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## Part 2: Fact-and Plagiarism-Checking Your Own Paper

**Caution:** To try to help many of you in much less time, you must **first** follow these instructions with **your own 1<sup>st</sup> Part Writing**. If this new approach helps you, I will tell you how we will adjust the remaining part of the writing...

**Tip:** The 2<sup>nd</sup> Part Writing has what Blackboard calls Course Links to these items from the 1<sup>st</sup> Part Writing:

- The Evidence Folder
- The Sources (primaries and video)
- The Textbook Pages

## How You Can Dramatically and Immediately Improve Your Grade for the 1<sup>st</sup> Part Writing

I have recorded what would go on the rubric or I would cover with you by phone. I am **not** doing the rubric at this time.

**Why? I hope** that I have found a way for many of **you to see for yourself** what you should have done on the 1<sup>st</sup> Part Writing. If you see it **for yourself** you will merit a higher grade. **Tip:** If you need help, ask your prof and no one else. Guys, I am highly imperfect, but I want only the best for **each** of you.

1. **Tip:** Make a print of what you posted so you can write on it **as** you figure things out.
2. Use these instructions for Fact-Checking and Plagiarism-Checking to **compare side by side**:
  - What you posted in the 1<sup>st</sup> Part Writing
  - **With** the sources you were **supposed** to use
  - **Using** the **directions** provided in the 1<sup>st</sup> Part Writing (included at the bottom of this link)
3. After you **compare your paper side by side** with the sources you were supposed to use, then use the **What IF's below** to figure out:
  - a. What you did (including if it was wrong)
  - b. What words to insert within your paper to show your prof that you now understand – It is copy and paste, not high tech.
4. Once you figure out what you should have done, use the instructions below to create the post with your 1<sup>st</sup> Part Writing and to insert the words from the What IF's below.
5. Be sure you post before the due date listed in the List of Due Dates. **Tip:** I will update the description, but the dates remain the same.

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

### *What Does the Word Checking Mean?*

[Merriam-Webster Online](#) defines checking as “to compare with a source, original, or authority.”

If you want to be accurate with facts, 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](#) defines to **proof** as “to read and mark corrections in.”

### *What Is Fact-Checking?*

[Merriam-Webster Online](#) defines fact-checking as “to verify the factual accuracy of.” The first known 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. In this course, 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](#) 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.
- **“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**.”

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

Upper level pros 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 why I do, ask.)

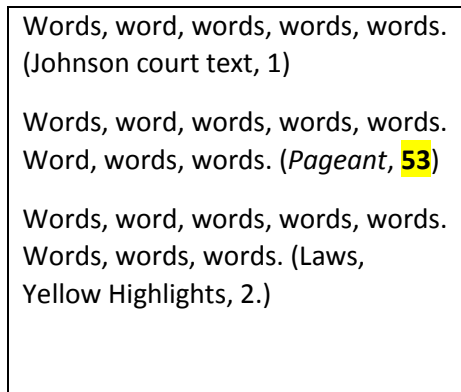
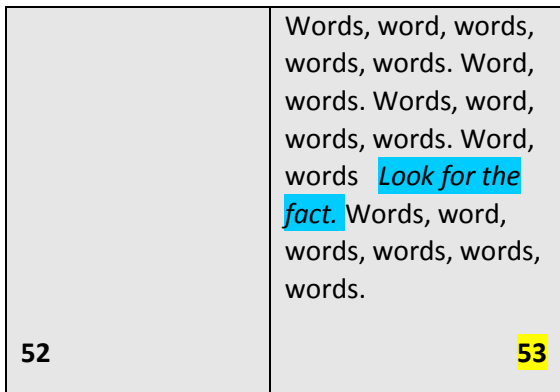
For some lower-level courses, accuracy may not be an issue in grading. On the other hand, history teachers have no choice but to examine for factual accuracy since students are required to **use** primaries. **Reminders:** This class makes it where your grade is on how you are by the end, not on how 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.

- a. If you are looking at **your own** paper, check **everything**.
- b. You **get smarter faster** 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.

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



Look at the student's paper (or yours)

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 in Your 1st Part Writing

Have your paper out and your sources visible. Look at the directions for your 1<sup>st</sup> Part Writing. Decide the correct answer(s) about **your** 1<sup>st</sup> Part Writing.

1. **What If** the paper did **not** use 1 or more of the required sources (primaries, videos, textbook pages), what correction (in **yellow**) do you enter:
  - **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** your 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 1<sup>st</sup> Part Writing. You can click on the Evidence Folder in the 2<sup>nd</sup> 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 Own Paper

<p><b>Subject Line of Your Post- This is part of the grade.</b></p>	<ol style="list-style-type: none"> <li>1. In the <b>2<sup>nd</sup> Part Writing folder</b> and in the <b>2<sup>nd</sup> Part Writing Discussion</b>, click on the post that contains the paper you wrote before.</li> <li>2. Click <b>Quote</b> to create a message that has your own writing <b>in</b> the message box. <b>Tip:</b> Ignore the Reply button.</li> <li>3. Caution: <b>Change</b> the <b>Subject Line</b> to this:  <b>Your Name – Fact- and Plagiarism-Checking My Paper Compared to Required Sources</b></li> </ol> <p><b>Example:</b> if your name is Ana Joy, your <b>Subject Line</b> is          Ana Joy–Fact- and Plagiarism Checking My Paper Compared to Required Sources</p> <p><b>Tip:</b> the <b>purpose</b> of that subject line is help you <b>focus on why you are doing this</b>, OK? It is your chance to Fact= and Plagiarism-Check so you can make your grade higher.</p>
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## How to Enter How You Should Improve at the Specific Spot of the Problem You Figured Out

<p>How to Enter Feedback at the Specific Spot in the Paper</p>	<p>In your paper, insert the <b>What If</b> that you figured out from Fact-and Plagiarism-Checking at an appropriate <b>spot</b>.</p> <ol style="list-style-type: none"> <li>1. Make a <b>blank line</b> by pressing Enter <b>two times</b> and move <b>down to that 2nd</b> line.</li> <li>2. Type an <b>opening</b> square bracket [ and then copy and paste the correction and then a closing square bracket ].</li> <li>3. Make another blank line by pressing Enter <b>two</b> times.</li> </ol>
<p>Example of How That Spacing Looks</p>	<p><b>Example:</b> If your first paragraph ends with a sentence about a new fact, but you realize you did <b>not</b> 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 <b>new</b> facts. You then follow the steps above.</p> <p>[Cite <b>new</b> facts.]</p> <p>Notice the two Enters after your comment in [ ]. Your next words from the paper begin at this line.</p>

## Pages from the 1<sup>st</sup> 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 <b>black</b> servitude changed <b>before and after</b> 1660 in Virginia?
2	Format	<b>Please</b> 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 <b>maximum</b> – <b>Less</b> 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** recommended 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](#). Link Address:

[http://www.cjbibus.com/1301\\_Unit\\_1\\_Lesson\\_2\\_Scarce\\_Surplus\\_Anthony\\_Johnson\\_to\\_Bacons\\_Rebellion.pdf](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 <i>American Pageant</i>	Video Search Words
1	Anthony Johnson -Primary 1	53 - Look for “A few of the earliest African...” <b>Tip:</b> 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 <b>1662</b> ...slave codes...”  51 – For context about <b>white former</b> indentured servants who were <b>landless</b> , notice “ <b>disenfranchised</b> ” in <b>1670</b>  <b>Disenfranchised – to lose the right to vote that you had previously. Tip: That’s a big part about why all this is happening.</b>	Bacon –For context about blacks and whites, search on “ <b>the old guard</b> ” and “ <b>what it feared most</b> ”

### What Are Requirements for Citation for Your Paper That You Post?

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 <i>The Brief American Pageant</i>	( <i>Pageant</i> , #)

2	If the fact is at a specific starting location (transcript #) in the video <i>Settling the Southern Colonies</i> , the required video	<i>(Settling, 14:00)</i> <b>Tip:</b> Use the Search words listed.
3	If the fact is from Anthony Johnson’s opening screen <b>Tip:</b> about 1621 through 1670. This is a secondary.	(Johnson, 1) -- <b>Tip:</b> All Johnson screens have 1 as its page number.
	If you click on the opening screen and <b>then</b> on the link on the lower left about the Court case regarding Anthony Johnson <b>Tip:</b> about 1670. This is a secondary.	(Johnson Court, 1) -- <b>Tip:</b> All Johnson screens have 1 as its page number.
	If the fact is from Court document regarding Anthony Johnson and <b>its</b> link to the “text of this historical document” <b>Tip:</b> about 1670. This is a very brief primary.	(Johnson Court text, 1) -- <b>Tip:</b> 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 ( <b>Tip:</b> Use this one or the one below it—whichever is the easiest one for <b>your</b> 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 ( <b>Tip:</b> Use this one or the one above it—whichever is the easiest one for <b>your</b> 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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