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Plagiarism WebQuest

Product URL: www.barnettplagiarism.weebly.com

Analysis

Learner Analysis:

The Plagiarism WebQuest is designed for high school students, primarily ninth grade students, as an introduction to the expectations regarding plagiarism in the high school setting. Most students are reading on level, and those reading below level because of learning disabilities or as English Language Learners may receive accommodations on this WebQuest from the collaborative special education teacher in accordance with their Individual Education Plans (IEPs). Some portions of the WebQuest have audio and video components in order to accommodate reading deficiencies in students. All students are proficient navigating websites, and the appended Plagiarism Packet (a guided worksheet for students to complete as they work through the WebQuest) will further guide students in navigating the website. Many students have previous experience completing webquests, and those who do not should easily be able to navigate the webquest based on previous experience navigating websites.

The specific high school for which this WebQuest has been designed is approximately 70% African American, 25% Caucasian, and 5% other minorities (Native American, Asian, etc.). A majority of the students receive free or reduced lunch, so the school is categorized as low-income. Still, the school has high participation rates in honors and Advanced Placement programs, two areas in which the problem of plagiarism is most seen. In recent years, the English department has completed numerous referrals for various types of academic dishonesty despite a

school-wide policy against plagiarism that is clearly stated on every course syllabus. Students are heavily involved in extracurricular sports, music, and community activities as well as take numerous honors and Advanced Placement courses, which all consume much time; these are the most often cited "excuses" that students give for committing plagiarism, in addition to the claim that they did not realize that their actions were wrong.

Context Analysis:

Each classroom has between 25 and 30 students and meets for 50 minutes daily. The WebQuest will be completed individually, ideally during the first week of school, with newly admitted students completing Parts 1 and 2 at varying times throughout the school year. Completing the WebQuest will comprise part of the syllabus acceptance for all ninth grade English students. The WebQuest link will remain active on the teacher's website for the entire school year for transfer students and as a resource for students completing research for any class. All links, including YouTube videos have been checked using the school's wireless connection to ensure that the Internet firewall does not block access to any sites.

Although each classroom is only equipped with 2 computers, one for teacher use and one for student use, there are 4 computer labs with 35 computers each and 10 mobile laptop carts with 32 computers each. Accordingly, teachers should be able to access devices for each students for a week in order to complete the project. Moreover, no teacher in the English department teaches ninth grade for the entire day so scheduling may allow for multiple classes to share a computer lab or set of mobile laptop carts throughout the day, thus lessening the scheduling burden.

Some students may require assistive technology for projects that are web-based. Tools available at the school include web-based screen-readers and headphones. Computer labs are all wheelchair accessible and students with motor difficulties have personal laptops with enlarged keyboards for assistance.

Teachers all vary in their proficiency with technology, but all possess the basic skills necessary to help students navigate through the WebQuest. Teachers may need additional assistance using Glogster, so it is advisable that they view tutorials or seek out extra instruction on this web-based tool before beginning the WebQuest, or change the final product to use a technology tool with which they are more familiar.

The WebQuest will first assist students in achieving content standards in English Language Arts. Since research and citation of evidence form the basis of the Common Core literacy standards, the WebQuest is a foundational assignment that ensures students can accurately cite evidence and give appropriate credit to authors of various works. The WebQuest addresses the following Common Core Georgia Performance Standards in English Language Arts:

ELACC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ELACC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

The WebQuest also addresses technology standards as identified in the National Educational Technology Standards for Students (NETS-S). The following technology standards are referenced during the WebQuest:

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

• Create original works as a means of personal or group expression.

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

• Plan strategies to guide inquiry.

• Locate, organize, analyze, evaluate, synthesize, and ethically use information

from a variety of sources and media.

- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

- Process data and report results.

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology.

- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

- Demonstrate personal responsibility for lifelong learning.

- Exhibit leadership for digital citizenship.

Task Analysis:

The following essential questions will guide the WebQuest lesson:

- How do I integrate outside information in my work through quoting and paraphrasing and use an MLA citation in order to avoid plagiarism? (W8, L3)

- How do I use Internet tools to produce and publish original work? (W6, SL5)

- How do I present information in a concise, logical manner that my audience (8th grade students) can comprehend and follow? (SL4)

Students should be able to complete the following objectives upon finishing the WebQuest:

- Students will understand the ethical and moral faults in plagiarism, as well as the importance of giving credit to sources of ideas and specific words.

- Students will be able to use online dictionaries to find definitions.

- Students will demonstrate the ability to use web-based tools to create full citations for various sources in MLA style.

- Students will demonstrate the ability to create in-text citations for various sources in MLA style.

- Students will demonstrate the ability to paraphrase an author's original words, being sure to give credit to avoid plagiarism.

- Students will demonstrate the ability to quote an author's original words, being sure to give credit to avoid plagiarism.

- Students will be able to describe various scenarios in which plagiarism has been committed and offer solutions for addressing the problem.

- Students will be able to work independently to access web resources for learning.

- Students will be able to ask for clarification in instances in which they are unsure of a particular concept.

Design

Weebly was chosen as the online platform for building the WebQuest because of its user-friendly design interface. The designer was familiar with the program and its capabilities, most of which are free. The basic storyline for the Plagiarism WebQuest revolves around students learning how to prevent plagiarism in order to avoid the possible punishments. For students,

these typically involve a 0 on the assignment or in-school suspension; however, the consequences of plagiarism can be much larger, including lawsuits, termination, or jail-time. The title "Don't Be One of the Headlines" was chosen as a way of drawing attention to several recent headlines involving plagiarism, many of which are used as banners on each of the pages of the WebQuest. Those examples of plagiarism selected represent organizations (*The Washington Post, The New York Times*) or individuals (Jane Goodall, J.K. Rowling, Stephanie Meyer) that students may be familiar. The introduction video includes the teacher in front of the local jail, along with several real-life examples of alleged plagiarism. The video ends with the warning that students *not* become one of the headlines by learning how to prevent plagiarism.

The student's task is divided into three parts. Students use Parts 1 and 2 of the WebQuest to complete a Plagiarism Packet that is linked to the WebQuest and provided in hard copy to the students. In the first part, students learn various definitions of plagiarism by reading a student-friendly article on plagiarism and exploring an interactive tutorial. Each of these resources makes it clear that plagiarism takes many forms; the most typical form of plagiarism involves failure to cite one's sources, but copying/pasting from the Internet and copying another student's homework also constitute plagiarism. Then students use various online dictionaries to locate multiple definitions of plagiarism to create a Wordle for plagiarism. This Wordle, or illustrated word art, is used to help students see the similarities in various definitions of plagiarism and to emphasize those key points. Students reflect on the Wordle to express their understanding of plagiarism. Before completing this section, students must make a 100% on a 4-question quiz embedded in the WebQuest. In each question, students are given a different scenario representing common instances of plagiarism committed in high school. Students may complete

the quiz as many times as needed to make a 100%; all examples in the quiz do constitute plagiarism.

In part 2, students view several YouTube videos made by the Suffolk County Community College library. These videos were chosen because of their simplicity, their brevity, and their emphasis on MLA style. Much instruction on plagiarism involves APA style; these resources can be confusing to students who are just beginning to learn about citation styles so since MLA is the style adopted by our entire high school, videos that focus on MLA style were preferred. Specific videos cover citing, full citations, in-text citations, and paraphrasing/quoting. In this section, students also explore several online resources for creating full citations. Students are first introduced to the Online Writing Lab at Purdue University (OWL at Purdue), which is perhaps the standard reference for MLA and APA formatting. Students will see how the website provides them with various templates to follow for different types of sources. Students will also explore Easy Bib and Son of Citation, two online citation creators that can also be used to create full citations. After visiting these sites, students must complete a quiz in which they practice full and in-text citations. Using any of the resources provided in the WebQuest, students will create citations for three different hypothetical sources representing the common sources that students use as references (book, online magazine, and webpage on a website). Like the previous part, students must make a 100% on the quiz before being allowed to move on to the later parts of the WebQuest.

The final component of Part 2 is a mini-introduction to paraphrasing and quoting. The resources provided for paraphrasing and quoting should not be considered complete in and of themselves and more instruction will be needed on an ongoing basis throughout the year; however, they do offer a concise introduction (or refresher) on these two concepts, as well as

provide resources for students to visit in the future and practice with in the present. Students first watch a YouTube video from the Suffolk County Community College library describing the differences between paraphrasing and quoting, then work through part of an interactive tutorial from San Diego State University that relates to paraphrasing. Students will analyze five different examples of students trying to paraphrase information accurately before completing two practice exercises from Read Write Think. In the first practice exercise, which is completed in the student's Plagiarism Packet, students identify whether several examples of paraphrasing are completed correctly or constitute plagiarism. In the second exercise, students are given multiple sentences to try paraphrasing themselves. The designer suggests that teachers not require students to complete these exercises with 100% accuracy before moving on to Part 3. Instead, these exercises should be completed with as much teacher assistance as needed, depending upon student understanding, and used as a form of diagnostic assessment to determine how much additional practice with paraphrasing should be completed throughout the school year. Lastly, in Part 2, students copy a graphic from Easy Bib that presents a decision flow chart students can use to assess whether or not an example is plagiarism and whether a citation is needed.

Part 3 presents an opportunity for students to demonstrate their understanding of plagiarism by creating an original product. It should be noted that transfer students or other students who enter later in the year may not complete this portion of the WebQuest if they demonstrate proficiency in Parts 1 and 2. Also, for teachers choosing to modify the WebQuest, Part 3 could be one section in which product modification is possible. Teachers may choose for students to create various products including videos, Prezis, PowerPoint presentations, etc. The importance is not on the tool used, but rather the understanding of plagiarism that students can demonstrate using the tool. In this WebQuest, all students will complete the same type of product

because commenting on each other's products is part of the WebQuest instructions. By having all students complete the same type of product, students will not have to do much additional Internet navigating to find their peers' projects. Students will join the teacher's Glogster page and all student projects will be linked here for easy access. In the WebQuest, students are given the instructions to create a Glogster, or a digital poster, to be used as a learning tool for eighth graders before they begin ninth grade. The audience will be one with which students are familiar, since they themselves were in middle school only a couple months ago, so their language may be reflective of the audience assigned. The Glogster digital poster should have three components: an original definition of plagiarism, examples of a full citation, paraphrasing with in-text citation, and quoting with in-text citation from an Internet article of the student's choosing (the article should be linked to the Glogster), and three scenarios of plagiarism and solutions for correcting the plagiarism. Students are provided with instructions for logging into Glogster and creating a free education-student account, as well as given a tutorial for creating a digital poster if they are unfamiliar with the program. Glogster is a common tool used in my school system, however, so many students may already be familiar with the program; even if students are not familiar with the program, it is simple to learn and as intuitive as creating a physical poster, so students should easily pick up on how to complete the final project. Students are given a clear rubric on the evaluation page that explains the various graded components of the project. Finally, on the conclusion page, early finishers are provided with an extension opportunity that involves exploring several of the online resources teachers may use to detect plagiarism. Students are tasked with the challenge of determining whether these plagiarism detector tools actually work (and they should find that they are very capable of detecting plagiarism), as well as composing a

written reflection about whether these detection tools deter plagiarism or encourage students to be more creative in their uses of plagiarism.

The activities included in this WebQuest not only teach students what plagiarism is and ways to avoid it, but allow them to use technology to create an original product and to perform research. Important as well is the emphasis on digital citizenship, which involves the legal and ethical use of information from the Internet. Links to each of the resources used in the project can be found on the reference page.

Details:

As suggested on the teacher page of the WebQuest, product and process may be two avenues for differentiating this project for diverse learners or learning contexts with different technology considerations. For example, teachers may choose for students to create a different final product than the Glogster that is suggested in the WebQuest. A Prezi, PowerPoint, Public Service Announcement video, or another product may be more appropriate for the specific learning context. Similarly, some of the webquest sections have multiple resources, so teachers may choose to reduce content by selecting only portions of the content provided for special needs students if needed. Teachers may also make accommodations on the embedded quizzes, requiring less than 100% to demonstrate proficiency. Finally, though the product is intended to be completed by students individually, accommodations could easily be made so that students work in small groups.

Universal Design principles were considered in the creation of this WebQuest. Two specific considerations include the audio/video components of the project and the included Plagiarism Packet. The introduction and conclusion sections both include audio narration for

students to listen to, rather than reading; this may benefit learning disabled students, as well as those with visual impairments. Other components of the WebQuest may be read using text-to-speech features on the computer. The font was purposefully made slightly larger than needed to aid those students with only mild visual impairments; students may also magnify text on the computer. Additionally, the learning tools chosen mainly comprise texts that require little to no reading, but instead employ listening, so that students with visual impairments are not hindered by the process. Those students with hearing impairments may access the transcripts to each YouTube video or use headphones to increase the audio to an appropriate level. Illustrating the concept of plagiarism through multiple forms of media—online articles, tutorials, and videos—allows students with various learning styles to remain engaged. Finally, the Plagiarism Packet can be used by all students to ensure that they have a clearly defined purpose for completing each aspect of the WebQuest. The packet includes questions to be answered for each article, tutorial, or video, which helps students to identify the central message in the learning tool, rather than leaving that to chance. This inclusion especially helps special needs students who, without such scaffolding, may watch each video but not understand its purpose without the focusing questions.

Those students requiring assistive technologies would not be impeded from using the WebQuest. It can be accessed through text-to-speech tools, have the sound amplified using headphones, or accessed using adaptive keyboards.

Development

The project was developed using Weebly's free website design tools in approximately two weeks. Work first began on a rough draft outline completed in Microsoft Word in which

multiple resources were gathered for consideration. These resources, including articles, videos, and tutorials, were then further scrutinized to determine which would be most effective in delivering instruction in an engaging and concise manner. Careful attention was given to the length and tone of each video chosen; most sources online tend to be for college students so resources were selected specifically because they were accessible to high school students and short enough to maintain their attention.

The video on the introduction page was made using a combination of video and still images using I-Movie. The audio track was created using Audacity (as were the audio tracks on other pages) and the song was downloaded from a royalty free music site called Incompetech. Audio files were linked as "documents" since the traditional audio function in Weebly is not included in its free features. Quizzes were embedded into the WebQuest using Weebly's survey creator. All answers are delivered to the teacher's email or can be accessed on the teacher's Weebly home page. All banner graphics were obtained from *Newser*, a news website that provides brief versions of popular news stories. Finally, Internet links were hyperlinked to specific words, rather than copying the website URL, to ensure cleanliness and readability on the page.

Implementation

The WebQuest will be implemented during the first two weeks of the school year as a component of students' English class. The project itself will be an addendum to the syllabus and students will be required to complete the final product before being allowed to consider any additional work in English. The teacher should plan to spend at least a week to a week and a half on the project (a more detailed timeline is included on the WebQuest) and arrange for 1:1

computer access during that week, whether desktop computers in the lab or laptop computers from the mobile cart. If less time is available, students can complete portions of the project at home, though they will still need to have teacher approval on the quizzes before continuing. The teacher, therefore, may use at home access as a way for students who are lagging behind to catch-up, rather than making at home access a mandatory part of the assignment. Also, the teacher may have students complete Parts 1 and 2 at school, and assign Part 3 as a homework assignment to be completed by a specified date. The timeline offers the suggestion of 2 days for Part 1, 3 days for Part 2, and 3 days for Part 3 but that amount of time may not be feasible due to computer lab constraints. All links should be checked at school before completing the project to ensure that all are able to bypass the network firewall. Furthermore, since this may be the first computer project students complete for the year, the teacher should obtain copies of the school computer agreement for all students to sign, as well as their network identification numbers and passwords.

The teacher may begin my previewing the various components of the WebQuest in a whole class setting, using a SmartBoard or laptop and LCD projector, before allowing students to begin individual work. The teacher and any collaborative inclusion teachers should monitor all students' progress, as well as check answers on the quizzes as quickly as possible so that students may move on without delay. The teacher may find it easier to do so on a handheld device or a tablet/Ipad rather than returning to the desktop computer for each instance. Possible extension activities are included in the WebQuest for students who finish early, though teachers may amend this if necessary.

Evaluation

Student Learning:

Student learning will be assessed in various ways throughout the project. The embedded quizzes (formative assessment) will ensure that students understand the material before progressing further through the WebQuest. Students will have multiple opportunities to take the quizzes to ensure that they know the material fully. As mentioned earlier, the paraphrasing/quoting section will serve as a diagnostic assessment or pre-test for future instruction related to paraphrasing and quoting. The rubric for the Glogster is included as part of the WebQuest and students will be encouraged to self-assess using the rubric before submitting the final project. The Glogster will serve as the summative assessment for the project. Students will be required to provide an original definition of plagiarism, examples of a full citation, paraphrasing with an in-text citation, and quoting with an in-text citation, and different plagiarism scenarios with possible solutions. Additionally, the teacher (and collaborative teacher) will monitor student's progress by walking around the room answering questions and asking questions as needed to assess students' understanding.

The teacher will complete the rubric and provide students with appropriate feedback on parts of the project that are good and those that need improvement. Areas of improvement will be noted and addressed either individually or in whole class lessons if specific problems appear in numerous projects.

Product Design:

Before the product was implemented, a pilot test was conducted using two students. These students were asked various questions including: What do you think you should do first?

Where do you think you should go next? Did this video help you to understand the specific

concept? These students were also asked to check all the links to ensure that they were

functional and to read the instructions for the Glogster and make suggestions for rewording to

make the instructions more clear. Revisions were made to the WebQuest based on the results of

this usability study.

Furthermore, other ninth grade teachers will pilot the WebQuest during pre-planning

before students actually complete the project, checking links and ensuring the resources chosen

present the material in an engaging and concise manner and that the reading level for all

resources is appropriate. As students complete the project for the first time, the teacher will make

notes of areas in which students are confused or aspects of the instruction that need to be revised

so that in future years, these components can be addressed. In the short term, the teacher will be sure to make up for any deficiencies by using other methods of instruction after completion of the product.

A survey was added to the evaluation page for students to evaluate the overall quality of the WebQuest. The survey is anonymous and asks student if they found the project helpful in learning about plagiarism, if they think they will use the WebQuest as a resource throughout the year in various classes, and for specific suggestions for resources that were most helpful and resources they disliked. These responses will be used to revise the WebQuest for future students.

Reflection

Product Design:

I first learned how to use many different features of Weebly while developing this project, as well as became more familiar with some of the other web tools needed, including Audacity, downloading royalty free music, and I-movie. I found it worthwhile to first create an outline in Microsoft Word, with a separate document page devoted to each webpage. Here, I compiled multiple web resources and evaluated them for their usefulness before deciding on the ones that would be included in the final project. I also designed quiz questions and did all typing and proofing in Microsoft Word. Finally, I located all pictures I would need and saved them to a single folder on my desktop. Creating the Weebly website itself then became a very quick process which included predominantly copying and pasting text and web addresses into hyperlinks and uploading pictures.

Instructional Design:

I also came to appreciate the WebQuest as a beneficial tool for promoting student learning. The Internet is such a treasure trove of resources but turning students loose to simply perform research may not always end with the desired outcome. The Webquest format helps to narrow down the multiple resources of the Internet and uses the expertise of the teacher to first evaluate and then decide upon the websites that will be most beneficial for students to visit. This ensures that students visit quality, reputable sites that not only contain accurate information but that present that information at an appropriate level. I may continue to explore YouTube to see if there are more appropriate videos providing instruction on the various concepts or may create my own videos to be used in future versions of this WebQuest.

Personal Growth:

I certainly learned how to evaluate technology tools with specific students in mind while completing this project. The sources I chose are not necessarily the most scientific and are not the sources I would have chosen for college students; however, I think they work well for high school students by being brief and relatively engaging. I was definitely reminded, as well, of the enormous amounts of time that can go into a project as such, but also how a well-designed project can be used over multiple days of instruction and for multiple years, thus making the time worthwhile. As far as specific technology tools are concerned, I especially enjoyed my experience with Audacity, and plan on experimenting with this tool as a way to provide students with essay feedback in the coming year; I found I-movie to be as frustrating as my previous experiences with Movie Maker. These tools are definitely designed for film clips, not still shots, so I always advocate using PhotoStory 3 for still shot movies since it is a much simpler program

because videos are not involved. I was also reminded of the Glogster tool while competing this project, a Web 2.0 tool I have not used recently but which seems to perfectly encompass the objectives of this WebQuest. I especially like Glogster's new classroom features where other students can link student posters to the teacher account for easy grading and accessibility.

In sharing the concept of this project with other teachers, I can definitely tell that they are excited about integrating technology more into their classrooms and will be receptive to the ideas that I can bring as a technology coach. In viewing the webquests of my classmates in ITEC 7445, I added to my list of technology resources that I will share with other teachers in my building in various departments who are interested in integrating technology in their classrooms. We will be adopting a Bring Your Own Technology policy next year so many are excited to try some new learning experiences with students.

For Others:

There are many webquests available on the Internet, so before endeavoring to create something new, look to see if there is already something that you could use or modify. I found numerous webquests on plagiarism, and though none fit my vision perfectly, they were able to guide me to various resources that I considered, and they offered suggestions for different types of activities students could complete throughout the webquest. I would also suggest that teachers consider building a webquest on a school computer using the school network; this will ensure that all resources are accessible on the school network instead of bringing unexpected accessibility surprises when students try to use the webquest.

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Name: _____

Plagiarism WebQuest Packet

You will complete this packet as part of the plagiarism webquest. The webquest can be found by clicking on the link provided on the teacher's webpage or by visiting www.barnettplagiarism.weebly.com.

As you work through the WebQuest, complete the related questions/exercises in this packet. You should complete all work in order. All answers should be written using complete sentences unless otherwise noted.

Part 1: Become a Plagiarism Expert
1. *Kids Health* Article
    a. After reading the article, describe why you think people commit plagiarism.

    b. According to the article, what are at least three ways that students can avoid plagiarism in their writing? Copy words directly from the article and place quotation marks around those words.

2. View the interactive tutorial entitled "You Quote it, You Note it!"
    a. Identify at least two pieces of information about plagiarism that you previously did not know before completing the tutorial.

    b. Describe the difference between paraphrasing and quoting. How do both help writer's to prevent plagiarism?

3. Plagiarism Definition: Visit at least three dictionary websites and locate the definition for "plagiarism." You may have to search for the word "plagiarize" if your definition includes the word "plagiarize" or "plagiarism." Copy the definition and the website address for each.

     a.

     b.

     c.

4. What is the origin of the word "plagiarism"? How does this relate to the definitions you have recorded?

5. Visit **Wordle** using the link on the WebQuest. Type in the three definitions for plagiarism and the word origin into the Wordle text box. You should omit articles and prepositions like "a," "an," "the," "of," "for," and "by." Create your Wordle. Print your Wordle, cut it out, and paste it below.

6. Write a one-paragraph reflection on plagiarism. Include in your reflection what the Wordle shows you about common definitions of plagiarism, as well as your own understanding of plagiarism based on the work you have done so far in Part 1.

7. Complete the plagiarism quiz in the WebQuest. Let the teacher know when you have submitted your answers so that she can check them. You must make a 100% before moving on to Part 2.

Part 2: Learn to Prevent Plagiarism
1. Watch the "What is citing?" Video
    a. In your own words, explain why you should cite?

    b. What are the similarities and differences between a full citation and an in-text citation?

2. Watch the video on "How to Create a Full Citation." What are the different types of information that must be included in a full citation for a book (author, etc.)?

3. Visit the OWL at Purdue website. Copy the full citation format for the following types of sources:

    a. Article in a newspaper

    b. Article in an Online Magazine

    c. A Webpage on a website

4. Use *Easy Bib* to create a full citation for any article from the Atlanta Journal Constitution (www.ajc.com). Copy the full citation here.

5. Use *Son of Citation* to create a full citation for a different article from the AJC. Copy the full citation here.

6. Watch the video on "In-Text Citations." Create an in-text citation for each of the full citations used for the two articles you located from the AJC.

8. Take the quiz on full citations and in-text citations in the WebQuest. Let the teacher know when you have submitted your answers so that she can check them. You must make a 100% before moving on to Part 2. You may use any of the resources in the WebQuest to help you.

7. Watch the video on "Quoting vs. Paraphrasing."
    a. What is the number one rule of paraphrasing? What does this rule mean?

    b. According to the video, when should you paraphrase and when should you quote?

8. View the Paraphrasing Tutorial. Your link will take you to the middle of a tutorial; you do not need to view the earlier slides and you may stop at the slide that says "Citing Sources."
    a. Identify a few (at least 2) basic rules of paraphrasing that you learned from the tutorial.

9. View the plagiarism practice slides. For each sample sentence, identify whether the example is plagiarism or not and explain why.
    a.

    b.

    c.

    d.

10. View the paraphrasing practice slides. For each sample sentence, provide a paraphrased sentence. Do not worry about a citation since no source information is listed.
    a.

    b.

c.

d.

e.

f.

Part 3: Teach Others About Plagiarism

You will create a Glogster (digital poster) that teachers others about various aspects of plagiarism. The instructions for creating a Glogster account and the actual digital poster are in the WebQuest. **Your intended audience is eighth grade students who are about to finish middle school.** Your WebQuest should include the following information:
- An original, non-plagiarized definition of "plagiarism" or "plagiarize" (Be sure your definition matches the part of speech you choose. "Plagiarism" is a noun and "plagiarize" is a verb.)
- An example of a full citation using an article of your choosing (Choose a current event from politics, sports, celebrity news, science, etc.) about which you are interested. You should provide a link to the article on your digital poster. You may use any appropriate resource for creating the full citation.
- An example of correct paraphrasing and quoting of material from your article (Choose a passage from the article. Copy the passage into Glogster and then show how you can paraphrase that passage or quote the passage. Be sure to include in-text citations for both.)
- At least 3 different plagiarism scenarios and solutions for correcting them to avoid plagiarism

You will be graded by the following rubric:

Plagiarism WebQuest Rubric for Glogster

	Does Not Meet the Standard (0)	Approaches the Standard (1)	Meets the Standard (2)	Exceeds the Standard (3)	X	Total
Definition of Plagiarism	Does not include a definition of "plagiarism" or the definition is copied	Includes a definition of plagiarism, but may be missing critical components of the definition	Includes a good definition of plagiarism	Includes a strong definition of plagiarism, recognizing the various ways it can be demonstrated	X2	
Full Citation and Internet Link	The full citation has 4 or more errors and/or is not included and/or the internet link is not included.	The full citation contains 2-3 errors.	The full citation contains 1 error.	The full citation contains 0 errors.	X3	
Paraphrasing with In-Text Citation	The paraphrasing and in-text citation are not included or are plagiarized.	The paraphrasing is plagiarized, although it is clear that some attempt was made to paraphrase. The in-text citation may be missing an element.	The paraphrasing and in-text citation are correct. The in-text citation may be missing a punctuation element.	The paraphrasing is exceptionally succinct and represents a clear understanding of the author's main idea placed in the writer's own words. The in-text citation is correct.	X3	
Quoting with In-Text Citation	A quotation and in-text citation are not included or are plagiarized.	The quotation may be missing several punctuation elements; the in-text citation may be missing an element.	The quotation and in-text citation are correct, but may be missing a single punctuation element.	The quotation and in-text citation are correct. The quotation is incorporated with correct punctuation marks.	X3	
Plagiarism Scenarios and Solutions	The plagiarism scenarios and/or solutions are not included.	Only 1 scenario/solution is included or is correct.	Only 2 scenario/solutions are included or are correct.	All 3 scenario/solutions are included and are correct.	X3	
Grammar	More than 4 grammar errors.	3-4 grammar errors	1-2 grammar errors	No grammar errors.	X2	
Visual	The final poster suggests not much time was spent on visual aspects.	The final poster may have some confusing visuals or awkwardly placed elements.	The final poster is visually pleasing and represents thoughtful placement of elements.	The final poster is extremely visually pleasing and represents thoughtful placement of elements.	X2	
Comments	Comments are not left.	Thoughtful comments are left on at 1 classmate's glog.	Thoughtful comments are left on at least 2 classmates' glogs.	Thoughtful comments are left on at least 3 classmates' glogs.		
Total						