

Angela Rupert

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	K S A	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.