LESSON PLAN

Teacher Candidates:	Anna Denys, Callie Martin, Grant Connolly, Mike Travo, Lauren Watson
Grade/Subject:	ENG 2D

Date:	Oct. 27, 2022	**Duration:**	75 min

Lesson Topic:	Introduction to Plagiarism

LESSON OVERVIEW:

This lesson focuses on teaching grade ten students what plagiarism is and why it often occurs in academic practice. As a part of this discussion, students will be introduced to techniques that will help them avoid succumbing to plagiarism if they feel tempted to do so. The latter half of the class takes on a social justice focus, and makes students consider how intersectional forms of academic and societal oppression can cause plagiarism to take place. Students will also participate in a choose-your-own-adventure plagiarism video game where they can test their knowledge on crediting sources.

Discussed content belongs in a greater writing unit that acquaints students with appropriately selecting and citing primary and secondary sources in their literary research papers and related work. It follows a pair of class periods that focus on teaching students how to properly follow MLA citation formatting.

CURRICULUM EXPECTATION(S):

Overall Expectation:
- Writing 1 Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience

Specific Expectation:
- Research 1.3: locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate

LEARNING GOALS

What will I be learning today?:
1) How to observe conventions for proper documentation and full acknowledgment of sources
2) How to identify the seven key types of plagiarism within my own writing and that of my peers
3) How plagiarism can be detrimental to one's academic and personal career
4) Why giving credit to original authors is necessary
5) How various forms of social and academic oppression cause plagiarism

SUCCESS CRITERIA

By the end of the lesson, I can:

1) Define plagiarism
2) Describe differences between forms of plagiarism
3) Identify alternative actions to plagiarism
4) Take the necessary steps to avoid accidental plagiarism
5) Complete my work with academic integrity and set myself up for success

LEARNING/TEACHING RESOURCES:

Instructor Resources:
- Powerpoint Presentation: 🟧 A Short Introduction to Plagiarism
- Video Game (see attachment)
- *Saturday Night Live* plagiarism skit: ▶ Plagiarism - SNL
- Signs for four corners opening activity ("agree," "strongly agree," "disagree," "strongly disagree")

Students Resources:
- Preferred note-taking materials
- Electronic device for the plagiarism video game

LESSON SEQUENCE

A) INTRODUCTORY ACTIVITY (15 minutes):

To begin class, we are going to play a few rounds of four corners. All of our statements will centre around plagiarism. For each statement read, students will have to either choose to agree, strongly agree, disagree, or strongly disagree with what is being expressed. Once students make their decisions, they will travel to the section of the room that corresponds with the answer they align with. Each round, students will have one minute with their groups to discuss why they selected the location that they did, then subsequently relay their answers to the class. Statements include:
- "When people plagiarize, they usually do so intentionally"
- "As long as I cite a source, I cannot be accused of plagiarism"
- "I do not have to cite a source if I take ideas from another author and put them into my own words"
- "There are times when plagiarism is necessary"
- "I can make up a page number if I am using a quotation from another author and I can't remember what part of the original text I got it from"
- "I have never plagiarized before"

B) DEVELOPMENT STRATEGIES:

Activity 1 → In-Class Lecture-Based Slideshow (35 minutes)

Once the opening activity has been completed, the teacher will transfer into the main body of the lesson which is guided by an accompanying slideshow (see Resources).
- To further engage students, they will first watch the *Saturday Night Live* skit on plagiarism
- Next, students will be provided with a definition of what plagiarism is
  - To demonstrate the breadth of forms that plagiarism can take, the instructor will help students explore the most popular seven forms and examples of what they look like:

- - - Complete/total plagiarism
      - Direct plagiarism
      - Paraphrasing plagiarism
      - Self-plagiarism
      - Patchwork/mosaic plagiarism
      - Source-based plagiarism
      - Accidental plagiarism
    - Examples of common consequences that individuals face if they plagiarize at every academic and professional level will then be provided
    - Key questions to engage learners during this portion of the presentation may include:
      - Are there any forms of plagiarism that were listed that you did not initially consider to be plagiarism before? If so, why?
      - What forms of plagiarism do you most often see being committed? Why do you think this is so?
- Afterward, students will explore various reasons why people decide to plagiarize and discuss how to remedy the situation. Key points include:
  - Difficulty with content or an assignment
  - Time management issues
  - Extenuating circumstances
  - A lack of citation proficiency
  - A lack of confidence
  - Disinterest in material
  - Problematic cultural norms and appropriation

  - Key questions to engage learners during this part of the lesson may include:
    - Did any of the listed reasons surprise you? If so, why?
    - Can you think of any other reasons why students or professionals may be tempted to plagiarize someone else's work? How could we handle these situations appropriately?
    - Have you ever found yourself in one of the situations that we discussed? What did you do? After looking at the solutions we discussed, do you think that you would act differently now? Why or why not?
- Once students have explored the many facets of plagiarism, they will return to one of the initial statements from the opening hook, "I have never plagiarized before."
  - Students will be asked to re-assess if they still think that they have or have not plagiarized before
  - The instructor can lead a discussion about how most individuals have plagiarized previously, even if it was just accidental or a lower-level action (eg. making up a page number for a quotation)
  - The instructor can additionally lead a discussion asking students if they have seen forms of plagiarism in popular media (eg. singers stealing songs, or movies copying each other)

Activity 2 → Choose-Your-Own-Adventure Plagiarism Game (25 minutes)

Students will then play a plagiarism choose-your-own-adventure style video game:
- Students may play in groups or individually on their own devices
- They will be encouraged to play through the game multiple times to see the different traps

that they may fall into and accidentally or purposely plagiarize
- After students have played at least three rounds of the game, the teacher will discuss the different endings that everyone has been getting as a result of their decisions
- The paths to get to each ending will be discussed and the pitfalls of each, connecting back to the original content in the powerpoint presentation

C) DIFFERENTIATED INSTRUCTIONAL STRATEGIES:

- Students will be presented with a combination of direct instruction (plagiarism lecture), inquiry-based learning (initial four corners activity, lesson key questions, and the plagiarism game), and group collaborative learning (class discussions) to try to reach the lesson's learning goals
- Students will participate in the plagiarism video game related to the lesson in the best way that they are able to
  - If a student is not confident in their reading or comprehension skills they will be able to choose a partner in their class to complete the exercise with
- The utilized PowerPoint presentation will be available to students at all times prior to and after the lesson
- Students can be provided with notes in the event that they need to be able to read along with what the teacher is saying
- Visual learners will benefit from the PowerPoint presentation and the plagiarism game
- Language-based learners will benefit from lecture slides and the plagiarism game
- Kinesthetic learners will benefit from the physical nature of the four-corners exercise
- Auditory learners will benefit from class discussions (hook and lecture) and the potential for small group discussions (plagiarism activity)
- Throughout the lesson, there will be opportunities for individual (plagiarism game), small group (plagiarism game and hook), and full-class (hook and group discussions) assessments so that every student has a comfortable means of proving they have met the day's learning goals

D) CULMINATING ACTIVITY:

Students will use what they learned in this lesson and apply it to the paper that will be assigned for the end of their subsequent Shakespeare unit. They will be reminded of this lesson prior to the assignment being given and be told to refer back to their notes to ensure that they are not plagiarizing.

E) ON-GOING ASSESSMENT/EVALUATION (TO IDENTIFY IF SUCCESS CRITERIA HAS BEEN MET):
- **Assessment *For* Evaluation:**
  - (Oral) The lesson's hook/four corners activity acts as a diagnostic formative assessment for the instructor to gauge how much students know about plagiarism and what constitutes as plagiarism before primary instruction begins
  - (Oral) Periodic key questions placed throughout the lesson assess if the students are comprehending content.
  - (Interactive and oral) The lesson's video game activity and subsequent discussion

act as a means for instructors to determine if students can identify what plagiarism is and make appropriate choices regarding how to avoid the practice.

- **Assessment *As* Evaluation**
    - (Oral) Through the integration of key questions throughout the lesson and the final discussion students are invited to reflect on their own experiences with plagiarism and monitor how their perceptions of what plagiarism is have either stayed consistent or changed.
- **Assessment *Of* Evaluation**
    - N/A for this lesson

REFLECTION & SELF-EVALUATION:

- Are there any forms of plagiarism that students are leaving the lesson confused about (eg. mosaic plagiarism, paraphrasing plagiarism, source-based plagiarism)?
- Do students understand common reasons why students plagiarize? If not, where were the key areas of confusion?
- Were there any other reasons why people plagiarize that students brought up in discussion? If so, what were they? How could they be integrated/added into the content already produced?
- Did students feel comfortable enough in our classroom environment to have an open and honest conversation about plagiarism? If not, is there any work that could be done before the lesson ran again that would curate such a space?
- Did students face any major issues when playing the choose-your-own-adventure plagiarism game? If so, what were they? How could they be repaired?

FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS:

As aforementioned, this lesson is part of a greater unit which focuses on teaching grade 10 students about proper citation and research practices. Once students have displayed a sufficient understanding of how to avoid plagiarism in their research and writing, they will be taught how to determine if the sources that they are seeking are credible and then explore how to ensure that the voices that they are turning to reflect diverse identities and opinions.