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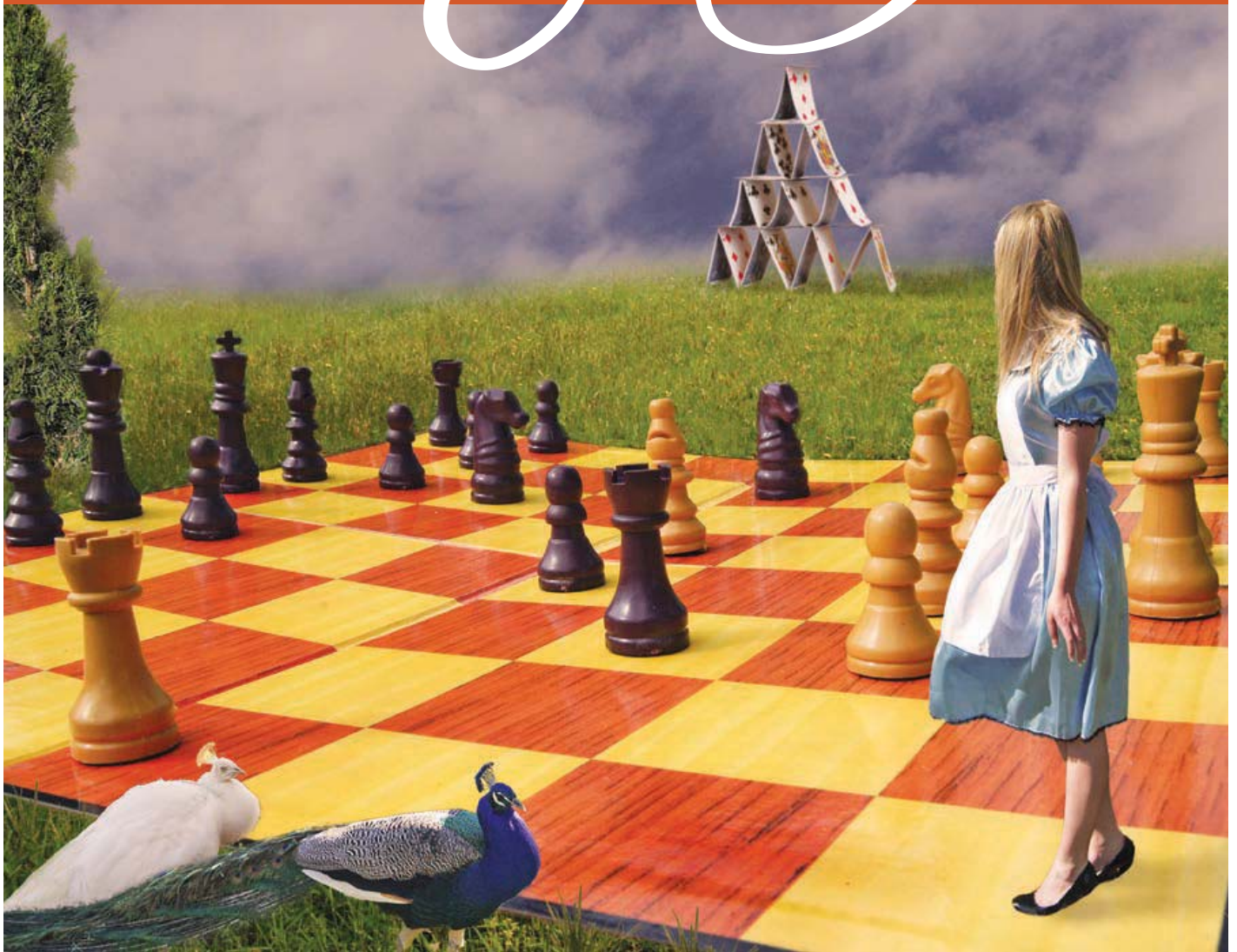
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Contents

**Student Engagement and Professional Development
in an Innovative Learning Community 7**

Kim Hoosier, PhD
Sam Pincus, PhD

As two Piedmont Virginia Community College (PVCC) faculty set out to create an innovative learning community, they found that they also fostered a complex and rewarding professional development opportunity. This is an account of what it took to create such a community, and some of the lessons they learned along the way.

Teaching Scientific Writing in the Two-Year College 17

Arthur Schuhart, DA

This article introduces a new course in the Virginia Community College System English Curriculum, “English 114: Scientific Writing.” The article briefly reviews the concept of “science rhetoric,” then discusses the intended audience and purpose of the course, and explains the basic goals of the course in relation to the two-year science student-writer. Next the article reviews the Course Content Summary, explaining and giving examples for each of the objectives listed, and notes one significant challenge to the success of the class in the VCCS. The article includes student responses, a sample syllabus, two sample writing assignments, and a complete Bibliography of relevant readings for the instructor new to the subject. The article recommends texts to support class instruction. The writer is also the author of the course.

**Reengineering Introductory Psychology for the Virtual Classroom:
Qualitative Report on Initial Course Design and Preliminary Student Feedback..... 43**

Scott M. Debb, PhD
Jenny Dozier, MA
Linda Haugh, PhD

For students of any academic background or vocational preference, introductory psychology is also one of the most popular social science courses. For many students in the community college setting, the introductory psychology course may be the only formal exposure to non- pseudoscience theory a student will receive. The Virginia Community College System (VCCS) has transfer agreements with many of the four-year institutions in Virginia, and there is a reengineering effort underway that, among many other things, will help ensure consistency with regards to students’ exposure to essential course and learning objectives. One component of reengineering is to create default template-style course shells for high enrollment/high non- productive grade courses including Principles of Psychology, and this paper reports on the background, design, and initial delivery of the Online version of PSY200.

Nurse Success: A Faculty Intervention to Help Students Realize their Goals..... 57

Karen Bloomfield, M.S., R.N., P.M.H.C.N.S.-B.C

Wendy Diment, M.S.N., R.N.

Kristina O'Meara, M.S.N., A.P.R.N., F.N.P.

Nursing faculty at Piedmont Virginia Community College have developed an innovative and formal mentoring program designed to improve success for their students. Nurse Success was introduced in 2011 and provided support for students experiencing academic concerns. The program highlights findings that demonstrate the complex challenges often faced by students that extend beyond the academic and into personal and financial issues that impact student performance.

A Comparative Analysis of SafeAssign and Turnitin..... 63

Jared Hunt, MA

Patrick Tompkins, PhD

The plagiarism detection programs SafeAssign and Turnitin are commonly used at the collegiate level to detect improper use of outside sources. In order to determine whether either program is superior, this study evaluated the programs using four standards: (1) the ability to detect legitimate plagiarism, (2) the ability to avoid false positives, (3) the ease of use in design, and (4) cost. After submitting 284 texts to both programs—including a random sampling of anonymous student texts from different disciplines; a sample of autobiographies, which were unlikely to be plagiarized; and a sample of texts assembled from online sources which were completely plagiarized—no statistically significant difference between the effectiveness of the programs was found.