

Ways to Prevent Plagiarism When Requiring a Written Product

Process Plagiarism Resources Products

1. **Define** your research model for your students and identify the specific required outcomes and due dates for each step.
2. **Have** students research a question that requires analysis and synthesis rather than merely fact gathering on a topic.
 - a. Civil War Prisons - Topic
 - b. What caused the different levels of care in Civil War Prisons? – Research Question
3. **MODEL, MODEL, MODEL** – narrowing the topic, note taking, and other steps of the process – and give students time to **PRACTICE**.
4. **Use** rubrics for grading both the process and product to make standards clear and visible.
5. **Be** sure that students document page numbers when citing sources as they record notefacts.
6. **Teach** lessons on what is and is not plagiarism.
7. **Explain** clear consequences of plagiarizing.
8. **Show** that you yourself don't plagiarize by always documenting the sources of papers you hand out.
9. **Require** a glossary of new “topic” words.
10. **Don't** allow complete sentences for notes.
11. **Check** on student progress at different steps of the process – bibliography documentation, appropriateness of sources, notefacts...
12. **Require** and teach how to use a variety of resources: video, interview, experiment, field trip, primary source documents. . .
13. **Have** a system that allows students to keep their own ideas distinct from the author's ideas (e.g. a different color ink on note cards).
14. **Require** students to organize their data on a graphic organizer before writing their paper.
15. **Teach** students the correct use of quotation marks and how to write in-text citations.
16. **Have** students turn in the rough draft of their paper.
17. **Require** students to hand in all notes including their informal analysis of the sources they are using.
18. **Have** students submit copies of electronic sources with their notes.
19. **Vary** the type of writing: instead of a report/paper, have students write a 1st person narrative, a position paper, a play/performance based on research information . . .
20. **Ask** students to hand in an annotated bibliography of their sources instead of a paper.
21. **Have** students share their information in creative ways to a variety of audiences and hand the paper in to you to be graded separately.