

The University of Montana – Missoula

University-wide Program-level Writing Assessment (UPWA)

Annual Report for the Spring 2015 Writing Assessment

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Overview

The University-wide Program-level Writing Assessment (UPWA) was approved by the Faculty Senate in Fall 2013 and has replaced the Upper-division Writing Proficiency Assessment on the UM-Missoula campus. The new assessment provides relevant information about student writing proficiency by assessing and scoring student-revised papers from Approved Writing courses using a Holistic Scoring Rubric. The assessment process offers professional development opportunities for faculty and staff that are committed to improving student writing proficiency at UM-Missoula. The Fall 2014 and Spring 2015 student paper collection and the Spring 2015 retreat were the first completed post-pilot, with steadily improving results in all aspects of the program.

The Spring 2015 UPWA was accomplished collaboratively. Beverly Chin, Chair of the ASCRC Writing Committee, provided leadership and guidance and facilitated the retreat. Nathan Lindsay, Associate Provost, provided institutional support and advice on data analysis. He also participated in the retreat as a Table Leader. Nancy Clouse from UOnline prepared the data collection process and facilitated data retrieval once student samples were uploaded. Camie Foos of Faculty Senate coordinated logistics for the retreat. Amy Kinch of Faculty Development facilitated the registration process for participants. Natalie Peeterse, UPWA Coordinator, facilitated communications with writing faculty, recruited for the retreat, provided staff assistance for the retreat, prepared retreat documents and authored the final report. Additionally, staff, students and faculty from the Writing Center, the Department of English, the Provost's Office and the Writing Committee helped to make the 2015 assessment a success. Kelly Webster of the Writing Center and Megan Stark, incoming Writing Committee Chair, provided additional support. A working group including Beverly Chin, Jacob Hanson of the Writing Center, English Department graduate students Heather Jurva and Tarren Andrews, and Natalie Peeterse revised and prepared the annotations and practice papers used to norm volunteers and prepare them to score papers at the retreat.

Student Sample Collection Participation Rates

Student samples for this assessment are collected through Moodle, the University of Montana's Learning Management System (LMS). As a general rule, the Moodle shell will be open for uploads the last month of each semester. In the Fall semester of 2014, out of 1224 students in 65 approved writing courses, 420 papers were submitted to the UPWA link in Moodle. That is about 30% student participation. In the Spring of 2014, the participation rate was 26%, so there was a slight increase. The fall faculty participation was at about 70%, though that includes sections where only one student paper was submitted. In the Spring of 2015, out of 1214 students in 60 approved writing courses, 478 papers were uploaded to Moodle, representing a 39% student participation rate, which is close to a 10% increase in participation since the fall. Out of 60 participating sections, all but 3 had at least one student turn in a paper, for a 95% participation rate for instructors. This is a huge leap from the 70% participation rate in the Fall of 2014.

Program Outreach

Starting in November of 2014, the UPWA Program Coordinator communicated with instructors of approved writing courses via email, encouraging faculty to participate and supporting them in the process. An instructional video was created to help educate faculty about the UPWA and about the Moodle upload process specifically. A FAQ was also created to answer questions and provide information for faculty about the new sections of the Approved Writing Course form, etc. In January of 2015, instructors of approved writing courses were emailed sample syllabi language to use in preparing their spring courses. They were also emailed throughout the semester to encourage participation in the program and in the ASCRC Writing Retreat. In May of 2015 instructors of approved writing courses were emailed information about the UPWA requirements, as well as sample syllabi language. Paper copies of this communication were also sent via campus mail to instructors who will be participating for the first time. A copy of this communication was also sent to relevant Deans and Chairs, asking for their support of the program. The UPWA Program Coordinator was available to answer questions and solve problems throughout the semester.

A separate outreach effort was made to recruit participants for the ASCRC Writing Retreat. A message was sent out to all faculty and staff through the Provost's Office via Campus Communication. The event was also listed on the Faculty Development website, where participants were able to register electronically. A flier was also circulated. Beverly Chin also recruited participants from the Writing Coaches of Missoula and her teaching contacts at regional high schools on top of her connections with faculty on campus.

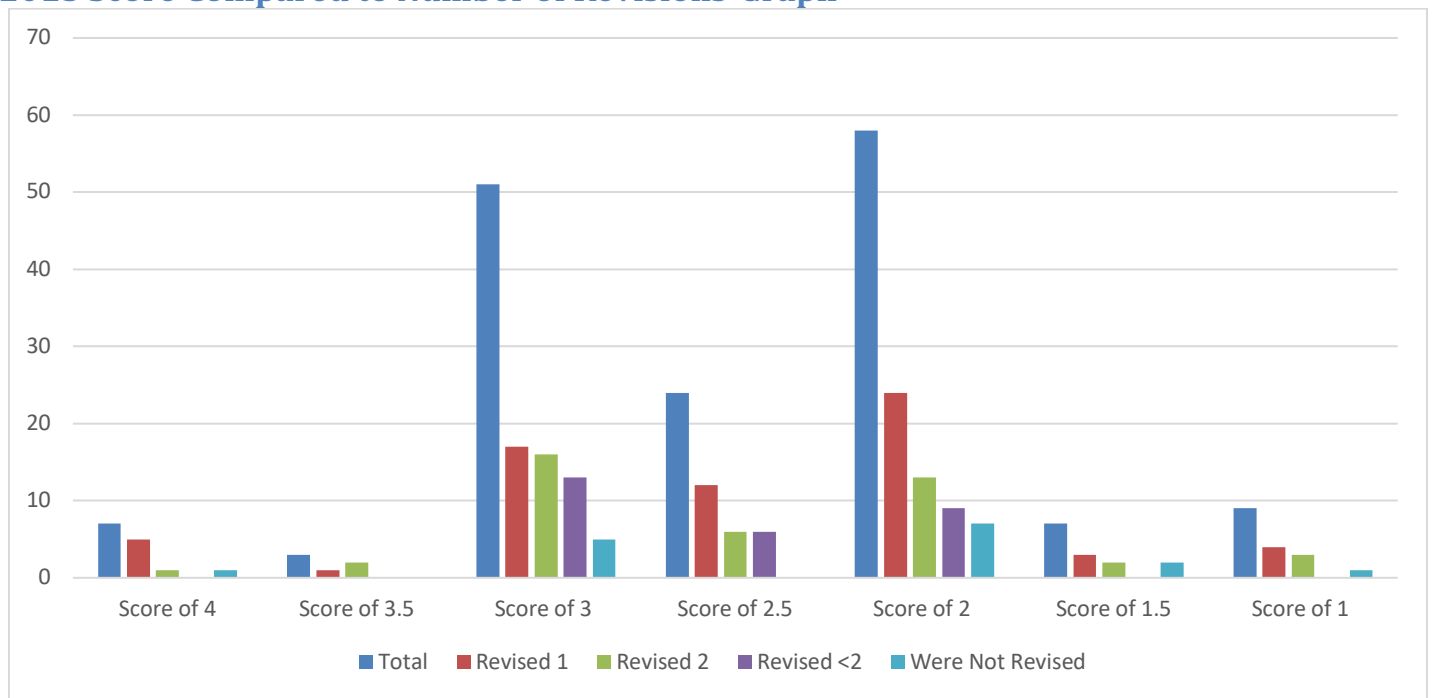
2015 ASCRC Writing Assessment Retreat Participant Information

During the Spring 2015 ASCRC Writing Retreat, 48 volunteer faculty, staff, and graduate students from UM-Missoula, Bitterroot College and Missoula College read and scored a sample of student submissions. Volunteers also included several members of the Writing Coaches of Missoula and a high school English teacher. We also had two guest professors from China sit in on the scoring. In the Spring of 2014, there were 38 volunteers. There was a rise in volunteer participation by 26% in just one year. There were representatives from a variety of disciplines at the retreat, including Athletics, Anthropology, Biology, Business, Curriculum and Instruction, Educational Leadership, English, Forestry, Geoscience, Health, History, Journalism, Library, Linguistics, Pharmacy, Music, Sociology, Theater, and the Writing Center. Participants learned how to apply the Holistic Scoring Rubric accurately, consistently, and efficiently to student papers. Retreat participants scored 159 papers in 2015. They scored 160 in 2014.

2015/2014 Scoring and Revision Percentage Comparison

Score	2015 Results (159 total papers)	2014 Results (160 total papers)
4	5% <ul style="list-style-type: none"> 71% were revised once 14% were revised twice 0% were revised more than twice 15% were not revised 	5% <ul style="list-style-type: none"> 38% were revised once 3% were revised twice 25% were revised more twice 25% were not revised
3.5	3% <ul style="list-style-type: none"> 33% were revised once 67% were revised twice 0% were revised more than twice 0% were not revised 	11% <ul style="list-style-type: none"> 44% were revised once 33% were revised twice 11% were revised more than twice 11% were not revised
3	31% <ul style="list-style-type: none"> 33% were revised once 31% were revised twice 26% were revised more than twice 10% were not revised 	27% <ul style="list-style-type: none"> 36% were revised once 20% were revised twice 20% were revised more than twice 23% were not revised
2.5	15% <ul style="list-style-type: none"> 50% were revised once 25% were revised twice 25% were revised more than twice 0% were not revised 	19% <ul style="list-style-type: none"> 50% were revised once 20% were revised twice 13% were revised more than twice 17% were not revised
2	35% <ul style="list-style-type: none"> 41% were revised once 24% were revised twice 17% were revised more than twice 13% were not revised 4% did not have survey data 	31% <ul style="list-style-type: none"> 36% were revised once 28% were revised twice 6% were revised more than twice 30% were not revised
1.5	5% <ul style="list-style-type: none"> 42% were revised once 29% were revised twice 0% were revised more than twice 29% were not revised 	5% <ul style="list-style-type: none"> 25% were revised once 38% were revised twice 13% were revised more than twice 25% were not revised
1	6% <ul style="list-style-type: none"> 44% were revised once 33% were revised twice 0% were revised more than twice 11% were not revised 11% did not have survey data 	2% <ul style="list-style-type: none"> 67% were revised once 33% were revised twice 0% were revised more than twice 0% were not revised

2015 Score Compared to Number of Revisions-Graph



Student Survey Data on Revision

According to the survey that students responded to before they uploaded their papers to Moodle, 41% of respondents revised their paper in response to instructor feedback at least once, 26% of them twice, 21% of them more than two times, and 12% of them did not revise their paper in response to instructor feedback.

For those respondents that did revise, 35% of them did so from written comments, 13% of them did so from comments related to grading criteria or a rubric, 15% of them did so from line by line editing, 18% of them did do after an in-person discussion, 4% of them did so after an email exchange with the instructor, 14% of them did so after small or whole group class discussion, and 2% of them replied "Other". Here is a sample of what students listed under "Other":

- We did in-class workshops with feedback from our classmates. Prompts were given by the instructor.
- We had three classroom workshops and the instructor's feedback.
- Writing Center
- No drafts of this paper were given to the instructor and this is the final draft.
- Helpful peer review.
- Instructor often disagreed with her own initial revisions that were implemented into paper, so was not helpful.

In response to instructor feedback, 14% of respondents made major changes to their paper, 51% of respondents made mid-level changes, and 35% of respondents made minor changes. More detailed information and full responses are available for review in Appendix D.

Student Survey Data on Information Literacy

In response to the question, "Which of these sources did you search or consult to find, evaluate and synthesize information to write your paper?" 29% said a general web search, like Google. Sixteen percent of respondents used a library database, 3% used a librarian, 22% used a professor or instructor, 16% used a peer, and 3% used a writing tutor. Eleven percent replied either "Other" or that they did not use sources. Here is a sample of what students listed under "Other":

- After I read the book, watched a play of it on youtube
- Textbook
- Archives and the law library.
- My bookshelf

- Class Material
- Personal Experience, Primary Source
- Video documentary
- Oral traditions passed down by generations
- Purdue Owl

Forty percent of respondents said they integrated sources into their papers by directly quoting a source. Twenty-seven percent said they paraphrased, 27% said that they summarized, and 2% responded with “Other”. Five percent did not integrate sources into their papers. . Here is a sample of what students listed under “Other”:

- Works cited page
- Pictures
- Instructor insisted on using direct attribution
- Cited at end of sentence

More detailed information and full responses are available for review in Appendix D.

Strengths and Weakness Codes

The 2015 ASCRC Writing Assessment Retreat was the first time student papers were scored for strengths and weaknesses. Scorers were instructed to give a paper a strengths or weaknesses code as a part of a holistic scoring method, so not every paper received a code, and some received more than one. Scorers used the following codes to score papers:

ID = ideas

OR = organization

INF = information literacy

WS = writing style

GUM = grammar, usage and mechanics

The following table shows how many and which codes were used to describe an attribute of a student paper as either a strength or a weakness:

Code	ID	OR	INF	WS	GUM
Strength	17	11	11	11	2
Weakness	17	23	15	15	21

Data Analysis

When looking at the strengths and weaknesses data, it is interesting that GUM, or grammar, usage and mechanics is used so overwhelmingly to describe a weakness in a paper. It was the second largest identified weakness after OR, or organization. ID, or ideas, was used most often to describe a strength in a student paper. It could be helpful to consider these implications when training volunteers at the faculty retreat. It also appears that helping students with grammar, usage and mechanics should be a topic at the fall writing symposium.

The scoring data reveals that most of the papers were scored a 2 or a 3, and most of the students with those scores revised their papers at least once. It is nice to see that basic revision is part of the writing process for most of the sample students—even students who scored a 1. Students who revised more than twice were more likely to have a score of 2-3. Perhaps if students with scores of 1.5 or 1 had revised at all or one more time, their scores would improve.

Retreat Feedback

Feedback from the retreat was overwhelmingly positive, with most volunteers communicating that they loved discussing student papers with colleagues from across a variety of disciplines. Also, most participants “strongly agreed” that discussing strengths and weaknesses in student writing was a worthwhile activity. This is important since scoring the papers for strengths and weaknesses was done for this first time this year. Participants seem highly invested in the retreat as a professional development activity and as a way to interact with peers from across campus. Some participants felt that the retreat should be extended to two days, which does not seem plausible. However, based on feedback about the level of noise and space in the room, a larger room may need to be considered for next year. More time may also need to be allotted for reviewing anchor papers in the first segment of the retreat. More specific feedback is available in Appendix C.

Program Recommendations

When we look at the rise in participation numbers from retreat volunteers to instructors and students, we can see that UPWA program outreach efforts are working. In order to develop this program more fully, more time and more funding should be allotted to the Program Coordinator position. With more resources, more effort could be spent on data analysis, program outreach, program development and technical issues. Due to the efforts of Kelly Webster from the Writing Center, extensive data about each student in the UPWA scoring sample is now stored in Banner and ready to be mined. Data analysis is an integral part of assessment and the appropriate resources should be allocated to it.

Technical issues are one of the most important factors to be addressed about the UPWA. As the program grows, the Moodle and Excel combination now used to process student samples and data will struggle to accommodate the load. Moodle is an LMS and was not intended to be used extensively for assessment. Alternative software and/or data collection methods should be explored.

After reviewing the participation numbers, it seems the outreach goal should be for more student awareness and participation during the 2015-2016 academic year, while communication and education about the assessment with instructors should continue. The student rate is just about to reach 40%, which is a great increase from 26%, but there are still a lot of students not participating. One tactic used this spring was to run a banner right inside of the Moodle homepage to help educate students about the assessment and provide contact information for questions. That seems to have helped. A request was submitted this spring to the Office of Student Success to make a video about the UPWA for students and by students, but there has been no response. If we want full student participation, we cannot count on instructors alone.

Appendix A: UPWA Holistic Rubric

The University of Montana — Missoula

University-wide Program-level Writing Assessment Holistic Rubric

(Created by the ASCRC Writing Committee, Revised May 13, 2013)

Learning Outcomes for Approved Writing Courses

1. Compose written documents that are appropriate for a given audience or purpose
2. Formulate and express opinions and ideas in writing
3. Use writing to learn and synthesize new concepts
4. Revise written work based on constructive feedback
5. Find, evaluate, and use information effectively
6. Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
7. Demonstrate appropriate English language usage

Score 4: Advanced

The texts show a strong sense of purpose and audience. Expression of ideas is articulate, developed, and well-organized. These texts demonstrate a clear ability to synthesize concepts. The texts consistently show the writer's ability to evaluate and use information effectively. Writing style (word choice and sentence fluency) is highly effective for the purpose and audience. The writer is beginning to use discipline-specific writing conventions with general success. While there may be a few errors in grammar, usage, and mechanics, a strong command of English language usage is clearly evident.

Score 3: Proficient

The texts show a clear sense of purpose and audience. Expression of ideas is generally developed and organized. These texts demonstrate an ability to synthesize concepts. The texts show the writer's ability to evaluate and use information. Writing style (word choice and sentence fluency) is effective for the purpose and audience. The writer is beginning to use discipline-specific writing conventions with uneven success. While there may be some errors in grammar, usage, and mechanics, a competency in English language usage is evident.

Score 2: Nearing Proficiency

The texts show some attention to purpose and audience. Expression of ideas may be vague, unclear, and/or unorganized at times. These texts demonstrate developing ability to synthesize concepts. The texts reveal the writer's uneven ability to use information; use of information may be insufficient. Writing style (word choice and sentence fluency) is sometimes ineffective for the purpose and audience. The writer shows minimal knowledge of discipline-specific writing conventions. A basic control of English language usage is apparent, even though frequent errors in grammar, usage, or mechanics may occasionally hinder understanding.

Score 1: Novice

The texts show little understanding of purpose and/or audience. Expression of ideas is confusing, minimal, or irrelevant; the organization is illogical or weak. These texts demonstrate difficulty in synthesizing concepts. The writer's use of information is inaccurate, inappropriate, or missing. Writing style (word choice and sentence fluency) is not effective for the purpose and audience. The writer shows little to no awareness of discipline-specific writing conventions. Severe problems with grammar, usage, and mechanics show poor control of English language and impede understanding.

Appendix B: Writing Retreat Evaluation

Your name (optional) _____

Please respond to this evaluation. Your comments will help the Writing Committee write its 2015 report and will assist in our implementation of next year's University-wide Program-Level Writing Assessment. Thank you.

A. Please check the statement that best reflects your knowledge and experience with writing assessment before this retreat.

- ___ 1. I have created and used rubrics to assess students' writing.
- ___ 2. I knew about rubrics, but have not used them regularly in my assessment of students' writing.
- ___ 3. I did not know about rubrics for assessment of students' writing.
- ___ 4. I use a different method for assessing students' writing. Please describe that method below:

B. Please place a check in the column that represents your opinion.

	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
1. This retreat helped me understand and apply a holistic rubric to students' writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This retreat helped me assess students' writing accurately and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying strengths and weaknesses in students' writing was a worthwhile process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This retreat was a valuable professional development experience for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I would recommend this retreat to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Please write your responses to these 2 items. Feel free to continue your responses on the back of this page.

1. What aspects of this retreat were most useful for you?

2. What might be changed to improve this retreat?

Appendix C: ASCRC Writing Retreat Evaluation Results

36 evaluations were submitted, 35 evaluations were complete.

Section A

1 = 20: "I have created and used rubrics to assess students' writing."

2 = 11: "I knew about rubrics, but have not used them regularly in my assessment of students' writing."

3 = 2: "I did not know about rubrics for assessment of students' writing."

4 = 3: "I use a different method for assessing students' writing."

Section B

Question #1: "This retreat helped me understand and apply a holistic rubric to students' writing."

Strongly Agree: 26

Agree: 9

Disagree: 1

Question # 2: "This retreat helped me assess students' writing accurately and efficiently."

Strongly Agree: 11

Agree: 23

No opinion: 1

Disagree: 0

Question #3: "Identifying strengths and weaknesses in students' writing was a worthwhile process."

Strongly Agree: 26

Agree: 9

Disagree: 0

Question #4: "The retreat was a valuable professional development experience for me."

Strongly Agree: 30

Agree: 5

Disagree: 0

Question #5: "I would recommend this retreat to my colleagues."

Strongly Agree: 28

Agree: 7

Disagree: 0

Section C

Question #1: "What aspects of this retreat were most useful to you?"

Selected Comments:

- Explanation of a universal rubric for student writing and how to apply these ideas to assessment.
- Seeing how it was organized, getting rooted in the sample papers to apply the rubric.
- Hearing others' opinions on assessing papers. The subjective vs. the elusive objective standards. I am taking both the rubric ideas and strengths/weaknesses to MWC work.
- Discussing traits in writing that match bullets in holistic rubric.
- Hearing others' points of view, learning about their evaluative criteria, which is often different from mine.
- Hands on with many papers from the group processing. Excellent tool/approach to share with those of us who are writing coaches.
- The discussion that takes place when trying to reach consensus is much more valuable than actually reaching consensus.
- Meeting colleagues across campus, becoming more familiar with writing assignments across campus.
- The opportunity for discussion and collaboration with colleagues from different disciplines.
- Conversations with colleagues from other fields and learning what these disciplines value in good writing.
- Group discussions with real life examples were very helpful. Also, having a table "chair" was helpful in keeping the dialogue focused.
- Reading with a diverse group.
- Collegiality.
- The conversational process was invaluable to understanding the holistic model and consensus scoring.
- It was nice to see that I favor organization over grammar and correct explanation of evidence.
- The rich dialogue with other people at my table was very meaningful and enjoyable. It was fun to read papers from other disciplines.

Question #2: "What might be changed to improve this retreat"?

Selected Comments:

- Maybe 2 different shifts of volunteers?
- More non-English instructors from other fields need to be recruited.
- Discussion of genres/assignment conventions. The relationship between what is produced and what is assigned should be addressed in the process.
- The description of the assignment would be helpful in assessing papers.
- Consider using the feedback from this retreat to reconsider/revise the rubric.
- Some early discussion of what to do with unknowns (assignment, genre, etc.) and how to handle that.
- Cookies and energy drinks.
- The room was too loud.
- Give "homework" before we arrive to better understand the rubric.
- I would benefit from short, personal accounts from teachers on problems in grading papers (i.e. form, content, etc.) with varying expectations.
- More time.
- To be able to write on the papers.
- More space between tables.
- A higher percentage of tenure-track faculty and administration.

- Extend to a 2 day event.
- How faculty can guide writing beyond the event.
- It felt very rushed with many of the longer writing samples. Limit the number of pages in a submission. More context on the assignments.
- Tables should be farther apart. More time to read.
- Time to think about providing appropriate feedback to the student writer based on the rubric.
- More time for anchor papers.
- Link assessment to curriculum and development.
- Fewer papers. I felt burnt out by the end. More quality, less quantity.

Appendix D: Fall 2014 Writing Survey Responses

1

How many times did you revise this paper in response to your instructor's feedback?

Response	Average	Total
Once	■ 41%	160
Twice	■ 26%	99
More than two times	■ 21%	80
I did not revise this paper in response to my instructor's feedback	■ 12%	48

2

If you did revise this paper, what kind of instructor feedback helped you revise? (Check all that apply.)

Response	Average	Total
Written comments	■ 35%	304
Comments related to the grading criteria/rubric	■ 13%	110
Line-by-line editing	■ 15%	133
In-person discussion with the instructor	■ 18%	160
Email discussion with the instructor	■ 4%	31
Small-group or whole-class discussion of assignment	■ 14%	119
Other (describe in the next question)	■ 2%	15

3


If you chose "Other" in Question 2, please describe other types of feedback you received for revising your paper.

	Response
1	We did in-class workshops with feedback from our classmates. Prompts were given by the instructor.

	Response
2	We had three classroom workshops and the instructors feedback.
3	writing center - concept
4	writing center
5	I did not revise it from teacher's feedback because it had not been given yet. The paper just recently got turned in.
6	No drafts of this paper were given to the instructor and this is the final draft.
7	Helpful peer review.
8	unfortunately i didn't give this to my instructor before final submission
9	Peer-Review
10	Instructor often disagreed with her own initial revisions that were implemented into paper, so was not helpful.
11	peer review
12	Other
13	The writing center
14	My paper was revised through feedback of fellow students.
15	peer edit

4

If you did revise this paper in response to your instructor's feedback, what level of revision did you do? (Check all that apply.)

Response	Average	Total
Major changes (for example: reshaped the paper entirely; changed my thesis; changed my	 14%	61

Response	Average	Total
topic; started over)		
Mid-level changes (for example: reorganized the ideas; further developed existing points; revised use of source materials)	■ 51%	219
Minor changes (for example: corrected typos; corrected grammatical, spelling, and punctuation mistakes; fixed my citation formatting)	■ 35%	150

5

Which of these resources did you **search or consult** to find, evaluate and synthesize information to write your paper? (Check all that apply.)

Response	Average	Total
General web search (like Google)	■ 29%	232
Library database(s)	■ 16%	129
Librarian	■ 3%	23
Professor/Instructor	■ 22%	177
Peer	■ 16%	127
Writing Tutor	■ 3%	27
Other (open-ended)	■ 7%	56
I did not search or consult resources to find, evaluate and synthesize information in my paper.	■ 4%	36

6

If you chose "Other" in Question 5, please describe other types of resources you used to find, evaluate and synthesize information to write your paper.

	Response
1	After I read the book, watched a play of it on youtube.
2	Required text for the course
3	Textbook
4	Archives and the law library.
5	My bookshelf
6	Class Material
7	Available texts at home and notes
8	Personal Experience, Primary Source
9	Video documentary
10	Textbook
11	Oral traditions passed down by generations
12	Text used in class
13	I used the material we were writing about to find information for my paper
14	Video clips, interviews, and programs.
15	The short story that I was analyzing
16	Purdue Owl
17	OWL
18	The story that my paper was based on.




	Response
19	Textbook for class
20	Text book used for class
21	books
22	Books
23	in class discussion
24	Class Text
25	Books
26	Own Prior knowledge from past classes and texts
27	The magazine Cosmopolitan
28	Reading Material
29	Books
30	Person Experiences
31	Required readings in class
32	I used the textbook/anthology introductions as well as the poem itself
33	Textbook for the class
34	Also used citations within the texts that were being analyzed
35	Class textbook
36	Text Book

	Response
37	Personal interviews and journal articles.
38	A contemporary art criticism textbook.
39	Assigned texts
40	Writing Center
41	Tim O'Brien's The things They Carried
42	Participant Observation
43	Printed books and journals
44	In class readings
45	I used assigned textbooks.
46	I wrote my paper on The Odyssey.
47	textbook
48	past readings in addition to texts discussed in class
49	Required text for the class
50	Literature Anthology

7

How did you integrate sources into your paper? (Check all that apply.)

Response	Average	Total
Directly quoted	40%	301
Paraphrased	27%	207

Response	Average	Total
Summarized	 27%	205
Other (open ended)	 2%	12
I did not integrate sources into my paper.	 5%	35

8

If you chose "Other" in Question 7, please describe other ways you integrated sources into your paper.

	Response
1	citations with bibliography
2	Read the book and followed the general scheme of what was written. Also generalized and took what I wanted from the professor and peers.
3	works cited page
4	My sources were the poem and story that I wrote the paper about.
5	Pictures
6	Instructor insisted on using direct attribution.
7	Cited at end of sentence.
8	read multiple papers about my topic that helped form my own ideas about what to write about, never actually quoted or referenced them because they were to help me get an understanding of the text's history.