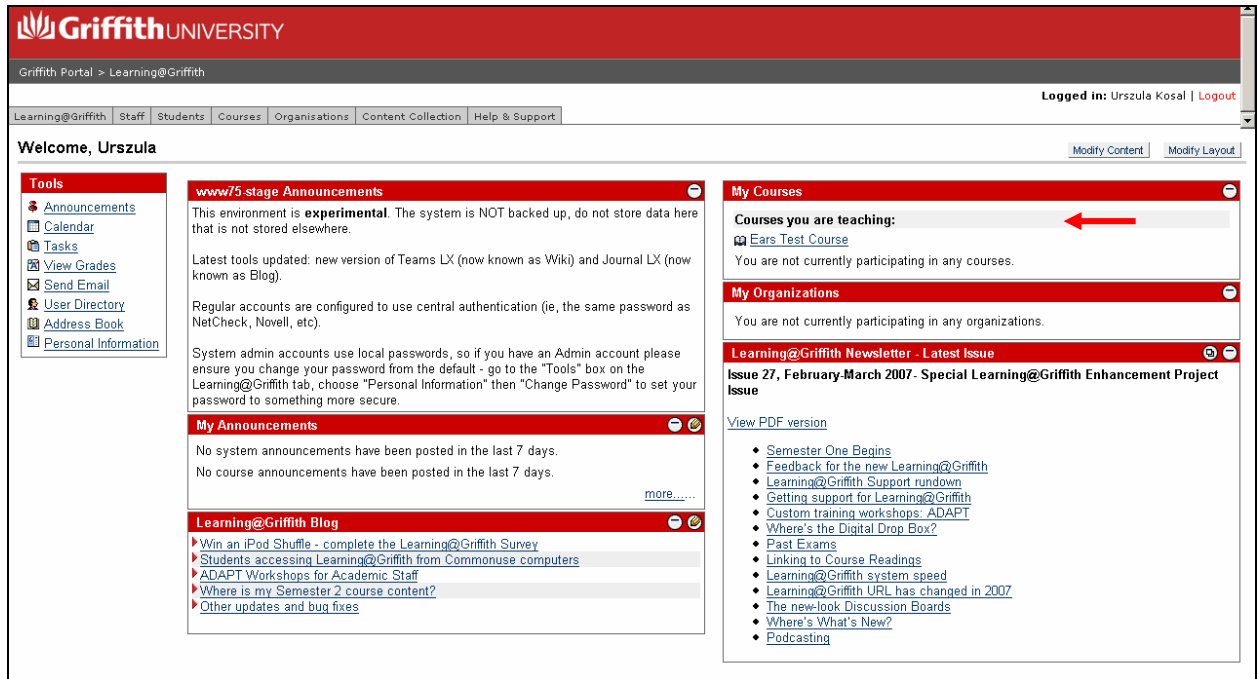


Accessing and Interpreting SafeAssign Reports: For Staff

1. Log into Learning@Griffith using your staff ID (s number) and password.
2. Navigate to the course where the SafeAssignment is located.



Griffith UNIVERSITY

Griffith Portal > Learning@Griffith

Logged in: Urszula Kosal | Logout

Learning@Griffith | Staff | Students | Courses | Organisations | Content Collection | Help & Support

Welcome, Urszula

Tools

- Announcements
- Calendar
- Tasks
- View Grades
- Send Email
- User Directory
- Address Book
- Personal Information

www75-stage Announcements

This environment is **experimental**. The system is NOT backed up, do not store data here that is not stored elsewhere.

Latest tools updated: new version of Teams LX (now known as Wiki) and Journal LX (now known as Blog).

Regular accounts are configured to use central authentication (ie, the same password as NetCheck, Novell, etc).

System admin accounts use local passwords, so if you have an Admin account please ensure you change your password from the default - go to the "Tools" box on the Learning@Griffith tab, choose "Personal Information" then "Change Password" to set your password to something more secure.

My Announcements

No system announcements have been posted in the last 7 days.
No course announcements have been posted in the last 7 days.

Learning@Griffith Blog

- Win an iPod Shuffle - complete the Learning@Griffith Survey
- Students accessing Learning@Griffith from Commonuse computers
- ADAPT Workshops for Academic Staff
- Where is my Semester 2 course content?
- Other updates and bug fixes

My Courses

Courses you are teaching:

- Ears Test Course

You are not currently participating in any courses.

My Organizations

You are not currently participating in any organizations.

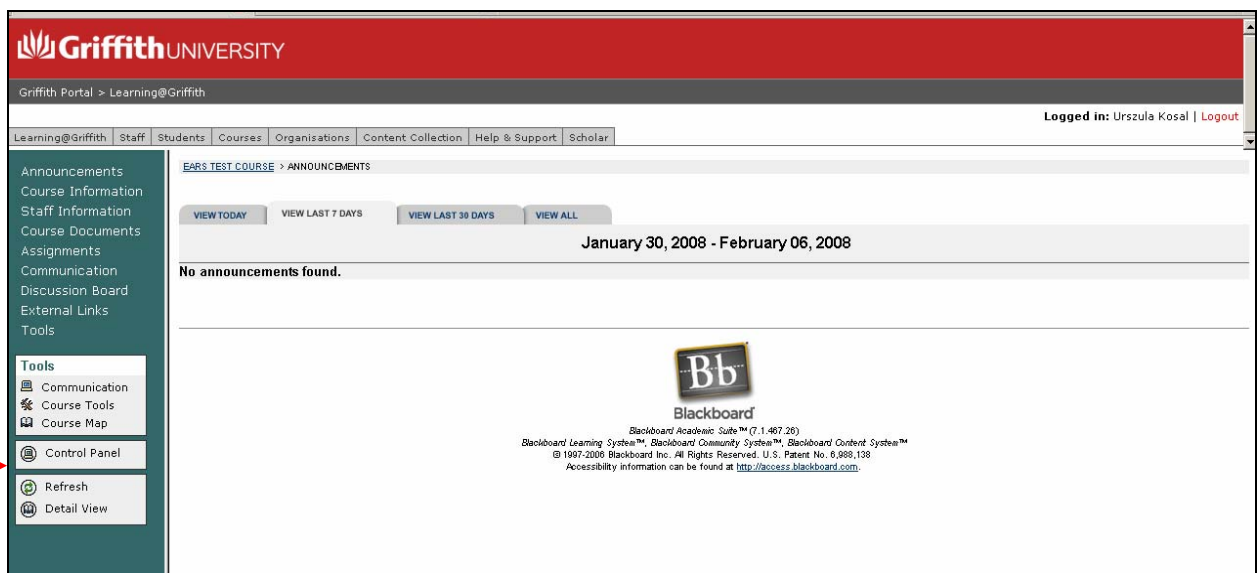
Learning@Griffith Newsletter - Latest Issue

Issue 27, February-March 2007 - Special Learning@Griffith Enhancement Project Issue

View PDF version

- Semester One Begins
- Feedback for the new Learning@Griffith
- Learning@Griffith Support rundown
- Getting support for Learning@Griffith
- Custom training workshops: ADAPT
- Where's the Digital Drop Box?
- Past Exams
- Linking to Course Readings
- Learning@Griffith system speed
- Learning@Griffith URL has changed in 2007
- The new-look Discussion Boards
- Where's What's New?
- Podcasting

3. Click on **Control Panel** (in the left menu).



Griffith UNIVERSITY

Griffith Portal > Learning@Griffith

Logged in: Urszula Kosal | Logout

Learning@Griffith | Staff | Students | Courses | Organisations | Content Collection | Help & Support | Scholar

EARS TEST COURSE > ANNOUNCEMENTS

VIEW TODAY | VIEW LAST 7 DAYS | VIEW LAST 30 DAYS | VIEW ALL

January 30, 2008 - February 06, 2008

No announcements found.

Tools

- Communication
- Course Tools
- Course Map
- Control Panel
- Refresh
- Detail View

Blackboard

Blackboard Academic Suite™ (7.1.497.20)
Blackboard Learning System™, Blackboard Community System™, Blackboard Content System™
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Accessibility information can be found at <http://access.blackboard.com>

- From the Control Panel, click **SafeAssign** (under Course Tools).

Griffith UNIVERSITY

Griffith Portal > Learning@Griffith

Learning@Griffith | Staff | Students | Courses | Organisations | Content Collection | Help & Support

Logged in: Urszula Kosal | Logout

EARS TEST COURSE > CONTROL PANEL

EARS-TEST: Ears Test Course - Urszula Kosal (Instructor)

Content Areas Course Information Course Documents	Assignments External Links
--	---

Course Tools Announcements Course Calendar Staff Information Tasks Send Email Discussion Board Collaboration Digital Dropbox Glossary Manager Messages	Content Collection Course Portfolios Check Collection Links Glossary Manager Physics Online Tutorial System Configure Wiki Tool Assess Wikis Configure Blog Tool SafeAssign
---	---

Course Options Manage Course Menu Course Design Manage Tools Settings Recycle Course	Course Copy Import Course Cartridge Import Package Export Course Archive Course
--	---

User Management List / Modify Users Manage Groups
--

Assessment Test Manager Survey Manager Pool Manager Course Statistics	Gradebook Gradebook Views Performance Dashboard
--	---

Help Support Manual	Contact System Administrator Quick Tutorials
--	---

Blackboard

Blackboard Academic Suite™ (7.1.467.26)
 Blackboard Learning System™, Blackboard Community System™, Blackboard Content System™
 © 1997-2006 Blackboard Inc. All Rights Reserved. U.S. Patent No. 6,988,138
 Accessibility information can be found at <http://access.blackboard.com>

- From the list, pick the SafeAssignment you want to access and click **View**

Griffith UNIVERSITY

Griffith Portal > Learning@Griffith

Learning@Griffith | Staff | Students | Courses | Organisations | Content Collection | Help & Support | Scholar

Logged in: Urszula Kosal | Logout

EARS TEST COURSE > CONTROL PANEL > SAFEASSIGN > SAFEASSIGNMENTS

SAFE ASSIGNMENTS | DIRECT SUBMIT

SafeAssignments

✓ **SafeAssignments**

[Synchronize this course](#)

Sort by: title | date




✓ **Draft 2**
 It is for student reference only.
 It is an option to submit a draft before final submission and allow for corrections if necessary.
 >> [View](#)


✓ **Draft 1**
 It is for student reference only.
 It is an option to submit a draft before final submission and allow for corrections if necessary.
 >> [View](#)

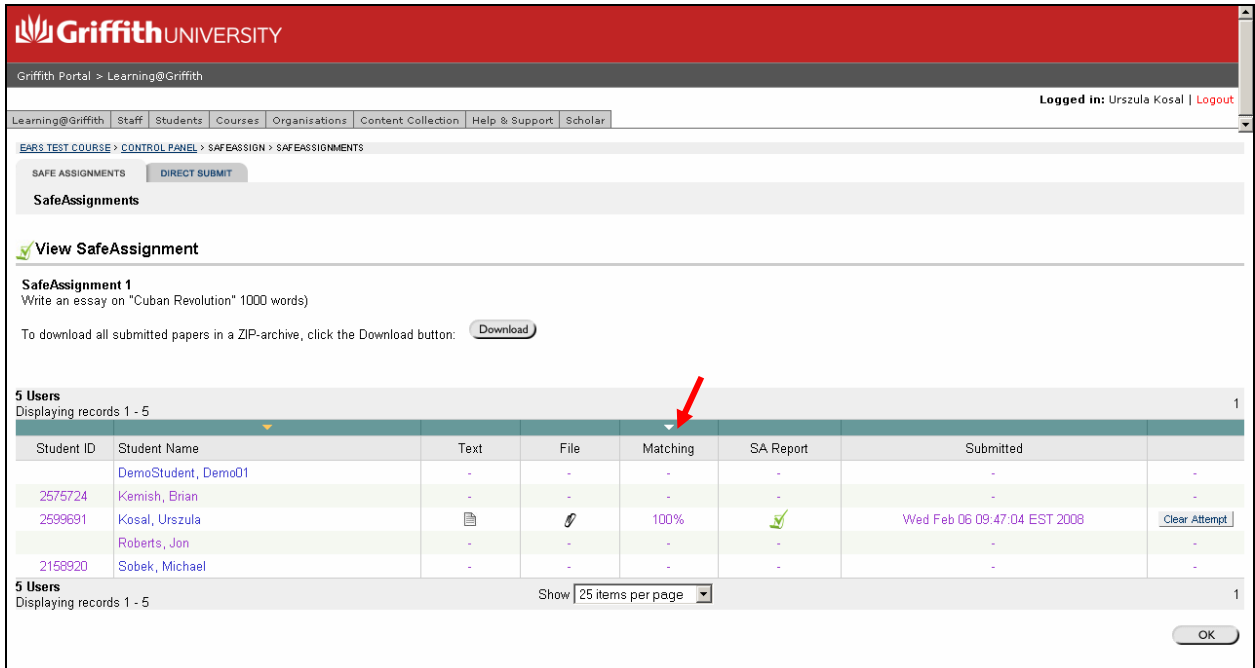
✓ **SafeAssignment 2**
 Individual Research Report due Monday, 25 February at 10am
 (3500 words)
 >> [View](#)

✓ **SafeAssignment 1**
 Write an essay on "Cuban Revolution"
 1000 words)
 >> [View](#)

OK

- To view the content of an individual assignment click the Text icon .
- To download an electronic copy of an individual assignment click the File icon  and Save to Disk.
- To download all submitted assignments in a .ZIP file click  and Save to Disk.

6. Once the assignment is processed the Matching Score and SafeAssign Report icons show on the refreshed screen. Click the  icon to access the SA Report (see below for examples).



Griffith UNIVERSITY

Griffith Portal > Learning@Griffith


Learning@Griffith | Staff | Students | Courses | Organisations | Content Collection | Help & Support | Scholar

Logged in: Urszula Kosal | Logout

EAR'S TEST COURSE > CONTROL PANEL > SAFEASSIGN > SAFEASSIGNMENTS

SAFE ASSIGNMENTS | DIRECT SUBMIT




SafeAssignments

 View SafeAssignment

SafeAssignment 1
Write an essay on "Cuban Revolution" 1000 words)

To download all submitted papers in a ZIP-archive, click the Download button: [Download](#)

5 Users
Displaying records 1 - 5

Student ID	Student Name	Text	File	Matching	SA Report	Submitted	
	DemoStudent, Demo01	-	-	-	-	-	-
2575724	Kemish, Brian	-	-	-	-	-	-
2599691	Kosal, Urszula			100%		Wed Feb 06 09:47:04 EST 2008	Clear Attempt
	Roberts, Jon	-	-	-	-	-	-
2158920	Sobek, Michael	-	-	-	-	-	-

5 Users
Displaying records 1 - 5

Show 25 items per page

OK

By default, the list of assignment submission is sorted by student name. You can also choose to sort by the Matching Score, to easily identify files that have a higher percentage of matched text than other files in this group of submissions. To sort by matching score click on the arrow on the top of the Matching column.

How to use and interpret the SafeAssign Report

The SafeAssign Report is a tool which is designed to be used in the following manner:

- Allowing students to check their assignments to ensure correct referencing of quotes and ideas, and thus develop skills in correct academic writing
- Allowing academic staff to better identify students who may need further assistance with their academic writing skills and in developing their own ideas in written assignments

When marking assignments submitted using SafeAssign, it is up to the individual staff member to choose how to make use of the SafeAssign Matching Score and SA Report.

The overall Matching score is an indicator of what percentage of the text in the submitted file matches existing sources - this score is best used as an indicator for you to choose which SA Reports to examine more closely. The average range of percentages in Matching Scores will vary between disciplines and even between assignments - for example, in one course the average range might be 10%-30%, and in another course, 20%-40%. Students do not need to aim for a score of 0%.

The SA Report also calculates sentence Matching Scores to indicate how similar sentences are to other text in the SafeAssign database. For example, a score of 90% means that there is a 90% probability that these two sentences are the same, and a 10 percent probability that they are similar by chance and not because the submitted paper includes content from the existing source (whether or not it is appropriately attributed). You can use this information to judge whether or not plagiarism has occurred.

SafeAssign have given the following indication as to how overall Matching Scores might be used. Please note this is a guide only.

- Scores below 15 percent: These papers typically include some quotes and few common phrases or blocks of text that match other documents. These papers typically do not require further analysis, as there is no evidence of the possibility of plagiarism in these papers.
- 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. These papers include quoted or paraphrased text in excess and should be reviewed for plagiarism.

It is important to note the following limitations of SafeAssign:

- **Cannot distinguish quoted versus non-quoted text.** If students have quoted directly from another author and cited the quote correctly, SafeAssign will still indicate that this text matches another source in the database. You will need to verify that students have correctly cited quotes from other sources.
- **Cannot process a bibliography.** SafeAssign cannot cross-reference a bibliography or reference list against the content of an assignment.
- **Does not contain all sources.** SafeAssign can only check against documents that already exist in the SafeAssign database. Students may have access to sources not in the SafeAssign database (e.g. assignments from previous students, unpublished papers) and if plagiarism occurs under these circumstances, SafeAssign will not be able to indicate matching text.
Note that the database is being constantly updated. It is possible that the same assignment scanned for text matches on different days will generate a different text matching report, with the most recent report showing sources that were not available previously.
- **Does not know if the source itself was plagiarised.** SafeAssign cannot verify the original author of material. If matching text is found, the SA Report will show the sources that contain the same text. It is possible that these sources retrieved are not the original source of the material.

More Information

A sample SA Report is included below. For more information you may contact the EARS team at: ears-team@griffith.edu.au or refer to the EARS Organisation on Learning@Griffith.

SafeAssign also maintain a support site online at: <http://wiki.safeassign.com>

If you choose to refer to this information, please note that Griffith uses the Blackboard Learning System; also, screenshots and lists of available features may differ slightly from Griffith University's local Learning@Griffith environment.

Instructor SA Report

safe assign
by Blackboard

Help Close

Paper Information

Author: Ursula Kosal	Assignment: SafeAssignment 1	Print version:
Editor: Cuban Revolution_kosal.doc	Submitted: Feb 06 2008 09:47:04 EST	Direct link:
Matching: 100%	Paper ID: 7544213	

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://library.thinkquest.org/18355/the_cuban_revolution_-_1959.html
- <http://www.weisbord.org/CubanRev.htm>
- <http://www.answers.com/topic/cuban-revolution>
- <http://www.lakemac.infohunt.nsw.gov.au/library/links/hshelp/modernhistory/cuba.htm>
- http://www.babablog.com/cgi-bin/mt/hut.cgi?__mode=view&entry_id=1464

Re-process the paper without the selected sources

If you determine some sources are not relevant to the assignment, you can check the box to remove them and click the icon to obtain a new SafeAssign report

Percentage of similarity between the assignment and other documents in the database

Click icon to highlight the text in the assignment that matches text in the suspected source

Click on the link to the source with the matching text to determine its accuracy

URL for direct access to the report; can be emailed to others

Click any highlighted sentence, and a window appears with the URL to matching source document, percentage score of similarity and a direct comparison of matching sentences

URL:	http://www.lakemac.infohunt.nsw.gov.au/library/links/hshelp/modernhistory/cuba.htm
Matching:	100%
Uploaded Manuscript:	Perspectives of the Cuban Revolution By Albert Weisbord (From the magazine La Parola del Popolo , January 1962)
Internet Source:	Perspectives of the Cuban Revolution - By Albert Weisbord, from the magazine La Parola del Popolo , January 1962

Perspectives of the Cuban Revolution By Albert Weisbord (From the magazine La Parola del Popolo , January 1962)

IN MY ARTICLE "What's Going on in Cuba?" written almost 40 years ago and printed serially in 1968 in La Parola del Popolo, I pointed out that the doctrine of permanent revolution would apply to Cuba in the sense that the workers, once taking power, would not willingly be prevented from taking full control especially since the Jacobin type leadership would have to give way to a more proletarian/Communist Party of Cuba. Much of what I wrote then as viable has indeed been realized.

Cuba is now in a new stage of development. Thanks to the horrendous policies and broken entirely with the U.S.A. economically and politically and, indeed, directly inspires proletarian State trying to build up a truly socialist society. The Party of July 26th has no

What are the economic and political perspectives entrained in this new and higher stage devoted.

1. There is no economic reason why Cuba cannot complete the building up of the socialist state she already has confiscated all the big estates and haciendas and nationalized the land. Of the 100,000 more than 200,000 caballerias of land in Cuba, 290,000 caballerias are now cultivated as state farms and cooperatives, 270,000 caballerias by peasants owning less than 5 caballerias each and united in the National Association of Small Producers (ANAP), while 140,000 caballerias are operated by proprietors of farms ranging from over 5 to 30 caballerias each. (A caballeria is about 33 acres).

The large rice plantations, as well as the cattle ranches, have been turned into state farms; the sugar plantations into cooperatives run by agricultural workers formerly employed by the sugar firms. Thus about 115,000 working people immediately joined the cooperatives. Large numbers of landless workers and share-croppers have been given the smaller parcels of land enumerated above.

From the proletarian point of view this situation is not entirely satisfactory. The large numbers who have become members of the sugar cooperatives were formerly wage workers, that is to say persons who did not own the means of production themselves. Now they have been transformed into cooperative property owners and, as cooperators, must deal in terms of property. This is not a step forward but a step backward. (In Russia cooperatives were formed from peasants who had been bound to the soil from time immemorial and had never been part of the working class. For such elements cooperatives were a great step forward in tying them with collective means of production being formed all throughout Russia.) The sugar "cooperators", formerly landless workers and part of the agrarian proletariat in Cuba now have been torn aside from the rest of the Cuban working class and put into a special category where they are as much like peasants as they are like workers.

As the proletarian revolution moves forward, these sugar "cooperators" should enter the agrarian trade unions and become part of the regular agrarian proletariat. The sugar plantations should not be kept apart from the sugar refineries but both should be fused into one entity. If the State runs the refineries it should run the sugar plantations as well, or if this is too great a jump at the moment then it is the sugar workers industrial unions that should take over the sugar plantations and not agrarian workers turned back into peasants.

In Cuba producers cooperatives have not as yet apparently been formed, just where they are most important namely among the poor farmers who are individual owners of land. Here is where the cooperatives have a progressive and flourishing role, to bring individual operators into the stream of social life. And here, again, the cooperative can only be a transitional form for a higher and more socialized form of operation. Should Cuba become more industrialized by processing, preserving, canning, and manufacturing food products, these latter operations should be tied up closely with the actual production of the agricultural raw materials so that, as far as practicable, the two can become entangled closely intertwined as the sugar fields and the sugar refineries. Thus the individual producer can be moved from individual actions through local cooperatives, into broad collective operations that will tie him directly to the interests of the working class as a whole.

In the field of industry, already all the chief industries have been nationalized and the open enemies of the Revolution ousted completely. This field includes the production and refining of petroleum, the telephone and electric company, the large sugar refineries, the chemical industry, ore-mines, railways, rubber factories, factories making glassware, canning plants, soap plants, perfumery plants, tobacco plants, textile mills, etc., as well as certain public utilities. By the fall of 1960 this process has become practically completed. To cap it all it has now been decreed that the estates of all those who have fled the country are also to be confiscated. Already 80% of the gross industrial product is accounted for by nationalized concerns.

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