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The Plagiarism Pledge

Section 1 - Need Analysis Report

Executive Summary: The Harrisburg University of Science and Technology is an academic institution of higher education offering academics in mathematics, science, and technology. The university requires copy write and plagiarism awareness training for entry level students at both the undergraduate and graduate level. With internet and technology rapidly changing, Harrisburg University seeks to familiarize students with the proper way to reference writing and media in essays, blogs, podcasts, wikis and other mediums.

Business Need: Harrisburg University seeks a learning solution for student understanding of the ethical implications of plagiarism in order to reduce academic instances of plagiarism.

Learning Opportunity: A learning module outlining the consequences of plagiarism as a career and reputation killer will teach students to take responsibility for their own work.

Expected Benefits: Students will take more care to cite sources when borrowing ideas inspired from other authors. HU professors will reduce the number of confrontations when verifying student sources for authenticity.

Audience Analysis: A typical student at HU is an undergraduate in their early twenties. A secondary audience is the graduate student, average age in their forties. Males and Females are nearly evenly split in both categories. Older students may not be familiar with referencing media in blogs, podcasts, wikis and other mediums that were not available to them years ago. The upcoming generation is more technology savvy, having quickly caught on to the copy and paste features of word processing. On occasion, incoming freshman may have slipped through high school with teachers too busy to verify student sources.

Project Design: An asynchronous e-learning module will illustrate to incoming students what plagiarism is and why they need to be more conscientious writers. The video will be shown to incoming students during writing class and plagiarism training with the school librarian. An e-learning module will incorporate open-source media and digital imaging on a power point presentation.

Project Success Measures: The campus librarian will track the number of student plagiarism responses before and after the training.

Out of Scope: The e-learning module will be short in length and will not get into the specifics as to how to avoid copyright infringement and any rules about what constitutes fair use laws.

Estimated Project Costs: Project costs should not exceed the price of any e-learning module or software that will be needed to be purchased for the final portfolio. Total cost should be less than $100.

Section 2 – Job Task Analysis

Task	After plagiarism training, the students will be able to:	Frequency 4 3 2 1	Importance 4 3 2 1	Learning 4 3 2 1	Risk 4 3 2 1
Identify what constitutes Plagiarism	Identify the definition of plagiarism. Relate common examples of campus plagiarism. Distinguish between blatant plagiarism and negligence	3	4	4	4
Identify Consequences of Plagiarism	Prevent plagiarism discipline at Harrisburg University. Recall examples of high profile plagiarism as career killers. Identify the consequences of negligence and carelessness Demonstrate how professors catch plagiarizers using search engines.	3	4	4	4
Use Original Ideas	Create an original idea Check the internet to make sure that the idea is unique. Use sources to support unique ideas. Submit original ideas for peer review.	4	4	4	3
Paraphrase	Write using their own words. Rephrase from memory. Cite source within the text and on the bibliography page. Cite other people's ideas.	3	4	4	4
Avoid Quilting	Avoid patching together other people's ideas. Avoid piecing together sentences from different sources. Use sources to support their own ideas.	3	4	4	4

Task	After plagiarism training, the students will be able to:	Frequency 4 3 2 1	Importance 4 3 2 1	Learning 4 3 2 1	Risk 4 3 2 1
Cite Resources	Correctly format sources on a bibliography page. Use parenthetical citations to acknowledge sources of originating ideas. Cite during the writing process.	4	4	2	3
Identify what is not plagiarism	Paraphrase using own words while citing other's ideas. Document common knowledge. Use multimedia in compliance with fair use laws.	3	3	3	2
Direct Quotations	Use Quotations in under 15 percent of paper. Incorporate identifying tags. Cite sources within text and on the bibliography page.	2	4	2	2
Use Open Source Citation Websites for Ease of Use	EasyBib CitationMachine HU Library	3	2	1	2

Section 3 - Design Document Template

Scope of Project

Course Goal: While broadening student awareness of the ethical implications and consequences of plagiarism, at the end of the course, students will be motivated to properly cite research writing and media sources.

The primary audiences entering Harrisburg University are urban college freshman. Both genders are proportionately represented. The delivery strategy will be blended learning. An attention getting e-learning module will be incorporated into a classroom power point presentation in order to motivate learners to properly cite resources. Hand-outs will include resources to ensure the students future success. Students will be walked through the school website so they can access additional resources. A 15 minute small group activity will follow the 12:30 minute e-learning module training presentation. Formative assessments will incorporate whole class match question and answer sessions. The 15 minute match activity will follow the e-learning module objective order while incorporating student results from the small group activities throughout.

The pilot will be delivered during the spring semester of incoming students during orientation during 2010.

Course Objectives: *After plagiarism training, the students will be able to:*

Course Objective/Module: Identify the consequences of plagiarism.

- Identify what constitutes plagiarism.
- Omit plagiarism discipline at Harrisburg University.
- Demonstrate how to catch plagiarism using search engines.
- Take ownership of research writing assignments.

Performance levels are determined during the subsequent courses. University officials shall outline the rules and consequences of plagiarism discipline. Students will sign a pledged contract stating that they received plagiarism training and understand the academic consequences of plagiarizing.

Costs/Timeframes

Program cost will be at a minimum. The librarian is already earmarked to visit classrooms for plagiarism training as part of her job description. Materials to make the e-learning module will be made by students using open source or school provided technologies. The e-learning module will be used in the educational environment and media visuals be used under accordance of fair use laws. Technology cost will be calculated but waved for the purpose of this assignment.

Costs: (all costs are pulled from Rapid Instructional Design; a 75% discount will be factored in for student work). Custom video costs for 8 ½ minute e-learning module ($1000 - $3000 per edited minute). Student Rate calculated to be $250 per edited minute.

E-learning module Total: $2125

Power Point Slides ($3-$30 dollars). Game will be created from scratch on a ppt: Approximately 60 slides for game and activities @ $3 per slide.

PPT Total $180

Instructional Design Wages ($100 hour) One hour of post-e-learning module instruction=ten hours of design. Student rate calculated at $25 an hour

ID Total $250

Participant manuals ($30 - $75 page) approx. 20 pages. Student Rate calculated to be about 20 pages at $10 a page.

Manual Total: $200

Classroom Facilitator wages: $100 per class.

Training Classroom costs: $150 for space

Total Costs: Approx. $3000 (after student discount): Fee waved for purpose of this assignment.

E-learning module: The Plagiarism Pledge!

Module 1: Students will identify the correct definition of plagiarism. An e-learning module will be delivered with the definition of plagiarism and examples shown. The e-learning module distinguishes between blatant plagiarism and negligence by recalling examples of high profile plagiarism.

Module 2: Students will identify the consequences of plagiarizing at HU. In the e-learning module, HU students list common examples of campus plagiarism. School officials identify the consequences of plagiarizing at HU. An HU financial representative outlines the impact of financial costs (tuition) to have professionals critique their work.

Module 3: Demonstrate how to catch plagiarism using search engines. The e-learning module presents examples of professors using the internet to search sources. The e-learning module illustrates the simplicity of use in search engines to search for published writing.

Module 4: Take responsibility for properly citing research writing assignments. "I'm taking the pledge!" The e-learning module will have students telling their peers to take responsibility for acts of negligence by taking "the pledge". The e-learning module exhibits students stating their pledge to use original writing at HU. The e-learning module demonstrates students enthusiastically taking "The Plagiarism Pledge and signing a pledge contract." Handouts provide the stated rules and consequences of plagiarizing at Harrisburg University. A signed contract binds students with the rules and consequences. The instructor will collect the contracts at the end of the course.

Outline

 Define plagiarism.

- List high profile examples.
- Identify citation procedures.
- Distinguish between plagiarism and negligence.

Omit plagiarism discipline.

- List examples of HU plagiarism.
- Identify plagiarism consequences.
- Understand financial impact.

Use search engines to catch plagiarism.

- Find sources on the internet.
- Use search engines searches.

Take ownership of citing.

- Take responsibility for negligence.
- Pledge to use original writing.

Learning Components/Materials   KSA = Knowledge, Skill, or Attitude.

Module (E-learning module Times) (12:30 min total)	Learning Objective	Subordinate Objective	KSA	Learning Activity (Activity Times) (30 min.)	Assessment (Assessment Times)(30 min.)
Students will identify the correct definition of plagiarism. (60 sec) (3 min total)	List high profile examples of plagiarism.	Recall examples of high profile plagiarism.	A	Whole group activity: Using case studies from e-learning module, students will identify examples. (3 min total)	Recall prior knowledge. Have students go through some game show style questions. (2 min)
(20 sec)	Acknowledge sources of originating ideas.	Use parenthetical citations with quotations and while paraphrasing other's ideas.	K	Small group activity: Students will do some paraphrasing from memorization exercises. (15 min total)	Students share paraphrasing. Recall prior knowledge. Have students go through some game show style questions. (5 min)
(40 sec)	Distinguish the difference between copy write violations and plagiarism, fair use and common knowledge.	Students will determine which category an infraction breaks.	K	Whole group activity: Using case studies, students will differentiate between examples. (3 min total)	Recall prior knowledge. Have students go through some game show style questions. (2 min)
(60 sec)	Distinguish between blatant plagiarism and negligence.	Take responsibility for acts of negligence.	A	Whole group activity: Using case studies, students will compare examples from ppt slides. (3 min total)	Recall prior knowledge. Have students go through some game show style questions. (2 min total)
Omit plagiarism discipline at Harrisburg University. (90 sec) (2:30min total)	Identify examples of campus plagiarism.	Relate to real stories of campus plagiarism at HU.	A	Small group activity: Using case studies, students will use the handbook to identify plagiarism infractions. (15 min total)	Students will demonstrate findings to class. (3 min total)

Module (E-learning module Times) (8:30 min total)	Learning Objective	Subordinate Objective	K S A	Learning Activity (Activity Times) (30 min.)	Assessment (Assessment Times)(30 min.)
(30 sec)	Identify the consequences of plagiarism at HU	Identify the rules in the student handbook.	K	Handouts will be provided stating the rules and consequences of plagiarizing at Harrisburg University. (3 min total)	Students will highlight the plagiarism rules in the handout. Instructor will walk around and check progress. (3 min total)
(30 sec)	Identify the financial costs associated with education.	Understand the impact of financial costs (tuition) to have professionals critique their work.	A	In the e-learning module, an HU financial representative will outline the impact of financial costs (tuition) (30 sec)	Recall prior knowledge. Have students go through some game show style questions. (2 min total)
Demonstrate how to catch plagiarism using search engines. (60 sec) (2 min total)	Demonstrate how to screen for plagiarism.	Use search engines to search for published writing.	K	The e-learning module will illustrate the simplicity of using search engines to search for published writing. (1 min)	Recall prior knowledge. Have students go through some game questions to explain how internet searches are used to screen for plagiarism. (2 min total)
(60 sec)	Demonstrate how to use the internet to search for a source.	Use internet to find sources listed in a bibliography.	K	Small group activity: Use internet to find sources presented in a handout. (15 min.)	Students will demonstrate how to use a search engine to find plagiarism in front of the class. (3 min total)
Take responsibility for properly citing research writing assignments. (20 sec) (1 min total)	Take responsibility for acts of negligence.	Cite carefully using correct APA bibliography citations through internet citation sites and HU library.	A S	Small group activity: Using the internet, students will cite sources. (15 min total)	Students will illustrate examples to class. (3 min)
(40 sec)	Pledge to use original writing at HU.	Use pledge contract as a resource to write more responsibly.	A	A pledge contract with the rules and consequences will be signed by the student. (3 min total)	Instructor will ask each group if they have any questions as she collects the contracts. (3 min total)

Administration and Evaluation

The course will be administered and evaluated by the HU campus librarian. The librarian provides the course during orientation of incoming students. Each incoming student will be required to receive plagiarism training during orientation. The librarian will keep plagiarism records and signed pledge forms on file should a plagiarism incidence occur. HU administrators will pull student pledge forms as a documentation to support any disciplinary decisions. The librarian will keep a plagiarism journal of requests from professors to check on suspected plagiarism.

Small group activities: Three small group activities will be formed. Each group will have a different topic. Small groups will be called in the order of the modules during breaks in the formative assessment game.

Section 4 - Development

1. Introduction information

The Plagiarism Pledge
Created by Angela Rupert
Supervised by Kelly Leydon, Nancy Adams and Andrej Petroski
Location of Program: Harrisburg University of Science and Technology
Number of Participants: Ongoing English Classes for new undergraduate students at HU.

2. Media Used You Tube videos, photography, graphics, and music from open source websites such as creative commons, or borrowed within the parameters fair use laws.

3. Topics to be covered
A. Define plagiarism.
B. Omit plagiarism discipline.
C. Identify the consequences of plagiarizing.
D. Take ownership of citing.

4. Lesson or program objectives (what will this prototype cover)

> **A. Define plagiarism.**
> List high profile examples.
> Identify citation procedures.
> Distinguish between plagiarism and negligence.
> **B. Omit plagiarism discipline.**
> List examples of HU plagiarism.
> Identify plagiarism consequences.
> **C. Use search engines to catch plagiarism.**
> Find sources on the internet.
> Use search engines searches.
> **D. Take ownership of citing.**
> Take responsibility for negligence.
> Pledge to use original writing.

5. Learning activities

A. Whole group activity: Using case studies from e-learning module, students will identify examples.
B. Whole group activity: Using case studies from e-learning module, students will identify plagiarism.   C. Whole group activity: Using case studies, students will compare examples from ppt slides
D. Small group activity: Students will use the internet to identify campus plagiarism.
E. Small group activity: Students will do some paraphrasing from memorization exercises.
F. Small group activity: Use internet to identify high profile plagiarism cases.

6. Media requirements

Power Point and Adobe Captivate will be used to create an e-learning module. Graphics, e-learning module clips and media sources will be borrowed from the internet in compliance with fair use laws. You Tube video will be incorporated into the e-learning module from a personal camera.

7. Formative Assessments

A. Students practice paraphrasing and demonstrate findings to class.
B. Student's will review the plagiarism rules in the handout.
C. Instructor will walk around and check progress with a check list.
D. Recall prior knowledge, students will recall e-learning module points by matching questions.

8. Trainee Evaluation (how will their competence/knowledge be evaluated).

Knowledge will be evaluated if Plagiarism is reduced on campus. If students offend, they will get a personal one on one consultation with the librarian. The librarian will pull the contract with the student and review with the student to see where they have missed. If the student has a second offense, the school reserves the right to take further disciplinary actions.

Section 5: Implementation Plan

Marketing Plan

The campus librarian will provide the plagiarism training course as a guest speaker during freshman level English composition courses. All incoming students that are not required to take the English class will take the course at a separate time in the library or over the internet.

A minimum number of students will be four and a maximum number of students will be 36 for any plagiarism training class so that the instructor will be able to individually assess students for subject matter comprehension difficulty.

Material Maintenance Procedures

Library personnel will keep plagiarism records, test results and signed pledge forms on file should a plagiarism incidence occur. Administrators will pull student pledge forms as a documentation to support any disciplinary decisions. Mrs. Adams will keep a plagiarism journal of requests from professors to check on suspected plagiarism.

Plagiarism test results will be maintained in a confidential folder by the campus librarian on the school administrative website. Test results must be requested in writing by professors and administrators with a form stating the reason for requesting the results. Results should never be tampered with in any way and all retests should be documented.

Test results and plagiarism files should never be released outside of the Harrisburg University Institution unless requested by the student in writing or court ordered.

All updates to the plagiarism pledge are allowed with proper citation. Personal photos from the plagiarism pledge or other content and materials must first receive permission from the artist before being used for any marketing or monetary gains.   HU reserves the right to display and replace the pictures, voices, content, subject matter of the e-learning module or any educational supplements or testing associated with "The Plagiarism Pledge" to their liking (with proper citation) for educational purposes.

Updates and original and previous versions will be documented and maintained on file by the HU campus library personnel. The plagiarism pledge, facilitator and learner guides will be presented to the library staff at the end of fall semester '09.

Beta Testing

Participants: *Two HU staff and eight graduate students*

Purpose

The purpose of beta testing is to test the elearning with a control group and fine tune its effectiveness so that components of the module flow together and are easily understood.

Agenda

- Preview elearning module as a group.
- Play portions of the e-learning on the projector.
- Request verbal feedback from the audiences.
- Request written feedback from the instructor.
- Private consultation with SME.
- SME does a separate extensive evaluation of content.

Assumptions Evaluated

- Determine if content is easily understood.
- Determine if examples are relevant.
- Identify preface and introduction objectives.
- Determine if topics transition smoothly.
- Identify distracting visual aids.
- Identify level of audience interest.
- Determine that content is correct.
- Determine appropriateness of formative evaluations.

Pilot

- Undergraduate English Classes Spring Semester
- Set up interactive e-learning on HU Website
- Facilitator runs e-learning in classroom setting.
- Facilitator tries one class with small group activities and another with a selected whole group activity.
- Students will sign plagiarism pledge and administer an online quiz.

Section 5 - Evaluation

Administration and Evaluation

The course will be administered and evaluated by the HU campus librarian. The librarian will provide the plagiarism training course as a guest speaker during freshman level English composition courses.

The campus librarian will keep plagiarism records and signed pledge forms on file should a plagiarism incidence occur. Administrators will pull student pledge forms as a documentation to support any disciplinary decisions. The librarian will keep a plagiarism journal of requests from professors to check on suspected plagiarism.

Formative Evaluation:

Formative Evaluation Questions will be presented during the e-learning module; "The Plagiarism Pledge." Plagiarism will be defined and high profile illustrations will be shown. Formative questions will be asked of the students to identify the definition of plagiarism by correctly guessing realistic campus examples.

Small group activities: Three small group activities will be formed. Each group will have a different topic. Small groups will be called in the order of the modules during breaks in the whole class matching game.

After the fifteen minute activity, the facilitator will use the interactive matching game to assess the main points of the e-learning module for retention. Each small group will share the results of their findings with the rest of the class.

A power point slide show will have interactive matching game slides at the end of the e-learning module. An interactive quiz will be formed using Google docs and will be hosted on wikispaces for students to access at the end of the class on their own personal laptop computers. A paper version will be available for instructors should technology fail. The quiz will have ten multiple choice questions. Answers will be tracked automatically through spreadsheets.

The librarian will be able to assess student's who are having difficulty with comprehension by going over the questions with individual students if necessary. Students that have less than eight responses correct should have the facilitator go over the answers again and retake the quiz. Students with less than six correct answers should have a personal counseling session with the librarian or instructor by appointment before retaking the quiz.

HU should maintain all test results in its database to track students. Plagiarism training should include test results and supporting documentation for any additional training should a plagiarism incident occur.

Facilitator's Guide

Introduction: The Harrisburg University of Science and Technology is an academic institution of higher education offering academics in mathematics, science, and technology. The university requires copyright and plagiarism awareness training for entry level students at both the undergraduate and graduate level. With internet and technology rapidly changing, Harrisburg University seeks to familiarize students with the proper way to reference writing and media in essays, blogs, podcasts, wikis and other mediums.

Your Role: The course will be administered and evaluated by the campus librarian or representative (course facilitator). Each student will be required to receive plagiarism training during their first year at HU. The facilitator will keep plagiarism records and signed pledge forms on file should a plagiarism incidence occur. HU will pull student pledge forms as a documentation to support any disciplinary decisions. The facilitator will keep a plagiarism journal of requests from professors to check on suspected plagiarism.

Session Guidelines: The primary audiences entering Harrisburg University are urban college freshman. Both genders are proportionately represented. The delivery strategy will be blended learning. An attention getting e-learning module short will be incorporated into a classroom power point presentation in order to motivate learners to properly cite resources. Hand-outs will include resources to ensure the students future success. Students will be walked through the school website so they can access additional resources. A 15 minute small group activity will follow the 12:30 minute Power Point training presentation. Formative assessments will incorporate whole class match question and answer sessions. The 15 minute game show will follow the e-learning module objective order while incorporating student results from the small group activities throughout.

Intended Learners: The campus librarian will provide the plagiarism training course as a guest speaker during freshman composition courses. All incoming students that are not required to take a composition class will take the course at a separate time in the library or over the internet.

Classroom Logistics: A minimum number of students will be four and a maximum number of students will be 36 for any plagiarism training class so that the instructor will be able to individually assess students for subject matter comprehension difficulty. A standard classroom with projector capacity for a power point presentation should be used as the facilitator will be visiting classrooms already in session, this should not pose as a problem. Students can sit where they like and move into small groups during the small group activity.

Pre-class Instructions: Master handout instructions are located under the learner handout tab. A copy of each of the handouts should be given to all students and the instructor. Plagiarism training should be negotiated before the beginning of the semester with the targeted classes. A reminder e-mail to the class professor and head count request should be taken a week before training. The facilitator is to prepare facilitator printables and handouts (see below). Printables are also available on the enclosed CD.

Facilitator Printables *for the use of the facilitator*

Printable A: Facilitator Checklist. (One per 15 learners)
Printable B: Mad Libs Worksheet (one per class)
Printable C: "I pledged" stickers. (One per eight students)

Learner Packet Handout Instructions *(hint: always print a few extras)*

Handout 1: HU Rules and consequences of plagiarism. (Print one per learner)
Handout 2: Plagiarism Pledge Contract. (Two per learner)
Handout 3: Small group activity one. (1/3 of roll)
Handout 4: Small group activity two. (1/3 of roll)
Handout 5: Small group activity three. (1/3 of roll)

Contract: Two copies of the Plagiarism Pledge Contracts must be included with the learner's printables. Printable stickers are located at the end of the facilitator guide. After the student signs the pledge and she will receive a sticker "I pledged". The learner will keep one contract copy and the other contract copy will be maintained by the librarian.

Media: The Power Point Presentation will run automatically on slides 3-21 like a e-learning module for 12:30 minutes. Slides can be advanced forward and backwards manually at any point during the automatic mode, before or after. Media slides can be hidden and sound may be muted, if needed.

Module Guide

1. (Slide 1) Introduction
Facilitator welcomes the learner to the University. The facilitator introduces the topic of plagiarism and explains why the University is interested in being clear about expectations.

> **Teacher introduction**
> "Hello, My name is." *Facilitator speaks briefly about their back ground as librarian.* "Part of my job as HU librarian is to provide support for research, proper citation and plagiarism prevention. The university requires plagiarism awareness training for entry level students at both the undergraduate and graduate level. With internet and technology rapidly changing, Harrisburg University seeks to familiarize students with the proper way to reference writing and media in essays, blogs, podcasts, wikis and other mediums. A learning module outlining the definition and consequences of plagiarism was developed for student understanding of the ethical implications in order to reduce academic instances of plagiarism."
>
> **Mission**: "Our mission today is to inspire students to take more care with citing sources when borrowing ideas inspired from other authors.
>
> **(Slide 2) Objectives**: "We will present a short e-learning presentation created by a graduate student here at HU. After the presentation, we will break up in small groups to search for examples of plagiarism on the internet, review the HU plagiarism rules and practice paraphrasing for fifteen minutes. We will get back together as a whole class and see what you remembered from the presentation while we compare your results from your small groups. Each learner will sign two copies of the Plagiarism Pledge. The Pledge states that you understand the rules and consequences of plagiarism at HU. HU takes plagiarism very seriously and maintains a copy of your pledge on file for ten years."
>
> **Learner introductions** "Before we get started, let's learn a little more about you. Let's have you introduce yourselves, state your name, where you are from and any declared major.
>
> **(Slide 3) Pre-test or game (icebreaker)** *Mad Libs Game (Facilitator Printable A)* "As a warm-up, we are going to start with something fun, has anyone here ever heard of Mad Libs? The object of the game is to ask for random words that fit in the parts of speech. After we take the words down, we incorporate them into a story" *The facilitator should try to encourage as many different learners to participate as possible. First take hands and then call on the shy ones so that they are encouraged to participate. The facilitator will write the words in the blanks as she randomly selects the student answers.*
>
> **(Slide 4)** *Read Story to audience by inserting the words that you gathered from the last slide.*
>
> **(Slide 5)** "That was fun. Now we are going to start our e-learning module, the plagiarism pledge. Does anyone have any questions before we get started?"

2. (Slide 6 on auto through Slide24) Run e-Learning E-learning module. *Warning: The following slides 6-24 automatically forwards and is self narrated script similar to a e-learning module. Script is printed on these slides for your viewing and review. The facilitator allows the audience to view the e-learning module and does not participate in instruction again until slide 24. The facilitator will manually forward the slides at that point until slide 44.*

E-learning module Lesson plan

A - Learners will identify the correct definition of plagiarism
      1. List high profile examples of plagiarism.
      2. Recall examples of high profile plagiarism.
      3. Distinguish between common knowledge and original ideas.
      4. Acknowledge sources of originating ideas.
      5. Use parenthetical citations with quotations and while paraphrasing ideas.
      6. Learners will determine which category an infraction breaks.
      7. Distinguish between blatant plagiarism and negligence.
      8. Take responsibility for acts of negligence.
B - Learners will identify the consequences of plagiarizing at HU.
      1. Identify examples of campus plagiarism.
      2. Relate to real stories of campus plagiarism at HU.
      3. Identify the consequences of plagiarism at HU
      4. Identify the rules in the learner handbook.
C - Demonstrate how to catch plagiarism using search engines
      1. Identify how easy it is to screen for plagiarism.
      2. Use search engines to search for published writing.
      3. Demonstrate how to use the internet to search for a source.
      4. Use internet to find sources listed in a bibliography.
D - Take responsibility for properly citing research writing assignments
      1. Take responsibility for acts of negligence.
      2. Practice writing correct bibliography citations through internet citation
         Web sites and the HU library.
      3. Pledge to use original writing at HU.
      4. Use pledge contract as a resource to write more responsibly.

3. (Slide 25) e-learning Debrief & Learning Activity (30 min total)
"What were your impressions of the e-learning module? Did anyone learn anything new from the presentation? What did you find the most interesting? Are there any questions? Now I will pass around the small group activities and pledge handouts." *Assign three separate areas for groups to form.* "Go ahead and move to your group and I will give you further instructions." *Assist students to move to their small groups.*

A - Learner Packets will be distributed and will include the following:
      1. Handouts stating the rules and consequences of plagiarizing at Harrisburg University.
      2. Handouts for the small group activities.
      3. The Plagiarism Pledge (2 copies, one to be signed and returned to the facilitator).

B - (Slide 26) Small group activity: (15 min total)
The facilitator will walk around with a checklist (at the end of the facilitator guide) to see that the groups understand the different objectives. Learners will share findings in front of the class as other groups follow along with their handouts. The facilitator asks a couple of questions and makes positive comments.

Group 1: *Learners will do some paraphrasing from memorization exercises.*
"Group one will work together on paraphrasing. One person will read aloud the passage while the others read along. The paper will be folded in half while you write what you remembered you heard. Compare your results. Select two representatives to share with the class. One will read the passage to the class and the other will read their version of what they thought they heard."

Group 2: *Using the internet, learners will find examples of campus plagiarism and use the definitions handout to identify plagiarism infractions.* "Group 2 will use the internet to find examples of campus plagiarism and use the definitions handout to identify plagiarism infractions. Each student in the group should find one example. Students should share their stories with the group. The group votes on the best example to share with the class."

Group 3: *Using the internet, learners will search for high profile plagiarism examples (besides the ones on the e-learning module) and report to class their findings.* "Group 3 will use the internet to search for high profile plagiarism examples (besides the e-learning module examples) and report to class their findings. Each student in the group should find one or two examples. Students should share their stories with the group. The group votes on the best example to share with the class."

Remind class about 5 minutes before the end of this activity to make sure that everyone gets a chance to share. About 2 minutes before the end of this activity, remind the groups to vote on a representative. Ok did all of the groups pick a representative? Next, we are going to play "The Matching Game" Are there any questions before we get started?

B - Whole group activity: (15 min)

(Slide 27) *The facilitator will follow the prompts by forwarding slides manually at this point.*
"Welcome to the matching game! I will call up the representatives from each of the groups as we move through the slides"
      1. Learners will review the formative evaluations from the module with a matching game.
      2. Slide prompts will call learners up to share in between matching game questions.

(Slide 28) "First question: Paraphrasing is an essential technique because it allows you to put source material: A. In your own words, B. In quotations, or C. Without Citation." *Pick someone who looks confused to answer the question.* **Click on the box of the student's answer. It has a hot spot to the corresponding slide.**

(Slide 29) "That's right, paraphrasing is an essential technique because it allows you to put source material: A. In your own words, great job!" *Click on the click sign to skip the next slide.*

Or, depending on answer. . .

(Slide 30) "Oops, In your own words, paraphrasing means re-phrasing in your own words."

(Slide 31) Call representatives of Group one: May I have the two representatives of group one. "Group one, what was your assignment?" *Two people should show up.* "Ok, who is going to read the passage? Go ahead" First student reads passage from Handout 3. *Facilitator looks to the other person and smiles* "Ok, so what did you get out of all of that?" Second student reads their passage. "Very Good! Now, would you cite that? It is now in your own words?" *Student should answer yes.* "Where would you cite that, within the text or on the Works Cited page?" *Answer is both.*

(Slide 32) "All right now, back to the matching game"

(Slide 33) "Which of the following is not considered plagiarism?" **Click on the box of the student's answer. It has a hot spot to the corresponding slide.**

(Slide 34) "You are right! Citing an idea was the best choice for what is <u>not</u> considered plagiarism." *Click on the Click button to skip the next slide.*

Or, depending on answer. . .

(Slide 35) "Sorry, citing an idea would be a better answer for what is not considered plagiarism."

(Slide 36) "All right, may I have the representatives from group 2 come up? What did you do your assignment on? And what did you come up with? Great job!"

(Slide 37) "All right now back to the Matching game!"

(Slide 38) "Which one of these is plagiarism? Can anyone guess?" *Pick someone who hasn't gone yet.* **Click on the box of the student's answer. It has a hot spot to the corresponding slide.**

(Slide 39) "A student accidently forgets to cite, that is right!" *Click on the "click" button to skip the next slide.*

Or, depending on answer. . .

(Slide 40) "Sorry, the best example is when a student accidently forgets to cite. Negligence is not seen as an excuse."

(Slide 41) "Group three; please send your representative up. What was your assignment? What did you come up with? You did a great job!"

4. Take the Plagiarism Pledge (8 min. total)

(Slide 42) "Does anyone have any questions? Now, we are going to wrap it up and sign the pledge."

(Slide 43) *Slides with music will automatically advance for the next 2:41. Press mute if you do not wish for the music to play.* "In conclusion to our plagiarism training, we ask our students to take the pledge. There are two pledge contracts. Please sign both copies. I am going to come around, sign you off, and collect each copy, one at a time."

- Learners are introduced to the pledge.
- The pledge contract with the rules and consequences will be signed by the learner.
- Learners sign the pledge.

Slide show will stop automatically at the last slide as a screen saver until facilitator turns it off. Facilitator thanks each person and asks each individual if they have any questions as they collect the pledge forms.

After the Class: Library personnel will keep plagiarism records, test results and signed pledge forms on file should a plagiarism incidence occur. Administrators will pull student pledge forms as a documentation to support any disciplinary decisions. The librarian will keep a plagiarism journal of requests from professors to check on suspected plagiarism.

Plagiarism test results will be maintained in a confidential folder by the campus librarian on the school administrative website. Test results must be requested in writing by professors and administrators with a form stating the reason for requesting the results. Request forms should be kept on file. Results should never be tampered with in any way and all retests should be documented. Student helpers should not have access to signed plagiarism contracts. All contracts are to be kept in a locked filing cabinet or scanned and password protected by the current librarian. Plagiarism Pledge files should be shredded after ten years.

Test results and plagiarism files should never be released outside of the Harrisburg University Institution unless requested by the student in writing or court ordered. All privacy laws, rules and regulations should be honored.

All updates to the plagiarism pledge are allowed with proper citation. Personal photos from the plagiarism pledge or other content and materials must first receive permission from the artist before being used for any marketing or monetary gains. HU reserves the right to display, build upon, borrow and replace the pictures, voices, content, subject matter of the e-learning module or any educational supplements or testing associated with "The Plagiarism Pledge" to their liking (with proper citation) for educational purposes on any public educational medium.

Updates, original and previous versions will be documented and maintained on file by the HU campus library personnel. The facilitator should periodically check with professors for feedback on the module and make changes if necessary.

Plagiarism Pledge

Facilitator Checklist

Student Name

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A

Mad Libs Game

SILLY WORD [1] _____   LAST NAME [2] _____

ILLNESS [3] _____   NOUN (PLURAL) [4] _____

ADJECTIVE [5] _____   ADJECTIVE [6] _____

SILLY WORD [7] _____   PLACE [8] _____

NUMBER [9] _____   ADJECTIVE [10] _____

Dear School Nurse:

[1] _____ [2] _____ will not be attending school today.

He/she has come down with a case of [3] _____ and has horrible [4]

_____and a/an [5] _____ fever. We have made an

appointment with the [6] _____ Dr. [7] _____ , who

studied for many years in [8] _____ and has [9] _____

degrees in pediatrics. He will send you all the information you need. Thank you!

Sincerely, Mrs. [10] _____ .

B

I Pledged   **I Pledged**

I Pledged   **I Pledged**

I Pledged   **I Pledged**

I Pledged   **I Pledged**

C

Definitions and Sanctions for plagiarism violations of the Harrisburg University, Academic Code of Conduct

"Plagiarism" includes failure to indicate the source:

- A phrase, written or musical
- A graphic element
- A proof
- Specific language
- An idea derived from another

Sanctions may be imposed including:

- Failing grade.
- Written warning.
- Withdrawal from course.
- Temporary suspension.
- Expulsion.
- Withholding of a diploma.

The Plagiarism Pledge

Harrisburg University of Science and Technology

As a student of Harrisburg University, I, **_____**
pledge that:

1. I will conduct myself with honesty and integrity;

2. I will not cheat, plagiarize, steal or lie in my academic work;

3. I will not give or receive aid in examinations, class work, or in the preparation of reports without authorization.

I understand the definition, rules and consequences of plagiarizing at Harrisburg University. I pledge to hold the highest of ethical standards in my academic work at HU.

Signature_____ Date_____

(Administrator Signature)_____

Paraphrasing Training

Group 1 Instructions: Read the following passage, fold the paper in half and write as much of the passage as you can recall in your own words from memory. Learners should try not to peak at the original passage.

Teaching a child to read:

Before teaching a child to read, one must first familiarize children with reading. Reading stories, teaching alphabet names and positive reinforcement are some of the more popular methods to expose your child to reading.

In some cultures, education is so emphasized; parents will even start reading to their children in utero. Reading stories regularly, such as a bedtime routine, develops a lifelong habit of setting aside a certain portion of the day to read and fosters a love of reading that will last a lifetime.

Before learning to read, the child must learn the names of each letter. A great way to get young children excited about reading is to play with your youngster and try to get them to remember the names of each letter. Games playing with blocks allow children to touch each letter and parents can move the blocks easily around to make simple words. Stickers are another fun way for parents to allow children to physically touch the letters while making fun crafts. Games such Animal Alphabet Go Fish are designed to match upper and lower case letters to Mama and Baby animals. Children can better grasp this concept by making familiar associations in this context. (2009 Rupert)

---Fold---

Your Response

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Campus Plagiarism Identification

Group 2 Instructions: Using the internet, learners will find examples of campus plagiarism and use the definitions handout to identify plagiarism infractions. Each student in the group should find one or two examples. Students should share their stories with the group. The group votes on one or two examples to share with the class.

Your Response

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High Profile Plagiarism on the Internet

Group 3 Instructions: Using the internet, learners will search for high profile plagiarism examples (besides the e-learning module examples) and report to class their findings. Each student in the group should find one or two examples. Students should share their stories with the group. The group votes on one or two examples to share with the class.

Your Response

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