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LESSON PLAN: Plagiarism: Avoid It!

Submitted By: Patricia Dunn, The Wellington School

Subject Area: English, Technology, History, Social Studies

Keywords: Plagiarism, Copyright, Works Cited, Intellectual Property

Grades: 5th - 12th

Timeframe: Two 45-minute class periods in the classroom and library

OVERVIEW

This lesson is designed to help students learn about plagiarism. Students will define plagiarism, discover how it has impacted people throughout history, locate ways individuals plagiarize, and identify ways to avoid plagiarism in their own research. The students will complete a brief writing assignment in which they will receive a plagiarized paragraph along with the original source and will appropriately rewrite the paragraph and describe why the revision is a correct way to cite or paraphrase the paragraph.

GOAL:

Students will have a clearer understanding of plagiarism and the importance of avoiding plagiarizing in their own work.

OBJECTIVES:

Students can define plagiarism and ways plagiarism happens.
Students discover the impact of plagiarism.
Students observe proper citation.
Students communicate in writing how to correctly cite and/or paraphrase information to avoid plagiarism.

ESSENTIAL QUESTIONS

What is plagiarism?
How does plagiarism occur?
What ways are used to discover plagiarism?
What are some methods that can be used to avoid plagiarism?

STANDARDS

Curriculum Connection: This lesson could be used before any research paper in any subject area.

Ohio Academic Content Standards: This lesson relates specifically to the Research Standard in the K-12 English Language Arts ACS.

Correlation with Information Power Standards from the American Association of School Librarians and Association for Educational Communications and Technology.

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Draft Ohio Guidelines for Effective School Library Media Programs:

GUIDELINE 6 (draft) -- Technological Literacy: Effective school library media programs provide technological literacy skills instruction in the usage of library-based technologies. Technological literacy skills include appropriate and ethical use of technology for information access, retrieval, production, and dissemination via electronic resources, networks, and the Internet. *(Technological Literacy Strand)*

<p>TIMEFRAME This lesson can be done in two class periods in the classroom and library: one class period for the plagiarism presentation and INFOhio research and one class period to discuss proper citation and do the writing assignment.</p>	<p>END PRODUCT The students will be given a plagiarized paragraph and the original source. The students will then rewrite the paragraph with correct citation or paraphrase with a description of what changes were made to the paragraph and why.</p>
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<p>ACTIVITIES --Using INFOhio Resources, students locate three situations involving famous people where plagiarism has been suggested and the ramifications of these situations.</p> <p>--Students practice proper citation using NoodleTools Quick Cite.</p> <p>--Students will rewrite a plagiarized paragraph and describe the corrections.</p>	<p>ASSESSMENT A rubric evaluating the written assignment.</p>
	<p>RESOURCES & TECHNOLOGY INFOhio's Britannica Online (Internet guide) EBSCOhost SIRS Discoverer</p> <p>Web sites: EasyBib: MLA citation http://www.easybib.com/ NoodleTools Quick Cite: http://www.noodletools.com/quickcite/</p>

<p>LESSON REFLECTION :</p> <p>By the end of the lesson were students able to define plagiarism? Did students exhibit ways to properly cite information?</p>
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Plagiarism: Avoid It! Rubric

Name _____

CATEGORY	Excellent (5-4 pts.)	Satisfactory (3-2 pts.)	Needs Improvement (1-0 pts.)	SCORE
Understands Plagiarism	Exhibits and communicates the ability to define plagiarism and its effects on society.	Exhibits an ability to define plagiarism.	Exhibits little concept of plagiarism.	
Identifies Plagiarism	Locates the complete plagiarized section of the paragraph.	Locates some of the plagiarized section.	Shows no ability to locate the plagiarized section.	
Cites Sources	Proper citation is presented in the rewritten paragraph.	Citation is attempted in the rewritten paragraph.	No attempt was made to correct the paragraph.	

ADDITIONAL INFORMATION:

Original Information:

Hey -- Stop Picking on Poor Little 'Hulk'!

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To the Arts Editor:

Regarding Pulitzer Prize-winning critic Stephen Hunter's June 29 feature, "The Funny Thing about Animation": Lighten up! "Hulk" is based on a comic-strip character. It's supposed to be fun and out-of-this-worldly.

It's easier for me to suspend my disbelief about Newton's Laws of Gravity for the Hulk than for the slow-motion martial-arts moves in the "Matrix" and "Charlie's Angels" movies, and the flying and tree-top dancing in "Crouching Tiger, Hidden Dragon." Newsflash: Whether live action or animation, Superman and Spider-Man are not for real, so it's okay for them to fly and swing from buildings on spider-web ropes. I thought the fact that director Ang Lee was true to the comics and made the Hulk bounce and seemingly fly was pretty cool.

MARC LEGOFF

Washington

Paragraph:

"The Hulk" was a pretty cool movie. Whether live action or animation, Superman and Spider-Man and the Hulk are not for real, so it's okay for them to fly. I thought the fact that the director was true to the comics and made the Hulk bounce and seemingly fly was pretty cool. I liked the movie.