease in engagement with the paper or a lack of time?

GENERATING NEW QUESTIONS

Researchers would need to conduct interviews with students or capture their commentary as they edit to determine exactly what is happening toward the end of the paper. Such research would add greatly to our understanding of student use of sources.