Plagiarism

**Essential Understanding:**
Plagiarism prevents us from learning and exploring new ideas and knowledge.

**Learning Outcome(s):**
- Students will know and be able to explain what plagiarism is and how to prevent it.

**Common Core Standard(s):**
- W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**IFC Skills:**
- Takes notes using one or more of a variety of note-taking strategies including reflecting on the information.
- Cites all sources used according to standard style formats.
## Digital Citizenship Strand: Responsibility

<table>
<thead>
<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **Mini Lesson**              | **Owl at Purdue**  
http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/ |
  - Discuss: What is plagiarism? Why is it wrong?  
  - Have students watch interactive *Owl at Purdue*  
  - Elicit examples on how and when to paraphrase, quote and cite sources correctly using MLA style authority.  
  - Explain that students may use other authors' ideas/words and other types of multimedia but must do it ethically by citing the sources correctly and giving proper attribution. |
| **Guided Practice**          | **PowerPoint: Plagiarism Trial: Who is Guilty?**  
Handout: Who is Guilty? |
  - Explain that students are going to be jurors for a Plagiarism Trial. Model the first example (Defendant 1) from the Power Point. |
| **Independent Practice/Check for Student Understanding** | **PowerPoint printout**  
**Sheet to Fill Out**  
**Plagiarism Answer Key** |
  - Students will compare text examples of fictional defendants to an original text to determine if the fictional defendants paraphrased or plagiarized (not putting quotes around copied passages from the original text, not putting in citations, not paraphrasing in own words but using too many phrases/words from the original, etc.)  
  - Discuss results. |
<table>
<thead>
<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing/Reflection</td>
<td>Students will discuss which defendants plagiarized and how. The conversation will evolve into a larger one on the ethical consequences of plagiarism on learning. Students will discuss how to avoid plagiarism and do well academically in school.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Plagiarism Sheet</td>
</tr>
</tbody>
</table>

**Follow up/Extensions:**
Students will use IFC Assessments 9.3 and 10.5 in their research assignments.

**Common Sense Media:**
http://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs-9-10
http://www.commonsensemedia.org/educators/lesson/rights-remixes-and-respect
http://www.commonsensemedia.org/educators/lesson/retouching-reality-9-12

**Websites:**
Citation Machine:  http://citationmachine.net/
Research Guide for Students:  http://www.aresearchguide.com/12biblio.html#1