Using Your Own Words

WebQuest Description: Plagiarism and Academic Integrity for ESL Students
Grade Level: College / Adult
Curriculum: English / Language Arts
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Introduction

Words have power and each individual's words are incredibly important. It is, therefore, critical to be sure that the words and ideas used in writing are YOUR OWN. You've heard your teachers talk about plagiarism, but what does it really mean? Cultures have different standards when it comes to writing and attributing credit to original sources. What does academic integrity mean in the United States? What are the consequences of plagiarism? And how can it be avoided? This WebQuest will help you answer all of these questions and enable you to explain plagiarism and academic integrity to fellow and future international students.

Tasks

After researching the topics of plagiarism, academic integrity and intellectual property, you will create a presentation for fellow and future international students explaining the concepts you learned and advising them on academic success. Your presentation may be in the media of your choice (e.g. Power Point, Prezi, video, vodcast, etc.), but it MUST address the following:
- Definitions of plagiarism and intellectual property
- Consequences and examples
- Importance of academic integrity
- Advice for academic success - how to avoid plagiarism

Process

Before you can explain plagiarism, academic integrity and intellectual property to fellow and future international students, and certainly before giving any advice, you first need to understand the concepts yourself. In assigned groups of 3 or 4, complete the Using Your Own Words Research Chart using the Search Engine below and then create a presentation explaining what you've learned to fellow and future international students. Each group member will turn in his/her own completed chart with the group presentation.

Step 1: In order to begin understanding the concepts of plagiarism and academic integrity, choose three (3) separate American colleges or universities to complete the chart (Resource 1) with information about their policies on plagiarism and academic integrity. You may need to try a variety of different search terms ("plagiarism," "academic integrity," etc.) in general search engines (i.e. Google) and university specific search engines.

Step 2: Now that you understand how several American colleges and universities define plagiarism and academic integrity, write your own definitions of plagiarism and academic integrity.

Step 3: It is important to understand that the ideas of plagiarism and academic integrity are not confined to schools and the academic world. The concept of intellectual property is an integral part of American culture. The cases linked below (Resources 2, 3, 4 and 5) provide examples of plagiarism across various disciplines. Read the articles below and choose two (2) to use to complete the chart (Resource 1).

Step 4: Now write a definition of intellectual property in your own words.

Step 5: Now that you understand the concepts of plagiarism, academic integrity and intellectual property, how can you avoid trouble in these areas? Search for tips and advice for maintaining academic integrity and avoiding plagiarism in both general search engines and at the specific colleges/universities you chose in step 1. Write at least five (5) tips in the chart (Resource 1), being sure to write down where you find the information.

Step 6: In order to maintain academic integrity, respect the intellectual property rights of others and avoid plagiarizing, it is important to cite the SOURCES of any ideas and words that are not your own. There are several ways to format such citations, depending on the discipline you are writing for. Explore different methods and uses of citations.

Step 7: Using the format of your choice (and a citation generator if you choose), write citations for the information you have discovered so far (websites searched and articles read). These citations should appear at the end of your presentations.

Step 8: You should now have all the information you need to explain plagiarism and academic integrity to fellow and future international students, so it's time to put all of your new knowledge and understanding into a presentation. Your presentation may be in the media of your choice (e.g. Power Point, Prezi, video, vodcast, etc.), but it MUST address the following:
- Definitions of plagiarism and intellectual property
- Consequences and examples
- Importance of academic integrity
- Advice for academic success - how to avoid plagiarism

Step 9: Post your completed presentation to the In Your Own Words Discussion Board on Blackboard.

Step 10: Individually, view ALL of your classmates' presentations and comment on at least two (2) on the Discussion Board. Keep the elements of the rubric (located in the Evaluation section of this WebQuest) in mind as you view the presentations.
The rubric below will be used to assess your final presentation by both your instructor and fellow students. Upon completing your own presentation, you will use the rubric to evaluate at least two of your classmates’ presentations.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Content</td>
<td>Shows a full understanding of the topic. Clearly defines plagiarism, identifies consequences of plagiarism, and offers sound advice with clarity.</td>
<td>Shows a good understanding of the topic. Defines plagiarism, identifies consequences of plagiarism and offers advice, but with lapses of clarity.</td>
<td>Shows a fair understanding of parts of the topic. Defines plagiarism, identifies consequences of plagiarism and offers sound advice, but without clarity.</td>
<td>Does not seem to understand the topic very well. Does not define plagiarism, or identify consequences of plagiarism and/or offer adequate sound advice.</td>
<td>40</td>
</tr>
<tr>
<td>Organization</td>
<td>Stays on topic all (100%) of the time. Consistently uses logical order of ideas and appropriate examples/explanation.</td>
<td>Stays on topic most (99-90%) of the time. Generally uses logical order of ideas and appropriate examples/explanation.</td>
<td>Stays on topic some (89%-75%) of the time. Uses logical order of ideas and appropriate examples/explanation at times, but not consistently.</td>
<td>It was hard to tell what the topic was. Fails to use logical order of ideas and appropriate examples/explanation.</td>
<td>20</td>
</tr>
<tr>
<td>Clarity/Mechanics</td>
<td>Speaks clearly and distinctly all (100-95%) of the time, and mispronounces no words. Clearly and effectively communicates ideas, uses correct spelling and grammar. Presentation runs smoothly.</td>
<td>Speaks clearly and distinctly all (100-95%) of the time, but mispronounces one word. Effectively communicates ideas, uses correct spelling and grammar most of the time. Presentation generally runs smoothly.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. Some difficulty in communicating ideas, has obvious spelling or grammar mistakes. Presentation runs with difficulty.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word. Has difficulty communicating ideas, has multiple spelling and grammar mistakes. Presentation runs with great difficulty or does not work.</td>
<td>20</td>
</tr>
<tr>
<td>Multimedia Elements</td>
<td>Graphic, video and audio elements are used appropriately and effectively, show considerable work/creativity which make the presentation better, and convey intended meaning.</td>
<td>Graphic, video and audio elements are used, show work/creativity which make the presentation better, and convey intended meaning.</td>
<td>Graphic, video and audio elements are used and convey intended meaning.</td>
<td>Graphic, video and audio elements are used inappropriately and ineffectively, lack considerable work/creativity, and fail to convey intended meaning or detract from the presentation.</td>
<td>20</td>
</tr>
</tbody>
</table>

**Conclusion**

Congratulations! Now that you understand what plagiarism is, you will be sure to avoid it by always using YOUR OWN words and ideas and citing sources when necessary. You are well on your way to academic success in the United States and your presentation will help other international students do the same.

**Teacher Page**

Curriculum Standards

English Language

The standards addressed in this WebQuest are based on the 2006 Revised English Language Proficiency Standards created by TESOL Inc. (http://www.tesol.org/s_tesol/sec_document.asp?CID=281&DID=13323) Standard 1

English language learners communicate for Social, Intercultural and Instructional purposes within the school setting. Students will revise thinking or draw conclusions from the reading material provided. Students will offer suggestions and guidance on how to resolve cross-cultural misunderstandings regarding plagiarism using appropriate register and language forms. Standard 2

English language learners communicate information, ideas and concepts necessary for academic success in the area of Language Arts. Students will analyze authentic written material that has not been modified for language learners. Students will compose and deliver a multimedia presentation on the topic of plagiarism using appropriate register and documentation. Credits

The following resources are included in the custom search engine and/or were used in creation of this WebQuest:

- http://uhaweb.hartford.edu/ric/citationsources.html
- http://plagiarism.arts.cornell.edu/tutorial/index.cfm
- http://www.northeastern.edu/osccr/academicintegrity/index.html
- http://sites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322
- http://www.bc.edu/offices/ostserv/academic/integrity.html
- https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html
- http://library.camdeb.rutgers.edu/EducationModule/Plagiarism/whatisplagiarism.html
- http://www.fairwagelawyers.com/most-famous-music-copyright-
This WebQuest introduces the concepts of plagiarism, academic integrity and intellectual property to ESL students. It is not intended to be an exhaustive resource on the topics presented, but instead more of preliminary exploration of the issues, framed in understanding one of many cultural components in American society and education. This WebQuest is designed to be used in a university level, intensive English language program course. The students are advanced and functioning at a TOEFL level of 500 to 550 on the paper-based exam. They may be undergraduate or graduate students and are intent on pursuing academic studies in English. The WebQuest may be covered in three to five hours.

Standards

Credits

Other