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# 2nd Part Writing: Fact-and Plagiarism-Checking **2 Students’ Papers**

## TIP: You Need Be Accurate But Hurry So Someone Else Doesn’t Act Before You.

If you need help, ask your prof and no one else. I want only the best for **each** of you. There is a maximum of two (2) checkers per paper. I will only grade the 1st two. Make sure you read how to post. Make sure you use the EXACT words provided in the What IF section. Reminder: the sources and textbook pages are in the 1st Part Writing folder.

## How To’s: A Way That Works

1. **Tip**: If you have a printer, make a print of the post so you can write on it **as** you figure things out.
2. Use these instructions below for Fact-Checking and Plagiarism-Checking to **compare side by side**:

* What the person posted in the 1st Part Writing **With** the sources you all were **supposed** to use
* **Using** the **directions** provided in the 1st Part Writing (included at the bottom of this link)

1. After you **compare a paper** **side by side** with the sources you all were supposed to use, then use the **What IF’s** **below** to figure out:
   1. What they (and perhaps you) did (including if it was wrong)
   2. What words to insert within your post to show your prof and fellow checkers that you **now** understand – It is copy and paste, not high tech.
2. Once you figure this out, use the instructions below to create the post with the student’s 1st Part Writing and to insert the words from the What IF’s below.
3. Be sure you post before the due date listed in the revised List of Due Dates.

## What Do the Words Checking, Fact-Checking, and Plagiarism-Checking Mean?

#### What Does the Word Checking Mean?

[Merriam-Webster Online](https://www.merriam-webster.com/) defines checking as “to compare with a source, original, or authority.”

**Tip for Your Future:** To be accurate, compare your **developing** writing **side by side** with each source multiple times:

* **Before** you write
* **As** you write
* **As** you **proof** and correct one last time **before you submit** - [Merriam-Webster Online](https://www.merriam-webster.com/) defines to **proof** as “to read and mark corrections in.”

#### What Is Fact-Checking?

[Merriam-Webster Online](https://www.merriam-webster.com/) defines fact-checking as “to verify the factual accuracy of.” The first known of use of the word was in 1973—the year that Watergate began.

How do you verify a fact? You compare what people say or write with a reliable and verifiable source. The fastest way you compare side by side:

* What you **cited** as being from **a specific** page of one of our sources
* What the source said on **that** page

#### What Does the Word to Plagiarize mean?

[Merriam-Webster Online](https://www.merriam-webster.com/) defines to plagiarize as “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.” This folder contains a direct link to the Evidence Quiz folder which provides examples of:

* **Plagiarism** – This is presenting words so that the reader thinks you are the creator of those words. **Caution:** not putting quotation marks (“”) around a quotation (that is, the words the author wrote), is plagiarism. To be blunt, that’s why “” are called quotation marks.

ATTENTION: If you cited (gave the source and page number at the end of the fact), **but** you did **not** put a “ at the beginning **and** a “ at the end, you (or the student) plagiarized.

* **“Half-copy” plagiarism** (also called “patchwriting”) – To quote the example provided in the Evidence folder page 746 “When you summarize or paraphrase, it is not enough to name the source; you must restate the source’s **meaning** using your own language…. **You commit plagiarism** if you patchwrite—half-copy the author’s sentences, either by **mixing the author’s phrases with your own without using quotation marks** or by **plugging your own synonyms** into the **author’s sentence structure**.”

ATTENTION: If you did this in your prior classes, they may not have cared. You need to start trying **now** to do this. Why?

A) The 2 forms of plagiarism make people stupid. They think about real things that are not accurate. Reality bites. It is an old phrase but it useful.

B) Unless you work in marketing, a boss will probably not notice that you plagiarize unless you get stupid.

C) A better prof will notice and a reference from a better prof is—well—better for your future.

## How Comparing Side-by-Side Is the Key to Checking Facts or Plagiarism/”Half-Copy” Plagiarism

To repeat, upper level profs who can write a reference for you will know if you are factually inaccurate or plagiarizing without comparing side-by-side. (**Tip:** if you want to know why **they** may not tell **you** about **your** problem and I do, ask.)

For some lower-level courses, accuracy may not be an issue in grading. On the other hand, history teachers have no choice but to examine for factual accuracy since students are required to **use** primaries. **Reminders:** This class makes it where your grade is on how you are by the end, not on how you started with the 1st Part Writing. It watches for plagiarism/”half-copy” plagiarism because those **bad** habits keep **smart** people **from being smart**.

**You are to compare the source—whether textbook or video or online source--and the paper side by side**. **Tip:** If you did **not** read when you wrote before, this will be a lot harder so read **now** so you can make higher points.

1. When you are looking at **the papers,** check **everything.**
2. You **get smarter faste**r about problems of thinking if you throw **all of your senses** against them. **Examples:**
   * Place one ***finger on the fact*** in the source and another ***finger on what*** you wrote. If you **cannot** touch a fact (if it is **not** on the page), then you should **not** have written it.
   * Read it **aloud** word by word. (Guys, if you did not get these gifts—and I did not—then do things that help you read accurately what you must read. Aloud works!)

| Compare the image of a book on the left with the image of a paper citing that book on the right. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Look at the source cited**  **⏵** |  | Words, word, words, words, words. Word, words. Words, word, words, words. Word, words   *Look for the fact.* Words, word, words, words, words, words. |  | Words, word, words, words, words. (Johnson court text, 1)  Words, word, words, words, words. Word, words, words. (*Pageant*, **53**)  Words, word, words, words, words. Words, words, words. (Laws, Yellow Highlights, 2.) | **Look at the student’s paper (or yours)**  **⏴** |
|  | **52** | **53** |  |  |  |

As you go forward in life, realize your reputation for doing **useful work** is always at stake (whether with an upper-level prof who can write a reference, with the team you are on for your company, with your boss or your customers). **Tip:** this is just life. It is this **hard**, grunt-level **work** that you **do if you want to understand something well enough to get paid at a job that is interesting and to make life decisions based on reality.**

## **What IF’s to Help You Recognize Problems—and the Exact Words to Post (Easier/Faster)**

* 1. Have the paper out and your sources visible. Look at the directions for the 1st Part Writing. Decide the correct answer(s) about the **student’**s 1st Part Writing. Note: The yellow helps you see the exact words. Copy and paste is fine!  
     **What If** the paper did **not** use 1 or more of the required sources (primaries, videos, textbook pages), what correction do you type :
     + **EITHER** No Primaries **OR** Did Not Have Both Primaries Cited
     + **EITHER** No Video Citations **OR** Did Not Have 2 or More Video Citations
     + **EITHER** No Textbook Citations **OR** Did Not Have 2 or More Textbook Citations
     + Used a Primary **Not** Provided in the Course **Nor** Listed as Citable
  2. **What If** the paper **incorrectly** used words from the source, what do you enter:
     + If you used words from the source and cited, but you did **not** write the source’s **meaning**. – Misread (**Caution:** It may result in an **F or D** **on the rubric** depending on how **far you are** from the actual meaning that the author intended.)
     + If you used several exact words (usually something your prof will notice if you have 3 or more words in a row from the source), but you did **not** use quotation marks (“”) around those words – **Plagiarism**
     + If you used several exact words (usually noticed if 3 or more) from the source, by “**mixing the author’s phrases with your own without using quotation marks** or **by plugging your own synonyms into the author’s sentence structure.” – “half-copy” plagiarism (For the source of these statements about plagiarism or “half-copy” plagiarism, see the attachment of page 746 from the *Bedford Handbook* at the bottom of the Evidence Folder. You do not have to go the 1st Part Writing. You can click on the Evidence Folder in the 2nd Part Writing.**
  3. **What If a** paragraph has **no** citation but makes statements about events so what do you enter at the end of the paragraph:
     + Provide **citation** with the **exact** page number and only from **required** sources.
  4. **What If** at the end of a paragraph, the last sentence has **no** citation so what do you enter immediately after the sentence:
     + If the last sentence **summarizes** facts above that **had complete citation**, a summary sentence without citation is OK.
     + If the last sentence introduces **new** facts, that is incorrect. – Cite **new** facts.
  5. **What If** within a paragraph of 3 or more sentences, there is citation for the sentence at the top and for the sentence at the bottom:
     + If everything in the **middle** is stated clearly in the source cited at the **bottom**, that is OK.
     + If **not**, that is **incorrect**. Provide citation at the **end** of the middle part. – Cite **the above facts.**
  6. **What If students assert that change was swift or quick (when it took over 40 years) or took forever or had some other attribute, but that attribute is not supported in the textbook – Embellishment or Cherry-Picking**
  7. **What IF students use the word African-American for Anthony Johnson – Tip: An African-American is a person with African ancestors who was born in the US. Anthony Johnson was born in Africa.**

## What Do You Put in Your Subject Line for **Your Fact-Checking/Plagiarism-Checking Your Post**

|  |  |
| --- | --- |
| **Subject Line** of Your Post- **This is part of the grade.** | 1. In the **2nd Part Writing folder** and in the **2nd Part Writing Discussion**, click on the post that contains the 1st student’s paper. 2. Click **Quote** to create a message with the student’s writing **in** the message box. **Tip**: Ignore the Reply button. 3. Caution: **Change** the **Subject Line** to this: **Your Name** *–* Fact- and Plagiarism-Checking Your Paper Compared to Required Sources   **Example:** if your name is Ana Joy, your **Subject Line** is  Ana Joy*–*Fact- and Plagiarism-Checking Your Paper Compared to Required Sources  **Tip**: the **purpose** of that subject line is help you **focus on why you are doing this**. |

## How to Enter How You Should Improve at the Specific Spot of the Problem You Figured Out

|  |  |
| --- | --- |
| How to Enter Feedback at the Specific Spot in the Paper | In the paper, insert the **What If** that you figured out from Fact-and Plagiarism-Checking at an appropriate **spot**.   1. Make a **blank line** by pressing **Enter two times** and move **down to that 2nd** line. 2. Type an **opening** square bracket **[**  and then copy and paste the correction and then a closing square bracket **].** 3. Make another blank line by pressing Enter **two** times. |
| Example of How That Spacing Looks | **Example**: If your first paragraph ends with a sentence about a new fact, but you realize you did **not** provide the citation for the new fact. When you look at the What IF numbered 4, you realize your error and copy the phrase Cite **new** facts. You then follow the steps above.  [Cite **new** facts.]  Notice the two Enters after your comment in [ ]. Your next words from the paper begin at this line. |

## Pages from the 1st Part Writing Instructions

### What Are Essential Requirements for Parts of Your Post from the Question to the Subject Line?

Do **each** of the requirements (numbered in the left column).

|  |  |  |
| --- | --- | --- |
| 1 | Required Question to Answer | You are to talk about servitude: “a condition in which one lacks liberty especially to determine one's course of action or way of life  Your question: What do Americans need to know about how **black** servitude changed **before and after** 1660 in Virginia? |
| 2 | Format | **Please** do not try to do format within the Discussion Tool. The only format that works successfully is a blank line between paragraphs and perhaps italic or bold for a word if grammatically correct to do that italic or bold.  Note: There is no bibliography or list of works cited. 1. We all have the same sources. 2. They create a jumble of words in the Discussion. |
| 3 | Length | 400 words absolute **maximum** – **Less** is better. |
| 4 | Punctuation | Make sure it is accurate, especially if you are quoting something. |

### 

### Required Sources: Primary and Secondary Sources (Both Textbook Pages and Video Sections) for **Each** Primary

This link is **highly r**ecommended to help you think in a common sense way about change by noticing what is scarce and what is surplus. You may cite from it. If you do want to cite from it, press **Ctrl-P** to determine the approximate page number of what you want to cite and then use the citation Scarcity and Surplus, p. #. To see if it helps you, click [here for Scarcity and Surplus](http://www.cjbibus.com/1301_Unit_1_Lesson_2_Scarce_Surplus_Anthony_Johnson_to_Bacons_Rebellion.pdf). Link Address: http://www.cjbibus.com/1301\_Unit\_1\_Lesson\_2\_Scarce\_Surplus\_Anthony\_Johnson\_to\_Bacons\_Rebellion.pdf

You should read **all** of the textbook pages, and you must cite **at least one textbook page** for **each** primary. You should watch all of the parts of the Video revealed by the search words, and you must cite at least **one transcript number** for **each** primary and you must write about each primary below.

Use **no** other pages and **no** other sources–and certainly **not** your memory.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Primary You Are Using** | **Page Numbers from *American Pageant*** | **Video Search Words** |
| **1** | Anthony Johnson -Primary 1 | 53 - Look for “A few of the earliest African….” **Tip:** Among the earliest was Anthony Johnson who arrived in 1621. | Anthony in all 4 locations |
| 2 | Laws about Slaves and Indentured Servants - Primary 2 | 53 – For black servitude, look at the bottom of the page for “Beginning in Virginia in **1662** …slave codes….”  51 – For context about **white former** indentured servants who were **landless**, **notice “disenfranchised” in 1670**  **Disenfranchised – to lose the right to vote that you had previously. Tip: That’s a big part about why all this is happening.** | Bacon –For context about blacks and whites, search on **“the old guard”** and **“what it feared most”** |

### 

### What Are Requirements for Citation for the Paper?

We do these **very** brief citations in your text. Notice that there are 3 citations with the Anthony Johnson primary because the online source displays small parts of content on 3 different screens **with only 1 page each**; therefore, all of the citations of Johnson have 1 as its page number.

|  |  |  |
| --- | --- | --- |
|  | **What You Want to Cite** | **Example of How to Cite Immediately *After* Your Fact** |
| 1 | If the fact is from the textbook *The Brief American Pageant* | (*Pageant,* #) |
| 2 | If the fact is at a specific starting location (transcript #) in the video *Settling the Southern Colonies,* the required video | (*Settling*, 14:00)  **Tip:** Use the Search words listed. |
| 3 | If the fact is from Anthony Johnson’s opening screen  **Tip:** about 1621 through 1670. This is a secondary. | (Johnson, 1) -- **Tip:** All Johnson screens have 1 as its page number. |
|  | If you click on the opening screen and **then** on the link on the lower left about the Court case regarding Anthony Johnson  **Tip:** about 1670. This is a secondary. | (Johnson Court, 1) -- **Tip:** All Johnson screens have 1 as its page number. |
|  | If the fact is from Court document regarding Anthony Johnson and **its** link to the “text of this historical document”  **Tip:** about 1670. This is a very brief primary. | (Johnson Court text, 1) -- **Tip:** All Johnson screens have 1 as its page number. |
| 4 | If the fact is from Laws about Slaves and Indentured Servants, unchanged from the website (**Tip:** Use this one or the one below it—whichever is the easiest one for **your** brain to read.) | Since it is multi-page, press Ctrl-P to determine the page where your fact is located.  Laws, Unchanged, #. |
|  | If the fact is from Laws about Slaves and Indentured Servants with Yellow Highlights and Aids (**Tip:** Use this one or the one above it—whichever is the easiest one for **your** brain to read. I made this one because this method is one of the brain tricks I use to figure things out.) | Since it is multi-page, press Ctrl-P to determine the page where your fact is located.  Laws, Yellow Highlights, #. |

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