

Title: The Plague of Plagiarism

Curriculum: English/ Language Arts

Grade Level Span: Secondary Grades 9-12

Purpose

Students will understand:

- **What** plagiarism is *or isn't*;
- **Who** plagiarism hurts;
- **When** plagiarism occurs;
- **Where** plagiarism is found;
- **Why** plagiarism is inappropriate;
- **How** plagiarism can be avoided.

In other words...students will understand why intellectual property needs to be credited.

Description

Students conduct research and writing using a variety of sources. In the process they will practice citing/documenting, paraphrasing, and embedding direct quotations. Students create writing portfolios with examples of correct use of source material.

Preparation

Teacher will review websites to select sites and to verify accuracy, availability and appropriateness. If a computer lab is not available for student use, teacher may print web pages for student use. Students collect *all writings*, including brainstorming, in a writing portfolio.

Activities

Activities	Curriculum Standards	NETS for Students
1. In small groups and then as a whole class: brainstorm definition of plagiarism, brainstorm why plagiarism is harmful, brainstorm ways to avoid plagiarism.	4, 7	2, 3, 7, 10
2. Write and conduct a survey of a target group on their opinions regarding plagiarism. (Primary research)	4, 5, 6, 12	4, 5
3. Search for secondary sources on plagiarism/famous plagiarists.	1, 8	4

4. Create a webquest (write Q/A's for a specific site) on a topic generated from the survey.	8	5, 7, 8
5. Practice parenthetical citations and works cited entries. (see web resources, school style manual and/or MLA stylebook)	3, 4, 5	5
6. Practice paraphrasing passages. (see web resources)	3, 4, 5	5
7. Practice embedding direct quotations. (see web resources)	3, 4, 5	5
8. Cite results from survey and above practices in paraphrasing and embedding. (Both primary and secondary research) (see web resources)	3, 7	5
9. Review copyright laws and plagiarism policies. (see web resources and individual school/district code of honor)	7	4
10. Define honor and ethnics in an anecdotal essay.	6, 7	4, 10

Tools and Resources

Software

- Word-processing
- Internet Browser
- PowerPoint/ Multimedia program* (teacher tool)

Hardware

- Computer
- In-focus projector

Websites

General Plagiarism Sites:

Plagiarism: What It is and How to Recognize and Avoid It <http://www.indiana.edu/~wts/wts/plagiarism.html>

Plagiarism.org

www.plagiarism.org/

Plagiarism and the Web

<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>

Cut and Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism

<http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>

Avoiding Plagiarism

<http://sja.ucdavis.edu/avoid.htm>

Plagiarism and Anti-Plagiarism

<http://newark.rutgers.edu/~ehrllich/plagiarism598.html>

Additional Sites:

<http://chronicle.merit.edu/free/v46/i12/12a04901.htm>

<http://edutools.cityu.edu.hk/wwwtools/cheating.htm>

<http://newark.rutgers.edu/~ehrllich/plagiarism598.html>

<http://www.12000papers.com/faq.htm>

<http://www.a1-termpaper.com/>

<http://www.canexus.com/>

<http://www.cheater.com/>

<http://www.cheaters.com/>

<http://www.cs.berkeley.edu/~aiken/moss.html>

<http://www.geniuspapers.com/>

<http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/BCUtilDA/pageNamed?name=PortalMain>

<http://www.integriguard.com/>

<http://www.ipl.org/teen/aplus>

<http://www.kalama.com/~zimba/integration.htm>

Sites that publish student writing, lesson plans, cheat sites and plagiarism, evaluation sites, research, etc.

<http://www.papermasters.com/>

<http://www.paperwriters.com/intro.htm>

<http://www.plagiarized.com/index.shtml>

Instructor's Guide to Internet Plagiarism

<http://www.research-assistance.com/>

<http://www.schoolsucks.com/>

<http://www.superior-termpapers.com/>

<http://www.termpapers-on-file.com/>

<http://www.usnews.com/usnews/issue/991122/cheating.htm>

Sites on Citation

A Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation

<http://webster.comnet.edu/mla/index.shtml>

Bruce Leland Homepage

<http://www.wiu.edu/users/mfbhl/index.htm>

Columbia University Press

http://www.columbia.edu/cu/cup/cgos/idx_basic.html

UW-Madison Writing Center Writer's Handbook

www.wisc.edu/writing/Handbook/DocMLA.html

Resources on paraphrasing and embedding quotations

BC-OWL Resource: Guide to Paraphrasing, Summarizing, and Quoting

<http://www.bridgewater.edu/WritingCenter/manual/paraphrase.htm>

DK Peterson's Literature Resources: Quoting, Paraphrasing, and Summarizing

<http://www.english.wayne.edu/~peterson/Fiction/quotations.html>

Embedding Quotes

<http://ol.scc.spokane.cc.wa.us/jstrever1/Resources/embed.htm>

Copyright Laws and Plagiarism Policies

Copyright Law

www.rbs2.com/copyr.htm

Copyright and the Internet

<http://mason.gmu.edu/~montecin/copyright-internet.htm>

Copyright & Plagiarism Information for Students and Staff@ Naperville Central High School

<http://www.ncusd203.org/central/html/where/copyrights.html>

Books

Lunsford, Andrea and Robert Connors. *New St. Martin's Handbook*. Boston: Bedford St. Martins, 1999.

Poole, Bernard J. *Education for an Information Age*. Boston: McGraw-Hill, 1997

Assessment

- Students maintain a writing portfolio with samples of work from activities: student survey; student practice with paraphrasing, embedding, quoting; student research on plagiarism/plagiarists, copyright law.
- Students write an anecdotal essay creating a personal code of honor.
- Teacher constructs rubric for portfolio items, including survey, webquest, and anecdotal essay.
- Students sign a code of honor (as authored by school faculty and administration).

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Personal Account

In order to understand plagiarism and why it is inappropriate, individuals need to understand honor and ethics. This lesson is intended to help individuals develop ownership of intellectual property and value the ideas of others as well as of self.

These activities are geared toward high school students and a parental/guardian audience.