

D23-L2

<b>Plagiarism</b>	<b>Core Competency:D23</b>	<b>Level 2, Intermediate</b>
Communicate in Writing		
Time to complete: 120 minutes		

<b>Objectives</b>	Upon completion of this lesson students will be able to: 1. Discuss plagiarism. 2. Practice paraphrasing. 3. Policies of post-secondary institutes on plagiarism.
<b>Cross Competencies</b>	C18 Follow Directions C19 Practice effective human relations. D23 Communicate in Writing G53 Exhibit work ethics and behaviors essential to success H66 Demonstrate an ability to follow and give directions H76 Demonstrate familiarity with variety of technologies H80 Demonstrate an ability to send, receive and organize email messages H81 Demonstrate an ability to search for information on the Internet
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2 and 3 Workplace Competencies Content Standards 2, 3 and 4

**Resources**

<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>
<ul style="list-style-type: none"> <li>D23L2PP1 Plagiarism</li> <li>D23L2HO1 What is Plagiarism?</li> <li>D23L2ACT1 Quick Draw</li> </ul>	<ul style="list-style-type: none"> <li>Internet access</li> </ul>	<ul style="list-style-type: none"> <li>PURDUE ONLINE WRITING</li> <li>Read.Write.Think.org (plagiarism lesson)</li> <li>Mtlsd.org</li> <li>Movie: Shattered Glass (2003)</li> </ul>

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
		Invite a professor from area postsecondary institute to talk about plagiarism	
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Mapping Your Future			Banner Poster/Slogan Website

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	It is very important for students to understand the need for, and purpose of, giving credit to the sources they use in the research process. The students need to learn about the concept of plagiarism. Plagiarism is using others' ideas or words without clearly acknowledging the source of that information.	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	

<p>1. Using the Flip chart or white board lead a discussion where students talk about their own experiences with plagiarism. Write down their observations and insights, their own thoughts, and their own conclusions about a subject.</p> <p>2. Show PowerPoint on Plagiarism <a href="#">D23L2PP1 Plagiarism</a>.</p> <p>3. Follow with discussion on what needs to be credited or documented. Use <a href="#">D23L2HO1 What is Plagiarism?</a> as a resource.</p> <ul style="list-style-type: none"> <li>• Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.</li> <li>• Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing</li> <li>• When you copy the exact words or a unique phrase</li> <li>• When you reprint any diagrams, illustrations, charts, pictures, or other visual materials</li> <li>• When you reuse or repost any electronically-available media, including images, audio, video, or other media.</li> </ul> <p>There are certain things that do not need documentation or credit, including:</p> <ul style="list-style-type: none"> <li>• When you write up your own results obtained through lab or field experiments.</li> <li>• When you use your own artwork, digital photographs, video, audio, etc.</li> <li>• When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends,</li> </ul>	
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and historical events (but **not** historical documents)

- When you are using generally accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities

4. Follow with a discussion of deciding if something is “Common Knowledge” ( D23L2HO1). Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

5. Show the video about journalism and plagiarism *Shattered Glass*. The true story of a young journalist who fell from grace when it was found he had fabricated over half of his articles.

6. Discuss with your class the **10 Tips for Writing Effective Scholarship Essays**

- Read the instructions and make sure you understand them before you start writing.
- Think about what you are going to write and organize your thoughts before you start writing.
- Begin the writing process by writing an outline.
- Make sure your outline touches on every aspect required per the instructions.
- Write your essay by elaborating on each of the points in your outline.
- Use clear, concise and simple language throughout the essay.
- State your accomplishments without coming across as if you are bragging.
- Make sure your grammar and spelling are impeccable.
- Read the question again and then read your essay to be certain that the essay addresses every point.
- Have someone with strong writing and editing skills proofread the essay before you submit it.

Conclude this activity by having students write an essay for either the JAG or JMG scholarships.

7. Discuss with students the importance of writing their own.

8. Conclude the lesson by having students participate in D23L2ACT1 Quick Draw. This is a hands-on activity on communication as well as an opportunity to discuss cheating.

<b>Assessment</b>	Scholarship essays	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"><li>• Post the standard bibliography format in a prominent place in your classroom.</li><li>• Have students write a biography of a <u>Facebook</u> friend, using the information from their page.</li><li>• <i>Show the You Tube Video "Plagiarism" ...What is plagiarism and how do you avoid it?</i></li></ul>	