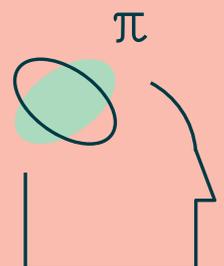


Educator guide

Academic integrity lesson ideas

The following lesson ideas can help frame your classroom conversations about academic integrity, plagiarism and what constitutes original writing. They have been organised by when in the writing process (**before**, **during**, or **after**) these activities would be most effective.



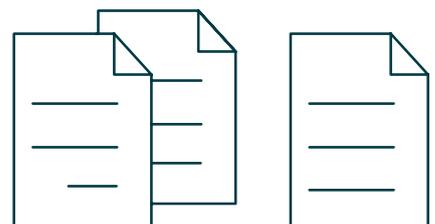
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Academic integrity lesson ideas

Use texts with reading levels that are accessible to students for all the activities featured in this guide. Choose examples that are easy to decode and comprehend, so that students can focus their attention on identifying and avoiding plagiarism.



Before

- Present students with a short text on a familiar topic. Identify the author of the source and emphasise that this text represents the author's ideas about the topic. Then, perform a think-aloud to model the metacognitive process of summarising. Discuss how one extracts the main idea of the text, underlining key information and the most important details. Work to capture this information into your own words, and then draft a sentence or two that accurately reflects the information in the passage. Finally, remind students that these ideas were not yours originally - they are a summary of the text provided - so you need to cite the author at the end of the summarised passage.

Note: Citations below adhere to the Chicago style guide. Educators may wish to edit citation format to align to their institution's preferred style.

Example text:	Correct summarisation:
<p>Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.</p> <p>Work Cited: Harrick, C. "A Natural Setting." <i>Nature and its Discontents</i> 23.1 (1996): 41-50.</p>	<p>Yosemite Valley is revered as a special, sacred place, inspiring all to appreciate its beauty and value their connection and responsibility to nature.¹</p> <p>¹Harrick, "A Natural Setting," 43.</p>

- Provide students with a short text on a familiar topic (consider implementing the activity above first, then choosing a different text for this activity). After students have become familiar with the source, present them with at least three examples of "paraphrased" texts (consider the examples below). Ask students to work in pairs to identify which of the three is the best example of how to paraphrase correctly, and be prepared to explain why the other two are incorrect approaches to paraphrasing.

<p>Source text</p>	<p>Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.</p>
<p>Correct paraphrasing</p>	<p>Throughout the last century, Yosemite Valley has amazed all who have visited it. While native cultures considered it sacred, more recent civilisations are beginning to appreciate not only the beauty of Yosemite Valley, but also how special it truly is. The way Americans treat the land is also beginning to change, as political discourse shifts to include conservationist principles that consider humans' responsibility to nature.¹</p> <p>¹ Harrick, "A Natural Setting," 43.</p>
<p>Incorrect (copied with no changes)</p>	<p>Since its first discovery by non-indigenous people in the mid-nineteenth century, Yosemite Valley has held a special, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concerns as man has become more attuned to his relationship and impact on nature.</p>
<p>Incorrect (only replaces some key words)</p>	<p>From the time of its first discovery by non-indigenous people in the mid-nineteenth century Yosemite Valley has held a special, even religious, possession on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. And Yosemite holds a special grip on the western mind, while perceptions about the Valley have evolved over time due to changing politics, migration patterns and environmental concern as man has become more attuned to his relationship and impact or nature.</p>
<p>Incorrect (borrows mostly from source text and no citation)</p>	<p>From its first discovery by the Ahwahnechee in the mid-nineteenth century Yosemite Valley has held a unique, even religious, hold on the American conscience because its beauty makes it an incomparable valley and one of the grandest of all special temples of Nature. While Yosemite holds a special grip on the western mind, perceptions about the Valley have evolved over time reflecting changing politics, human migration patterns and the rise of environmental concerns as man has become more attuned to his relationship and impact on nature.</p>

- Provide students with an accessible text (consider these [student-voiced examples](#)) and ask them to highlight the areas in which evidence from a source is being incorporated. Have them compare with a partner and then brainstorm with a small group the strategies used by the author to indicate source-based evidence (ex. quotation marks, source title/author's name is mentioned, transitional phrases, citations, etc.). Debrief as a class to identify effective strategies for quoting information from sources. Extension: Have students write a short-answer response to a prompt incorporating one or more of these strategies.
- Discuss the distinction between paraphrasing (putting someone else's ideas into your own words) and summarising (distilling the main point of a larger amount of information). Then, provide students with a text on a familiar topic. After students have comprehended the source, have them work in pairs to summarise its main point. Have each pair share with another, and ask the groups of four to come to a consensus on an accurate summary of the text to share with the class.
- After completing the activity above, ask student pairs to choose two adjacent sentences to paraphrase. Have them work independently to start, then share their work with each other, allowing for revisions as needed. Have pairs share paraphrasing examples with the class.
- Make a matching game out of the ten most common types of plagiarism. Using the content of [this handout](#), have students work in pairs to match the descriptions of each type of plagiarism to its example. Extension: Have students work individually or in pairs to appropriately summarise and/or paraphrase the content of the source text found on the handout.

During

- Ask students to highlight phrases/sentences in their essays that came from an outside source. When conferencing with students, consider using plagiarism-detection tools like [this Originality Report](#) to compare students' highlighted texts to existing online and database sources. Acknowledge that textual evidence is expected in most forms of academic writing, but it is mandatory to properly cite the source from which it was acquired.
- Provide timely, formative feedback on what students are doing well in their essays and what needs to be improved before the final submission. Call out specific areas of the essay where students are appropriately paraphrasing, quoting and citing sources. Likewise, target areas of the writing where citations, paraphrasing or original ideas are needed. Consider these ready-to-use comments (made by veteran English educators) that provide actionable feedback to students on the key aspects of [plagiarism](#) and [academic integrity](#).

 **Development**

This writing appears to be a “clone” of someone else’s work. “Clone” plagiarism happens when another author’s work is copied, word-for-word. Rewrite this section of writing, being sure to incorporate your own ideas and properly cited quotes and ideas from your sources.



Clone 

 **Evidence**

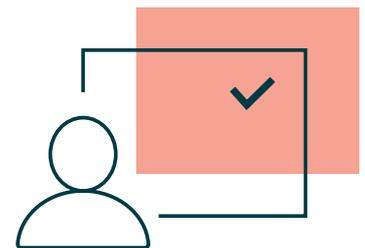
This section appears to be a quote from a source, but it is missing appropriate punctuation. Direct quotes from a source must contain quotation marks so the reader understands they are the original words of the author. Add quotation marks around this section and make sure to include a citation.



Add quotations 

After

- For developing writers, consider the readiness of the student when addressing academic integrity concerns. Some instances of plagiarism will be honest mistakes, so be objective when identifying the areas of the essay in question. Use [this handout](#) and [these aligned comments](#) to anchor your conversation and provide summative feedback on the task at hand. Then, work together to identify a specific and measurable area for improvement (i.e. proper citation of sources) on which the student will focus during the next term.
 - Have consensus-building conversations about academic integrity with your colleagues. Articulate concerns (What factors indicate unintentional plagiarism vs. intentional plagiarism? What makes paraphrasing/ summarising effective?) and clarify evaluation criteria (What are acceptable levels of paraphrased/ summarised ideas? What is the threshold for escalating an incidence of academic dishonesty?) Come to a consensus around the appropriate norms for academic integrity and establish evaluation criteria that can be added to rubrics for formal writing (consider this [Paraphrasing Trait example](#) to springboard discussions).
- Present faculty with a high-scoring example of student writing and ask them to identify evidence of the academic integrity evaluation criteria. Compare and discuss selections. Then, present educators with lower-scoring examples and repeat the process. Discuss what lead to score discrepancies amongst graders, come to consensus on the thresholds for performance levels, and identify specific examples from the essays for clear illustration (e.g. What factors determine whether writing is “proficient” or “advanced” in academic integrity?). When scoring norms are well-articulated, provide faculty with a set of new exemplars to be scored on the same rubric. Ask educators to score independently, then discuss their scores and rationales for scoring decisions.



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