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# Part 2: Fact-and Plagiarism-Checking **Your Own Paper** and **Then One** Other Student’s Paper ~~Two Students’ Papers~~—Definition, Method, Requirements, Rubric, and Grading (100 points!)

**Caution:** Notice the change to the instructions. To try to help many of you in much less of your time, you must **first** follow these instructions with **your own paper.**

Guys, everything in this class is set up so you do **not** fail the course—and also make sure you **are introduced to** skills required for many futures. The reality is the Texas Master Syllabus and its requirement of your using primary sources and writing being **30%** of your grade. If you need help, I am glad to try.

**Second**, you follow these instructions with **another** student’s paper. The only difference in the directions is what you do with Subject line. The **specific examples** of how you do this for both are at the bottom.

## What the Class Is and Is Not Doing

* You are **not** looking at grammar or composition or pretty words. Now, telling someone they misspelled a word or running spellcheck on your own paper can be very useful.
* You **are** doing things to help
  + **Yourself and 1 other** person understand more for the future
  + **Yourself succeed** if your careful work on Fact-Checking and Plagiarism-Checking results in your qualifying to overwrite your grade on the Part 1’s writing
  + **Yourself succeed** in being a more useful and skilled person able to survive in life and work

**Think about this**:

* For the **sciences**—whether physical sciences or social sciences (like history) or any other kind of science—to be useful, they **must** require evidence, proof—not just saying something is so.
* For jobs—unless you are the daughter or son of the boss—you must be **accurate** and careful (including with plagiarism) or you are a danger to the company and will cost the company money

## 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.”

If you want to succeed at being accurate with facts, you will 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. In this course, you compare side by side:

* What you or the student **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.
* **“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—Whether for Facts or Plagiarism/”Half-Copy” Plagiarism

Your boss or an upper level prof who can write a reference for you will know if you are factually inaccurate or plagiarizing without their comparing side-by-side. (**Tip:** if you want to know why they may not tell **you** about your problem, 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, this will be a lot harder. Read **now** so you can choose to learn something for your future.

1. If you are looking at **your own** paper, check **everything.**
2. If you are looking at the other student’s paper, see if some statements seemed wrong compared to what you read, then compare those things first.
3. You **get smarter faste**r about problems of thinking if you throw **all of your senses** against them.
   * Place one ***finger on the fact*** in the source and another ***finger on what*** the student wrote.
   * Read it aloud word by word.

As you go forward in life, just realize your reputation for doing usefulwork is at stake (whether with an upper-level prof who can write a reference, or with the team you are on for your company, or with your boss).***Caution:*** If you **cannot** touch the fact (if it is **not** on the page), then you (or the student) should **not** have written it. **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 and to make life decisions based on reality.**

| 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** |  |  |  |

## **What IF’s** to Help You Recognize Problems You Need to Enter at the Specific Spot in Your or the Student’s Paper

* 1. **What If** the paper did not use 1 or more the required sources, what do you enter:
     + **EITHER** No Primaries **OR** Does not have Both Primaries Cited
     + **EITHER** No Video Citations **OR** Does not have 2 or more Video Citations
     + **EITHER** No textbook Citations **OR** Does 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 noticed if 3 or more especially if the words are distinctive) 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 can click on the Evidence Folder for 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 but who was born in the United State or—if at the time of the 2nd Part Writing--in colonies that eventually become the US.**

## How to Enter Your Feedback at the Specific Spot of Your or the Student’s Problem

When people work together as a team, they must have a way to communicate with each other so everyone can tell what is new. Blackboard’s Discussion is an old tool but it is very stable and it does let students reply to each other and—if you do these steps—to make the new reply easily visible.

|  |  |
| --- | --- |
| How to enter feedback at the specific spot in the paper | In your paper or the student’s paper, insert your feedback at the **spot** where you want to give feedback by doing these things:   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 your feedback  and then a closing square bracket **].** 3. Make another blank line by pressing Enter **two** times.   Guys, this sounds silly but it works. |
| Example of How That Spacing Looks | If your colleague in the class cited page 30 for a statement, but you found that fact on 29, you could write just below the citation for page 30  [Page should be 29.]  Notice the two Enters after your comment in [ ]. Your colleague’s next words from the paper begin at this line. |

## **Caution:** This is essential. What Do You Put in Your Subject Line for **Your Own** Paper

When people work together as a team, they must have a way to communicate with each other who said it, especially since you will reply for the 2nd Part Writing and the 3rd Part Writing. Blackboard’s Discussion’s Subject Line does let students reply to each other at each Part—if you do these steps—to make the Part easily visible.

|  |  |
| --- | --- |
| **Subject Line** of Your Post- **This is part of the grade.** | 1. Click on the paper **you** posted 2. **Caution:** Click **Quote** to create a reply that has your own writing **in** the message area. **Tip:** On the left you see a Reply button and then a Quote button.  Click the **Quote** button. 3. **Caution:** **Change** the **Subject Line** to this: **Your Name** *–* My Fact- and Plagiarism Checking Side by Side My Paper with My Sources   **Example:** if your name is Ana Joy, your **Subject Line** is  Ana Joy*–* My Fact- and Plagiarism Checking Side by Side My Paper with My Sources  **Tip**: the **purpose** of that subject line is help you **remember why you are doing this**, OK? It is your chance to make that grade higher. **And Also a Caution:** It is **not** about grammar or punctuation or **your** view of good writing.  Writing about history and evidence in an honorable way is also a work and life skill. Click [here for examples of why someone would pay people with the skills shown by the Good Habits of Evidence](http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm). Link Address: http://www.cjbibus.com/Getting\_Started\_Good\_Habits\_for\_Evidence\_Would\_anyone\_pay\_you\_for\_this\_skill.htm |

## **Caution:** This is essential. What Do You Put in the Subject Line for the **Other** Student’s Paper?

|  |  |
| --- | --- |
| **Subject Line** of Your Post- **This is part of the grade.** | 1. Click on the paper posted by a student. (Choose 1 that has not been reviewed or a least has only 1 review.) 2. **Caution:** Click **Quote** to create a reply that has the student’s writing **in** the message area. **Tip:** On the left you see a Reply button and then a Quote button.  Click the **Quote** button. 3. **Caution:** **Change** the **Subject Line** to this: **Your Name** *–* My Feedback to Help Your Content and Evidence   **Example:** if your name is Ana Joy, your **Subject Line** is  Ana Joy*–* My Feedback to Help Your Content and Evidence  **Tip**: the **purpose** of that subject line is help you **remember to be kind**, OK? **And Also a Caution:** Your feedback is:   * about requirements and about content * **not** about grammar or punctuation or **your** view of good writing   Writing about history and evidence in an honorable way is also a work and life skill. Click [here for examples of why someone would pay people with the skills shown by the Good Habits of Evidence](http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm). Link Address: http://www.cjbibus.com/Getting\_Started\_Good\_Habits\_for\_Evidence\_Would\_anyone\_pay\_you\_for\_this\_skill.htm |

## How to Choose the Person’s Paper to Fact Check? (Including how I would do it in this tight time frame)

You read the others’ original posts and chose the 1st post you want to review for content and for following all 5 Good Habits for Evidence.

Caution: Choose quickly because the maximum number of countable replies to one person’s post is 2. If you post after another person has already posted, yours will not be counted and you will have to do another.

**Tip 1**: For how I would do this in normal times, see the last heading.

**Tip 2**: What your prof would do if I were you in this current situation:

1. I would read carefully the rest of this link.
2. I would choose 2 or 3 people where I saw obvious errors so you can **help** the other person, such as:

* Incorrect Subject line
* Not doing the requirements, such as no primary sources
* No citations

1. If you know how, I would carefully copy and paste those 2 or 3 people’s papers into separate files and I’d work on the easiest one first. **Why?** So you can post quickly before someone else reviews that paper.
2. I’d identify at least 3 useful things that should change in the weakest paper and that I was positive I was right about. I’d post quickly.