

Materials:

- Large chart paper, markers
- Computer w/ projecting capabilities
- Access to internet

Matter of Ethics

A Lesson Plan for CEP812

(A 50-minute lesson for teaching 8-12 grade students about copyright and paraphrasing in research)

Title: Paraphrasing...Instead of Plagiarizing

Date: Spring 2010

Objective(s):

The learner will understand basic definitions having to do with copyright of written work.

The learner will recognize the difference between paraphrasing research and quoting a direct or indirect source that requires citation.

Introduction: Students will travel around the room in partners to stations where paper is displayed on the way, each with a word, phrase, or question on it to respond to. Each pair will add their comment to the sheet. The posters will be marked:

1. Define “fair”
2. Define “plagiarism”
3. Define “copyright”
4. It is wrong to use the intellectual property (e.g. characters from a novel, song lyrics, a published poem, etc.) of another person without giving them credit.
5. If you create work for another class, it is not okay if another student turns that work in as their own.
6. What does it mean to have “academic integrity” in your work?
7. Is it wrong to copy DVDs or download music for your own personal use?

After students have traveled to all seven stations, bring the class together and discuss some of the responses.

Instructional Procedures:

1. Talk with students about what it means to say you are “quoting” someone. When you do this, you always tell who actually said it or where you heard it, because this makes the quote more powerful or have more meaning. Compare this to the work students do in classes.

-Each piece of writing or other work a student completes automatically belongs to them and they may do whatever they want with it, but others may not use it without permission. This is copyright, even though it has not been officially copyrighted with an official agency or have the “©” symbol attached to it.

2. Share the “Copyright Chart” found at <http://www.halldavidson.net/chartshort.html>. Point out how the teacher may share this with the class in whole because it is being presented in a multimedia presentation and because it is being used in a classroom. Briefly revisit responses on chart paper to see how/if responses have changed or if students’ beliefs were correct.

3. Talk about the ways to avoid plagiarism of copyright. For a research paper, this is called paraphrasing and must include citations, unless it is considered public knowledge, such as encyclopedia information that most people know (e.g. in a report about kangaroos, you may mention that offspring are called a “joeys,” but you do not need to cite that information because it is common knowledge).

4. Share “6 Steps to Effective Paraphrasing” from <http://owl.english.purdue.edu/owl/resource/619/01/> and the examples provided.

Conclusion: Choose a couple of the exercise questions for paraphrasing found at <http://owl.english.purdue.edu/owl/resource/619/02/> a demonstrate how to correctly paraphrase to use the information in research writing. Use the link on the left to show students possible answers. Remind students that it will still be important to site the information at the end of the paper.

Assessment: Select 3-4 other examples from the exercise for students to try on their own. Show the example and then remove it from view while students write down their paraphrased version. Have them compare answers with a partner to see how well they’ve done.