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Anti-Racist Writing-1.docx

 Assignment

 Class

 University

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4 Pages

762 Words

4,914 Characters

0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Detection Groups



1 AI-generated only 0%

Likely AI-generated text from a large-language model.



2 AI-generated text that was AI-paraphrased 0%

Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



Anti-Racist Writing

Anti-racist writing involves more than just words. Indulging in this practice implies being intentional in your thinking so that whatever you write considers different individuals, groups, and ideas inclusively (*Inclusive and Antiracist Writing*, n.d.). Significantly, the writing or word choice should not exclude or harm anyone; the writer must be attentive to how language can be and has been applied to dismiss individuals or certain groups. Some principles of antiracist writing include avoiding flattening by recognizing the incorrect application of a dominant view or experience to everyone; being attentive to how the content is presented; seeking feedback from different individuals; critical revision; careful and thoughtful choice of words by slowing down the writing process; questioning assumptions by engaging widely and being cautious about the type of media consumed and books often read; and, adapting to the ever-changing nature of communication (*Inclusive and Antiracist Writing*, n.d.). Patzer (2021), in an analysis of “The Anti-Racist Writing Workshop” by Felicia Rose Chavez, found that a successful anti-racist writing approach involves these major concepts: self-assessment, decoding lectures and materials, supplementing text lists, auditing the syllabus, and facing fears by developing a community of mutual support. Moreover, technology has been instrumental in informing anti-racist writing in the 21st century, for instance, through enabling self-publishing via platforms like personal blogs and YouTube where voices from specific regions can be heard and represented adequately. This highlights the immediate concern of expanding experiences and voices that combine to form our geographic teaching and learning (Moore-Cherry, 2021).

References

Inclusive and antiracist writing overview | SFU Library. (n.d.).

<https://www.lib.sfu.ca/about/branches-depts/slc/writing/inclusive-antiracist-writing#some-principles-of-inclusive-and-antiracist-writing>

Moore-Cherry, N. (2021). Partnership, anti-racism, indigenization and technology: an INLT collaborative writing symposium. *Journal of Geography in Higher Education*, 45(2), 163–166. <https://doi.org/10.1080/03098265.2021.1901868>

Patzer, L. M. (2021, October 22). “*The Anti-Racist Writing Workshop*” by Felicia Rose Chavez. SNF Paideia Program at the University of Pennsylvania. <https://snfpaideia.upenn.edu/the-anti-racist-writing-workshop-by-felicia-rose-chavez/>

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