Lesson Objectives/What am I learning?

- 3.1.a Reads the text and selects main ideas
- 3.1.b Restates textual concepts in his/her own words and selects data accurately
- 3.1.c Identifies verbatim material that can be then appropriately quoted
- 5.3.a Uses correctly and consistently the citation style appropriate to a specific discipline.

Learning Outcomes/Why did I learn this?

Given the opportunity to explore the concepts of plagiarism, quoting and paraphrasing, I will be able to generate a chart with elements of each.

Name: _____________________________ Section: _____________ Date: Monday, 9/19/2016

Part I- Engagement: Question Prompts and Class Discussion

Teaching Strategy/Instructional Procedure: Question Prompts

Student’s Learning Strategy/Procedure: Brainstorming / Discussion

Instructions: Think about these questions and discuss them with your classmates. The class will then try to reach consensus when trying to define these.

Who is an author? Are you an author? What does it mean to author something?

When should you acknowledge someone for something they produced?

Possible answers: when quoting, paraphrasing, summarizing, using facts, info, ideas, theories, research, or data found in a particular document.

When would it not be necessary to acknowledge someone else’s work? Does that include yourself?

Possible answers: generally-known facts

What are some forms of plagiarism?

Word for word (verbatim)

Cutting & pasting

Paraphrasing/ Excessive repetition (poor paraphrasing of another’s words)

Help/collaboration (collusion)/ Forgery (turning in another person’s work as your own)

Omission (inaccurate citation)/ Improper citation (failure to cite properly)

Self-plagiarism

Improper Idea borrowing (failure to cite another’s ideas)

Fraud (creation of false sources)

• failing to put a quotation in quotation marks
• giving incorrect information about the source of a quotation

What are some ways to give author's credit?

Possible answers: quoting, paraphrasing, summarizing,

What is the best way to avoid plagiarism?

What are the benefits of citing your sources?
Activity II- What Kind of Plagiarism Is It?

Instructions: Use the In-class Assignments tab/Plagiarism Exercises tab to see plagiarism type examples. Use the bullet points below to figure out what type of plagiarism it is.

- Excessive repetition (poor paraphrasing of another’s words)
- Improper citation (failure to cite properly)
- Improper Idea borrowing (failure to cite another’s ideas)
- Fraud (creation of false sources)
- Verbatim/Forgery (turning in another person’s work as your own/word-for-word)
- Not applicable
- Self-plagiarism (stealing from yourself)

What type of plagiarism is it?:

Example #1: __________ Excessive repetition ________________

Example #2: __________ Improper citation _________________

Example #3: __________ Not applicable____________________

Example #4: __________ Forgery _________________________

Example #5: _______ Forgery ___________________________

Example #6: ____ Fraud ________________________________

Example #7: ______ Self-plagiarism _______________________

Part II
A: Exploration: Examples

Teaching Strategy/Instructional Procedure: real-world examples are presented
Student’s Learning Strategy/Procedure: think/pair/share

Instructions: Divide into teams. Work with your partner(s) to identify the following:
1) What is the issue?
2) What type of plagiarism is it? (If there's more than one type, mention it)
3) What was the result/consequence?
4) How would you have resolved or avoided the issue?
5) Do you agree with the verdict/consequence?

Examples:

The Case of the Miraculously Prolific Joke-telling Minister:
http://www.salon.com/2013/06/05/how_one_twitter_user_got_famous_by_allegedly_stealing_comedians_tweets/

The Mysterious Case of the Reporter Who Made the News:

The Not-so-Singular Case of the Suddenly-Stranded-Abroad Student:

The Case of the Phantom Quotes:

The Case of the Girl with the Perfectly Prolific Photographic Memory (or is it?).
http://content.time.com/time/specials/packages/article/0,28804,1868982_1868981_1868955,00.html

The Case of the Professor vs. the Lie-detecting Machine:

B: In-text Citations Exercise (in APA style)

**Teaching Strategy/Instructional Procedure:** background knowledge prompts

**Student’s Learning Strategy/Procedure:** organization charts/question prompts/examples

**Instructions:** Use the class library guide section on APA style. Look at the sentences below, each of which contains an incorrectly formatted in-text citation. Specify the error made in each sentence; then, write a new sentence in which the in-text citation is correctly formatted.


1. Azel (2015) writes that Obama's new policy to improve relations with Latin America only helps to weaken American influence by tolerating military dictatorships (Azel, 2015).

   **Error type:** APA style requires authors to use the past tense or present perfect tense when using signal phrases to describe earlier research, for example, Jones (1998) **found** or Jones (1998) **has found**...

2. According to Azel (2015), The president’s new policy has legitimized a totalitarian-military regime in the eyes of the world, and particularly in the eyes of Latin America (p. 28).

4. According to Azel, economic reforms won’t work in Cuba.

5. Azel (2015) stated one reason why tourism won’t affect democracy - China, with a population of 1.3 billion, receives 2 million American tourists each year. Cuba, with a population of 11.2 million, welcomes 90,000 Americans. thus, on a per capita basis, Cuba welcomes one American visitor for every 124 Cubans, while China receives one for every 650 Chinese citizens. this means that the per capita concentration of American tourists in Cuba is five times greater than that of Americans in China, and yet no democratic reforms are visible in either country. How many American tourists per capita are required to “bring democracy”? (p. 25-26)

C: Paraphrasing
Teaching Strategy/Instructional Procedure: background knowledge prompts
Learning Strategy/Procedure: organization chart & question prompts
Instructions: Using Brainy Quote .Com, or other website, find a favorite quote online and re-write it “in your own words.” Then write a sentence to describe what it means to you. Share this with a partner.

Part III- Evaluation
Teaching Strategy/Instructional Procedure: Assessment chart
Student’s Learning Strategy/Procedure: Assessment chart
Instructions: using the chart below, generate answers to fill out the elements of each section.

<table>
<thead>
<tr>
<th>Question</th>
<th>Quoting</th>
<th>Paraphrasing</th>
<th>Avoiding Plagiarism</th>
</tr>
</thead>
</table>
| What skills can you think of to successfully quote, paraphrase, and avoid plagiarism? | - citing  
- APA style | - combining my ideas with author’s ideas | - attributing ideas, direct quotes, and paraphrases  
- how much use is fair |