

## CURRICULUM GUIDE: RESEARCH INTEGRITY



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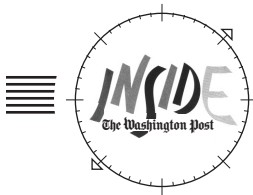
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## Research Integrity

*KidsPost Article: "Homework Helper: Putting the Web to Work for School"*

**Lesson:** Finding and crediting sources

**Level:** Middle to High

**Subjects:** English, Language Arts

**Related Activity:** Social Studies, History, Technology

**Procedure**

### Discuss Use of Computers and the Internet

Do your students have computers at home? Have they been introduced to this technology at school? How often do your students use a computer to play games? To send and receive e-mail? To conduct research? Before reading the KidsPost article and sidebars, learn what your students know about the Internet. Do they have favorite Web sites?

### Read

Read the KidsPost article and sidebars.

### Discuss

After reading the KidsPost article and sidebars, ask students to answer and discuss these questions.

1. Why would a student want to visit a homework help site on the Web?
2. Have you visited any of the sites mentioned in the article? How helpful were the sites? Do you know other sites to add to the list?
3. Why should you find more than one source for your information about a topic?
4. Why is it important to know the date of your source?
5. In the URL, what do .edu and .gov mean? Why are these considered reliable sources?
6. Why may .org and .com not be as reliable a source of information?
7. Why should you not give personal information on the Web?

### Evaluate a Web Site

If students are using the Internet for homework help and research, they need to learn how to evaluate Web sites. Are the sites reliable? Do they provide up-to-date information? Use

"Subject Specialties," "Search Party" and "But Can You Trust It?" to create a checklist of attributes of a reliable homework help Web site. Are these the same qualities to look for when doing research? Give students "How to Evaluate a Web Site." Two sites that will help you to prepare for this evaluation activity are <http://school.discovery.com/schrockguideeval.html>

### Kathy Schrock's Guide for Educators

In addition to providing evaluation surveys for use with elementary, middle school and secondary school levels, Schrock provides a bibliography of sources for Web evaluation. By the way, Schrock wrote *The ABC's of Web Site Evaluation and Evaluating Internet Web Sites: An Educator's Guide*.

<http://lib.nmsu.edu/instruction/evalcrit.html>

### The Good, The Bad & The Ugly: or, Why It's a Good Idea to Evaluate Web Sources

The New Mexico State University Library provides criteria and examples as well as a bibliography for further reading.

### Read

Give students "Word Study: a look at plagiarism." After reading, stress why students would not want to plagiarize. To avoid plagiarism, writers should give credit to the source whenever they

- use information that is not common knowledge
- quote another person's written and spoken words and ideas
- paraphrase another person's spoken or written words and ideas

### Discuss

How do students keep from plagiarizing when doing research?  
1. What is common knowledge? Make a list of information that would qualify as common

## Vocabulary

**Cite:** To quote as an authority or example

**Common knowledge:** Information and facts that can be found in numerous places and are likely to be known by the general public

**Endnote:** A note at the end of an article, a chapter or a book that comments on or cites a reference for a designated part of the text

**Footnote:** A note placed at the bottom of a page of a book or manuscript that comments on or cites a reference for a designated part of the text

**Quote:** To repeat or copy the word of another, usually with acknowledgment of the source; to cite or refer to for illustration or proof

**Paraphrase:** A restatement of a text or passage in another form or other words

**Reliable:** Dependable, worthy of trust

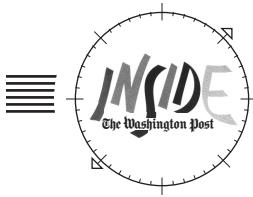
**Reputation:** The general estimation in which a person is held by the public; held in high esteem

**Search engine:** On the Internet, a program that searches for keywords in files and documents found on the World Wide Web, newsgroups, Gopher menus and FTP archives

**Synonym:** A word having the same or nearly the same meaning as another word or other words in a language

**World Wide Web:** An information server on the Internet composed of interconnected sites and files, accessible with a browser

*Definitions are from The American Heritage Dictionary*



## Research Integrity

*Continued*

knowledge.

2. What is a paraphrase? What is the difference between paraphrasing and plagiarizing? Be sure students understand that gathering information is the first step of research. They must evaluate the information, make connections and come to their own conclusions.

3. What is a quotation? When does a writer quote a source? Older students could read the front page of today's Washington Post. How do reporters indicate their sources of information?

4. How should students indicate the source of quoted material and paraphrased material? Depending on the level of your students and your school's style sheet, introduce footnotes, endnotes, parenthetical citation and attribution.

### Practice

Help students understand what is an acceptable paraphrase. Give each student the reproducible "Practice in Paraphrasing." All three passages relate information about the Qin Dynasty of China.

■ Ask students to write a paraphrase of passage 1. Have students share their paraphrasing, then discuss acceptable and unacceptable approaches.

■ Students are to use passage 2 to answer the question: Why and when were terra cotta warriors created? They are to express the answer in their own words.

■ Students use the third passage to explain why the Great Wall was built. First, ask students to identify what would be common knowledge in the passage. Ask students to write a one-sentence paraphrase. Students should note the differences in the spelling of "Shi Huangdi." Discuss with them how to reconcile such differences between sources.

■ You may return to passage 2. Ask

students to rewrite their responses citing the source. Which phrases and information require quotation marks?

■ Without using the reproducible or their paraphrase practice paragraphs, students are to write about the Qin Dynasty—its place in Chinese history, its contribution to Chinese culture and its leadership. This is their answer in their own words. Can this writing be strengthened by adding a paraphrase with attribution or quoting one of the sources? Have them experiment with these additions. Ask them to compare the three versions (their own words, one with paraphrasing, a final version with direct quotations).

### Enrichment

You may read this KidsPost article, then visit your school's library. Have your librarian present the info-sources available for student use. Does your library have Sirs Discoverer, the Biography Resource Center and the Literature Resource Center? If not, what alternatives are provided? You and the librarian may want to present a lesson on how to credit electronic sources at this time.

"Homework Helper" can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A2180-2002Feb25.html>.

"But Can You Trust It?" can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A2179-2002Feb25.html>

"Subject Specialities" can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A2181-2002Feb25.html>

"Search Party" can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/niel/A2182-2002Feb25.html>

## Plagiarism Resources

### ON THE WEB

<http://www.indiana.edu/~wts/wts/plagiarism.html>

**Plagiarism: What It Is and How to Recognize and Avoid It**  
Though meant for college students and their professors at Indiana University, this site provides guidelines and examples that can be easily adapted. Examples of unacceptable and acceptable paraphrasing, and strategies for avoiding plagiarism are very useful.

<http://www.wiu.edu/users/mfbhl/wiu/plagiarism.htm>

### Plagiarism and the Web

Provides suggestions to teachers on how to talk to students about academic honesty and plagiarism.

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

### Avoiding Plagiarism

The Purdue University Online Writing Lab provides a clear presentation of what might be considered plagiarism, when to document and a checklist to avoid plagiarizing.

[http://www.asee.org/prism/december/html/student\\_plagiarism\\_in\\_an\\_onlin.htm](http://www.asee.org/prism/december/html/student_plagiarism_in_an_onlin.htm)

### Student Plagiarism in an Online World

Provides examples of online plagiarism and ways "to catch a plagiarist." The list of Plagiarism-Fighting Tools is worth keeping.

<http://www.writing.northwestern.edu/tips/plag.html>

### Avoiding Plagiarism

These tips, provided by The Writing Place at Northwestern University, are meant for college students. They are valid for all students.

<http://sja.ucdavis.edu/avoid.htm>

### Avoiding Plagiarism: Mastering the Art of Scholarship

A strong approach—emphasize scholarship and academic integrity. Gives reasons why a student would not want to plagiarize.

<http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>

### Cut-and-Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism

Basics on how to detect and "track down" plagiarism

<http://north.gpschools.org/LMC/researchtips.html>

### Research Tips

Grosse Pointe North High School Virtual Library provides students help as they are writing a research paper. A good example of what a school's library can do to give students the guidelines they need in the writing process.

## Evaluate a Web Site

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It's really cheap and easy to put up a Web site. That's both good and bad. You may find a Web site that seems to answer all your questions about, say, photosynthesis or the U.S. Constitution, but what if that information is wrong? How can you decide if a Web site can be trusted? Here are some questions to ask.

# Who? What? When?

### 1. How current is the information?

- a. When was the site last updated?
- b. Are there any books or articles recently published on the same topic?

### 2. Is the information accurate?

- a. On what type of domain is the site found?
  - .com
  - .org
  - .edu
  - .gov
- b. Who wrote the Web content?
  - Is the author an expert or an educator?
  - Is this site the result of extensive study? Government and university studies are considered very reliable.
  - Has the author written books on the topic?
  - Is it a personal Web site?
  - Is the site produced by an anonymous source? Never use information from anonymous sources.
- c. Does the site promote a particular cause or point of view?
  - What would certain organizations want to persuade you to believe?
  - Some special interest groups have valid research results

### 3. Can you verify the information?

- a. Is the same information available on other reliable Web sites? For example, on .gov and .edu sites?
- b. Has the same information appeared in journal, newspaper or magazine articles?
- c. Do any books relate the same information?
- d. Is this information in your textbook?



## Practice in Paraphrasing

When you are writing a paper, you may wish to put the ideas and words of another author into your own words. This is called paraphrasing. Three writers provide you with information about the Qin Dynasty of China. Use the passages from print and two online sources to practice paraphrasing.

1

Passage: The warlike Qin tribes of western China conquered their neighbors from 350 B.C. onward. By 221 B.C. they had built the empire from which China takes its name. King Zheng of Qin (pronounced “Chin”) united most of China in just ten years, ending the Warring States period. He changed his name to Shi Huangdi (meaning “First Emperor”) and founded the first imperial dynasty of China.

Source: **The Concise History Encyclopedia**, Kingfisher Publications, New York

Copyright: 2001  
Page: 44

2

Passage: The terra cotta warriors were accidentally discovered by Chinese peasants while digging a well. This discovery prompted archaeologists to proceed to Shaanxi, China, to investigate. No one knows why this site became buried and lost among memories in the clay and in the minds of China. What they found was the ancient burial-site of the first Chinese Emperor Qin Shihuangdi. These warriors were placed all around the burial tomb of Emperor Qin. Before Qin, masters were buried with women, slaves, and soldiers. This tradition during China’s feudal period vanished during the life of Qin. To substitute for the actual humans, Qin ordered a massive clay army to be produced for his protection. Qin wanted the afterlife to be the same as his life on earth. Qin produced a warlike culture in China, which brought him many enemies. During his lifetime there were three attempts to assassinate him. He had to be protected in the afterlife. He wanted his afterlife to be exactly like his life in China. This is the reason for the making of the warriors.

Source:  
<http://campus.northpark.edu/history/WebChron/China/TerraWar.html>

Title: **China and East Asia Chronology**  
Author: Mark L Kellerhals,  
[mkellerh@northpark.edu](mailto:mkellerh@northpark.edu), September 22, 1997

Site visited: February 22, 2002

3

Passage: The oldest section of the Great Wall was begun in 221 B.C., not long after China was unified into an empire from a loose configuration of feudal states. The first Chinese emperor, Qin Shi Huang, restored the ruins of older walls and linked them with new construction to create a massive 3,000-mile-long fortification meant to protect China’s northern frontiers against attack by marauding nomads.

Source:  
<http://www.discovery.com/stories/history/greatwall/qin.html>

Section Title: **The Qin Dynasty: A Tyrant Protects His Back**

Series Title and author: **Secrets of the Great Wall**, Vince Rause

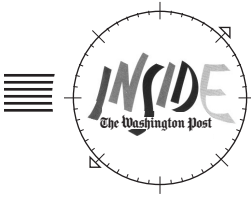
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Site visited: February 22, 2002



**Qin Warrior**

WALTERS ART GALLERY



## Word Study: A look at plagiarism

Would you ever feed your neighbor's pets and begin calling them your animals? Or would you throw a net over a friend's CD collection, toss them in your backpack and take them home as if they were your own?

We hope your answer is no. These are examples of unauthorized borrowing or stealing.

Would you take words written by historians and pretend they were yours? Or find a poem on the Internet and hand it in as your own completed homework assignment?

Although we are dealing with ideas and words, not physical objects that can be picked up and carried away, these are more examples of stealing. Literary theft is called plagiarism (pronounced plâ'je-rîz'em).

Someone who says the ideas and

writing of someone else is his own is a plagiarist.

"Plagiarism" comes from the Latin word *plagiarius* meaning kidnapper, which comes from *plagium*, meaning kidnapping. The idea of taking against one's will or without permission is at the core of "plagiarize" and "kidnap."

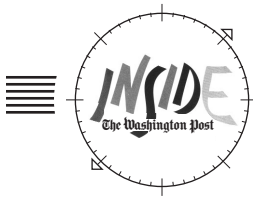
*Plagium* comes from the Latin word for net, *plaga*. When you say "plagiarism," picture a net so you can more easily picture the unlawful capturing of a person for slavery or sale—and taking someone's words and ideas without permission.

When you are researching or writing a report, you are expected to be honest. You are to read many sources to understand a subject, then express your understanding in your own words.

Sometimes you will include the idea of an author, but express it in your own words. This is paraphrasing. You know you would never have thought of this on your own. You should let your readers know who thought up the idea. If you don't, you are denying that writer his credit.

Sometimes the author of a book expresses an idea very clearly or with excellent word choice. You know you could not express it better, and you think that idea would make your paper stronger. Go ahead and include it, but don't cheat. Give the author credit by using quotation marks around her words. Also be sure to cite the source of the quoted material. Your readers might also want to find the book, read the newspaper article or visit the Web site.

# plâ'je-rîz'em



## Academic Content Standards

*This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia. Among those that apply are:*

### Maryland

#### *Language Arts*

Writing (3.0): Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed (i.e., pre-writing, drafting, revising, editing, and publishing).  
3.8.2: By the end of grade 8, students know and are able to identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and research.

1. Understand and use the organizational features of printed texts such as the citations, bibliographic references, and appendices to locate relevant information.
2. Use organizational features of electronic information and library and interlibrary computerized catalogs to research information for specific purposes.
3. Give credit for both quoted and paraphrased information in a bibliography using a consistent and sanctioned format and methodology for citations.

#### *Social Studies*

Social Studies Skills (1.0): Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.  
1.1 Students will use thinking processes and skills to gain knowledge of history, geography, economics, and political systems.  
1.1.5.8 analyze issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence.

A complete list of Standards of Learning of Maryland can be found on the Web at <http://www.mdk12.org/mspp/standards/>.

### Virginia

#### *English*

Writing, Research 4.9: The student will use information resources to research a topic.

■ Construct questions about a topic.

■ Collect information, using the resources of the media center.

■ Evaluate and synthesize information for use in writing.

■ Use available technology.

5.8: The student will synthesize information from a variety of resources.

■ Skim materials to develop a general overview of content or to locate specific information.

■ Develop notes that include important concepts, paraphrases, summaries, and identification of information sources.

■ Use available electronic databases to access information.

■ Credit secondary reference sources.

6.9: The student will select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, electronic databases and the Reader's Guide.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

### Washington, D.C.

#### *English Language Arts*

Reading/English Language Arts, Language for Research and Inquiry, Content Standard 3: Students use language and symbol systems to define problems and organize information. Grade 4: The student selects, locates and applies information from a variety of reference sources. The student creates simple databases and uses existing databases to search, organize and draw conclusions relating to a body of information; uses World Wide Web to research and retrieve information

#### *United States History*

Historical Inquiry, Analysis and Judgement, Content Standard 2: Students use varied methods and sources in research and writing. Grade 5: The student identifies, analyzes and interprets primary sources. The student uses library systems and museums to acquire knowledge; use Internet, e-mail, and WWW to access, send, and receive communications, to research, to problem solve and to aid in decision making.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us/>.