

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Sally Markiewicz	Event/Date:	TeachFest – July 29, 2014
Text and Author	“Is it Plagiarism Yet? By Karl Stolley, Allen Brizee, Joshua Paiz	Where to Access Text	https://owl.english.purdue.edu/owl/resource/589/2/
Text Description			
This section of the Purdue OWL website describes what plagiarism looks like and how to correctly cite in order to avoid plagiarism.			
Quantitative			
Lexile and Grade Level	Grade level 10 / Readability_score.com	Text Length	834 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>“When in doubt, cite.” Though some plagiarism is deliberate, much is unintentional. There are ways to avoid plagiarizing.</p>		<p>Three distinct sections with headings: “Is it plagiarism yet?,” “When do we give credit?,” and a definition of “common knowledge.” Bullet points for specific incidences when to and when not to give credit. Plenty of white space between points. Straightforward language. Explicit instructions and examples. Important words/phrases are in bold type.</p>	
Prior Knowledge Demands		Language Features	
<p>What a research paper looks like. Basic citation vocabulary would be helpful. Non-fiction text structure.</p>		<p>Strong, precise academic language: citation, paraphrasing, documented, “discourse communities,” “general references sources.” Some colloquial terms and phrases ELL students may struggle with : “gray area,” “common knowledge.”</p>	
Potential Reader/Task Challenges			
Unfamiliar academic vocabulary. Understanding the concept of quotes and the subtleties of paraphrasing. Much specific information is found in the text.			
Big Takeaway			
When in doubt, cite.			

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
Words that can be determined in context	<ul style="list-style-type: none"> • Unquestionably (2) • Insights (2) • Obtained (2) • Credible (2) <p><u>ELL vocab</u></p> <ul style="list-style-type: none"> • Labeled • Suspicion (2) • Appear (2) • Materials (2) • Observations (2) • Field 	<ul style="list-style-type: none"> • Distinguish (2) • Medium (2) • Originate (2) • Undocumented (2)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Intent (2) • Citation (3) • Paraphrasing (3) • Credit/ed (2) • Implied (2) • Production (2) • “discourse communities” (3) • “composition studies” (3) • “urban legends” (3) • “general reference sources” (3) <p><u>ELL vocab</u></p> <ul style="list-style-type: none"> • Conversing (2) • Deliberately (2) 	