Central Washington University

ScholarWorks@CWU

Summer 2005

Preventing Plagiarism in the High School

Robin Brooke Rushing

ABSTRACT

PREVENTING PLAGIARSIM IN THE HIGH SCHOOL

by

Robin Brooke Rushing

May 11, 2005

The project provides high school teachers with a handbook to aid their effort in teaching summarization skills and MLA citation format. Because research articles have become easier to obtain over the internet, plagiarism among high school students has evolved and become a problem in American high schools. This handbook is not only a resource for teachers to utilize in their lesson plans, but provides various opportunities for students to practice key writing and research documentation skills.

TABLE OF CONTENTS

BIOGRAPHICAL INFORMATION

Robin Brooke Rushing

Undergraduate Study:

Wenatchee Valley College, 1995-98
Central Washington University, 1998-2001

Graduate Study:

Central Washington University, 2002-2005

Professional Experience:

Teacher; High School English, East Wenatchee, 2001-current

Certification;

Initial Certificate

Additional Training:
Workshops and Conferences covering WASL preparedness and reading and writing for struggling students.

CHAPTER 1

BACKGROUND OF THE PROJECT

There is a lack of knowledge in the area of plagiarism. There is little to no information about the history of plagiarism in high schools. Plagiarism is difficult to research and document because so many students do not see it as cheating or breaking the law (McMurtry, 2003). However, in 1969 studies showed that 58.3% of students let a peer copy his/her work. By 1989 those statistics increased to 97.5% of students who allowed their work to be copied (Plagiarism.org2, 2003). Because of the rapid pace of changing technology, teachers are not adequately prepared in educating about or preventing the ethical issue of plagiarism. In the past, teachers relied on prior knowledge and one's memory of the literature and recognition of a student's unique writing style. Today, in the internet era, teachers use software or internet detection cites; however, these methods take time and patience, sometimes making a teacher feel like a private investigator (Shanks, 2003).

Educators are encouraged to teach adequate writing and research skills, and this is a field with which students should be more familiar. Teachers, therefore, should have resources and materials to thoroughly instruct these research skills. One can use detection sites: MyDropbox.com, Turn-it-in.com, Plagiarism.com; however, these sources only search online literature and articles, not information from books, student textbooks, etc. (MyDropBox.com2, 2003: Turn-it-in.com, 2003: Plagiarsim.org2, 2003). When correcting writing assignments, teachers are finding many plagiarized assignments. Students are not completing the following:

1

summarizing research correctly, using parenthetical documentation, and using correct

works cited format (MacGregor, 2003, p. 1-2).

Even though plagiarism infringes on the rights of a copyrighted author and is

ethically wrong, it is as easy as cutting and pasting material from the web onto a

blank document on the computer. Some students know what they are doing is wrong,

still other students do not know what plagiarism is or even how to avoid it.

Consequently, high school students need to be taught the definition of plagiarism, the

types of plagiarism, and methods to avoid plagiarism in all aspects of their

schoolwork. For example, by visually seeing the difference between a plagiarized

paragraph and a student's paraphrased or summarized paragraph, one may more

clearly understand plagiarism. When practicing written summaries and citing sources,

students can build experience and confidence while reaching their writing goals

(MacGregor, 2003, p. 1-2).

Purpose of the Project

Teachers need a handbook to further support students' learning in the

following areas: ethics code, summarization skills, using quotes correctly,

parenthetical documentation, and works cited page format. Because many students

lack the above skills, they are accused of plagiarizing written assignments.

Summarization skills are key when demonstrating one's understanding of written

literature, for example. Summarization skills not only demonstrate reading

comprehension, but one's ability to effectively articulate research information into

one's own words. Additionally, knowing how to use parenthetical documentation and

works cited format will also assist one in avoiding copyright infringements (MacGregor, 2003). The MLA and APA formats were created to adequately give credit to the proper authors, editors, and publishers.

The word "plagiarism" is a "derivative of the Latin word for kidnapping" and "means to steal someone else's words or ideas and take credit for them" (Schulte, 2002, p. 3). Plagiarism is an increasing epidemic in our high schools (Schulte, 2002). According to Michael Bugeja, the Director of Greenlee School of Journalism and Communication for Iowa State University, "Plagiarism, once known as 'cut and paste' cheating, has morphed into 'select, copy, and paste' cheating because of the internet" (Bugeja, 2004, p. 1). Because the internet provides a plethora of information in a ready-made format (articles, essays, plot analysis etc), it has become much easier for students to utilize this resource. The internet is a superficial problem. The underlying reason for student plagiarism is a lack of summarization skills. Students need more support when it comes to summarization skills. After reading several chapters of John Dewey's book, Experience and Education, one should better understand or be reminded how these skills can be effectively taught.

Education is "riding a dead horse." Past practices of assuming high school students have been taught the skill of summarization and can perform it well is not grounded in reality. According to Dewey, "...it is a mistake to suppose that acquisition of skills in reading and figuring will automatically constitute preparation for their right and effective use under conditions very unlike those in which they were acquired" (Dewey, 1938, p. 47). Though students learned the concept or skill, such

as summarization, they do not necessarily understand or have the ability to correctly demonstrate the skill. In a traditional high school classroom, the educator assumes the sophomore student should have learned summarization skills in the middle and/or junior high school; however, this is not the case in current high school classrooms as previously discussed in the project.

Another challenge in education is the method of teaching the summarization skill. An educator not only needs to alter the curriculum to student needs, but also use various methods of teaching a concept. Often times summarization skills are taught in isolation only--with no further applicable purposes. Dewey advises that, "Experience does not go on simply inside a person. It does go on there, for it influences the formation of attitudes of desire and purpose" (Dewey, 1938, p. 39). Students frequently find this method tedious, frustrating, and boring because it resembles the traditional "drill and practice" method of practice. If this is the only method used to teach these skills, then those negative feelings will be attributed with the learning experience.

Another educational problem is that students in high school are researching information and reading texts they do not fully understand because of their reading level or the concepts discussed in the material. Educators need to change the practice of teaching this skill, so by the time a student graduates, he/she can effectively demonstrate the skill of summarization. A high school educator should take into consideration the class' skills and deficiencies in writing and reading before he/she assumes students can correctly interpret and summarize what he/she has read.

Because of the assumption that students should have learned key reading, writing, and summarization skills, many teachers do not review or cover them in class, thereby leaving students with low summarization skills more susceptible to plagiarism practices.

High school educators need to instruct and review core skills, like summarization skills, when students demonstrate skill insufficiencies. Even though, "It is harder to find out the background of the experience of the individuals," educators need to target and teach to students' educational needs (Dewey, 1938, p. 75). Therefore, according to Dewey (1938),:

> It thus becomes the office often educators to select those things within the range of existing experience that have the promise and potentiality of presenting new problems which by stimulating new ways of observation and judgment will expand the area of further experience (p. 75).

Dewey suggests refraining from blindly and traditionally following the same curriculum and teaching techniques the same way for every class of students. In other words, if students do not have proficient summarization skills, those skills should be taught before assigning a research paper.

Students lacking the summarization skill need numerous experiences to practice the summarization skill. A key part of education is the process of experience. Dewey is quoted as saying, "I take it that the fundamental unity of the new philosophy [Progressive Education] is found in the idea that there is an intimate and necessary relation between the process of actual experience and education"

(Dewey, 1938, p. 20). The process is equally important as the skill itself because experience is what cements a skill in prior knowledge and memory. By building prior knowledge and experience, it allows the student to utilize and apply that skill in new and different ways. A secondary student who learns summarization skills can summarize stories or news articles and discuss them in a research essay.

In order to effectively learn summarization skills, students need to have a wide variety of materials to read and summarize. Choosing fiction and non-fiction material is key to developing a broad experience base. Dewey reminds us that the *quality* of the experience is key and that, "…every experience affects for better or worse the attitudes which help decide the quality of further experiences, by setting up certain preference and aversion, and making it easier or harder to act for this or that" (Dewey, 1938, p. 37). A positive learning experience, in terms of academics and emotion, is the key goal. By practicing reading various types of sources, students may feel more comfortable with common concepts, formats, and language used in the sources they are reading. Therefore, they can spend more time interpreting and summarizing the information in each source and less time getting over the awkward feeling of seeing and reading that source for the first time.

According to Dewey in <u>Experience and Education</u>, quality experiences and relevant application need to be included in the curriculum for teaching summarization skills. One can do this by combining the Traditional and Progressive methods of education. Students initially practice the skill in isolation, like the Traditional method. The next step provides Progressive opportunities to summarize the

directions of how to put an engine together or summarize the plot of a favorite movie. Then the experiences can progress to writing an essay by compiling research from various authors. The process highlights the summarization skills and provides real-world applications for it. As a result, the students can effectively demonstrate the skill and understand how to apply it for future assignments and in real world experiences.

<div align="center">Significance of the Project</div>

Plagiarism in on the rise. In fact, a 1998 survey conducted by the *Who's Who Among American High School Students*, "four out of five college-bound high school students admit to cheating on schoolwork, and recently Center for Academic *Integrity* study reports that 80 percent of college students admit to cheating at lease once" (Plagiarism.org1, 2003, p. 2). According to John Barrie, a developer of plagiarism software and founder of Turn-it-in.com, there are three factors that increase the occurrences of plagiarism, "[T]he first is the unprecedented amount of information available on the Internet. The second is, it is hard to catch people doing it. Third, there is such a competitive environment these days" (Bartlett, 2003, p. 2). Instead of summarizing research information, students are simply changing a word or a verb tense in the sentence to more easily provide for detection or plagiarism accusations (McKenzie, 2003). Consequently, this action is still plagiarism. Instead of abiding by the school's ethics code and correctly summarizing information, lazy students are cutting and pasting information and/or changing a few words around (MacGregor, 2003).

Once a student has learned and practiced summarization skills, parenthetical documentation, and works cited format, he/she may notice a greater improvement in his/her summarization and research citing skills. One may find it less difficult to summarize research material and re-write it into his/her own words. By knowing these skills, one will be better prepared for an academic career. Students can use this as a cross-curricular skill. For example, these skills can be beneficial for a history or science written essay or research paper. Additionally, this skill is necessary for one who is preparing to enter the workforce. Summarization skills and following a prescribed written format may be used in business reports, for example. Students need summarizations skills and the ability to follow MLA or APA format rules in order to demonstrate their advanced writing skills.

<center>Limitations of the Project</center>

The following limitations apply to this project:

1. Not all students have the capability of showing significant improvement from learning summarization and writing format rules. Students who have learning disabilities or second language learners may have a more challenging time understanding what he/she read, lack the ability to summarize the information in his/her own words and/or use the correct formatting rules.

2. More intense practice with reading comprehension and writing skills (topic sentence and supporting sentences etc.) may be a place to focus on first.

3. The informative materials and practice activities are designed for grades 9-12; therefore, the handbook may not be suitable for younger grades.

Definition of Terms

A definition of terms is included to give one a greater understanding of this project.

<u>Paper Mills</u>- organizations who sell essays or research papers through the internet.

<u>Parenthetical Documentation-</u> a citation at the beginning or end of a statement in written or oral form which gives credit to an author or publisher's literary work.

<u>Plagiarism-</u> taking credit for another's thoughts, literature, research, or data.

Project Overview

Chapter one introduces the project by defining the purpose, rationale, the limitations, and a definition of terms for the project. Chapter two discusses the literature and researched data regarding the frequency and seriousness of plagiarism in high schools. Chapter three explains and describes the background of the project and the process of development and implementation in high school classrooms. Chapter four includes a description and explanation of the project, as well as student and teacher expectations. Chapter five concludes the project with a summary and recommendations. The Appendix includes a handbook for high school educators with lesson plans, practice activities, and assessments.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Chapter two discusses the history of plagiarism on a global scale, plagiarism

in the last few decades, as well as plagiarism today in the news and in school and

universities. The research provided will illustrate how plagiarism has progressed over

the years and the problems educators are facing today. Plagiarism is an accumulating

problem resulting from a lack of writing skills and advanced technology; as a result,

teachers, as well as students, need to address it by resolving the practice.

Background

Plagiarism can be traced back to the 16th and 17th Century during

Shakespeare's lifetime. Shakespeare "borrowed" the characters Pyramus and Thisbe

from Ovid for his play *A Mid-Summer Night's Dream* and descriptions of the

characters Antony and Cleopatra for his play *Antony and Cleopatra* from Plutarch.

This form of plagiarism was frequent during the time (Posner, 2003). The sources of

Shakespeare's inspiration were obvious to the well-read part of society. However,

plagiarism in the high school cannot be so easily traced in history. Little can be

found about the history of high school plagiarism in books, news articles, or journals.

Because colleges and universities have greater funds, there is a bounty of information

about their research and studies about plagiarism among college students.

Plagiarism spans various literary fields and professions. Newspaper editors

are being accused of plagiarism. Mike Barnicle, a Boston Globe columnist, quit his

10

position in August of 1998 due to charges of plagiarism. On two separate occasions

he had been accused of lifting, "…portions of a 1986 column from a 1961 book by

journalist A. J. Liebling" and in 1995 for fabricating characters in his newspaper

column (Cable News Network1, 2003, p. 4). He admitted that he was not a plagiarist,

but had become "sloppy" and "lazy" in his research and reporting (Cable News

Network1, 2003, p. 6).

In May 2003, Robin Gregg, a freelance writer for The New York Post,

admitted to plagiarizing an article from the National Enquirer. This was the second

resignation in May 2003. (Cable News Network2, 2003) Jayson Blair also resigned

from The New York Post because of plagiarism charges. Blair admitted to,

"…plagiarizing other publications and making up facts, scenes and quotes" when a

Texas newspaper confronted him about his article discussing the family of soldier

Jessica Lynch (Cable News Network2, 2003, p. 8 and Arce, 2003, p. 3).

Professor Lou Bloomfield, from the University of Virginia, found plagiarism

in his physics classes in the spring of 2001. A total of, "48 students were either

convicted of cheating or left school admitting guilt" (Cable News Network5, 2003, p.

3). These students were caught using a program that Professor Bloomfield created

that detected "duplicated phrases." During the four previous semesters, Bloomfield

discovered 158 plagiarized papers. Because the students broke the honor code, they

were dismissed from the university (Cable News Network5, 2003).

Some say plagiarism begins in the elementary schools. Students learn in the

primary grades to copy down the "correct" answer. They do this by looking up the

correct answer in the book or story and copying it down, word-for-word, and filling out worksheets that offer little to no critical thinking skills (Ronan, 2003). Cheating in the elementary schools has become so common that three out of ten finalists were caught and disqualified for plagiarizing their written pieces in a writing contest (Libraries Unlimited Inc., 2003).

Plagiarism in the elementary and middle schools is a common trend in today's schools. According to Cherie Geide, a professor at Marymount University in Arlington, VA who specialized in ethics and technology, "[K]ids today have the technical skills of adults but the ethical skills of very small children" (Shuchman, 2003, p. 1-2). For example, "[L]ast September, a Florida federal judge handed down a six-month sentence to a 16-year-old-boy who admitted he hacked into a Department of Defense computer network as well as downloaded $1.7 million worth of NASA software" (Shuchman, 2003, p. 8). According to this same article, Scholastic found that 47,000 elementary and middle school students indicated on a survey that they did not consider hacking a crime " (Shuchman, 2003, p. 10).

One current example of plagiarism in the news was posted on CNN.com on February 7, 2002. Christine Pelton, a Piper, Kansas High School biology teacher, caught 28 of her students plagiarizing a written assignment. Because many of the reports contained identical information, she suspected plagiarism (Cable News Network3, 2003). Ms. Pelton was supported by her principal and superintendent when she gave all 28 a failing grade. Unfortunately, the administration did not continue to support her when parents began complaining about her decision. The

Piper School Board asked Pelton to show leniency on the accused. She refused and turned in her resignation (Cable News Network4, 2003). One of the complaining parents explained, "…her daughter did not plagiarize. Rather, her daughter was not sure how much she needed to rewrite research material" (Cable News Network4, 2003, p. 17).

<center>Current High School Plagiarism Statistics</center>

The statistics of high school plagiarism and cheating are staggering. According to the book, *Student Cheating and Plagiarism and the Internet Era: A Wake-Up Call,* the following information was cited, "80% of high school students admit to having cheated, 95% of those who cheated avoided getting caught, and 34% said their parents never talked to them about cheating" (Libraries Unlimited Inc., 2003, p. 1). Teachers across the curriculum are feeling extremely overwhelmed by the increasing instances of plagiarism. More and more teacher time (on and off the clock) is consumed by finding and "proving" plagiarism. One Stanford University professor was quoted in the TechWeb News stating, "Who wants to sit around looking for websites trying to find out if a paper is plagiarized or not…pretty soon you're a private investigator" (Plagiarism.org2, 2003, p. 11). A study by Donald L. McCabe in *Faculty Responses to Academic Dishonesty: The Influence of Honor Codes,* found that, "55% of faculty 'would not be willing to devote any real effort to documenting suspected incidents of student cheating" (Plagiarism.org2, 2003, p. 9). Plagiarism is so frequent that teachers are burning out on the effort to detect and

prove the incidences. Teachers find themselves determining whether students worked especially hard on a paper, if they acquired help, or if they plagiarized their writing.

Detection Tips

There are numerous sources and websites one may use to detect plagiarism. One of the methods is using an internet search engine like www.yahoo.com or www.google.com by typing in the phrase or sentence of a potential plagiarized piece. The search engine will pull up the websites with matching words or phrases. One may use specific websites as a means of educating oneself about the types of online plagiarism, paper mills, or "Actual Cheating Sites." One may find that kind of information at the following internet sites: Cheat1, Downers Grove North High School Library, and The Instructor's Guide to Internet Plagiarism. Additionally, one may register and download for free detection software from internet sites such as: CopyCatch (teachers and students can use this to detect plagiarism), detectaCopias (for Spanish language texts), Glatt Plagiarism Services Inc (for students to check their own writing for plagiarism), Jplag (for teachers only), and The Plagiarism Resource Site (software developed by Professor Louis Bloomfield) (Sharka, 2003).

Many high schools are subscribing to a software program called Turnitin.com which scans a student's work for any eight consecutive words in a given writing assignment. Once a paper has been submitted to Turnitin.com, it is placed into a data base which future submitted papers will be checked against. Schools may buy the software for 60 cents per student (Katlita, 2004). For example, a "...high school of 1,000 students would pay a $600 annual fee" (Kalita, 2004, p. 2). John Barrie, the

Turnitin.com founder, explains that, "…one-third of all papers run through his site are found to be 'less than original' (Kalita, 2004, p. 2). Therefore, the Turnitin.com software appears to be effectively identifying students who are attempting to cheat.

Even though this software has aided many teachers and professors in determining and catching plagiarism, there still are some kinks in this new method of detection. In a recent article which appeared in solon.com in June 14, 1999, Andy Dehnart's 30-page masters thesis was checked by an online plagiarism testing service, and they had determined that it was plagiarized. Knowing that he did not plagiarize, he checked the list of references he had "plagiarized" from. There had only been one reference that had been used—his very own thesis. Apparently, Mr. Dehnart had posted his masters thesis on the internet. Plagiarism.org's detection serviced matched his thesis to the thesis previously posted on the web. Dehnart (2003) reports:

> Plagiarism.org's Barrie—a neurobiology graduate student at UC
> Berkeley—acknowledges that the service fails to properly differentiate
> between quoted materials and original writing. He argues that the analysis
> can still be useful for professors who want to know how much of a paper
> was quoted… (13).

A user should be aware of the benefits and potential drawbacks of the plagiarism detection software and search engines available in order to effectively detect and catch plagiarism in the classroom.

Paper Mills

Various resources are available for high school students to use as a plagiarism source. Books, magazines, and newspapers are sources that have been available for decades. Companies selling term papers have also formed over the years. The essay topics cover novels and short stories commonly discussed and read in high schools and in some colleges and universities (McMurtry, 2003). Some paper mills include: cheathouse.com, essaysonfile.com, essaymill.com, gradesaver.com, and mightystudents.com. These are only a handful of the hundreds of paper mill sites on the World Wide Web. Cheathouse.com, for example, is known as a "notorious paper mill." Essaysonfile.com, Essaysmill.com, and Mightsstudents.com offer essays for a fee. The sites also provide over 170,000 papers as well as papers tailored for a specific assignment. Gradesaver.com offers an editing and proofreading service to help students improve the end writing product (Sharka, 2003). In March 2003 Coastal Carolina University researched and identified 250 readily used internet paper mill web sites; websites that target high school students, as well as college students (Hamilin, 2003).

In 1972, Boston University won a court case stopping companies from selling term papers in Massachusetts. Boston University took the companies to court again in February 1998 to stop them from selling term papers over the internet. In addition to students plagiarizing, these students downloaded term papers which would earn them a C or D grade due to errors and unclear writing focus (Jenkins, 2003).

Preventing Plagiarism

Plagiarism prevention should start early in a student's education. According

to Michael Bugeja, the Director of Greenlee School of Journalism and

Communication for Iowa State University, prevention should begin in the middle

school and continue throughout the high school years (Bugeja, 2004). In the middle

school, students are being assigned more writing and research papers. Emphasizing

plagiarism prevention throughout middle school and high school will help maintain a

consistent message (policy, consequences, and prevention methods) about cheating.

Plagiarism can be prevented by requiring rough drafts, specific or uncommon

sources, problem-solving, or even requiring works cited/bibliography pages (Shanks,

2003). Other teachers will give in-class writing assignments or require an evaluation

of the research sources used in a writing assignment (Schulte, 2002). Some internet

sites like Easybib.com or "Ethics 101: Cheating, Plagiarism, Site Evaluation—

Copyright and Your Students" (www.kalama.com/~zimba/plag&cheat.htm>) is a

source one can use to support student's correct use of MLA or APA formats, with a

student or administrator subscription (Sharka, 2003). Other common methods include

using the internet or detection software, as discussed above, and by teaching proper

summarization techniques and documentation format. When a paper includes an

advanced analysis of literature or included abnormal vocabulary for the grade/high

school level, one may suspect plagiarism. Some internet websites like

MyDropBox.com, Turn-it-in.com, or www.findsame.com easily allow teachers to

check for plagiarism. By paying a small fee ($0.60 per student), it is easy to gain

access and utilize the internet program. It is important to keep in mind that these

internet websites cross-check literature that is only located on the World Wide Web.

It is more difficult to check articles, poems, or research when many of these sources

are not available on the Word Wide Web (MyDropBox.com1, 2003: Turn-it-in.com,

2003: and McMurty, 2003). Turn-it-in.com's subscribers in the United States include

the following "big name schools:" Georgetown, Duke, Villanova, Rutgers, and the

U.S. Military Academy, West Point. Clientele beyond the United States include: the

University of Western Ontario, Canada, the University of Leeds in the United

Kingdom, and Manakau Institute of Technology in New Zealand (Bartlett, 2003).

A second method of preventing plagiarism is that of teaching effective writing

practices and correct documentation form. Teachers should inform students of

plagiarism, types of plagiarism, and the common myths and errors students frequently

make in their writing and research papers. Students should illustrate the correct

method of summarizing and paraphrasing research information into their own words

(Shanks, n.d.). There are many sources available for teachers and students describing

plagiarism and the common errors in student writing. For example, one can find the

articles like "A Student Guide to Plagiarism" by MacGregor or "Plagiarism" by

Arizona State University's website. Even though both of these sites are helpful

resources, they do not include instruction on parenthetical documentation or how to

organize a works cited page.

Finally, teachers can talk about the ethics of cheating and the consequences

students will face if they plagiarize. A class discussion about plagiarism and

consistently enforcing the rules will not stop all cheating and plagiarism. Consequently, the teacher's efforts may raise awareness for those students who, "…plagiarize because of carelessness or ignorance" (South, 2004, p. 5).

Summary

High school students need to have adequate research and summary skills in order to thoroughly be prepared for a future beyond high school. Studies and research referenced above illustrate rampant frequency of plagiarism in high schools and universities. Students are not using proper summary and research documentation format in written assignments; thus, appropriate credit is not rendered to the proper author(s). Resources are available, like plagiarism detection websites and software and plagiarism websites, that teachers may use to detect and/or use to teach proper summary skills. However, the complete package of learning proper research skills (summarization, parenthetical documentation, quote format, and works cited) must be taught as a whole in order to aid the reduction of plagiarism occurrences. Teachers and students need a resource, like the Anti-Plagiarism Handbook, in order to effectively and adequately prepare students for the big picture—summarizing research into one's own words and giving credit where credit is due. These skills prepare students for a future career at a university, a job, and as a community member.

CHAPTER 3

BACKGROUND OF THE PROJECT

Genesis of the Project

The author became interested in the Anti-Plagiarism project last year after

noticing the frequent occurrences of plagiarism in her classroom. After talking to the

students who plagiarized, it became apparent that some students knew it was wrong

and needed a quick method of "completing" an assignment, while other students were

not aware that the plagiarism had occurred. Additionally, the author spent much of

her school time, as well as personal time, gathering proof of a plagiarism offense. Just

talking about plagiarism did not seem to work. Students lacked summarization,

parenthetical documentation, and works cited skills.

The author researched sources that assist educators to teach these targeted

skills. Numerous books have been written that explore the problem and theories of

avoiding plagiarism. Many internet websites offer similar information, concentrating

on one skill. The author could not find one concise source that taught all of the

necessary writing and citation skills discussed in the previous paragraph.

In order to reduce plagiarism practices, the author recognized that students not

only need to know the definition of plagiarism but know the types of plagiarism and

how to avoid them by performing research summarization and citation skills. Before

students receive a writing assignment, they need to learn and practice these skills. The

high school department in which the author works met to discuss the increasing

plagiarism problem. The group, as a whole, determined that it needs one source to

educate students about plagiarism. High school teachers need a source that defines plagiarism and includes opportunities for student practice and assessment of these skills.

Project Procedure

In order to begin, the author needed to determine what information, examples, and practice opportunities were provided in the current summarization and anti-plagiarism handbooks. The internet provided some general guidelines and tips for summarization and separate web pages that discussed guidelines and tips for anti-plagiarism strategies. Summarization and anti-plagiarism skills had not yet been explored in the webpage. Very few practice exercises were provided on these cites. Only one title was listed on Barnes and Nobel's book list of anti-plagiarism handbooks. The handbook's Table of Contents mainly covered research documentation and omitted any reference to related summarization skills.

The next step was to search for tips and guidelines for research documentation and summarization. There are many internet sources that discuss research documentation, possibly because of the growing internet plagiarism, as mentioned earlier in Chapter Two. Most of the sources listed and discussed similar procedures for identifying plagiarism, definitions of plagiarism, and methods for a student or teacher to prevent plagiarism. The book <u>The Plagiarism Handbook,</u> by Robert Harris, is an example of a source discussing in depth what plagiarism is and strategies for teachers to detect and deal with it in the classroom. (Harris, 2001).

Owl Online Writing Lab (OWL) is an internet homepage with many helpful links for students and teachers. The OWL homepage includes links that cover a plagiarism definition and strategies to avoid plagiarism, summarization skills, parenthetical documentation (MLA standards), and quotes. Unfortunately, none to these sites discussed plagiarism, MLA citation, and summarization skills in one online link or book. To learn all of these skills, one would need multiple reference materials. This discovery reinforced the point that teachers and students need one main reference that includes and discusses plagiarism, MLA citation, and summarization skills.

Project Development

In order to develop the handbook, an outline of the major targeted skills was developed: a definition of plagiarism and summarization, summarization practice exercise, proper MLA citation examples and practice exercises (Parenthetical documentation, direct quotes and transitions, and assessment of the skills presented and practiced in the handbook). With a clear goal in mind, the author examined the previously collected articles, books, and internet links to help for the purpose of adapting some the exercise and ideas into Anti-Plagiarism Handbook. Many practice exercises were incorporated in the sources, but they needed to be adapted so a secondary student could easily understand the directions and would be given a fair opportunity to practice the skill effectively. The author thought about the skills at her own high school students lacked and how one could present the information in a way that would benefit them.

The handbook needed to be divided up into parts or sections in order for the skills and related lessons to flow smoothly together. Each part focuses on and provides examples and exercises for one specific skill. Two assessment tests have been incorporated in the handbook to assist the teacher in determining prior and post knowledge and skill. Students need to understand and demonstrate their skill in summarization, plagiarism, and proper MLA citation, and this handbook will support them toward that goal.

Project Implementation

The Anti-Plagiarism Handbook is a resource that can be used by a secondary teacher or student across the curriculum. Science, history, or even math teachers could use the handbook when assigning research reports or other researched writing assignments. Teachers can use the entire handbook with their classes to re-teach the basics of summarization and/or plagiarism skills. Other teachers could utilize parts of the handbook, like the direct quotes or transitions, to further support deficient student skills. Teachers do not have to go through the entire handbook with students who can independently use the handbook as a reference, for example, to look up parenthetical documentation or works cited rules when writing research papers or other written assignments.

CHAPTER 4

THE PROJECT

The Anti-Plagiarism Handbook is a resource for secondary teachers and

students to utilize when consulting sources in a written classroom assignment. The

focus of the handbook is to practice key research writing skills like summarization,

citation, and other MLA reference rules. Because plagiarism and cheating are so

common in the secondary classroom, teachers and students need a tool to teach and

review the correct method of incorporating research in a written assignment.

The Anti-Plagiarism Handbook is organized in five parts. Each part

specifically focuses on one skill. Part I, entitled *What is Summarization and*

Plagiarism, introduces the reader (the teacher or student) to definitions and examples

of summarization and plagiarism. A direct quote from an internet web site is given.

Below the direct quote are three examples of summaries: an accepted summary, a

plagiarized summary, and a plagiarized summary with a parenthetical citation. These

are provided to give the reader a clear idea of what is or is not plagiarism. Two

sections of discussion questions are provided below the summaries for students to

complete on their own, or they can be discussed as a class. Another helpful reference

tool is the *7 Steps to Writing a Summary Checklist*. By following the suggested steps,

one can create an effectively written and cited summary from a researched reference.

Additional summarization practice and transitional expressions are provided as well.

Part II, *Proper Citation (MLA Format)*, provides a reference for writing a

works cited page, parenthetical documentation crediting sources, and using direct

24

quotes. The details are broken down visually so one can clearly understand where the source information needs to be placed. Examples and practice exercises for students are provided for each of these skills listed above. Various sources, for example internet, book, encyclopedia, are given to illustrate how to parenthetically cite and document a source on a works cited page.

Part III, *Summarization and Citation Assessment*, contains two assessments over the material covered in the handbook. The first assessment is a pre-test for evaluating the quantity and quality of prior knowledge that each student has about summarization and plagiarism. The second assessment is a post-test to be used for measuring how much a student has learned from the lessons in the handbook. Both tests ask students to demonstrate their knowledge in short answer form. The purpose of the assessments is to give the student and teacher an idea of what skills should be targeted and practiced in the classroom. Additionally, the post-test will serve as a progress report for student learning.

The last two sections are Part IV, *Glossary of Terms*, and Part V, *Works Cited*. Part IV provides a list of key terms used in the handbook with a corresponding list of definitions. An example is included to further define and illustrate two of the terms. Part V includes an inventory of all the sources cited and referenced in the Anti-Plagiarism Handbook.

CHAPTER FIVE

SUMMARY

Plagiarism is a growing problem in the secondary schools. Students are taking advantage of the internet technology; instead of creating their own essays or research papers, they are tapping into essays or other written material and, knowingly or unknowingly, calling it their own for a classroom assignment. Often some students do not even know they are inadvertently cheating. Purposefully or not, this is a form of cheating. Teachers need this Anti-Plagiarism Handbook to effectively instruct students about key research skills and writing.

Students need to become aware of the plagiarism problem, rules, and the correct method of citing researched material. Giving credit to the copyrighted author is the ethical practice of borrowing researched information, ideas, and opinions. Secondary students need to be aware of, begin practicing, and be held accountable for these research writing guidelines in order to prepare them for future secondary and/or post secondary classes.

The easily accessible research, news articles, paper mills, and graphs and charts, on the internet have introduced a new level of cheating potential. Finishing a five page research paper is as easy as a few clicks of a mouse; all students would have to do is cut and paste information onto their empty documents or print off a research paper from (one of several) a paper mill they found on the internet. Because of this convenience, some summarization and writing skills are beginning to weaken.

Conclusions

Because students lack the proper research, summarization and correct research citation (works cited and parenthetical documentation) skills, teachers need to specifically target these weak or nonexistent skills in classroom lesson plans. English textbooks can provide some information about summarization skills, but teachers across the curriculum do not have access to English textbooks for their classes (at the secondary level students can be placed in various levels of English classes.) All teachers need similar access to one source that explores and instructs all of the previously described skills. This Anti-Plagiarism Handbook was created to assist all secondary teachers across the curriculum.

Implications

The Anti-Plagiarism Handbook could be a valuable tool to use with secondary students. Summarization and research skills are necessary, valuable tools to utilize as an effective writer. When reviewing all of the possible types of students who will use the handbook, one could identify some implications for students and teachers regarding the handbook.

The handbook only includes some of the practice exercises targeting the key research skills. Some students may only need one practice exercise to learn a skill. However, some students may need more than one or two opportunities to practice a skill. Because of the detailed nature of the MLA citation guidelines, some students need exposure to a variety of opportunities to practice the skills. The teacher

would then need to create or provide further practice exercises in that area or areas of concern.

Another implication of the project is that it is not a solution to the plagiarism problem. Even though the handbook defines, explains, and provides practice for preventing plagiarism, some students will choose to cheat on a classroom assignment regardless of this handbook training. The Anti-Plagiarism Handbook may not permanently alter a student's desire to cheat.

Recommendations

The following recommendations may prove helpful to teachers who wish to utilize the Anti-Plagiarism Handbook in their secondary classrooms. First, the handbook is most appropriate for secondary students. Because of the sheer number of details and guidelines that the student needs to consider, especially when following the MLA rules, the student needs to be academically mature enough to correctly and consistently follow the guidelines. Expecting an elementary or middle school student to follow these guidelines and rules without some modification may be too overwhelming for these grade levels. Therefore, the Anti-Plagiarism Handbook is recommended for junior high to high school-aged students (9th –12th grade). Because of their maturity level (9th –12th grade) students at this level can generally handle the added pressure of following MLA guidelines and rules.

Additionally, the handbook is recommended for teachers across the curriculum. Teachers who instruct classes ranging from history to science typically assign a research paper or essay. Those teachers can incorporate and utilize the

handbook to enhance student learning and make their students more accountable for their learning. Instead of just learning about summarization and citation format exclusively in their English classes, students can practice and apply those skills in more than one class or assignment. By supporting the same research requirements with the Anti-Plagiarism Handbook in a building or school district, students will have an enhanced opportunity to learn and effectively apply these research skills by their high school graduation.

References

Arce, R. & Troetel, S. (2003, June 6). Top New York Times Editors Quit. *CNN.*

Retrieved November 7, 2003, from

http://www.cnn.com/2003/US/Northeast/06/05/nytimes.resigns/index.html

Barlett, M. (2001, September 6). Schools Fight Back Against Internet Plagiarism.

Washington Post. Retrieved November 21 2003, from

http://www.washingtonpost.com/ac2/wp-dyn/A53402-

2001Sep6?language=printer

Bugeja, M. (2004, October). Don't Let Students "Overlook" Internet

Plagiarism. *The Educational Digest.* Vol. 70, Iss. 2. 37-44. Retrieved April

13, 2004, from ProQUEST. EHS-CDROM.

Cable News Network1. (1998, August 19). Boston Columnist Resigns Amid New

Plagiarism Charges. *CNN.* Retrieved November 7, 2003, from

http://www.cnn.com/US/9808/19/barnicle/index.html

Cable News Network2. (2003, May 21). N.Y. Post: Writer Plagiarized from

National Enquirer. *CNN.* Retrieved November 7, 2003, from

http://www.cnn.com/2003/US/Northeast/05/20/nypost.plagiarsim/index.htnml

Cable News Network3. (2002, March 19). Plagiarism Case Bedevils Kansas

School. *CNN.* Retrieved November 7, 2003, from

http://www.cnn.com/2002/fyi/teachers.ednews/03/19/plagiarsim.dispute.a

p/

Cable News Network4. (2002, February 7). Teacher Resigns over Plagiarism

Fight. *CNN.* Retrieved November 7, 2003, from

http://www.cnn.com/2002/fyi/teachers.ednews/02/07/plagiarsim.dispute.a

p/

Cable News Network5. (2002, November 25). UVA Dismisses 48 in Cheating

Scandal. *CNN.* Retrieved November 7, 2003, from

http://www.cnn.com/2002/US/South/11/25/virginai.plagiarsim/index/html

Dehnart, A. (1999, June 14). The Web's Plagiarism Police. Retrieved November

21, 2003, from

http://www.salon.com/tech/feature/1999/06/14/plagiarism/print.html

Dewey, J. (1938). *Experience and Education.* New York, New York:

Touchstone, 20,37, 39, 47, 75.

Hamlin, L. S., & Ryan, W. T. (2003, May 1). Probing for Plagiarism in the

Virtual Classroom. Retrieved November 1, 2003, from

http://www.syllabus.com/article.asp?id=7627

Harris, R. A. (2001). *The Plagiarism Handbook.* Las Angeles: Pyrczack

Publishing.

Jerkins, B. (1998, February 8). "Boston University Takes on Term Paper Firms."

CNN. Retrieved November 7, 2003, from

http://www.cnn.com/US/9802/08/term.paper/index.html

Kalita, S. M. (2004, April 18). Schools Use Software to Identify Plagiarism;

Student Work Checked Against Database. *The Washington Post.* T. 04.

Retrieved April 13, 2004, from ProQUEST. EHS-CDROM.

Libraries Unlimited Inc. (2000, June). Student Cheating and Plagiarism in the

Internet Era: A Wake-Up Call. Retrieved November 1, 2003, from

www.bookflash.com/releases/100285.html

MacGregor, L. (2002, January 23). A Student Guide to Plagiarism. Retrieved from

http://langue.hyper.chubu.ac.jp/jalt/puh/tlt/n2/jan/macgregor.html

McKenzie, J. (1998, May). The New Plagiarism. Retrieved October 17, 2003,

from http://www.fno.org/may98/cov98may.html

McMurtry, K. (2001, November). E-Cheating: Combating a 21st Century

Challenge. *The Journal.* Retrieved November 9, 2003, from

http://www.thejournal.com/magazine/vault/A3724.cfm

MyDropBox.com1. (1999-3003). Pricing. Retrieved October 17, 2003, from

http://www.mydropbox.com/pricing.html

MyDropBox.com2. (1999-2003). Technology. Retrieved October 17, 2003,

from http://www.mydropbox.com/technology.htm

Plagiarsim.org1. (1998-2001). Frequently Asked Questions. Retrieved

November 1, 2003, from http://www.plagiarsim.org.faq.html

Plagiarism.org2. (1998-2001). Statistics. Retrieved November 1, 2003, from

http://www.plagiarism.org.problem4.html

Posner, R. A. (2002, April). Comment on Plagiarism. *The Atlantic.* Retrieved

November 10, 2003, from http://theatlantic.com/issues/2002/04/posner.htm

Ridings, C. (2001, November 8). FW: Corpora: History of Plagiarism. Message

Posted to Corpa electronic mailing list, archived at

http://www.hit.uib.no/corpora.2001-4/0096.html

Ronan, N. (2003, May 18). What is Plagiarism? Message Posted to hnn.us

   electronic mailing list, archived at http://hnn.us/comments/12234.html

Schulte, B. (2002, September 15). Cheatin', Writin' & 'Rithmetic; How to

   succeed in school without really trying. *The Washington Post.* W. 16.

   Retrieved April 13, 2004, from ProQUEST. EHS-CDROM.

Shanks, D., Zhang, R., Hsieh, B., Shao, J., & Thomas, G. (n.d.) Plagiarism.

   Retrieved October 17, 2003, from

   http://www.ucalgary.ca/~jmmills/GNST341plagiarsim.ppt

Sharka, J. (2003, November 3). Plagiarism Stoppers: A Teacher's Guide.

   Retrieved November 4, 2003 from

   http://www.ncusd203.org/central/html/where/plagiarsim_stoppers.html

Shuchman, L. (2000, November 17). Schools try to Raise Good E-Citizens.

   CNN. Retrieved November 7, 2003, from

   http://www.cnn.com.200/TECH/computing/11/17/raise.good.e.citizens/index.

   html

South, J. (2004, August). Ethics in the Classroom. *The Quill.* Vol. 92, Iss. 6.10.

   Retrieved April 13, 2004, from ProQUEST. EHS-CDROM.

Turn-it-in.com. (2003). Turn-it-in @ UF. Retrieved October 17, 2003, from

   University of Florida Web site: http://www.at.ufl.edu/~tunitin

Anti-Plagiarism Handbook

Robin Rushing

Master's Project

May 11, 2005

Central Washington University

Plagiarism Prevention Handbook Outline

Part I: What is Summarization and Plagiarism

    A. Summarization (Prior/Learned Survey)

    B. Introduction to Summarization Worksheet

    C. 7 Steps to Writing a Summary Checklist

    D. Practice Summarizing Worksheet

    E. Anti-Plagiarism Strategies for Teachers

Part II: Proper Citation (MLA Format)

    A. Crediting Sources

    B. Using Direct Quotes Worksheet

    C. Transitional Expressions

    D. Sample Works Cited

        1. Works Cited Worksheet

        2. Practice Works Cited

    E. Parenthetical Documentation Worksheet

Part III: Summarization and Citation Assessment

    A. Pre-Test

    B. Pre-Test/Post-Test

Part IV: Glossary of Terms

    A. Common knowledge

    B. Direct Quote (Quotation)

    C. Paraphrase

    D. Parenthetical Documentation

Rationale

Plagiarism in on the rise. In fact, a 1998 survey conducted by the ***Who's Who Among American High School Students***, "four out of five college-bound high school students admit to cheating on schoolwork, and recently Center for Academic *Integrity* study reports that 80 percent of college students admit to cheating at lease once" (Plagiarism.org1, 2003, p. 2). According to John Barrie, a developer of plagiarism software and founder of Turn-it-in.com, there are three factors that increase the occurrences of plagiarism, "[T]he first is the unprecedented amount of information available on the Internet. The second is, it is hard to catch people doing it. Third, there is such a competitive environment these days" (Bartlett, 2003, p. 2). Instead of summarizing research information, students are simply changing a word or a verb tense in the sentence to more easily provide for detection or plagiarism accusations (McKenzie, 2003). Consequently, this action is still plagiarism. Instead of abiding by the school's ethics code and correctly summarizing information, lazy students are cutting and pasting information and/or changing a few words around (MacGregor, 2003). Once a student has learned and practiced summarization skills, parenthetical documentation, and works cited format, he/she may notice a greater improvement in his/her summarization and research citing skills. One may find it less difficult to summarize research material and re-write it into his/her own words. By knowing these skills, one will be better prepared for an academic career. Students can use this as a cross-curricular skill. For example, these skills can be beneficial for a history or science written essay or research paper. Additionally, this skill is

necessary for one who is preparing to enter the workforce. Summarization skills and following a prescribed written format may be used in business reports, for example. Students need summarizations skills and the ability to follow MLA or APA format rules in order to demonstrate their advanced writing skills. Students need to be held accountable for their learning. Therefore, teaching the necessary writing and research skills will enable students to become more successful in the classroom across the curriculum.

All of the information, practice exercises, and assessments, were prepared for students in the secondary level. Teachers may use this handbook to facilitate lessons geared toward research skills and/or writing skills. This Anti-Plagiarism Handbook is a helpful tool for all classes across the secondary curriculum. The ultimate goal is to equip students with the research and writing skills so they can be successful in future classes and assignments. Additionally, students will have a greater understanding of what plagiarism is and the severe consequences they will have to face if they choose to plagiarize. Cheating at the middle school, high school, and college levels is not acceptable, no matter what the excuse.

Anti-Plagiarism Handbook

Part I:

What is Summarization and Plagiarism

Summarization

Prior knowledge of summarization

1. Describe what you already know about summarization.

_____

_____

_____

_____

_____

_____

2. What is the purpose of summarization? Explain how you can use it at school or in your life?

_____

_____

_____

_____

_____

Summarization

Learned information/knowledge from the class summarization discussion

1. Describe what you have learned about summarization.

_____

_____

_____

_____

_____

_____

2. What is the purpose of summarization? Explain how you can use it at school or in your life?

_____

_____

_____

_____

_____

Introduction to Summarization Worksheet

Summarizing is a method of re-writing someone else's ideas and thoughts into your own words. One can summarize a large magazine article into one or two paragraphs. The summary discusses the main ideas and most important facts into your own words.

Be sure to use **both** parenthetical documentation and a Works Cited when writing a research paper or assignment. The use of both (parenthetical documentation and Works Cited) gives complete credit for the source's thoughts, ideas, or research.

Original Text:

"Perhaps the most effective discussion will ask the students to think about who is really being cheated when someone plagiarizes. Copying papers or even parts of papers short circuits a number of learning experiences and opportunities for the development of skills: actually doing the work of the research paper rather that counterfeiting it gives the student not only knowledge of the subject and insights into the work of information and controversy, but improves research skills, thinking and analyzing, organizing, writing, planning and time management, and even meticulousness (those picky citation styles actually help improve one's attention to detail)." From Robert Harris. "Anti-Plagiarism Strategies for Research Papers." VirtualSalt. November 17, 2004. 4, January, 2005 <www.virtualsal.com/antiplag.htm> 3.

Accepted Summary:

When a student copies or plagiarizes information or research in an essay, he/she is actually cheating himself or herself out of learning the process of summarization and correct citation of research. Paying attention to the process writing of a summary and the details of proper citation are research skills the student can utilize to be successful in other areas of his/her life (Harris 3).

Plagiarized Summary:

An effective discussion to ask a student is who is really being cheated when a person plagiarizes. Copying papers cheats the person of learning experiences to strengthen skills. Doing the research rather than counterfeiting gives the student knowledge of the information and improves research skills, thinking, and analyzing.

Plagiarized Summary (with citation):

An effective discussion to ask a student is who is really being cheated when a person plagiarizes. Copying papers cheats the person of learning experiences to strengthen skills. Doing the research rather than counterfeiting gives the student knowledge of the information and improves research skills, thinking, and analyzing (Harris 3).

Discussion Questions:

1. What makes the Accepted Summary a correct example of summarization? Support your ideas with specific examples from the Accepted Summary example.

2. Why is the Plagiarized Summary an incorrect example of summarization? Support your ideas with specific examples from the Plagiarized Summary example. How does this summary compare to the Accepted Summary? How are they similar? Support your ideas with specific examples from the both summary examples.

3. What conclusion can you draw from the third summary example, Plagiarized Summary (with citation)? Even though the summary is cited, why is it still considered plagiarism? Explain using specific examples from the Plagiarized Summary (with citation).

Summarization Writing Process:

When a student copies or plagiarizes information or research in an essay, he/she is actually cheating himself or herself out of learning the process of summarization and correct citation of research. Paying attention to the process writing of a summary and the details of proper citation are research skills the student can utilize to be successful in other areas of his/her life (Harris 3).

1. What is the main idea discussed in the summary?

_____

_____

2. What are the examples and ideas that support the main idea of the summary?

_____

_____

3. Look at how the original article is completely re-worded into the writer's own words. Copy down two examples of how the writer re-worded phrases from the original text.

_____

_____

Adapted from: "Paraphrase: Write it in Your Own Words." OWL Online Writing Lab. 1995-2004. 19, January, 2005 <owl.English.purdu.edu/handouts/print/research/r_paraphrA1.html> and Susan Fawcett and Alvin Sandberg. Evergreen with Readings. Boston: Houghton Mifflin Company. 1996. 313, 315.

7 Steps to Writing a Summary Checklist

Follow each of the 7 Steps to Writing a Summary listed below as you create a summary.

1. _____ **Read and re-read** an article or passage until you understand it. Look up any words or phrases in the dictionary or encyclopedia you do not understand.

2. _____ Find and write down **the main idea** of the article. What is the overall message or idea of the passage?

3. _____ Identify and write down the **supportive details** for the main idea. Which ideas support the main idea? Select a few main points to include in your summary.

4. _____ Place the original passage to the side and in your own words, discuss the main idea and supportive details.

5. _____ Compare your summary to the original passage. Check for similar or word for word phrases. Remember that your sentences should be completely re-written into you own words. Re-write an similar or exact phrases.

6. _____ Use **quotation marks** to identify key terms or phrases from the original text.

7. _____ Parenthetically cite your summary at the end of the paragraph.

Practice Summarizing Worksheet

On a separate sheet of paper, summarize the following passages in your own words. After each summarization, parenthetically cite the information.

1. "The pyramid of Kufu, or the Great Pyramid, was built, we are told, between 2600 and 2500 B.C. As it stands today, this pyramid is 451 feet high, but in its original form is topped out at 481 feet. Each of its four sides is precisely 756 feet long at the base, and the whole of it covers and area of thirteen acres. The pyramid is almost solid stone, six and half a million tons of it. There are 203 courses of limestone blocks, an estimated 2, 300, 000 of them, weighing up to fifteen tons each." From Charles E. Sellier. Mysteries of the Ancient World, New York: Dell Publishing, 1995. 132.

2. "Dracula was in fact an authentic 15th-century Wallachian prince who was often described in the contemporary German, Byzantine, Slavonic, and Turkish documents and popular horror stories as an awesome, cruel, and possibly demented, ruler. He was know mostly for the amount of blood he indiscriminately spilled, not only the blood of infidel Turks—which, but that of Germans, Romanians, Hungarians, and other Christians. His ingenious mind devised all kinds of tortures, both physical and mental…" From Raymond T. McNally and Radu Florescu. In Search of Dracula: A true History of Dracula and Vampire Legends. New York: Warner Paperback Library. 1972. 15.

3. "I loved the old man. He never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! One of is eyes resembled that of a vulture--a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever." From Groff Conklin. Ten Great Mysteries by Edgar Allen Poe. "The Tell-Tale Hear." New York: Scholastic Book Services. 1906. 77-78.

4. "People who have survived cancer struggle with a lower quality of life, loss of productivity and more heath limitations that those who never had the disease, researchers report. These problems persist more that 10 years after the cancer is diagnosed, according to the report in the Sept. 1 issue of the *Journal of the National Cancer Institute*." From Steven Reinberg. "Surviving Cancer Can Take a Long Term Toll." HeathScout. 2004. 14, October, 2004. <www.heathscout.com> 1.

5. "A London woman asked doctors back in 1989 to remove a mole on her leg because her dog, a female border collie-Doberman mix, would constantly sniff at it and had tried to bite it off. It turned out she had a malignant melanoma— a deadly forma of skin cancer. It was caught early enough to save her life. It has long been suspected that man's best friend has a special ability to sense when something is wrong with us. Now the first experiment to verify that scientifically has demonstrated that dogs are able to smell cancer. Experts say it's unlikely that pooches will become practical partners in caner detection any time soon, but the results of the study, outlined this week in the British Medical Journal, are promising." From Emma Ross. "Dogs Can Sniff Out Caner, Say Researchers." <u>Medical Sciences</u>. 24, September, 2004. D03. EBSCOhost. EHS Network. 14, October, 2004. 1.

Anti-Plagiarism Strategies for Teachers

The following are suggested techniques and tips for teachers to use that will help prevent plagiarism in the classroom.

1. Review techniques for writing effective summaries, parenthetical documentation, direct quote rules, and Works Citing formatting.

2. Discuss plagiarism, cheating, and consequences with students. Make the penalties clear.

3. Discuss the benefits of citing the researched sources. (Citing research in an written assignment actually strengthens the argument or ideas discussed. Research only supports a student's ideas and thoughts.)

4. Begin a research project by copying print-offs of sources (Encyclopedia online, the internet, or a CD ROM (SIRS) etc.) onto an overhead transparency. Discuss, as a class, how to find the author, title, copyright date, publisher etc. with the class. Do this with several different sources on an overhead. As you go over this information, have the class copy down the information on their Works Cited Worksheet. (The notes on the worksheet will give them a first-hand example.)

5. Relate writing assignments to a reading assignment or novel covered in class.

6. Require a Works Cited page and Parenthetical Documentation within the written assignment or essay. Additionally, one may require a copy of the sources used or printed off from the internet.

7. Require the assignment to include interpretation of a concept, a comparison to another author or story, or even include supportive research and facts.

8. Require a certain number of sources or types of sources. One even may want to require recent sources. (This would make some of the paper mill essay outdated.)

9. Require the assignment to be a process: Set a due date for note cards, bibliography cards, outline, thesis statement, rough draft, and final draft. And allow students warning ahead of time in regards to the due dates.

10. Require a "metalearning" essay. On the essay due date, have the students write an in-class essay about their research process. For example, they would discuss where and how they found their research and types of sources they

used. Students could discuss roadblocks they experienced during the research
process or an important tip or lesson they learned during the process.

Additional Website Resource to Prevent Plagiarism in the classroom:

<www.pitt.edu/~ciddeweb/TURNITIN.resources.htm> for information about:
plagiarism websites and other plagiarism detections products and services for the
classroom.

Adapted from: "Prevention." 4, January, 2005
<library.raritanval.du/plagiarism/prevention.html> and Robert Harris. "Anti-Plagiarism
Strategies for Research Papers." VirtualSalt. November 17, 2004. 4, January, 2005
<www.virtualsalt.com/antiplag.htm> and "Turnitin at Pitt Support Site-Resources."
Turnitin at Pitt. February 12, 2004. 4, January, 2005
<www.pitt.edu/~ciddeweb/TURITIN/resources.htm>

Anti-Plagiarism Handbook

Part II:

Proper Citation (MLA Format)

Crediting Sources Worksheet

When writing a summary of research you have found, it is important to understand the difference between common knowledge and fact. **Common knowledge –are opinions, evaluations, or unproven theories—they do not need to be credited in a research report.** Facts are based on research (not common knowledge) and require citation of that information.

For the following exercise write CK next to statement that is common knowledge. Write an F for each statement that is a fact.

        Example: 1. <u>CK</u> Chicago is known as the "windy city."

1. _____ The capitol of Washington state is Olympia.

2. _____ Grass is green.

3. _____ 85% of American drink coffee daily.

4. _____ The Native American taught the Pilgrims to farm for crops.

5. _____ Studies have show that daily exercise reduces stress in one's life.

Using Direct Quotes Worksheet

When writing a summary of research you have found, it is important to understand how to use and cite direct quotes. Direct quotes are another person's thoughts or ideas, stated word for word. Direct quotes add credibility to your argument or thesis. The following are guidelines for using direct quotes in a summary or research paper.

- Use quotation marks before the first word of the quote and after the last word of the quote.
- If the quote starts at the beginning of a sentence, the first letter should be capitalized. If a quote starts in the middle or end of a sentence, the first word should not be capitalized.
- A comma should be used to introduce a quote in the sentence.

Full Quotation Example: When she stepped on the nail with her bare foot she yelled, "Ouch! That really hurts."

- If words are left out of the quote, one should use an ellipsis mark (...) to signal the omitted words.

Omitted Material Example: The policeman "...ran after the burglar for five minutes...and then finally caught him."

- One may need to add a word or phrase to clarify a direct quote. When this is needed, one will need to use brackets ([ ]) to specify which words or phrases were added to the direct quote.

Added Material Example: She reported that, "The criminal dropped [his] wallet at the crime scene."

Practice Exercises: Follow the directions for each of the three exercise below. Include your answers on the lines provided.

"The pyramid of Kufu, or the Great Pyramid, was built, we are told, between 2600 and 2500 B.C. As it stands today, this pyramid is 451 feet high, but in its original form is topped out at 481 feet. Each of its four sides is precisely 756 feet long at the base, and the whole of it covers and area of thirteen acres. The pyramid is almost solid stone, six and half a million tons of it. There are 203 courses of limestone blocks, an estimated 2, 300, 000 of them, weighing up to fifteen tons each." From Charles E. Sellier. <u>Mysteries of the Ancient World,</u> New York: Dell Publishing, 1995. 132.

1. In one sentence include a short direct quote (a small phrase) in a complete sentence, and parenthetically cite it at the end of the sentence.

_____

_____

_____

2. In one sentence, include a longer direct quote in a complete sentence, and parenthetically cite it at the end of the sentence.

_____

_____

_____

3. In one sentence include a partial direct quote and an ellipsis, and parenthetically cite it at the end of a sentence.

_____

_____

_____

Adapted from: <u>Elements of Literature: Fourth Course: Language and Writing Skill Worksheets</u>. New York: Holt, Rinehart, and Winston. 1997. 205. and "Quotation Marks." OWL Online Writing Lab. 1995-2004. 19, January, 2005 <owl.English.purdu.edu/handouts/print/grammar/g_quoteEX1.htm> 1.

Transitional Expressions

One may need to include facts or a direct quote when writing a summary. In order to effectively complete the task, one will need to use transitions, or transitional expressions, to incorporate facts (research) and/or quote in the summary. **Transitions** are words and phrases that highlight or point to a similarity between two ideas by comparing them.

Below are transitional expressions one can use to link similar ideas together in a summary.

Purpose of Transition	Types of Transitional Expressions
To emphasize	above all, especially, in fact, in particular, most important
To illustrate	as an illustrations, for example, for instance, in particular, yet another
To give a reason	as, because, for, since
To show a result	as a consequence, as a result, because of this, consequently, for this reason
To summarize	all in all, finally, in other words, lastly
To compare	also, as well, likewise, similarly
To contrast	even though, however, in contrast, on the other hand, whereas, yet
To add	also, first (second, third), in additional, furthermore, next

Practice with Transitions:

Determine the relationship of the ideas expressed in each sentence. Then include one of the transitional expressions above and include the word in the blank for each sentence.

1. Americans in the workforce today are highly stressed. _____, more and more people and exercising to release some of that stress and are becoming more physically fit.

2. We waited in our seats for 10 minutes. _____, the lights dimmed and the movie began to play.

3. Mrs. Smith enjoys shopping at garage sales. _____, she loves bargaining with the people for the most affordable price.

4. No one claimed the $20 bill found in the parking lot. _____, it was given to charity.

5. Arnold loves peanut butter and jelly sandwiches. He _____ likes to add pickles to the sandwiches.

6. During a Presidential Election, all citizens should vote. Many people do not vote, _____.

Practice on your own: Create **six** of your own sentences and include an underlined transition in each sentence.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

Susan Fawcett and Alvin Sandberg. Evergreen with Readings. Boston:
Houghton Mifflin Company. 1996. 61-63.

Sample Works Cited

Be sure to use **both** parenthetical documentation and a Works Cited when writing a research paper or assignment. The use of both (parenthetical documentation and Works Cited) gives complete credit for the source's thoughts, ideas, or research.

When creating a Works Cited, remember to:

- Place sources in alphabetical order according to author's last name or title of the article.
- Double space the entire Works Cited page
- Follow the format (spaces, indents, font size, and periods) exactly.
- Indent the second line of the source.

Works Cited
(2 spaces)

Leong, Anthony. "Saving Private Ryan Movie Review." Media Circus. 1998. 6

    Septmber 2002 <http://www.mediacurcus.net/saving.html> 1.

Martin, Wendy. We Are the Stories We Tell: The Best Short Stories by North American

    Women Since 1945. New York: Pantheon Books, 1990. 40-45.

Smith, Gar. "Australia Confronts Climate Change." Earth Island Journal. Summer 1991:

    37. CD-ROM-EHS. SIRS 2003. 1.

Yates, John. "World War II." Worldbook Encyclopedia. CD-ROM-EHS. 1994 ed. 2.

Works Cited Worksheet

Below are examples of how one should correctly cite references (research) used in a written assignment, like an essay. Refer to this handout to create a Works Cited for an essay or other written assignment.

Internet Example:

Leong, Anthony. "Saving Private Ryan Movie Review." <u>Media Circus</u>. 1998. 6,

      September 2002 <http://www.mediacurcus.net/saving.html> 1.

_____. " _____ ."
(author's last name, first name)   (article title – in quotation marks)

_____. _____.
(Web page title – underlined)   (posted date)

_____ <_____> _____.
(Accessed day, month, year)   (internet address)   (page number)

Book Example:

Gaffron, Norma. <u>The Bermuda Triangle: Opposing Viewpoints.</u> St. Paul: Greenhaven

      Press, 1988. 39.

_____. _____. _____
(author's last name, first name)   (book title, underlined)   (city of publication)

_____, _____. _____.
(publisher's name)   (year of publication) (page numbers)

SIRS Example:

Smith, Robin. "Immigrants on the Borderline: The Threatened Dream." UNESCO

Courier. Nov. 1999: 33. 1. CD-ROM-EHS. SIRS 2000.

_____. " _____."
(author's last name, first name)   (article title – in quotation marks)

_____ . _____ :
(journal/magazine title – underlined) (publication season/day, month, year)

_____. (_____). CD-ROM-EHS. SIRS _____.
(volume or edition) (page number)   (SIRS copyright year)

EBSCOhost or ProQuest Example:

Galarza, Pablo. "Is This the End of Saudi Oil?" Money. February 2000: 34. (32).

EBSCOhost. EHS Network. 18, January 2005.

_____. " _____."
(author's last name, first name)   (article title – in quotations)

_____ . _____ :
(journal/magazine title, underlined) (publication day, month, year)

_____. (_____). _____.
(volume number)   (page number)   (online service – Proquest or Ebsco)

EHS Network. Accessed_____.
                              (Accessed date-day, month, year)

Encyclopedia Example:

Burkett, Barbara. "Worm." <u>Encyclopedia Americana</u>. CD-ROM-EHS. 1997 ed. 1.

_____. "_____."
(author's last name, first name)   (article title – in quotations)

_____. CD-ROM-EHS. _____. _____.
(encyclopedia title – underlined)   (copyright year) (page number)

Practice Works Cited

Identify the type of source then place the following information into the correct Works Cited format on the lines provided below.

Type of Source:_____

Title: The Ready Reference Handbook
Copyright: 1998
Place of Publication: Boston
Pages: 91, 189
Publisher: Allyn and Bacon
Author: Jack Dodds

Type of Source:_____

Title: Webster's II New College Dictionary.
Copyright: 1995
Place of publication: Boston
Page: 437
Publisher: Houghton Mifflin Company
Editor: Margery S. Berube

Type of Source:_____

Title: "Quoting, Paraphrasing, and Summarizing"
Copyright: 1995-2004
Pages: 1-5
Web Page Title: OWL: Online Writing Lab
Author: No Author
Accessed Date: January 12, 2005
Internet Address:
<owl.english.purdue.edu/handouts/print/research/r_quotprosum.html>

Type of Source:_____

Title: Dracula
Copyright: 1965
Place of publication: New York
Pages: 175, 206, 337
Publisher: Penguin Books
Author: Bram Stocker

Type of Source:_____

Title: "Surviving Cancer Can Take a Long-Term Toll"
Copyright: 2001-2004
Pages: 1-2
Web Page Title: HeathScout
Author: Steven Reingberg
Internet Address:
<www.heatscout.com/template.asp?page=newsdetail&ap=608&id=520931>

Works Cited

_____

_____

_____

_____

_____

Parenthetical Documentation Worksheet

Below are examples of how one should correctly cite direct quotes and summarized passages from research in a written assignment. (This handout uses the same references listed on the Works Cited Worksheet.) Refer to this handout to create parenthetical documentation for an essay or other written assignment.

Be sure to use **both** parenthetical documentation and a Works Cited when writing a research paper or assignment. The use of both (parenthetical documentation and Works Cited) gives complete credit for the source's thoughts, ideas, or research.

Internet Example:
"It is in this carnage that Steven Spielberg's latest World War II opus 'Saving Private Ryan' memorably begins" (Leong 1).

"It is in this carnage that Steven Spielberg's latest World War II opus 'Saving Private Ryan' memorably begins" (_____).
                                     (Author's last name and page number)

No author included in the internet article:
"It is in this carnage that Steven Spielberg's latest World War II opus 'Saving Private Ryan' memorably begins" ("Saving Private Ryan Movie Review" 1).

"It is in this carnage that Steven Spielberg's latest World War II opus 'Saving Private Ryan' memorably begins" ("_____").
                                     (Title of the article in quotes and page number)

Book Example:
"Eddies are wild, whirling currents of water that rush away from major ocean currents" (Gaffron 39).

"Eddies are wild, whirling currents of water that rush away from major ocean currents" (_____).
(Author's last name and page number of direct quote)

SIRS (School CD ROM) Example:
"Today about one in four Australians was born overseas" (SIRS 1).

"Today about one in four Australians was born overseas" (_____).
                                                    (Name of online service)

EBSCOhost or ProQuest Example:
"In 2001, Simmons, 61, was a member of Vice President Dick Cheney's energy task force" (EBSCOhost 32).

"In 2001, Simmons, 61, was a member of Vice President Dick Cheney's energy task force" (_____).
            (Name of school's online service and page number)

Encyclopedia Example:
"Bilaterally symmetrical animals develop in one of two ways" (Burkett).

"Bilaterally symmetrical animals develop in one of two ways"
(_____).
  (Author's last name and page number)

No author included in the Encyclopedia:
"Bilaterally symmetrical animals develop in one of two ways" ("Worms" 1).

"Bilaterally symmetrical animals develop in one of two ways"
("_____").
  (Key word title in quotes and page number)

Adapted from Dave Kemper, Patrick Sebraneck, and Verne Meyer. Writers INC: A Student Handbook for WRITING and LEARNING. Wilmington: Houghton Mifflin Company. 2001. 260-263.

Anti-Plagiarism Handbook

Part III:

Summarization and Citation Assessment

Pre-Test: Summarization and Plagiarism

Answer the following questions in complete sentences.

1. What is a summary?

_____

_____

_____

2. List **four** qualities that make a good summary?

_____

_____

_____

3. What is plagiarism?

_____

_____

_____

Original Text:

"Perhaps the most effective discussion will ask the students to think about who is really being cheated when someone plagiarizes. Copying papers or even parts of papers short circuits a number of learning experiences and opportunities for the development of skills: actually doing the work of the research paper rather that counterfeiting it gives the student not only knowledge of the subject and insights into the work of information and controversy, but improves research skills, thinking and analyzing, organizing, writing, planning and time management, and even meticulousness (those picky citation styles actually help improve one's attention to detail)." From Robert Harris. "Anti-Plagiarism Strategies for Research Papers." VirtualSalt. November 17, 2004. Accessed 4, January, 2005. < www.virtualsal.com/antiplag.htm> 3.

Accepted Summary:

When students copy or plagiarized information or research in an essay, he/she is actually cheating himself or herself out of learning the process of summarization and correct citation of research. Paying attention to the process writing of a summary and the details of proper citation are research skills the student can utilize to be successful in other areas of his/her life. (Harris 3)

Plagiarized Summary:

An effective discussion can begin by asking students who is really being cheated when a person plagiarizes. Copying papers cheats the person of learning experiences to strengthen skills. Doing the research rather than counterfeiting gives the student knowledge of the information and improves research skills, thinking, and analyzing.

4. What makes the above passage an acceptable passage? Explain

_____

_____

_____

5. How can students avoid using plagiarism? Explain.

_____

_____

_____

6. When does a piece of information/research/direct quote need to be cited using parenthetical documentation? Explain.

_____

_____

Adapted from "Plagiarism: What it is and How to Recognize and Avoid It." Indiana University. 27 April 2004. 19, January, 2005.
<www.indiana.edu/~wts/phamphlets/plagiarism.html>

Post-Test: Summarization and Plagiarism

1. List the seven steps to writing a summary.

_____

_____

_____

_____

_____

_____

_____

2. Explain the difference between a summary and a direct quote.

_____

_____

_____

_____

_____

Original Text #1:

"Probably somewhere in the neighborhood of four thousand year ago, Egyptian physicians used whatever was at hand that seemed to work. We're not entirely sure of how they arrived at the conclusions, but some system of trial and error seems likely. One of the concoctions they used came from parts of the willow tree. Later on, Greeks and Romans also relied on extract of willow trees for a wide variety of simple ailments such as earaches, inflammations, and eye infections. American Indians used a brew made from willow bark to alleviate colds and asthma." (Sellier 300)

3. Properly <u>summarize</u> the above text in your own words and use <u>parenthetical documentation</u>.

_____

_____

_____

_____

_____

_____

_____

4. Explain how and why your summary is correct?

_____

_____

_____

_____

_____

Original Text #2:

"Honey, as the Egyptian and Sumerian doctors of thirty-six hundred years ago somehow knew, is a potent killer of harmful bacteria. It contains an enzyme that combines with glucose in oxygen to form hydrogen peroxide, a powerful disinfectant. Honey also readily absorbs water and thus promotes the growth of healthy tissue. And since it can kill bacteria, honey defies decay. Archaeologists have unearthed honey that is still golden and sticky after twenty-five hundred years in a tomb." (Sellier 302)

5. Properly summarize text above in your own words, include a direct quote from the source, and use parenthetical documentation.

_____

_____

_____

_____

_____

_____

6. List the 5 errors in the following Works Cited:

Works Cited

Moffett, James and Kenneth R. McElheny. Points of View: An Anthology of Short Stories. New York: Mentor Book. 1966. 297-312.
Berube, Margery. The American Heritage Dictionary. New York: Laurel Books. 1983. 250.

_____

_____

_____

_____

Anti-Plagiarism Handbook

Part IV:

Glossary of Terms

Glossary of Terms

Common Knowledge- facts that can be found in numerous places and are likely to be known by a lot of people.

Example: George Washington was the first president of the United States. This is a commonly known fact and does not need to be parenthetically cited in a paper.

Direct Quote (Quotation)-using someone's word for word ideas or thoughts.

Fact- information based on research.

Paraphrase- using someone's ideas and research and discussing it in your own words. The sentence must be your own creation—using the same or similar sentence structure, words, or phrases is
not correct or acceptable.

Parenthetical Documentation- giving credit to a source in parenthesis at the end of a direct quote, visual aid (graph, chart, or picture) or summary.

> Example: "As a result, it is very important that we give credit
> were credit is due." ("Plagiarism: What it is and How to
> Recognize and Avoid it.")

Plagiarism- Taking credit for someone else's ideas, thoughts, and research. A plagiarized sentence or paragraph can be word for word and may or may not be cited.

Summary- information that has been rewritten in someone's own words. The sentence structure, phrases, and words are completely different from that of the original text.

Transitional Expressions- words and phrase that highlight or point to a similarity between two ideas by comparing them.

Adapted from "Plagiarism: What it is and How to Recognize and Avoid it." Indiana University. 27 April 2004. Accessed 19, January, 2005. <www.indiana.edu/~wts/phamphlets/plagiarism.shtml> and Susan Fawcett and Alvin Sandberg. Evergreen with Readings. Boston: Houghton Mifflin Company. 1996. 61-63.

Anti-Plagiarism Handbook

Part V:

Works Cited

Works Cited

Bartlett, Michael. (2001, September 6). "Schools Fight Back

 Against Internet Plagiarism." <u>Washington Post.</u> September 6, 2001. 21,

 November, 2003.

  <<u>http://www.washingtonpost.com/ac2/wp-dyn/A53402-</u>

  2001Sep6?language=printer>

<u>Elements of Literature: Fourth Course: Language and Writing Skill</u>

 <u>Worksheets</u>. New York: Holt, Rinehart, and Winston. 1997. 205-206.

 Fawcett, Susan and Alvin Sandberg. <u>Evergreen with Readings</u>.

 Boston: Houghton Mifflin Company. 1996. 61-63, 313 315,

Harris, Robert. "Anti-Plagiarism Strategies for Research Papers."

 <u>VirtualSalt</u>. November 17, 2004. 4, January, 2005

 <<u>www.virtualsal.com/antiplag.htm</u>>

Kemper, Dave, Patrick Sebraneck, and Verne Meyer. <u>Writers INC: A Student</u>

 <u>Handbook for WRITING and LEARNING.</u> Wilmington: Houghton

 Mifflin Company. 2001. 260-263, 265-274.

MacGregor, Laura. "A Student Guide to Plagiarism." January 23, 2003. 17,

 October, 2001

  <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/o2/jan/macgregor.html >

McKenzie, Jamie. "The New Plagiarism." May 1998. 17, October, 2003

  <<u>http://www.fno.org/may98/cov98may.html</u>>

Plagiarsim.org1. "Frequently Asked Questions." 1998-2001. 1, November, 2003

  <http://www.plagiarsim.org.faq.html>

"Paraphrase: Write it in Your Own Words." OWL Online Writing Lab. 1995-
2004. 19, January, 2005
<owl.English.purdu.edu/handouts/print/research/r_paraphrA1.html>

"Plagiarism: What it is and How to Recognize and Avoid It." Indiana University.
27 April 2004. 19, January, 2005
<www.indiana.edu/~wts/phamphlets/plagiarism.shtml>

"Practice Exercises in Paraphrasing." OWL Online Writing Lab. 1995-2004.
Accessed 19, January, 2005
<owl.English.purdu.edu/handouts/print/grammar/r_paraphrA1.html>

"Quotation Marks." OWL Online Writing Lab. 1995-2004. 19, January, 2005
<owl.English.purdu.edu/handouts/print/grammar/g_quoteX1.html>

Sellier, Charles E. Mysteries of the Ancient World, New York: Dell Publishing,
1995. 300, 302, 132.