

# INSTRUCTOR'S GUIDE



**PLAGIARISM: AVOIDING  
TROUBLED WATERS**

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# PLAGIARISM: AVOIDING TROUBLED WATERS

## INSTRUCTOR GUIDE OVERVIEW

Plagiarism is a problem that plagues educational institutions big and small. What makes this problem so prevalent? Students and faculty have various explanations, but one that is expressed by both groups is that students do not understand all the forms that plagiarism can take, its severe consequences, and how to use the words of others appropriately in their own work to avoid committing plagiarism.

*Plagiarism: Avoiding Troubled Waters* is an instructional program aimed at undergraduate community college students enrolled in courses, which require them to conduct research and incorporate what they have learned within papers, speeches, projects, and or types of presentations. *Plagiarism: Avoiding Troubled Waters* teaches students what plagiarism is, how it can affect them personally, and helps them begin to develop skills that will help them avoid committing plagiarism. It teaches students that it is their responsibility to develop the skills and knowledge that they will need to avoid plagiarism as students and as professionals in the future.

This instructional program is meant to be completed in one fifty-minute period of a course and is meant to be an introduction to this very relevant and important topic. If the pre and posttest assessments are used the instructional program will take an hour and ten minutes. Although the program is meant to be an introduction to this topic, student will receive a participant guide that can serve as a reference when they are trying to apply the skills they have gained in their real-life setting. Although the instructional program includes information regarding the use of citations and shows examples of citations according to the Modern Language Association's *Handbook for Writer of Research Papers*, the program is not about creating citations. It only discusses citations as they relate to plagiarism.

## INSTRUCTIONAL OBJECTIVES

*Plagiarism: Avoiding Troubled Waters* is designed to introduce students to the topic of plagiarism and provide them the content and practice to attain the following learning objectives:

1. Students will be able to list actions that constitute plagiarism.
2. Given paraphrases and quotes along with the original source they are based on, students will be able to correctly determine if plagiarism was committed and if so, state the reason(s) why the writing constitutes plagiarism.

Students will also learn the following facts and concepts:

- The consequences of committing plagiarism in an academic setting and in the workplace.
- Ethical dimensions of committing plagiarism specifically how it affects the author whom is being plagiarized as well as the student's own learning.
- Study skills that can help students avoid plagiarism.

## ORGANIZATION

Plagiarism: Avoiding Troubled Waters is organized into sections. tests

## **MATERIALS**

*Plagiarism: Avoiding Troubled Waters* is composed of the following instructor and participant materials:

- Instructor Guide contains the following information for the instructor leading the instructional program:
  - Detailed instructions for each part of the program with screen shots of the information found within the student guide at point of use.
  - An instructor background section, which lists additional sources instructors can use to learn about plagiarism.
  - Reproducible copies of the student pretest, student posttest, and the student survey.
  - Student record sheet to track student assessment.
- Participant Guide – The participant guide contains instructional text as well as practice exercises.
- 25 copies of the following materials:
  - Pretest. The pretest is to be given to students at the beginning of the instructional program to obtain information regarding entry knowledge and to help, along with the posttest, to assess students' performance.
  - Posttest. The posttest is to be given to students at the end of the instructional program to obtain information regarding students' attainment of the program's learning objectives
  - Student Survey. The survey is to be given to students at the end of the instructional program. The survey serves to obtain student's attitudes and impressions regarding what they have learned and can serve to improve the program.

## **TEACHER BACKGROUND INFORMATION**

*Plagiarism: Avoiding Troubled Waters* was designed to be used by instructors of all disciplines and does not require any prior knowledge or skills. The instructor background section can however help instructors prepare for teaching the program and/or further develop their knowledge of the topics covered in the program.

**STUDENT RECORD SHEET**  
(Optional if not using assessments)

	Student Name	Pretest Score	Posttest Score
1.			
2.			
3.			
4.			
5.			
6.			
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8.			
9.			
10.			
11.			
12.			
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21.			
22.			
23.			
24.			
25.			

## Part 1: Introducing the Program: Why is it important to learn about plagiarism?

### Materials:

- Participant Guides page 4-5
- Copies of a recent article about an individual who has committed plagiarism
- PowerPoint slides 1,2
- Optional Activity – page 6 of participant guide

### Preparation:

For Part 1 you will need to find a recent news article about an individual that has committed plagiarism either in the workplace or in academia. Make sure to choose an article that gives information regarding the consequences of the persons' actions. To model ethical use of resources for students, make sure the article either comes with a citation for it or try to construct a citation for the article yourself and include it with the article. Make copies of the article for each student. Try to pick an article geared towards a general audience that is brief in length so that most students can read it in less than five minutes. If you are not able to find a recent article use one that is not recent. If you need assistance locating an article, contact your college's library reference desk.

### Procedures:

- Start the PowerPoint presentation and show slide 1 of the PowerPoint. Tell students that today they will be completing a program focused on plagiarism.



- Tell students that you complete an activity to understand why plagiarism is an important topic for everyone including students. Click once to go to slide 2 of the PowerPoint. Just the slide title should be showing. The slide has additional parts that will appear with each click. Do not click beyond the title for the time being. Give each student a copy of a recent article about an individual who has been accused of plagiarism. Tell students to look at page 4 of their guide and read over the questions that are listed and then read the article. Ask students to turn over their article once they are finished reading to let you know they are done. Students should be done in five minutes or less. After five minutes even if there are students that have not completed reading the article, tell students you will now discuss the article as a class.

## Why is it important to learn about plagiarism?

- Slide 2 of the PowerPoint should be on the screen, click the mouse once to bring up the first question on the slide. Ask the students the question and discuss the answer (you can pick from volunteers or call on students directly if there are no volunteers). Repeat steps for all four of the following questions. Suggested answers are given in italics below:

**1. What did the individual in the story do that constituted plagiarism?**

*Make sure they explain what the individual did that was considered plagiarism.*

**2. What were the consequences for the individual who committed plagiarism?**

*Answers will vary, but make sure that the immediate disciplinary consequences are mentioned such as the person was fired, or their degree was rescinded as well as the fact that they have robbed themselves of the opportunity to learn.*

**3. If the individual was an employee, ask: What were the consequences of the individual's actions for the company they work for?**

*Answers will vary, but make sure that something like "the reputation of the company was tarnished, or they are no longer considered a reliable company or source of information or advertisers may no longer want to risk being associated with the company" is mentioned.*

*If the individual was a student, ask: What were the consequences of the individual's actions for their college/university and their individual program?*

*Answers will vary, but make sure that something like "the reputation of that school and or/program was negatively affected or students may think twice about going to the school if they admit students that do things like that or donors may not want to give to that school if the school's students are like that" is mentioned*

**4. What are the consequences of committing plagiarism if you are a student in a Scottsdale Community College class like the one that you are in right now?**

*Unless student responses cover this, make sure to mention that most instructors will give student a failing grade and a note may be added to the student's permanent record. Mention that this is part of the community college's district policy regarding plagiarism, but that each*

*college department also has their own policy concerning plagiarism. Explain that students agreed to this policy when they enrolled in the college.*

- Ask students to read page 5 of their booklet. Ask students to turn over their participant guide when they have read the page to let you know they are done reading. Students should be done in less than five minutes. When most of the students have completed the reading go on to part 2 of the program.

Optional Additional Activity:

- If you have want students to assess their own learning, ask them to complete the self-check activity on page 5 of their booklet before going to part 2 of the program. There is a second self check later in the program that is also optional. By completing both self-checks students will be able to assess their own learning and develop confidence in their new skills by seeing how far they have come.

## Part 2: PRETEST

### Materials:

- Copies of the pretest for each student
- Record Sheet – page 5 of this guide – to be used to record student scores on the pretest
- Reproducible copy of the pretest is in Appendix A of this guide

### Procedures:

- Let students know that they will be given a pretest now and a post test at the end of the program to measure how well designed the program was and if it was able to teach students what it was supposed to. Share with students that it is not expected that they will know the answers to the pretest as they will learn the concepts covered in the pretest during the instructional program today.
- Give each student a pretest. Tell them to read the instructions and work on the pretest individually. Tell them they can ask questions about how the directions are phrased, but not about what the questions are asking them to do.
- Tell students they have 10 minutes to complete the pretest and ask that they turn over their pretest when they have completed it. Collect the pretests after students have completed them. After the instructional program is completed, use the scoring key below to grade the pretests and record the answers on the record sheet found on page 3 of this guide.

### Pretest Scoring Key:

Question #1 – Total possible points: 4

Give students a point for each answer they provided if it contains information resembling one of the following:

- Using an image, idea, or any piece of information you saw or read without citing the source unless it is common knowledge.
- Buying a paper prepared by someone else and turning it in as your own.
- Using a direct quotation without including quotation marks and without giving the source credit.
- Paraphrasing someone's words without giving them credit even if you expanded on the text.
- Paraphrasing someone's words by just replacing words with synonyms instead of putting them in your own words and style.
- Having another student do your paper or assignment.
- Borrowing from an anonymous author and saying you wrote it.

Question #2 – Total possible points: 4

Give students 2 points if they selected b.

Give students 1 point for each reason they provide for why the quote is plagiarized if it resembles one of the following:

- The writer has not included quotation marks at the beginning and end of the quotation.
- The writer has not provided an in-text citation for the quote.

Question #3 – Total possible points: 3

Give students 2 points if they selected b.

Give students 1 point if they listed the following as a reason for why the quote is plagiarized:

- The writer has not included quotation marks at the beginning and end of the quotation.

Question #4 – Total possible points: 4

Give students 2 points if they selected b.

Give students 1 point for each reason they provide for why the quote is plagiarized if it resembles one of the following:

- The writer has not provided an in-text citation for the paraphrase.
- The writer has replaced words from the original text with synonyms instead of putting them in the writer's own words and style.

Question #5 – Total possible points: 2

- Give students 2 points if they selected a.

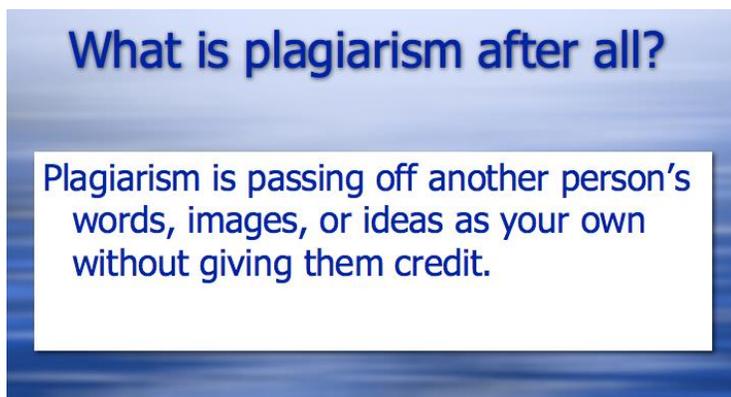
## Part 3: What is plagiarism?

### Materials:

- Participant Guide page 7
- PowerPoint slides 3-5

### Procedures:

- Tell students that all as students they will be often asked to research topics for papers, reports. Ask students what plagiarism is (you can pick volunteers or call on students directly if there are no volunteers). Show slide 3 of the PowerPoint. Read the definition that appears on the slide and tell students that even though the Internet has made copying and pasting other people's words, images, or ideas into to their own work easier, the original creator of the information must still be given credit.



- Tell students that there are several specific actions that clearly constitute plagiarism. Tell them that it is important that they know what these are so that they can avoid performing these actions thus avoid committing plagiarism.
  - Have students turn to page 7 of their guide (lists seven scenarios).
  - Go over each scenario together as a class by:
    - Asking one of the students to reach each scenario or read the scenario yourself.
    - Ask students "what action did the person in the scenario take that constitutes plagiarism?" (you can pick from volunteers or call on students directly if there are no volunteers).

### Scenario 1:

Rose has a paper due for her art appreciation class, she finds a website where a scholar discusses how Vincent Van Gogh's childhood experiences affected his art specifically the fact that he was named after his brother who was born stillborn. She likes the idea presented by the scholar and wants to write her paper about that. Since she took the idea and expounded on it, she does not cite the scholar. She figures that she needs to cite only when she quotes the scholar.

*Mention that using any piece of information written by someone else requires giving that person credit unless it is common knowledge even if the student expounds on it since the information originated outside of the student. Mention that this includes text, images, and even ideas. Explain that common knowledge like facts and dates do not have to be cited, but everything else does. An example of common knowledge is the fact that Arizona is one of the fifty states. Tell students that when in doubt, they should cite!*

#### Scenario 2:

Sam has three assignments due tomorrow and has a late shift at work tonight. He can pump out two of the assignments, but when he gets to the third, he finds that he is just too tired, and it is well past 3 a.m. He goes online and finds that someone else has written about the same thing he was going to write about. He reads it and it seems pretty well written. He decides to use it. The student who did the paper says that anyone is free to use it without needing to buy it. Sam knows that buying papers is not good, but since the paper is available for free, he does not feel it is as bad.

*Mention that even though Sam did not buy the paper from a paper mill, it is still considered plagiarism because it is not his own work. Even if he were to cite his source, since he is using the entire paper written by someone else, it is unacceptable*

#### Scenario 3:

Sara is preparing a speech for her Communication class. She researched and found information in several sources. She finds a quote she wrote down but can't remember where she got it from. She decides to use it anyway and in her write up includes the quote using quotation marks, but since she does not remember the source for the quote, she does not include a citation. If she puts the statement in quotes, she feels that she is covered.

*Mention that whenever you are using a quote, you need to include quotations marks at the beginning and end of the quote, but also a citation. If you have either and not both, it is incomplete and considered plagiarism.*

#### Scenario 4:

Carlos is working hard on his English paper. He knows that his instructor wants students to paraphrase more than quote. He finds a passage that he wants to paraphrase. He goes ahead and put the information in his own words and expounds on the information so that his paper is similar, but much more than what he read. Since most of the paper was his own analysis and thoughts, he does not cite the author he read. Why should he as he did not use quotes and expounded on the original in his paraphrase.

*Mention that paraphrases always require a citation. Whenever a person has used the work of others in some way even if they are not quoting exact word for word statements and have greatly expounded on the topic, they still need to give credit to their source.*

#### Scenario 5:

Beth is working on her Biology paper on the Ice Age and mammals. She finds a research article. She was told that she should paraphrase more than quote because it must be her writing. The article she read had a good way to start her paper. She wants to keep her paraphrase as close to the author's words as possible as it sounds so good the way the author had it. She gets her dictionary and finds synonyms for each word the author used. She keeps the structure of the sentences exactly like the original author and just replaces words from the original text with their synonyms. She remembers to cite her source and finishes up her paper.

*Mention that even though Beth cited her source, the way she paraphrased was not correct. Paraphrasing requires writers to use their own words and style to say what the original writing stated. Switching words with their synonyms is not paraphrasing and is considered plagiarism because it is almost a quote except that some words are different, but the concepts and structure are identical to the original writing. A good paraphrase is in the student writer's own words and style. It is o.k. to change the structure of the writing if the meaning is kept the same.*

#### Scenario 6:

Troy's girlfriend is in the same degree program that he is in and so they have a lot of the same classes. He sometimes shares his notes with her for a class they have together. She took the Sociology class he is currently in last semester. An individual project is due soon in that class and he just does not have time to complete it. Since he has helped Susan with notes in the past, he figures it is her turn to help him and when she offers to do his assignment, he agrees. He will only do it this one time since she is willing to help, and he just does not have the time. He reviews what she has done and changes small parts of it and turns it in.

*Mention that no matter the circumstances, students that have other students do their work are committing plagiarism.*

#### Scenario:

Sandra is preparing for a speech she has in one of her classes. She needs to find out about medical research using animal experimentation. She finds a great article online. She wants to use some information from it, but when she goes to cite it, she finds that there is no author given.

Even when it seems that the information is anonymous or has no specified author credit can be given to the website's sponsor or another affiliated organization.

### **OPTIONAL GROUP WORK:**

If you want students to interact and do some collaborative work, instead of going over the scenarios as a class do the following:

- Divide students in groups of 2-3 and assign them a scenario. If there are less groups than scenarios, then assign more than one scenario to each group.
- Ask students to read the scenario and come up with what action the person took that could be considered plagiarism so they can share with the class.
- Give students 3 minutes to read the scenario and discuss with their partner. Call on the groups and discuss each scenario and the action committed.
- Make sure the above is mentioned for each scenario.

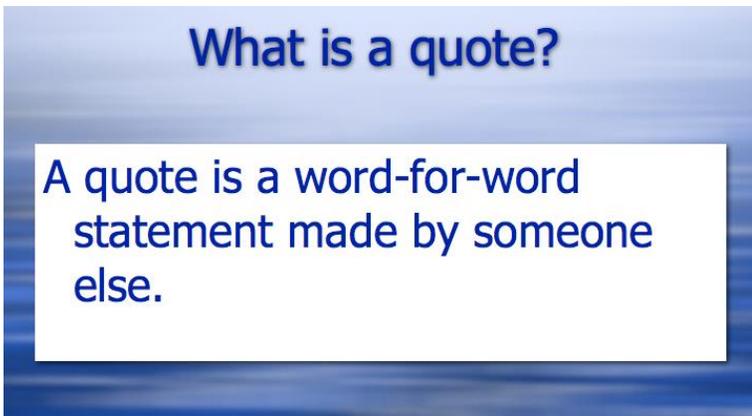
Refer students to page 6 of their guide and ask them to answer the second question: what specific actions do you think constitute plagiarism? Give students a few minutes to write this down and then ask them what they wrote (you can pick volunteers or ask students directly if there are no volunteers).

- Using an image, idea, or any piece of information you saw or read without citing the source unless it is common knowledge.
- Using a paper prepared by someone else and turning it in as your own whether the paper is paid for or is available for free.
- Using a direct quotation without including quotation marks and without giving the source credit.
- Paraphrasing someone's words without giving them credit even if you expanded on the text.
- Paraphrasing someone's words by just replacing words with synonyms instead of putting them in your own words and style.
- Having another student do your paper or assignment.
- Borrowing from an anonymous author and saying you wrote it.

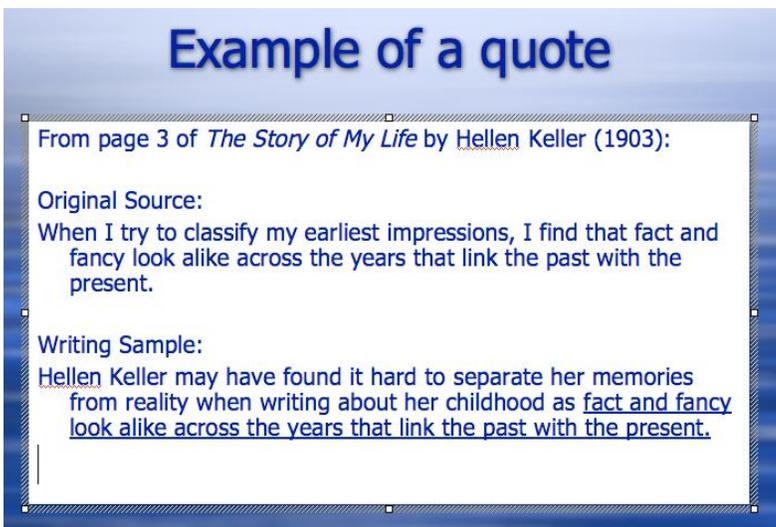
## Part 4: HOW TO WRITE QUOTES CORRECTLY AND AVOID PLAGIARISM

Materials:

- PowerPoint slides 5-10
- Participant Guide page 7
  
- Ask students “**What is a quote?**”. You can pick volunteers or ask students directly if there are no volunteers.
  
- Show slide 6 of the PowerPoint.



- Explain to students that you are quoting in your writing when you include word-for-word statement written by someone else in your own writing. Ask students to write down this definition or one in their own words on page 7 of their guide.
  
- Show slide 7 of the PowerPoint and state that this is an example of a quote. (This is example is also in the participant guide page 7). Point out that the original source was Hellen Keller’s autobiography. Read the writing from the original source and the writing sample based on it. Point out that the writing sample includes a word for word direct quotation, which is underlined. Point out that even though the writing sample contains some original words the last part is a direct quotation from the original text.



- Show slide 7 and go over each bullet point with the students. Tell them that this information plus an example of a well-written quotation is on page 10 of their guide.

## How should you use and write a quote?

- ♦ Always cite the source!!!
- ♦ Do not use too many quotes in your writing or else it will be someone else's paper not yours
- ♦ If the quote is longer than three lines, use a block quotation, which does not require quotation marks, but still needs a citation
- ♦ Make sure your quote stays identical to the original
- ♦ If after thinking about it carefully you take parts out of the quote, use an ellipsis (...)
- ♦ If after much thought, you think you need to add a word(s) to clarify the meaning put the words in square brackets

- Show slide 8 and tell students that it is an example of a well-written quote. Highlight the following:
  - The quote has quotation marks **and** a citation
  - The words that were quoted are written identical to the original. If parts were left out ellipsis were used.

## Example of a well-written quote

From page 3 of *The Story of My Life* by Helen Keller (1903):

Original Source:

When I try to classify my earliest impressions, I find that fact and fancy look alike across the years that link the past with the present.

Writing Sample:

Helen Keller may have found it hard to separate her memories from reality when writing about her childhood as "fact and fancy look alike across the years that link the past with the present" (3).

**Make sure you use quotation marks and include a citation!!!**

In the bibliography:

Keller, Helen. *The Story of My Life*. New York: Doubleday, Page & Company, 1903.

- Show slide 9 which contains a plagiarized quote. Ask students why the quote is unacceptable (you can pick volunteers or ask students directly if there are no volunteers). Highlight the following:
  - The quote does not have quotation marks or a citation
  - The words that were quoted were not written identical to the original, parts were taken out, but no ellipsis were used.

## Example of a plagiarized quote

From page 24 of *The Story of My Life* by Helen Keller (1903):

Original Source:

As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me.

Writing sample:

Helen's new ability to fingerspell opened up a new way of perceiving things. She said that every object I touched seemed to quiver with energy and I saw everything with the new sight that had come.

- Ask students “**What is a paraphrase?**”. You can pick volunteers or ask students directly if there are no volunteers.
- Show slide 9 of the PowerPoint.

## What is a paraphrase?

A paraphrase is the restating of someone else's writing using your own words, style, and rhythm to express the original information.

- Ask students to write down this definition or one in their own words on page 7 of their guide.
- Show slide 10 of the PowerPoint and tell students that this is an example of a paraphrase. Tell them that even though the writing is based on another author's writing, it is in the person's own words, style, and rhythm.

## Example of a paraphrase

From page 7-8 of *The Story of My Life* by Helen Keller (1903):

Original Source:

Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came--my teacher--who was to set my spirit free.

Writing Sample:

Even though Helen Keller became accustomed to her condition, it was only after her teacher began working with her that she truly felt released from its restrictions.

- Show slide 11 of the PowerPoint and tell students that this is an example of a something that is not a paraphrase. Tell them the original source is the same as the last slide, but the writing sample is different. Ask students if they can guess what the writing sample is since it is not a paraphrase. *Answer is a summary.*

## Example of a non-paraphrase

From page 12 of *The Story of My Life* by Helen Keller (1903):

Original Source:

The making ready for Christmas was always a delight to me. Of course I did not know what it was all about, but I enjoyed the pleasant odours that filled the house and the tidbits that were given to Martha Washington and me to keep us quiet. We were sadly in the way, but that did not interfere with our pleasures in the least. They allowed us to grind spices, pick over the raisins and lick the stirring spoons.

Writing Sample:

Even though Helen's condition did not allow her to see and hear the Christmas season's festivities, she still participated and reveled in her family's preparations for the same.

- Ask students “**What is a summary?**”. You can pick volunteers or ask students directly if there are no volunteers.
- Put up slide 12 of the PowerPoint

## What is a summary?

A summary is created when you take an original passage written by someone else and condense it to its main points. A summary is similar to a paraphrase, but the summary is shorter than the original passage.

- Ask students to write down this definition or one in their own words on page 7 of their guide.
- Show slide 13 of the PowerPoint and tell students that this is an example of a summary. Tell them that even though the writing is based on another author's writing, it is in the person's own words, style, and rhythm. Tell students that the key to summaries is that they are shorter than the original and just emphasize the main points.

## Example of a summary

From page 12 of *The Story of My Life* by Helen Keller (1903):

### Original Source:

The making ready for Christmas was always a delight to me. Of course I did not know what it was all about, but I enjoyed the pleasant odours that filled the house and the tidbits that were given to Martha Washington and me to keep us quiet. We were sadly in the way, but that did not interfere with our pleasures in the least. They allowed us to grind spices, pick over the raising and lick the stirring spoons.

### Writing Sample:

Even though Helen's condition did not allow her to see and hear the Christmas season's festivities, she still participated and reveled in her family's preparations for the same.

- Show slide 14 of the PowerPoint and tell students that this is an example of a something that is not a summary. Ask the students what they think it is. *Answer is a paraphrase.* Ask students why it is a paraphrase and not a summary. *Answer is because it is not shorter than the original source.*

## Example of a non-summary

From page 16 of *The Story of My Life* by Helen Keller (1903):

### Original Source:

Thus it is that when we walk in the valley of twofold solitude we know little of the tender affections that grow out of endearing words and actions and companionship. But afterward, when I was restored to my human heritage, Mildred and I grew into each other's hearts, so that we were content to go hand-in-hand wherever caprice led us, although she could not understand my finger language, nor I her childish prattle

### Writing Sample:

Before Helen was taught how to communicate, Helen's blindness and deafness sometimes impaired her ability to form relationships with others. After she was taught how to communicate, she was able to form a close relationship with her sister, Mildred, even though neither could understand each other's language perfectly.

## Part 5: Practice and Feedback

Materials:

- Participant Guide page 8, 9 (optional)
- Tell students they will now practice the new skills they acquired. Direct them to page 8 of their participant guide. Tell them to try their hand at distinguishing between quotes, paraphrases, and summaries. Tell them to read the original source, a writing sample based on the original source, and then circle what they think the writing sample is (a quote, paraphrase, or summary).
- Give students five minutes to complete the practice.
- Ask students what they thought each item was. Give them the answers as listed below. If needed explain why each sample was the type of writing it was using the suggestions below.

Answer key for practice exercises:

1. c. paraphrase – *was a restating of the original passage in the individual's own words.*
  2. b. summary – *highlighted the main point of the passage and shortened it.*
  3. a. quote – *including a word for word restatement from the original passage.*
- Optional Reflective Activity if have time: Have students turn to page 9 of their participant guide and complete the self-check found there. Give them a few minutes to complete it.

## **Part 6. Writing and citing quotes correctly**

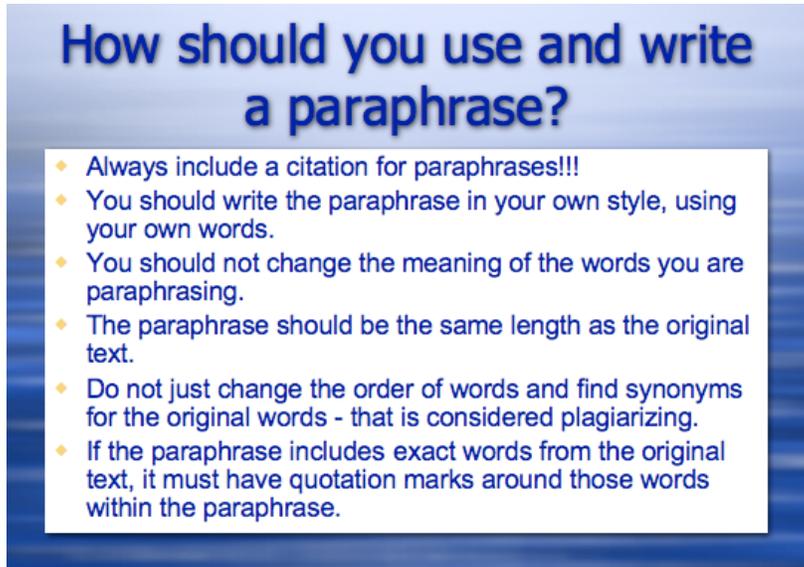
Materials:

- PowerPoint Slides 15-19
- Participant Guide pages 10
  
- Tell students that now that they know what a quote, paraphrase, and summary is they will now learn how to write them correctly so they can avoid plagiarizing. Tell them they will begin with quotes.

## Part 6. Writing and citing paraphrases correctly

### Materials:

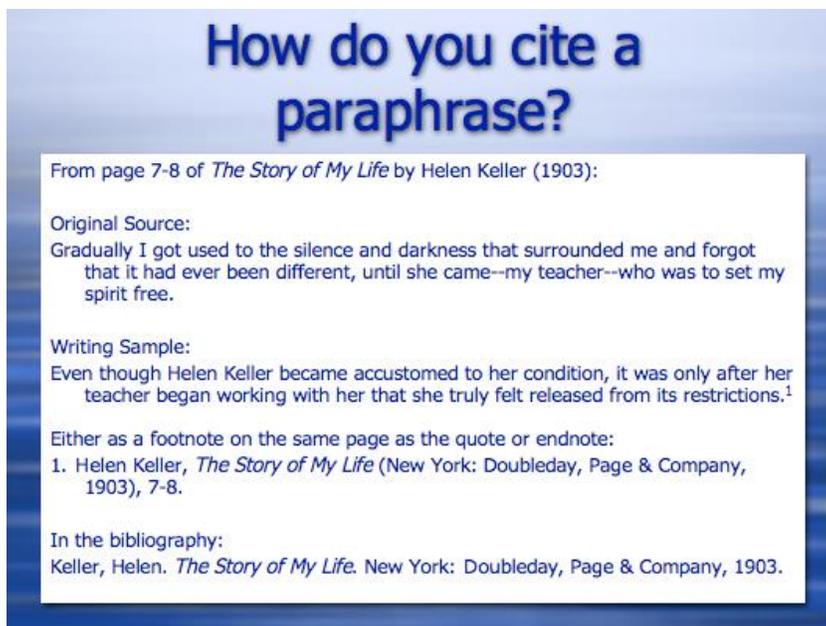
- PowerPoint Slides 19-
- Participant Guide pages 11
- Show slide 20 and go over each bullet point with the students. Tell them that this information plus an example of a well-written paraphrase is on page 11 of their guide.



**How should you use and write a paraphrase?**

- Always include a citation for paraphrases!!!
- You should write the paraphrase in your own style, using your own words.
- You should not change the meaning of the words you are paraphrasing.
- The paraphrase should be the same length as the original text.
- Do not just change the order of words and find synonyms for the original words - that is considered plagiarizing.
- If the paraphrase includes exact words from the original text, it must have quotation marks around those words within the paraphrase.

- Show slide 21 and go over how to cite a paraphrase according to Chicago Manual of Style.



**How do you cite a paraphrase?**

From page 7-8 of *The Story of My Life* by Helen Keller (1903):

Original Source:  
Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came--my teacher--who was to set my spirit free.

Writing Sample:  
Even though Helen Keller became accustomed to her condition, it was only after her teacher began working with her that she truly felt released from its restrictions.<sup>1</sup>

Either as a footnote on the same page as the quote or endnote:  
1. Helen Keller, *The Story of My Life* (New York: Doubleday, Page & Company, 1903), 7-8.

In the bibliography:  
Keller, Helen. *The Story of My Life*. New York: Doubleday, Page & Company, 1903.

- Show slide 22, which contains a paraphrase that is written and cited correctly. Highlight the following points about this example:
  - A citation is provided for the paraphrase.
  - Even though it is based on the original passage, the writing sample is in the person's own words and in their style of writing.
  - The paraphrase is the same length as the original text.

- The meaning of the passage has been maintained.

## Example of an acceptable paraphrase

From page 7-8 of *The Story of My Life* by Helen Keller (1903):

Original Source:

Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came--my teacher--who was to set my spirit free.

Writing Sample:

Even though Helen Keller became accustomed to her condition, it was only after her teacher began working with her that she truly felt released from its restrictions.<sup>1</sup>

Either as a footnote on the same page as the quote or endnote:

1. Helen Keller, *The Story of My Life* (New York: Doubleday, Page & Company, 1903), 7-8.

In the bibliography:

Keller, Helen. *The Story of My Life*. New York: Doubleday, Page & Company, 1903.

- Show slide 23, which contains an unacceptable paraphrase, which is plagiarized. Ask students why the paraphrase is unacceptable. Make sure the students mention the following:
  - The paraphrase is not in the person's own words or style
  - The person has just changed the order of the words and used synonyms

## Example of a plagiarized paraphrase

From page 24 of *The Story of My Life* by Helen Keller (1903):

Original Source:

It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

Writing Sample:

As Helen laid in her crib at the end of the important day and went over the happiness it had brought her she could not wait for a new day to begin.<sup>1</sup>

Either as a footnote on the same page as the quote or endnote:

1. Helen Keller, *The Story of My Life* (New York: Doubleday, Page & Company, 1903), 24.

In the bibliography:

Keller, Helen. *The Story of My Life*. New York: Doubleday, Page & Company, 1903.

## Part 7. Writing and citing summaries correctly

Materials:

- PowerPoints Slides 24-
- Participant Guide pages 12
- Show slide 24 and go over each bullet point with the students. Tell them that this information plus an example of a well-written summary is on page 12 of their guide.

### How should you use and write a summary?

- Always include a citation for summaries!!!
- Make sure you do not change the meaning of the original text.
- The summary should be obviously shorter than the original text highlighting main points.
- Just like with paraphrase use your own words and style.

- Show slide 25 and go over how to cite a summary according to Chicago Manual of Style.

### How do you cite a summary?

From page 12 of *The Story of My Life* by Helen Keller (1903):

Original Source:

The making ready for Christmas was always a delight to me. Of course I did not know what it was all about, but I enjoyed the pleasant odours that filled the house and the tidbits that were given to Martha Washington and me to keep us quiet. We were sadly in the way, but that did not interfere with our pleasures in the least. They allowed us to grind spices, pick over the raising and lick the stirring spoons.

Writing Sample:

Even though Helen's condition did not allow her to see and hear the Christmas season's festivities, she still participated and reveled in her family's preparations for the same.<sup>1</sup>

Either as a footnote on the same page as the quote or endnote:

1. Helen Keller, *The Story of My Life* (New York: Doubleday, Page & Company, 1903), 12.

In the bibliography:

Keller, Helen. *The Story of My Life*. New York: Doubleday, Page & Company, 1903.

- Show slide 26, which contains a summary that is written and cited correctly. Highlight the following points about this example:
  - A citation is provided for the summary.
  - Even though it is based on the original passage, the writing sample is in the person's own words and in their style of writing.
  - The summary is shorter than the original passage and just highlights the main points.
  - The meaning of the passage has been maintained.

## Example of an acceptable summary

From page 12 of *The Story of My Life* by Helen Keller (1903):

**Original Source:**  
 The making ready for Christmas was always a delight to me. Of course I did not know what it was all about, but I enjoyed the pleasant odours that filled the house and the tidbits that were given to Martha Washington and me to keep us quiet. We were sadly in the way, but that did not interfere with our pleasures in the least. They allowed us to grind spices, pick over the raising and lick the stirring spoons.

**Writing Sample:**  
 Even though Helen's condition did not allow her to see and hear the Christmas season's festivities, she still participated and reveled in her family's preparations for the same.<sup>1</sup>

Either as a footnote on the same page as the quote or endnote:  
 1. Helen Keller, *The Story of My Life* (New York: Doubleday, Page & Company, 1903), 12.

In the bibliography:  
 Keller, Helen. *The Story of My Life*. New York: Doubleday, Page & Company, 1903.

- Show slide 27, which contains an unacceptable summary, which is plagiarized. Ask students why the paraphrase is unacceptable. Make sure the students mention the following:
  - The paraphrase is not in the person's own words or style
  - The person has just changed the order of the words and used synonyms
  - The person did include a proper citation for the summary.
  - The summary is not shorter than the original passage.
  - The person included word for word quotes without putting quotation marks.

# Example of a plagiarized summary

From page 25 of *The Story of My Life* by Helen Keller (1903):

## Original Text:

As my knowledge of things grew I felt more and more the delight of the world I was in. Long before I learned to do a sum in arithmetic or describe the shape of the earth, Miss Sullivan had taught me to find beauty in the fragrant wood, in every blade of grass, and in the curves and dimples of my baby sister's hand.

## Writing Sample:

As Helen explored more of the world around her and increased her knowledge about her surroundings she was happier. Before she even learned to do her math problems or the geography of the earth, her teacher had taught her to appreciate all the little things in her life like the fragrant wood, blades of grass, and the contours and dimples of her baby sister's hand.

## Part 8: Practice and Feedback

Materials:

- Participant Guide page 13, 14 (optional)
- Tell students they will now practice the new skills they acquired. Direct them to page 13 of their participant guide. Tell them to read the original source, a writing sample based on the original source, and then decide if the writing sample is acceptable or not based on the criteria that they learned about. If they think it is unacceptable tell them to put an X by the reason or reasons why they feel that way.
- Give students five minutes to complete the practice.
- Ask students what they thought each item was. Give them the answers as listed below.

Answer key for practice exercises:

1. B

If b, put an x by the reason(s) why:

X the writer has not provided a correct citation for word, an idea, or thought

the writer has only changed the order of the words and used synonyms not their own style or words

the writer has changed the meaning of the original source

the summary is not shorter than the original text

2. A

The writer has provided a correct citation, has not changed the meaning of the original source or simply rearranged words and used synonyms.

3. B

If b, put an x by the reason(s) why:

X the writer has not provided a correct citation for words, an idea, or a thought

the quote is not a word for word exact duplicate of the original text

if the quote is long the writer has not used a block quotation

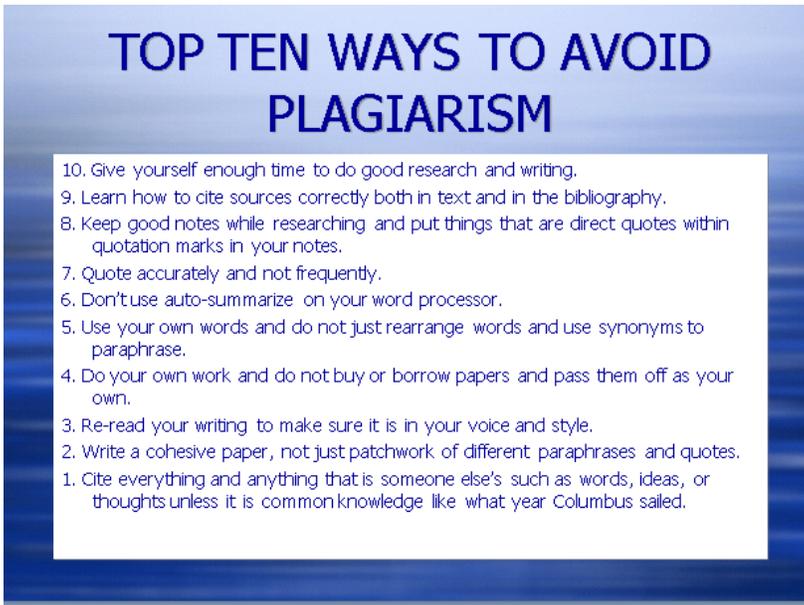
X the writer has not used proper quotation marks

- Optional Reflective Activity if have time: Have students turn to page 15 of their participant guide and complete the self-check found there. Give them a few minutes to complete it.

## Part 9: Tips for avoiding plagiarism

Materials:

- Participant Guide page 15
  - PowerPoint Slide 28-29
- Show slide 28. Read over items as they appear on the slide by click. Tell students the same list is on page 15 of their participant guide.



- Show slide 29 of the PowerPoint. Mention to students that this slide is page 17 of their participant guide. Highlight that they can get more information about avoiding plagiarism at the first three sites and see citation guides using the last three links.

## Part 10: Posttest

### Materials:

- Copies of the posttest for each student
  - Record Sheet
- 
- Let students know that they will now be asked to complete a posttest. Explain to students that the posttest combined with the pretest will help assess the impact of the instructional program and help make improvements in it.
  - Give each student a copy of the posttest. Tell them to read the instructions and work on the posttest individually. Tell them they can ask questions about how the directions are phrased, but not about what the questions are asking them to do. A copy of posttest is Appendix C in this guide.
  - Collect the posttest after students have completed it. Use the answer key below to score the posttest and record the answers on the record sheet on page 3 of this guide.

### Scoring Sheet:

## **APPENDIX A: PRETEST**



4. Read the following passage. Then look at the paraphrase based on the passage. Is the paraphrase written correctly or has plagiarism occurred?

From page 7 of *First Across the Continent: The Story of The Exploring Expedition of Lewis and Clark in 1804-5-6* by Noah Brooks (1901):

Original Source: Clark, like Lewis, held a commission in the military service of the United States, and his appointment as one of the leaders of the expedition with which his name and that of Lewis will ever be associated, made the two men equal in rank. Exactly how there could be two captains commanding the same expedition, both of the same military and actual rank, without jar or quarrel; we cannot understand; but it is certain that the two young men got on together harmoniously, and no hint or suspicion of any serious disagreement between the two captains during their long and arduous service has come down to us from those distant days.

Paraphrase: Clark and Lewis both held a post in the military of the United States, which made them both have the same position in the military. It is not clear how there could be two leaders leading the same expedition both of the same status without an argument or fight. We are not able to comprehend; But it is sure that the two leaders got along together well, and no hint of any argument between the two leaders during their lengthy and difficult service has come to us from those long-ago times

Choose One:            a. Paraphrase is written correctly            b. Paraphrase is plagiarized

If you chose b, state the reason or reasons why the paraphrase constitutes plagiarism:

5. Read the following passage. Then look at the paraphrase based on the passage. Is the paraphrase written correctly or has plagiarism occurred?

From page 8-9 of *First Across the Continent: The Story of The Exploring Expedition of Lewis and Clark in 1804-5-6* by Noah Brooks (1901):

Original Source: The duties of the explorers were numerous and important. They were to explore as thoroughly as possible the country through which they were to pass; making such observations of latitude and longitude as would be needed when maps of the region should be prepared by the War Department; observing the trade, commerce, tribal relations, manners and customs, language, traditions, and monuments, habits and industrial pursuits, diseases and laws of the Indian nations with whom they might come in contact; note the floral, mineral, and animal characteristics of the country, and above all, to report whatever might be of interest to citizens who might thereafter be desirous of opening trade relations with wild tribes of which almost nothing was then distinctly known.

Paraphrase: Explorers played a significant role in exploring new parts of the country and providing observations, which would help develop trade relationships with Indian tribes. Their observations were valuable information because not much was known about the Indian tribes. Some of the information they gathered included geographic information about the tribe's location, information about the Indian tribe's culture and government, and details about the tribe's physical environment (Brooks 8-9)

Choose One:            a. Paraphrase is written correctly            b. Paraphrase is plagiarized

If you chose b, explain why the paraphrase constitutes plagiarism: