

PLAGIARISM ABCs

Petaluma Secondary School
Librarians

plagiarize: "to steal and pass off (the ideas or words of another) as one's own; use (another's production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source."

Definition from Merriam-Webster Online.

Once upon a

time ... it was fairly easy to know when a student copied an article from an encyclopedia and turned it in as

his/her own work.

Now that we are teaching in a digital age, there are a wealth of new resources to tempt plagiarism. There are hundreds of web sites that serve as electronic "paper mills" where students can download papers for



Looking for the source of a plagiarized paper can be time consuming!

free or for a fee. Students in all grades tend to feel that finding a site on the web with lots of "stuff" on a topic is research. Even if a student does not download an entire paper, the "cut and paste" function of a

word-processing program makes it a fairly simple task to patch a term paper or project (complete with requisite graphics) together. What can we do to prevent plagiarism?

HELPING TEACHERS HELP STUDENTS

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More Inside...

| | |
|--|---|
| <i>Heighten Student Awareness</i> | 2 |
| <i>Require Evidence of Original Work</i> | 2 |
| <i>Original Thinking stops "borrowing"</i> | 2 |
| <i>Some Possibilities</i> | 3 |
| <i>Useful Plagiarism Websites</i> | 3 |
| <i>"Four Function" Fair Use Guidelines</i> | 3 |
| <i>Some Last Words...</i> | 4 |

Special point of interest:

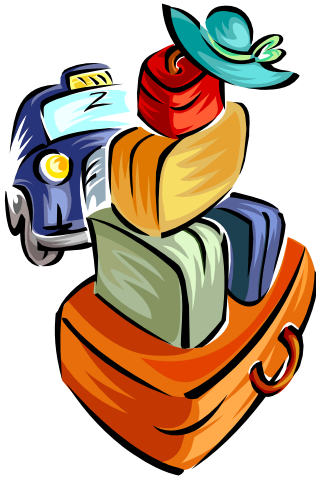
- Remind students that visual images from websites are not "free"!!! Images are copyrighted materials too, and require both the author's (creator's) permission and a proper citation to acceptable in a paper or project.

Where can I get help? Plagiarism is so confusing!

Ask a Library Media Teacher!

All four of the Librarian/ Library Media Teachers are experts at finding information and in protecting copyright. Our mission is to teach students and teachers to navigate the confusing waters between "fair use" and abuse. Ask at your school library

for help regarding the 'four function test' of fair use in the classroom. There are times you, as a teacher, MAY use another's writing or film in your classroom, and times you may not without permission.



The Internet makes it simple for students to "Pack and Go" with plagiarized work!

"There is a fine line between intellectual property and freedom of speech. It is imperative we preserve access to both." Nancy Sieck



Look closer, let's make learning an adventure for our students.

Four Ways to Encourage Original Student Work:

Heighten Student Awareness.

- ◆ **Discuss** with students the ethics of plagiarism in relation to "intellectual property" and copyright issues.
- ◆ **Examine** and compare paragraphs of properly paraphrased work and plagiarized work.

Teach Note Taking, Outlining, Paraphrasing and Citation.

We can't ask students to turn in "notes" if we have not taught them how to take notes.

Require Evidence of Original Work.

- ◆ **Set** interim deadlines where students turn in notes and/or drafts.
- ◆ **Require** that all drafts, notes, photocopies, and printouts be turned in with the final project.

Design Assignments that Demand Original Thinking.

Students enjoy showing off what they know if we give them opportunities! There are

several ways we can change our traditional assignments to make them more interesting, and much more difficult to plagiarize. Here are some ideas...

- ◆ **Discuss** with students the importance of proper documentation and provide citation examples from MLA, APA, and other style manuals.
- ◆ **Require** bibliographies and/or works cited.

Students cut and paste from the web onto word documents; they think they are doing research. We need to actively teach research skills.

- ◆ **On an exam**, include a question that asks students to summarize the main points of their research projects.
- ◆ **Require** that students explain how a research project relates to the unit, and how the project itself exhibits their extended knowledge of the unit topic.

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Ideas... to Help You Design Assignments that Demand Original Thinking

Change the question.

- ◆ Ask analytical questions that compare and contrast: what are the strengths and weaknesses of arguments supporting creationism and evolution?
- ◆ Ask questions calling for a particular perspective: *Explain the causes of the Civil War from the perspective of a northern manufacturer, or Compare tourism in California with tourism in Iowa.*
- ◆ Ask "essential" questions that require insightful and original thought: *What should be done to bring peace to the Middle East or Should there be only one world language, why or why not?*

Change the writing form and ask for appropriate style in that form.

- ◆ Write and illustrate a children's book about the topic.
- ◆ Write a journal, brochure, edi-

torial, letter, poem, song, rap, or comic book.

Change the project medium.

- ◆ Create a brochure, Power-Point, video, web page to showcase understanding of the topic.
- ◆ Create a piece of art.
- ◆ Design and illustrate a CD jewel case with liner notes and song titles relevant to the unit.

Use local issues as topics.

- ◆ *Is the "provisional driver's license" fair?*
- ◆ *Should the Santa Rosa Wednesday Night Market be moved back to Thursday?*

USEFUL WEBSITES...

There are several excellent web sites that deal thoroughly with the issues of plagiarism. They all have helpful suggestions for ways to discourage it. Many have links to additional sources of useful information. Here are a few:

Cheating 101: Paper Mills and You

<http://www.coastal.edu/library/presentations/papermil.html>

Provides an overview to

issues concerning cheating and ways to create assignments that discourage it. Links to Web paper mills.

Ethics 101: cheating, Plagiarism, Site Evaluation, Copyright and Your Students. <http://www.kalama.com/~zimba/plag&cheat.htm>

The New Plagiarism <http://www.fno.org/may98/cov98may.html>
Jamie McKenzie suggests



creative ways to move beyond "go find out about" research assignments.

Plagiarism and the Web

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

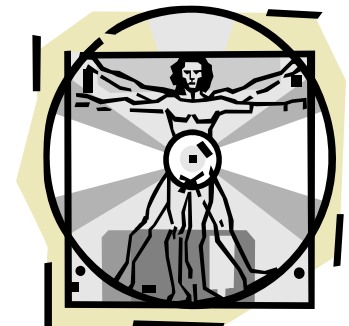
Site suggest that teachers show students poorly written papers at paper mill sites rather than merely telling them "Don't Plagiarize."



Its not the destination, but the journey that makes learning worthwhile!

THE FOUR FUNCTION TEST: Teacher guidelines for making "Fair Use" copies of print, audio and video.

1. What is the Character of the use?
2. What is the nature of the work to be used?
3. How much of the work will you use?
4. What effect would this use have on the market for the original or for permissions if the use were widespread?



Everything is 'owned' by somebody... It is how you use it that counts!



Discover Yourself @ Your Library!

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There is software available that detects plagiarism, some of it is free and other programs will allow 30-day trials. Petaluma High has been using

“Turnitin.com” since November of 2001.

Information about these programs can easily be located using a search engine of your choice (e.g. Google) and typing the keywords, “plagiarism” and “software”.

Typing a suspicious line of text into the text box of a powerful search engine such as HotBot, Infoseek, Dogpile or even Google can be used effectively to detect plagiarized text.



LIBRARIANS REVEAL A
WORLD OF INFORMATION



More Useful Websites... (from page 3)

Understanding Plagiarism (Indiana University)

<http://education.indiana.edu/~frick/plagiarism/>
Clearly explains the use of quotes and the differences between paraphrasing and copying.

Thinking and Talking About Plagiarism

<http://bedfordstmartins.com/technotes/techtiparchive/ttip102401.htm>

Suggests that ... "smart assignment design, teaching students how to handle sources, and regular

discussions“ (not teacher harangues) as well as courses about plagiarism and proper source citation are better pedagogic alternatives to constant policing.



Your school librarian has more websites and information available... All you have to do is ASK.

Still have Questions???

Call one of the secondary libraries! All four of the Library Media Teacher/Librarians are former classroom teachers with extensive K-12 experience. Now we teach in the library. Collaboration and lesson planning are a huge part of our mission to ensure that students, teachers, and community members are effective users of information. We can help you design lessons that teach research skills, promote original thinking, and cover the state content standards.



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