

Academic Instruction Lesson Plan  
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### **Academic Instruction Lesson Plan**

The lesson plan is an Avoiding Plagiarism information literacy session for a first year English class of 55 students. The session has the desired learning outcome of understanding plagiarism and being able to distinguish between incidents of plagiarism and by the end of the session students should be familiar with ways and strategies to avoid plagiarism. Students will be made aware of Western's policies and the resources that are available to students to help them avoid plagiarism.

Students will be broken up into groups of 5 or 6 at the very beginning of the session. All discussion throughout the lesson will be based on these groups. This will allow shy students to be able to benefit from participation in discussions and facilitate engaged learning. Allowing for small group discussion will also encourage diversity of ideas and hopefully foster greater learning as the students receive the opportunity to learn from their peers. Along with the activity, the small group discussions will introduce a degree of active learning to the session.

True or false questions are interspersed throughout the session to facilitate discussion and introduce each new subtopic. Students will be asked to discuss each question briefly in their small groups before coming back to the class and answering either by a show of hands or a volunteer group with an explanation (the method of answering will depend on the level of student engagement in the session).

Consideration of attention spans and student engagement resulted in the true or false questions being interspersed rather than grouped together at the beginning of the session. While they could have functioned as a sort of pretest for the students, they are more effective as a means of bringing student attention back to the subject periodically by allowing the students to

talk to each other and actively think about the subject. Reducing the amount of time the students will be lectured at will serve as a mnemonic aide.

Cognitivist instructional theory has been taken into account by allowing the students to discuss amongst themselves and communicate their experience with copyright. Although they are a first year class, they will have had some exposure to avoiding plagiarism during their high school career and will therefore have a framework of existing knowledge to build upon during the session.

To aid in visual learning, a power point presentation will accompany the session. Key words, phrases, and definitions will be on the PowerPoint in order to facilitate note taking or a further chance of retention. Links throughout the PowerPoint will allow the instructor to show students the resources that are available to them through UWO. Auditory learning will be addressed through the discussions and general lecture. Kinaesthetic learning will be addressed through the activity, which will enable students to have the opportunity to identify examples of plagiarism.

Time permitting, there will be a short break in the middle of the session to allow the instructor to distribute the handout and the evaluation form if no other opportunity to do so has been possible. Depending on the level of student engagement during the discussions, the instructor may be able to walk around the room to help keep the students on topic. This may afford an early opportunity to distribute materials. Students may be less engaged which may result in no time for the instructor to move around the room due to group discussions being very short. Discretion regarding whether or not to give a break must be exercised. With the online game, the lesson plan had a running time of approximately 90 minutes, there may not be time to allow the students to take a break and still cover all the material.

The evaluation form consists of only three questions, this is to ensure that as many students as possible provide feedback and will help reduce paper usage, as more than one evaluation form can be printed per page. The questions are designed to produce useful feedback and to measure the confidence of the students regarding the subject. If the students understand where they can go for further help and what resources are available that will be considered success. If the students feel confident that moving forward in their academic careers they will be able to avoid plagiarism, that will be considered more successful.

An online version of the evaluation form could be made available for the students instead, with the cooperation of the professor. To encourage the return of the forms, the professor could make the completion a requirement of the course work. This would need to be discussed with the professor to obtain support, since it would require more work of the professor.

The activity will comprise of students working in their groups with the handout to identify examples of plagiarism. The examples will be reflective of what the session has already covered. Ten to fifteen minutes will be dedicated to the activity, since the students will work in their groups to complete it. A five-minute review of the activity should prove sufficient unless the activity generates a class discussion.

While much of the session requires passive learning as the information is imparted in lecture form, the brief group discussions and the activity will provide a measure of active learning to the session. Direct instruction is used to introduce the material to the students before the activity provides them with the opportunity for independent (in groups) practice. A measure of independent learning will be implemented with the true or false questions. Students will need to reason an answer within their groups and employ a certain amount of self-directed learning. The goal is to have the students engage with the subject rather than just passively be lectured at.

In the event that there is time at the end of the session, students will be directed to complete either in pairs, or in their groups, a plagiarism game developed by Lycoming College for their students. The game takes approximately 10 minutes to complete and involves students defeating the goblins that have taken over campus by correctly answering questions about plagiarism. There is one question that is specific to Lycoming College as it pertains to their plagiarism policy, however the rest of the questions are well crafted and cover situations relevant to the students. If there is not time at the end of the session, the students will be invited to visit the game on their own time. The slides will be made available to the students for review and pursuit of the links to resources through the professor of the class.

### Reflection

While I consider myself all three types of learner (visual, auditory, and kinaesthetic) I found it difficult to ensure that all three types were addressed in the session. My visual learning is based on reading, however I believe that some visual learners benefit from illustrations or diagrams, neither of which were easy to incorporate into a presentation on plagiarism.

I do have some experience with lesson planning (as a lifeguard instructing a Bronze Medallion course what feels like a very long time ago), however there was a fairly constrictive curriculum and I did not have to ensure that another instructor could follow my lesson plan. However, since this is my first attempt at teaching anyone about plagiarism I found it helpful to imagine being asked to teach a session with no time to prepare. I thought about what I would need to be successful and to make sure the students were also successful. This strategy might not work in every situation but I found it helpful to consider particularly when constructing the detailed lesson plan.

## Appendices

### Appendix A: Lesson Plan

#### Academic Lesson Plan

Class: First year English class, approximately 55 students

#### Learning Outcomes:

Students will be able to understand plagiarism and be able to distinguish between incidents of plagiarism and by the end of the session students will be familiar with ways and strategies to avoid plagiarism.

#### Materials:

Instructor will bring Evaluation Forms and handouts for the activity, enough for one per student, to the session. Internet access will be necessary if there is time at the end of the session for the students to play the online game, so approximately one student laptop per group. However, if this ratio is not met the students can play the game on their own time.

#### Slide 1: Introduction (2 minutes)

- Introduce self and explain what you do in the library and why you are here

#### Slide 2: Groups (2 minutes)

- Ask the students to arrange themselves into groups of 5 or 6
- If necessary put the students in groups
- Try to make sure there is one computer per group for the possibility of the game if time permits at the end of the session

#### Slide 3: What is plagiarism? (2 minutes)

- Invite them to discuss quickly within their groups
- Ask for a volunteer to define plagiarism
- Slide 3 part 2 reveals the definition
- Plagiarism can be intentional or unintentional

#### Slide 4: True or False (2 minutes)

- Have the students discuss each question briefly in their groups before asking for a show of hands for each true or false question
- If the students are more engaged in the session, ask for a volunteer group to discuss why they arrived at their answer

#### Slide 5: True or False (2 minutes)

- Have the students discuss each question briefly in their groups before asking for a show of hands for each true or false question
- If the students are more engaged in the session, ask for a volunteer group to discuss why they arrived at their answer

#### Slide 6: Western's policy (5 minutes)

- Read the UWO English Undergraduate information
- The link opens onto Western Libraries plagiarism page
- Play the first video
- Ask the students if these are things they already think about
- Encourage discussion if possible

- Play the second video
- Ask the students if they had considered “resources” like the one in the video to be plagiarism before now

**Slide 7: Consequences at Western (2 minutes)**

- Plagiarism is considered a serious offense
- Outline consequences for undergraduate students

**Slide 8: Consequences at Western continued (5 minutes)**

- The Academic Calendar is where the detailed explanation is outlined
- UWO has an agreement with Turnitin.com

**Slide 9: True or False (2 minutes)**

- Have the students discuss each question briefly in their groups before asking for a show of hands for each true or false question
- If the students are more engaged in the session, ask for a volunteer group to discuss why they arrived at their answer

**Slide 10: True or False (2 minutes)**

- Have the students discuss each question briefly in their groups before asking for a show of hands for each true or false question
- If the students are more engaged in the session, ask for a volunteer group to discuss why they arrived at their answer

**Slide 11: Identifying Plagiarism (3 minutes)**

- Ask the students: when do you give credit? Encourage discussion

**Slide 12: Break (5 minutes)**

- Allow the students to have a short 5 min break if time allows (if the students are really engaged, consider skipping the break to allow for all the material to be covered)
- Hand out the evaluation form and ask them to complete it and hand it back before they leave at the end of class
- Hand out the handout for the activity after the break

**Slide 13: Activity (10-15 minutes, plus 5 minutes for review)**

- Allow the students to work in their groups
- Walk around the room to ensure the discussions stay on topic

**Slide 14: Citations (2 minutes)**

- Ask the students: why do we cite?
- What are the benefits to citing your sources?
  - To avoid plagiarism
  - Not a serious academic offense
  - Your professor knows where your ideas came from
  - Your professor can go and find the research you used

**Slide 15: True or False (2 minutes)**

- Have the students discuss each question briefly in their groups before asking for a show of hands for each true or false question
- If the students are more engaged in the session, ask for a volunteer group to discuss why they arrived at their answer

**Slide 16: Common Knowledge (3 minutes)**

- Explain common knowledge

- Explain the difference between general common knowledge and field-specific common knowledge
- Cite if possible, common knowledge is a bit of a grey area

**Slide 17: True or False (2 minutes)**

- Have the students discuss each question briefly in their groups before asking for a show of hands for each true or false question
- If the students are more engaged in the session, ask for a volunteer group to discuss why they arrived at their answer

**Slide 18: What can you do? (2 minutes)**

- Be vigilant
- Cite sources
- Take effective notes
- Reasonable and conscientious effort

**Slide 19: Creative Commons (5 minutes)**

- Every image included in this presentation was taken from Creative Commons
- Explain the purpose of CC, but encourage caution
- Professors still want citations

**Slide 20: Citation Management Software (5 minutes)**

- There are lots of tools to help manage citations
- Zotero, EndNote, Citation Machine
- They can at least guide you in the right direction and help ensure that you gather all the information needed for a proper citation

**Slide 21: Style Guides (5 minutes)**

- As English students you will use MLA
- May use APA in other courses
- OWL Purdue is your new best friend!
- Give them a brief tour of OWL Purdue

**Slide 22: Ask a Librarian (2 minutes)**

- Or a TA, or a Professor
- We're here to help, don't want you to fail

**Slide 23: Game (10 minutes)**

- If there is time direct the students to Google search "plagiarism game"
- The correct hit is Snowdon Library Lycoming College
- Have them work either in pairs or their groups depending on the number of laptops
- Remind them to please fill out the evaluation forms and hand them back to you before they leave at the end of the session

**Total approximate running time: 90 minutes**



## Appendix B: Handout for the activity

**AVOIDING PLAGIARISM HANDOUT**

In your groups look at the following examples and identify all areas that are plagiarised. The first bolded section of each question is the original article, the second section is the idea re-communicated. Circle the errors and write corrections in the margins, or on the back of this sheet.

*This article originally appeared on StudentLoanHero.com and was written by Kat Tretina.*

**1. When I started school, I was so excited to move into my college dorm. I knew it would be cramped, but I still had this idea of a quirky but fun living space.**

**When I got there, my room was a 100 square feet, shared with a roommate. The bathroom was shared with the rest of the hall — 30 other people — with four showers divided by mostly sheer curtains.**

When Kat Tretina started school, she was so excited to move into my college dorm. She knew it would be cramped, but she still had this idea of a quirky but fun living space.

When she first got there, her room was a 100 square feet, shared with a roommate. The bathroom was shared with the rest of the hall—30 other people—with four showers divided by mostly sheer curtains (Tretina).

**2. My experience with university housing is typical. The average cost of room and board is \$10,440 for a public school and \$11,890 at private colleges. Over the course of four years, living in a college dorm can add over \$40,000 to your total cost of attendance. The additional cost can mean having to take out more in student loans to fill the gap.**

Tretina argues that living in a college dorm can cause students to take out more student loans to cover costs, since “the average cost of room and board is \$10,440.” Four years of living in a dorm can add up to \$40,000.

**3. (This example isn’t from the original article, but my own ideas.)**

Most freshman students choose to live in a dorm. The friends they meet stay their friends throughout their entire academic careers. They get by with a little help from their friends. My roommate, Paul, thinks that life is better in a dorm.

**4. While room and board can add to your college costs, it can be a worthwhile experience. In some situations, it may even be the cheaper option. Use these factors to consider your options and make an informed decision.**

Ultimately, living in a dorm is a better idea because it can be a worthwhile experience, and in some situations, it may even be the cheaper option. It is important to consider your options and make an informed decision.

## Appendix C: Evaluation Form

**EVALUATION FORM**

Please answer the following questions and return the sheet back to the instructor. You may answer yes or no to the questions but feel free to elaborate if you want to.

1. Do you know more about how to avoid plagiarism than you did before this session?
2. Do you know where to find resources about avoiding plagiarism if you have any concerns?
3. Was this session useful to your academic career?

## Appendix D: Resources Consulted

Avoiding Plagiarism. (n.d.). Retrieved November 15, 2017, from <https://cmsw.mit.edu/writing-and-communication-center/avoiding-plagiarism/>

This is the MIT Comparative Media Studies Writing website and was helpful in the research about Avoiding Plagiarism.

Avoiding Plagiarism: Quoting and Paraphrasing. (n.d.). Retrieved November 15, 2017, from [https://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](https://writing.wisc.edu/Handbook/QPA_plagiarism.html)

This is the University of Wisconsin Madison The Writing Centre website and was helpful in the research about Avoiding Plagiarism.

Cognitive Constructivism | GSI Teaching & Resource Center. (n.d.). Retrieved November 22, 2017, from <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/cognitive-constructivism/>

This is the Graduate Student Instructor Teaching and Resource Centre website page on Cognitive Constructivism and was helpful in understanding how to design a lesson plan to incorporate the concept of cognitive constructivist learning.

Crane, Beverley E.. (2013). *How to Teach*. Rowman & Littlefield Publishers. Retrieved 16 November 2017, from <<http://www.myilibrary.com?ID=548372>>

This book was helpful in constructing the lesson plan to reflect learning theories and ways of incorporating active learning into a subject area that lends itself better to passive learning.

Essay Tips & Plagiarism - Department of English and Writing Studies - Western University. (n.d.). Retrieved November 22, 2017, from

[http://www.uwo.ca/english/undergraduate/essay\\_tips\\_plagiarism.html](http://www.uwo.ca/english/undergraduate/essay_tips_plagiarism.html)

This website was relevant to the students in the class as it is from the UWO faculty the course is affiliated with. It was used in the PowerPoint and research about the subject.

Kang, L. (n.d.). LibGuides: Plagiarism & Copyright Resources: Class Activities. Retrieved November 15, 2017, from [https://paradisevalley.libguides.com/plagiarism/class\\_activities](https://paradisevalley.libguides.com/plagiarism/class_activities)

This is the Paradise Valley Community College website and was a good tool in brainstorming activities for the lesson, and was also where the online game was suggested as an activity.

McKeen, L. (n.d.). LibGuides: Library Instructors' Toolkit : Home. Retrieved November 15, 2017, from <http://libguides.northwestern.edu/instructiontoolkit/home>

This is the Northwestern Library Instructor website and was helpful in designing a lesson plan, particularly with regard to creating Learning Outcomes.

Plagiarism - - Western University. (n.d.). Retrieved November 15, 2017, from <https://www.lib.uwo.ca/tutorials/plagiarism/index.html>

This website is relevant to the students, and is a resource that would be used by a Librarian from UWO as it is the UWO Library website. It also contains helpful overview videos which contributes to the change in medium to help keep the students engaged throughout the session.

Plagiarism Game - Snowden Library. (n.d.). Retrieved November 15, 2017, from <http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx>

This is the game suggested by the Paradise Valley Community College website that listed a wide range of activities around Avoiding Plagiarism. The game is a helpful tool in presenting the material to the students in a different way.

Purdue OWL: Avoiding Plagiarism. (n.d.). Retrieved November 15, 2017, from

<https://owl.english.purdue.edu/owl/resource/589/1/>

Purdue OWL was a helpful resource in researching the subject, and in listing useful information that could be included in the PowerPoint presentation.

Teaching Your Students to Avoid Plagiarism | The Innovative Instructor. (n.d.). Retrieved

November 15, 2017, from <http://ii.library.jhu.edu/2012/11/05/teaching-your-students-to-avoid-plagiarism/>

The Innovative Instructor website was a good starting place for brainstorming ways to incorporate different kinds of learning and teaching into a lesson plan on Avoiding Plagiarism.

Technology, A. C. of A. A. and. (n.d.). Lesson Planning. Retrieved November 15, 2017, from

<http://www.algonquincollege.com/profres/lesson-planning/>

The Algonquin College Lesson Plan website was helpful in preparing a lesson plan effectively. While I didn't use the lesson plan templates available since I prefer a streamlined, bullet point structure, they were useful.

The \$10,000 question: Is living in a dorm worth it? (2017, May 14). Retrieved November 21, 2017, from <http://college.usatoday.com/2017/05/14/should-i-live-in-a-dorm/>

This article was retrieved and used in creating the handout for the activity. Considering the use of the article falls under fair dealing as the plagiarised content is being used for educational purposes (and referenced here), it was very useful. However, UWO Libraries may have their own similar worksheet that could be used for the same purpose.

University of Southern Mississippi. (n.d.). Retrieved November 15, 2017, from

[http://www.lib.usm.edu/legacy/plag/pretest\\_new.php](http://www.lib.usm.edu/legacy/plag/pretest_new.php)

This university website was helpful in developing my own True or False questions, and in considering how best to communicate the content to the students.