

Detailed Design Specification Document

Designer Name: Jenny M. Wright

Program Name: Plagiarism: Avoiding Troubled Waters

1. Program Overview

1.1 Topic & Content

The proposed instructional program will help undergraduate community colleges students in various disciplines become aware of what plagiarism is and how to avoid committing plagiarism. Students will examine what actions constitute plagiarism and what the ethical dimensions surrounding plagiarism are. As students often commit plagiarism when trying to quote, summarize, or paraphrase, the program will teach them what each is, how to correctly write, and correctly cite each.

The content of the workshop will be gleaned from written works on the topic of student writing and plagiarism, citation guides, interviews with faculty and students, and information gathered from other workshops/tutorials provided on this topic at community colleges and educational associations. The content of the instructional program is applicable to all disciplines and does not change over time thus the workshop could be conducted as a segment within any community college course for several years to come.

1.2. Instructional Goal

The undergraduate students enrolled in courses, which require them to write papers after having researched the work of experts, will know what constitutes plagiarism and how to avoid committing it. It is expected that by identifying plagiarism in sample writing, correctly distinguishing between a quote, paraphrase, or summary, and learning the rules for the correct attribution to use with each type of writing, students will better be able to avoid committing plagiarism in their own writing.

1.3. Rationale

Faculty members at a community college in the southwest have reported that student papers show an alarming increase in plagiarism. They feel that students lack the ability to appropriately use the ideas and words of others within their own writing. They feel that students do not understand when it is appropriate to summarize, paraphrase, or quote and how to correctly give credit to the original author. This uncertainty leads students to use the work of others improperly and to plagiarize.

The workshop will attempt to bridge the gap between students' current level of understanding of plagiarism and the level of understanding that instructors and the code of conduct expected them to have. It is expected that as student's knowledge increases

they will apply this knowledge to their own writing and be able to use the work of others within their own writing in an appropriate and ethical manner without committing plagiarism. When told about the workshop, faculty were excited and thought it would be a good way for students to acquire the knowledge they appear to be lacking. It is believed that this instructional program will fill a void for both students and faculty as the topic and accompanying skills are only briefly touched upon in English courses, but not in other disciplines. Instruction was thought to be the best method to use as students need to understand basic concepts regarding plagiarism to avoid committing it. Instructor led, face-to-face instruction seems the most direct and effective way to communicate these concepts.

1.4. Target Population

1.4.1. Learner Characteristics

The target population for this instructional program is new and returning undergraduate community college students of various ages ranging from 17 to 65, of various ethnicities, and genders enrolled in courses that require them to writing for a paper, speech, or a project after researching the works of experts.

1.4.2. Motivation

Students enrolled in courses, which require them to write a paper, speech, or create a project after having conducted research, should have a strong desire to write correctly and avoid committing plagiarism given the serious consequences for doing so. Having said this, many may not realize how serious plagiarism is and how severely it can impact their grade and student standing. Thus, the participants' level of motivation may range from being mildly to highly motivated depending on their understanding of the topic and their acceptance of the fact that it impacts them directly. Also of note is the fact that the course instructor will have requested the instruction not the individual students. Hence, initially the instructor may see the value of the instruction more than the students.

1.4.3. Entry Behaviors

An eighth grade reading level will be required of students participating in the intended instructional program. Students enrolled in the targeted courses have tested at this reading level or higher. Some students may have some prior knowledge of the topic and may have mastered some of the skills that will be part of the program, but it is expected that a clarification of these topics and further practice of the skills associated with the topics will be beneficial to the students despite any prior experiences or knowledge.

1.4.4. Tryout Group

The tryout population for this instructional program will be students taking Communication 100 at a community college in the southwest during the fall semester

2007. There are nineteen students in this class. Like the target population students in the tryout group are composed of undergraduate community college students that range in age, ethnicity, and gender. Some are new and some are returning students. Students enrolled in the course research works written on several topics and then create speeches with accompanying bibliographies for each topic. Students are encouraged to use quotes as well as paraphrases, but also their own words within their speeches. The instructional program will be delivered during the regular class period and in the student's classroom.

Of note as regards motivation is that due to the timeline of the instruction program, the instruction will be given to students after they have submitted their main projects. When implementing this program in the future, it would be desired that the instruction be given earlier in the semester so students can apply the skills they will acquire as a result of the instructional program directly to their assignments. However, the course instructor for the tryout group felt that the skills they would acquire were so important to the academic success of the students that she wanted the instruction to be offered despite how late in the semester it would be given.

1.4.5. Delivery Method

The delivery method for this program will be face-to-face and instructor led. The instruction program will be conducted during an hour and fifteen minute class period in the same classroom that class sessions are held in.

1.4.6. Contexts and Settings

The instructional context for this program will be a classroom with sufficient individual seating for each student. The instructor will need a computer and a projector or an overhead projector to conduct parts of the instruction. All classrooms at the college are equipped with a computer with Internet access and projector to be used by the instructor. Instructors will be given an instructor guide to lead them through the instructional program. Sufficient copies of the pretest and posttest for each student will be provided. Students will be given a participant booklet, which will include instructional text, accompanying exercises, tools such as the rules for MLA citation style, and space for students to take notes. The participant booklet will also serve as a reference guide for students to use after the workshop.

The transfer context for students participating in the instructional program will be instances where they will need to correctly incorporate information that has resulted from research within their own writing without plagiarizing. These instances may occur during their academic career in various courses and also in their future work life. The importance of correctly utilizing the work of others has been demonstrated by several instances of plagiarism that have recently appeared in the news. Exercises in the instructional program closely approximate what students will do in the transfer context that is to read the work of others, incorporate the work within their own writing, and identify whether they have written and cited correctly.

1.5. Instructional Objectives

1.5.1. Objective 1

Given samples of writing and an original source, students will be able to accurately distinguish between quotes, summaries, and paraphrasing.

1.5.2. Objective 2

Given paraphrases, quotes, and summaries along with the original source they are based on, students will be able to determine if plagiarism was committed and if so, identify from givens why the writing constitutes plagiarism.

1.5.3. Students will also learn

1. Which actions are considered plagiarism according to common definitions of the same and how their college defines plagiarism.
2. How to correctly cite quotes, paraphrases, and summaries according to the Modern Language Association's style guide.
3. The consequences of committing plagiarism in an academic setting and in the workplace for the individual committing plagiarism and those around him.
4. Study skills that can help them avoid plagiarism.

2. Assessment Instruments

2.1. Pre-Test

A pre-test will be given before the instructional program is provided. The pre-test results will be compared with the post-test results to determine if the instructional objectives were met as well as what knowledge and skills the students already possessed coming into the instructional program.

2.2. Post-Test

A post-test will be given to students after the entire instructional program is provided. Both the pre-test and post-test will be paper and pencil. A scoring guide for both will be included in the instructor's guide.

2.3. Sample Assessment Items

2.3.1. Objective 1

Read the following passage. Then take a look at the writing sample based on the passage. Is the writing sample a quote, a summary, or paraphrase of the original work? Circle what you think the sample is in relation to the original work.

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):

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.

Explorers played a significant role in exploring new parts of the country and providing observations, which would influence future trade relationships with unknown nations. Their responsibilities included taking note of the geographic location of places they passed so maps could be created; describing the various cultural and daily life events and institutions of the Indian nations they encountered such as their language, business dealings, and government among other things; and the geologic and animal life they observed.

a. quote b. summary c. paraphrase

2.3.2. Objective 2

Read the following passage. Then take a look at the paraphrase based on the passage. Is the paraphrase written and cited correctly or has plagiarism occurred? If it is written incorrectly, put an x by the reasons why you feel that way.

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):

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.

Clark and Lewis both held a post in the military service of the United States, which made the two men equal in rank. It is not clear how there could be two leaders leading the same expedition both of equal military and actual rank 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.

a. Correct Paraphrase

b. Incorrect Paraphrase

If b, put an x by the reasons why:

___ the writer has not provided a correct citation for an idea or thought

___ the writer is not using his or her own words

___ the writer has changed, added to, or deleted the original meaning

___ the paraphrase is not equal in length to the original text

3. Pre-Instructional Activities

3.1. Motivation

To emphasize the importance of the topic and how relevant it is to the students' lives now and in the future, a news story regarding an individual who plagiarized will be read to students. The instructor will then lead the students in a discussion of the experiences of the individual they heard about. He/she will discuss the consequences of the individual's choice to plagiarize and discuss what impact it had on his life and the credibility of the institution he worked for as well as for the individual whose work he plagiarized. The instructor will lead a discussion of how the same situation would play out in the life of a student if they were to commit plagiarism including what consequences there would be for the student as far as their academic standing and own learning as well as for the person they plagiarized.

3.2. Objectives

As students will have just pondered the consequences of plagiarism, the instructor will lead students in a discussion of what plagiarism is. He/she will ask students how they define plagiarism and write the suggestions on the board making sure to include the actions commonly thought of as plagiarism by the world at large and the college. He/she will then lead students in a discussion of what lead students to plagiarize. The instructor will list the suggestions given by students highlighting the following two reasons:

*Students often do not understand the differences between quoting, paraphrasing, and summarizing.

*Students are often unsure how to correctly write and cite quotes, paraphrases, and summaries.

He/she will then tell students that the instructional program will help them learn how to do both in order to avoid committing plagiarism.

3.3. Pre-requisites

As there are no pre-requisite skills or knowledge that students need to have to complete the instructional program, no prior recall of relevant prerequisites is needed.

4. Follow-through Activities

4.1. Review

As this instructional program will be conducted in one session, review takes place at the beginning of the second instructional segment and at the end of the entire program, before the post-test. In the first review, the instructor will put up a screen with key information they learned about paraphrases, quotes, and summaries in the first segment. He/she will also point out that the same information is in the participant's guide. The second review will consist of a review of all the key features and citation rules covered during both instructional segments for paraphrases, quotes, and summaries.

4.2. Transfer

It is expected that students coming out of the instructional program will be able to transfer the skills they acquired studying sample writings to their own writing for the course they are in as well as other courses they will take and future places of work they will be in. To facilitate this transfer, a job aid will be provided to students to help them quickly distinguish the differences between quoting, paraphrasing, and summarizing; recall key features of well-written paraphrases, quotes, and summaries; recall citation rules for each type; as well as recall study/note taking tips for avoiding plagiarizing in the future.

5. Instructional Strategies by Objective

5.1. Objective 1

Given samples of writing and an original source, students will be able to accurately distinguish between quotes, summaries, and paraphrasing.

5.1.1. Sample Assessment:

Read the following passage. Then take a look at the writing sample based on the passage. Is the writing sample a quote, a summary, or paraphrase of the original work? Circle what you think the sample is in relation to the original work.

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):

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.

Explorers played a significant role in exploring new parts of the country and providing observations, which would influence future trade relationships with unknown nations. Their responsibilities included taking note of the geographic location of places they passed so maps could be created; describing the various cultural and daily life events and institutions of the Indian nations they encountered such as their language, business dealings, and government among other things; and the geologic and animal life they observed.

a. quote b. summary c. paraphrase

5.1.2. Instructional Methods

The instructional method for this learning objective is composed of a lecture/presentation presented by the instructor, class discussions, and instructional text and exercises found within the participant guide.

5.1.3. Content Presentation

Content

Definitions for what a quote, a paraphrase, and a summary are will be presented to students. Students will examine examples and non-examples of quotes, paraphrases, and summaries.

Example

The instructor will begin by asking students “What is a paraphrase?”. The instructor will list the answers students given on the board and then give the following definition: a paraphrase is the restating of the words written by an author other than yourself using your own words. The instructor will show students an example of a paraphrase with its original source and point out key features including:

*the paraphrase is written in the student’s own language while keeping the meaning of the original text.

*the paraphrase is the same length as the original text.

*paraphrasing is not changing the order of words and using synonyms

The instructor will then show students an example of something that is not a paraphrase and ask students why it is not a paraphrase and highlight main features that are missing. The instructor will then do the same type of discussion/instruction for quotes and summaries. The instructor will show the pages in the participant guide that contain the same information that has been covered as a class.

5.1.4. Learner Participation

Practice items and activities

After paraphrasing, quoting, and summarizing are covered, students will be asked to open their participant guide to work on the practice exercises for the section. The practice exercise will consist of four examples of writing along with the original text they are based on. Students will be asked to identify what each type of writing is whether it is a quote, a paraphrase, or a summary of the original writing.

Sample practice item

Original text:

Read the following passage. Then take a look at writing sample based on the passage. Is the writing sample a quote, a summary, or paraphrase of the original work? Circle what you think the sample is in relation to the original work.

From page 16 of *First Across the Continent: The Story of The Exploring Expedition of Lewis and Clark in 1804-5-6* by Noah Brooks (1901):

By the tenth of June the party had entered the country of the Ayauway nation. This was an easy way of spelling the word now familiar to us as "Iowa". But before that spelling was reached, it was Ayaway, Ayahwa, lawai, laway, and so on.

Sample Writing: The explorers reached a new part of the nation they called Ayauway nation. They used this spelling of the Indian nation's name because it was the easiest when compared to other more difficult spellings that they had used in the past.

a. quote b. summary c. paraphrase

5.1.5. Feedback

Students will be able to flip to the next page of their book and see the correct answer for each practice item. The instructor will go over the answers as a group to address any questions that may have arisen. Students will then be asked to complete the reflective exercise in their participant guide. The exercise asks them to rate themselves as to how confident they feel in their ability to define a paraphrase, quote, summary; their ability to

identify and distinguish between the three; and their ability to create the three types when incorporating others' words in their own writing.

5.2. Objective 2

Given paraphrases, quotes, and summaries along with the original source they are based on, students will be able to determine if plagiarism was committed and if so, identify why the writing constitutes plagiarism.

5.2.1. Sample Assessment

Read the following passage. Then take a look at the paraphrase based on the passage. Is the paraphrase written and cited correctly or has plagiarism occurred? If it is written incorrectly, put an x by the reasons why you feel that way.

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):

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.

Clark and Lewis both held a post in the military service of the United States, which made the two men equal in rank. It is not clear how there could be two leaders leading the same expedition both of equal military and actual rank 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.

a. Correct Paraphrase

b. Incorrect Paraphrase

If b, put an x by the reasons why:

- ☐ the writer has not provided a correct citation for an idea or thought
- ☐ the writer is not using their own words
- ☐ the writer has changed, added to, or deleted the original meaning
- ☐ the paraphrase is not equal in length to the original text

5.2.2. Instructional Methods

The instructional method for this learning objective is composed of a lecture/presentation presented by the instructor, class discussions, and instructional text and exercises found within the participant guide.

5.2.3. Content Presentation

Content

Now that students know what a paraphrase, quote, and summary is, information regarding the best practices for writing paraphrases, quotes, and summaries will be provided to students. Examples of what a correct paraphrase, quote, and summary look like will be examined. Incorrect examples of each type of writing will also be examined.

Example

The instructor will ask students what three points they learned about paraphrasing to recall prior knowledge. The instructor will then mention that there are other considerations to keep in mind when trying to paraphrase correctly and avoid plagiarizing including:

- *the person paraphrasing can change the order of the information to suit the writer's own rhythm while maintaining the meaning of the original text
- *the paraphrase **must** include a citation.
- *if the paraphrase includes exact words from the original text, it must include quotes around those words within the paraphrase.

The instructor will then point students to the page in their participant guide, which gives directions and examples for in-text and bibliographic citations according to Modern Language Association's rules for citation. The instructor will mention that other style guides may have different rules for citing paraphrases. The instructor will show an example of a correct paraphrase on the screen and an example of an incorrect one and ask student what the first sample had correct and what the second example had incorrect. The instructor will then cover the same information for quotes and summaries.

5.2.4. Learner Participation

Practice items and activities

After rules for correctly creating and citing paraphrases, paraphrasing, quoting, and summarizing are examined students will be asked to open their participant guide to work on the practice exercises for this unit. The practice exercises for each type (paraphrases, quotes, summaries) will consist of three writing samples along with the original text they are based on. Students will be asked to determine whether each sample is written and cited correctly.

Sample practice item

Read the following passage. Then take a look at the paraphrase based on the passage. Is the paraphrase written and cited correctly or has plagiarism occurred?

From page 7 of A Short History of American Literature by Henry Augustin Beers (1906):

It would be unfair to judge of the intellectual vigor of the English colonists in America by the books that they wrote; those “stern men with empires in their brains” had more pressing work to do than the making of books. The first settlers, indeed, were brought face to face with strange and exciting conditions – the sea, the wilderness, the Indians, the flora and fauna of the new world, --things which seem stimulating to the imagination, and incidents and experiences which may have lent themselves easily to poetry or romance.

Sample Writing: The early colonists encountered many new and exciting things such as “the sea, the wilderness, the Indians, the flora and fauna of the new world” which would have made great writing, but they were too busy trying to establish colonies and so we cannot think less of them for not having written many books about their experiences (Beers 7)

a. Correct Paraphrase

b. Incorrect Paraphrase

If b, put an x by the reasons why:

- ☐ the writer has not provided a correct citation for an idea or thought
- ☐ the writer is not using his or her own words
- ☐ the writer has changed, added to, or deleted the original meaning
- ☐ the paraphrase is not equal in length to the original text

5.2.5. Feedback

Students will be able to flip to the end of their participant guide and see the correct answer for each practice item. The instructor will lead students in a discussion of what features the correct and incorrect paraphrases had which made them an example or a non-example of plagiarism. Students will then be asked to complete the reflective exercise in their participant guide. The exercise asks them to rate themselves on how confident they feel in their ability to identify a well written and a poorly written quote, paraphrase, and summary. It will ask them to rate how much they feel they know about citations for each type of writing. It will also ask them to rate their ability to identify when plagiarism has occurred in the writing of others and in their own writing.