

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 not 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 accidentally 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 accidentally 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

1.	
2.	
3.	
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9.	
10.	
11.	
12.	
13.	
14.	
15.	

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] _____ .



I Pledged



I Pledged



I Pledged



I Pledged



I Pledged



I Pledged



I Pledged



I Pledged

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

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

[illegible]

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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