

WHAT IS SAFEASSIGN?

SafeAssign™ is a plagiarism prevention service, offered by Blackboard to its Blackboard Learning System Enterprise clients. This service helps educators prevent plagiarism by detecting unoriginal content in student papers. In addition to acting as a plagiarism deterrent, it can help educate students about plagiarism and the importance of the proper attribution of any borrowed or paraphrased content.

HOW DOES IT WORK?

SafeAssign can be used in several ways.

- 1) In all cases, it is of the utmost importance to “synchronize” the SafeAssign module (found in your Control Panel) frequently and before submitting material. This allows your plagiarism check to be matched with the largest amount of recently added content (Internet, other students’ papers, databases, e-texts, et al.).
- 2) Instructors can set up **SafeAssignments** in their Blackboard courses and let students submit papers to these assignments, in a way very similar to the one provided currently by Blackboard Learning System. As students submit papers, they are checked against SafeAssign’s comprehensive databases of source material. The papers will then be delivered to instructors through the Blackboard Learning System together with the originality reports, with the results of the matching process, attached to them.
- 3) Instructors may upload papers directly with the **Direct Submit** feature, without student involvement, and in cases of high matching scores, meet with the student to discuss. This will generate an online report that you can attach to an e-mail or send to your Department Chair. Reports and difficult cases may be referred to the Office of Academic Integrity (academicintegrity@aup.edu), and/or the Writing Lab and ARC.
- 4) Instructors not using Blackboard, or who do not feel confident interpreting originality reports and matching scores, may send the document by e-mail to Ann Borel, Academic Resource Center (arc@aup.edu). Reminder: not all matches constitute plagiarism.

OVERVIEW

SafeAssignments appear in courses as a new content type and can be added to any course content area. SafeAssignments function like the existing Assignment content type with the added layer of a plagiarism detection check once papers are submitted.

Please note that it is not possible to make an existing Assignment a SafeAssignment without starting from the beginning, although you can certainly submit it like any other paper or exam. Like regular Assignments, however, SafeAssignments are integrated with the Gradebook in the Blackboard Learning System - Enterprise License.

CREATING A SAFEASSIGNMENT

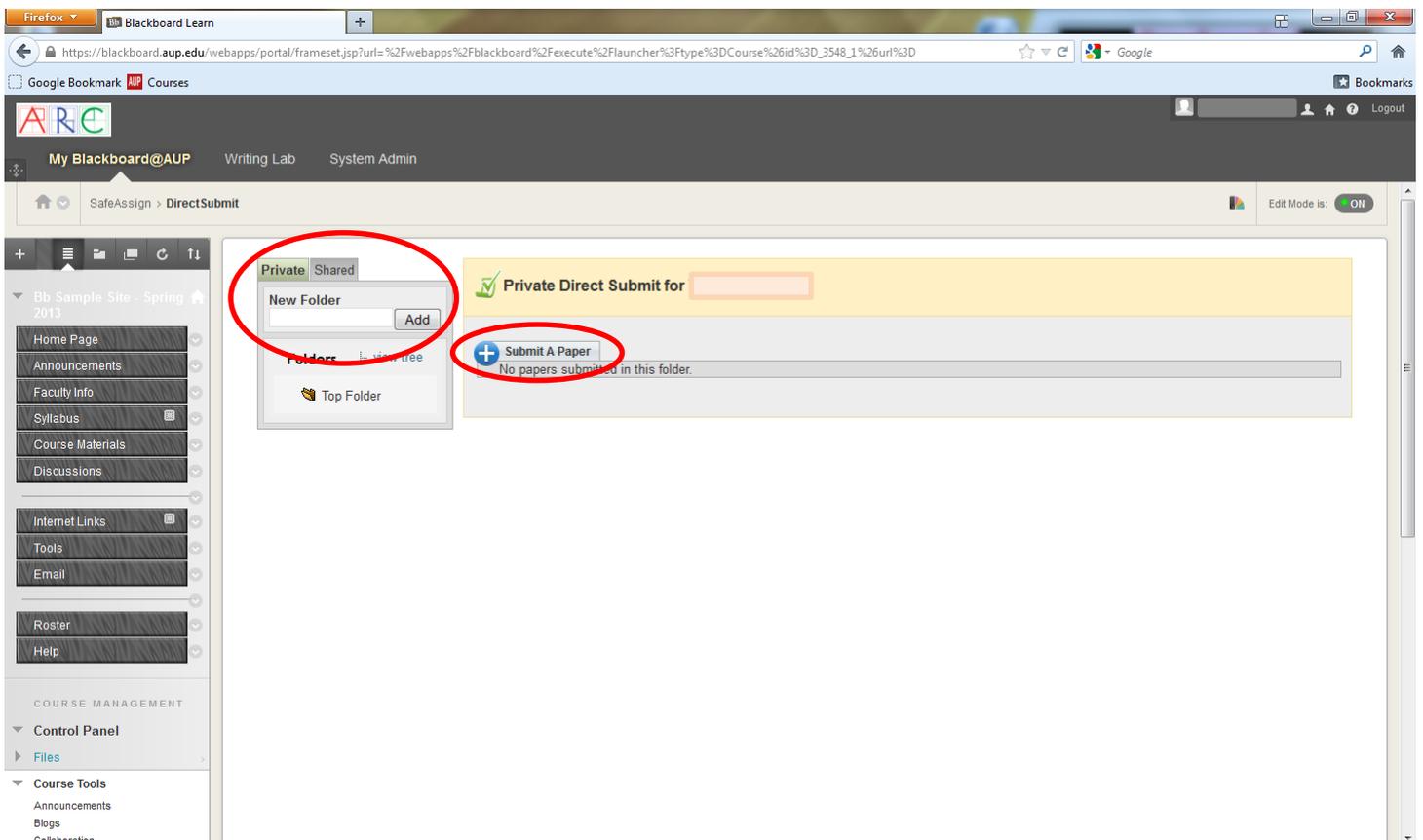
If you wish to create a new assignment, with automatic uploading to SafeAssign, you may enter the content as a learning object called "SafeAssign." Please see below for instructions and images.

- 1) Access the area in which you would like to add a SafeAssignment.
- 2) Go to Assessments and select SafeAssignment.
 - a. Draft: Allows students to validate their paper without submitting it to the institutional database. Useful as an instructive tool to help students learn how to attribute papers properly. You will be able to see the draft submission.
 - b. Urgent Checking: Sets papers to a high priority in the queue.
 - c. Student Viewable: Determines whether or not students can see the report generated when their papers are submitted.

The screenshot shows a Firefox browser window displaying the Blackboard Learn interface. The address bar shows the URL: https://blackboard.aup.edu/webapps/portal/frameset.jsp?url=-%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ptype%3Dcourse%26id%3D_3548_1%26url%3D. The page title is "My Blackboard@AUP" and the user is logged in as "Writing Lab" and "System Admin". The main content area is titled "Course Materials" and shows a "Folder empty" message. A dropdown menu is open under the "Assessments" tab, listing options: Test, Survey, Assignment, Self and Peer Assessment, SafeAssignment (highlighted with a red circle), and Mobile Compatible Test. The left sidebar contains navigation links for Home Page, Announcements, Faculty Info, Syllabus, Course Materials, Discussions, Internet Links, Tools, Email, Roster, and Help. The bottom of the page shows the URL: https://blackboard.aup.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_144172_1&course_id=_3548_1&mode=reset#evaMenu.

DIRECT SUBMIT – NO NEED TO CREATE AN ASSIGNMENT, SIMPLY UPLOAD PAPER

- 1) Synchronize the course (see above).
- 2) Go to Control Panel > Course Tools > SafeAssign.
- 3) Click on Direct Submit.
- 4) Select whether to submit papers to a private folder or a shared folder.
 - a. Private folders can be used to manage papers for an individual instructor. These folders follow the instructor and are available in any course where that user has Instructor-level privileges.
 - b. Shared folders are viewable by anyone with access to the Direct Submit tool through the course. Multiple Instructors and Teaching Assistants can view submissions related to a course in shared folders.
- 5) Create a new folder (for the course, for example). [optional]
- 6) Click on “Submit A Paper.”



Reports can take several minutes or even an hour, depending on global access, so please be patient and do not re-submit (you may have to refresh your screen or go back to SafeAssign in Control Panel to see finished reports). It is best to create folders for each course you teach.

SAFEASSIGN ORIGINALITY REPORTS

SafeAssign generates an Originality Report with the results of the matching process. In order to see the actual matched phrases, go to the body of the text after clicking on highlight, and click on each sentence – a box will open up comparing the paper content to the source, along with a link to the source. These reports may be e-mailed.

MATCHING SCORES

SafeAssign checks all submitted papers against the following databases and content:

- **Internet** - comprehensive index of documents available for public access on the Internet
- **ProQuest ABI/Inform database** with over 1,100 publication titles and about 2.6 million articles from the 1990s to present time, updated weekly (exclusive access)
- **Institutional document archives** containing all papers submitted to SafeAssign by users in their respective institutions
- **Global Reference Database** containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional cheating

SAMPLE REPORTS

artistic or intellectual? As we know auteurism can be repetitive, because a director is always trying to add his "signature" in the film. This repetitiveness can decrease the amount of originality of film because it dampens its inventiveness. The auteur theory rejected the aesthetics of writing in film. Truffaut, a nouvelle vague auteur considered screenwriting not vital to the filmmaking process. William Goldman responded to this theory asking sarcastically "and where's the punchline?" Autorism is about the theory of control; the auteur's "signature" is his authority. An auteur is an artist that values consistency, diversity, unity and repetition more than originality. The French new wave was all about the auteur theory, directors like Francois Truffaut, Jean-Luc Godard, Claude Chabrol, Eric Rohmer, and Jacques Rivette praised it. American directors such as Francis Ford Copolla, George Lucas, Brian De Palma, Steven Spielberg, Woody Allen, Stanley Kubrick and Martin Scorsece were influenced by the French nouvelle vague. Their movies are very personal, and has their own touch to it. These movies were made for their "sheer love of cinema". Truffaut even adds "I will never get out of my system" for his love of cinema and his auteuristic expression. (Friedman)

Auteur theory is not about "technical mastery" but rather about "vision". Martin Scorsece. touches up a bit on "Italian immigrant culture" in his films. As a child he was interested in film asp "priests of imagination" is what describes Sc film about a filmmakers own accomplishment himself started as a scriptwriter; therefore, f fantasy and creative exuberance. Realism was depicted in many of his films. His language and intellectual formation created his visual universe.

1 Fellini says "I think the cinema is a woman by virtue of its ritualistic nature.This uterus which is the theater, the detail darkness, the apparitions-all create a projected relationship, we project ourselves onto it, we become involved in a series of vicarious transportation, and we make the screen assume the character of what we expect of it, just as we do with women, upon whom we impose ourselves. Woman being a series of vicarious transportation, and we make the screen assume the character of what we expect of it, just as we do with women, upon whom we impose ourselves

URL:	http://www.arts.auckland.ac.nz/whatson/index.cfm?P=5564
Matching:	82%
Uploaded Manuscript:	Fellini says "I think the cinema is a woman by virtue of its ritualistic nature.This uterus which is the theater, the detail darkness, the apparitions-all create a projected relationship, we project ourselves onto it, we become involved in a series of vicarious transportation, and we make the screen assume the character of what we expect of it, just as we do with women, upon whom we impose ourselves
Internet Source:	This uterus which is the theatre, the fetal darkness, the apparitions -- all create a projected relationship, we project ourselves onto it, we become involved in a series of vicarious transpositions, and we make the screen assume the character of what we expect of it, just as we do with women, upon whom we impose ourselves

story about a married couple that experience trouble in their marriage. the movie is apparently somewhat autobiographical. the apartment that Nicole Kidman and Tom Cruise live in, resembles that apartment Kubrick owned with his wife in New York back in the 1960's. This is some of the little functions (which contribute to (Tom) Cruise's image as a "dream" creation of a man on the road movie

SAMPLE REPORTS

Paper Information

Owner: [Redacted]	Folder: Top Folder	Save report to disk:
Filename: [Redacted]	Submitted: May 08 2009 11:47:37 CEST	Print version:
Matching: [Redacted] 5%	Paper ID: 22400023	Direct link:

Suspected Sources

Click on a source to view the original, or click on the magnifying glass to see the source highlighted in the text below.

- <http://www.arts.auckland.ac.nz/whatson/index.cfm?P=5564>
- <http://clackhi.nclack.k12.or.us/~scovils/>
- <http://209.138.125.21:8088/pqss-solr/paper/get?id=588654&md5=ce68abe964386bbdf8f31f9c1e1af08&ioctyp>
- http://fa.wikipedia.org/wiki/%D9%88%D9%88%D8%AF%DB%8C_%D8%A2%D9%84%D9%86

Paper Text:

[Redacted]

Callout Box: No. 3: Could be from a term paper mill: it is not possible to open this link, but I traced the IP to Laos! Notice the words "paper/get" in URL.

Match No. 2: Taken from a K-12 homework site – good time to remind students of the quality of research required at university. See homepage used. →→

Scove's Theater Web Page O' Fun

Home for Clackamas High School Drama

14486 SE 122nd Avenue Clackamas, OR 97015

Susan Scovil: Director, Drama Teacher

(503) 353-5810 x38122 scovils@nclack.k12.or.us

Alternative email address: ClackamasDramaQueen@yahoo.com

DETAILED READING OF MATCHING CONTENT

The Matching Index shows the percentage of the paper that matched other sources.

Print Version is a text-only formatted version that is accessible and optimized for printing.

These features will give you a direct URL to this report that you can then email to others.

Click on each Suspected Source to see the full corresponding source.

Click the magnifying glass icon to highlight the Paper Text material that matched to that particular source.

Use the Reprocess icon to rerun the report without checking against those sources indicated by the check boxes.

Paper Text is the actual text from the submitted paper.

Highlighted text indicates what portions of the Paper Text corresponds to which source.

Numbers indicate which Suspected Source this text matched with.

Click on a particular matching sentence in the Paper Text to view the Source Comparison window. It shows the URL of the matching source document, the percentage of similarity and a direct comparison of each sentence.

Paper Information

Author: Todd Moe C1
 Title: sample doc 1.htm
 Matching: 100%

Assignment: Demo Assignment 1
 Submitted: 2006-04-04 16:58:12 EST
 Paper ID: 41429

Save report to disk:
 Print version:
 Direct link:

Suspected Sources

Click on a source to view the original, or click on the magnifying glass to see the source highlighted in the text below.

Highlight All Unhighlight All

- http://www.mydropbox.com/get_paper2.pl?id=173022&digest=e7f5045f1cdf95f3ad7f8977d52a9a50
- <http://www.netessays.net/viewpaper/27185.html>
- http://www.mydropbox.com/get_paper2.pl?id=173023&digest=aa71c6bd185cf2d2b484fb6917d6a3cb
- <http://www.the-innovation-group.com/ChemProfiles/Calcium%20Chloride.htm>
- <http://www.peterschemical.com/Calcium%20Chloride.htm>
- http://www.dcchem.co.kr/english/product/p_basic/p_basic03.htm
- <http://www.calciumchloride.com/concrete.shtml>

Re-process the paper without the selected sources

Paper Text

Click on the text to see more info about the source.

1 Prejudism in the 1930s, down in the Southern United States, was not good

2 Calcium chloride is used for such things as dust control, road deicing, and to assist in oil and gas drilling. 3 It is easily manufactured for a variety of sources. underground brines in Michigan, a by-product of hydrochloric acid streams, and soda ash can harbor calcium chloride. For years the market was supplied by three major manufactures- Dow Chemical, General Chemical, and Tetra Technologies- all of which produce such a high-volume that it creates oversupply and poor prices. These companies already produced roughly 1.5 million tons per year and out of that only about 1 million tons are used. In 1995, Ambar Incorporated decided that they were going to enter the calcium chloride market. They spent over \$60 million on supplies and opened behind schedule in 1997. Then North America experienced the warm and low precipitation winters in 1999 and 2000, there was an incredibly low demand for calcium chloride and the company failed. (paper mill)

4 In recent years, the market demand for calcium chloride has shifted. Consumption within the largest market segment, deicing, is heavily dependent on weather conditions. A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand. Deicing consumption was 38 percent of total US end use during 1994, but declined to 30 percent in 1997 and then 22 percent in 2000. During this time, demand for calcium chloride in oil and gas exploration increased from 4 percent to 17 percent. Unless there is a change in the general weather pattern, this demand mix is expected to continue. While the calcium chloride market experienced strong demand from increased oil and gas exploration for the past couple of years, lower prices crude oil and gas this year will adversely affect the demand for drilling fluids, and with this, calcium chloride as well. Industry capacity is more than adequate to meet future demands as the industry's operating rate is about 60 percent. (Proquest)

Necrosis of the skin after contact with calcium chloride has been described in a variety of situations, including that of oil field workers and prolonged electroencephalographic testing (contact paste).[1,2,3] Circumscribed dystrophic dermal calcification was reported for the first time in 1935 and may follow the application of dry calcium or calcium-containing solutions.[4] The authors report a case of percutaneous penetration of a defrosting, industrial calcium salt, which was followed by deep-dermal thigh necrosis in a child. This uncommon injury raised concern about child abuse. (finarticles)

5 Calcium Chloride has unique properties that make it ideal for maintaining unpaved roads and fortifying road bases for new construction. 6 It is calcium chloride's ability to regulate moisture on road surfaces that is the key to building roads that last. Calcium Chloride keeps roads moist, day-in and day out, keeping nuisance dust down. Reduced pot-holing and rutting made possible by calcium chloride surface stabilization makes roads safer year round. Stabilized calcium chloride roads can reduce aggregate loss by up to 75%. In addition, they significantly reduce the frequency and costs associated with periodic grading. 5 Uniform compaction and residual calcium chloride helps protect road bases from winter freezing and related frost heaving. Long known as an effective ice melter, calcium chloride lowers the freezing point of moisture in road bases to nearly 60 degrees below zero. (Internet)

7 Investigations have shown that a two percent addition of calcium chloride has equal cure strength at 50F as plain concrete has at 70F. 6 Regardless of the temperature or cement type, concrete mixes containing calcium chloride will always have a faster cure rate than plain concrete. The beneficial effects of calcium chloride will be even more pronounced at lower temperatures. 7 The accelerated cure rate measured as final concrete set

URL:	http://www.dcchem.co.kr/english/product/p_basic/p_basic03.htm Matching: 100%
Uploaded Manuscript:	The beneficial effects of calcium chloride will be even more pronounced at lower temperatures
Internet Source:	The beneficial effects of calcium chloride will be even more pronounced at lower temperatures

SCORES

Sentence matching scores are the percentage probability that two sentences have the same composition or meaning. This number can be interpreted as the reciprocal to the probability that these two sentences are similar by chance. For example, a score of 90 percent on one passage means that there is a 90 percent probability that these two sentences are the same and a 10 percent probability that they are similar by chance.

The overall score is an indicator of what percentage of the submitted paper matches existing sources. This score is a warning indicator only and papers should be reviewed to see if the matches are properly attributed.

Scores below 15 percent: These papers may include some quotes and common phrases or blocks of text that match other documents. If not attributed, students may need reminders (footnotes, parenthetical references, etc.).

Scores between 15 percent and 40 percent: These papers include extensive quoted or paraphrased material or they may include plagiarism. These papers should be reviewed to determine if the matching content is properly attributed.

Scores over 40 percent: There is a very high probability that text in this paper was copied from other sources or purchased. These papers include quoted or paraphrased text in excess and should be reviewed for plagiarism.

TO KEEP IN MIND:

- Choose the highlight option to see the targeted areas of an assignment.
- Be careful not to upload the same paper twice – if the paper was added to the institutional or global database, you will get a 100% score (if you would like a preview in order to warn a student, use the submit draft option).
- New forms of cheating, thanks to the Internet, appear every day. For example, the site selling corrupted files to students...students purchase a corrupted file, submit it to the professor or through Blackboard and then wait for the professor's note advising them that it cannot be opened. This will buy students extra time to finish the real paper. Students may also use invisible characters, e.g., in Cyrillic, to thwart the plagiarism software, and to make fraudulent use of Web-based translation sites.
- Plagiarism-awareness is increasingly important – even so-called unintentional plagiarism is punished in the “real world” while intentional instances can result in loss of credibility, not to mention careers.
- Discuss in class, where time permits, what about can be considered “common knowledge” and what to do when paraphrasing others' ideas (refer to the Writing Lab for assistance).
- If students need help with bibliographies and citations in general, please refer them to the Writing Lab or ask a Reference Librarian (the AUP Library now has RefWorks).
- Please remember that SafeAssign “originality reports” do not determine whether a work has been **properly cited**. If the student has correctly attributed the highlighted areas, the match would not constitute attempted plagiarism.

Suggested sites for student-awareness:

AUP Writing Lab: <https://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab>

The Online Writing Lab at Purdue: <http://owl.english.purdue.edu/owl/resource/589/01/>

The Writing Place at Northwestern University: <http://www.writing.northwestern.edu/writing-resources/handouts/avoiding-plagiarism/> Questions about SafeAssign? Please contact arc@aup.edu.