

2 nd Part Writing: Fact-and Plagiarism-Checking Your Own Paper	1
How You Can Dramatically and Immediately Improve Your Grade for the 1 st Part Writing.....	1
What Do the Words Checking, Fact-Checking, and Plagiarism-Checking Mean?	2
How Comparing Side-by-Side Is the Key to Checking Facts or Plagiarism/"Half-Copy" Plagiarism.....	2
What IF's to Help You Recognize Problems in Your 1st Part Writing	3
What Do You Put in Your Subject Line for Your Fact-Checking/Plagiarism-Checking Your Own Paper	4
How to Enter How You Should Improve at the Specific Spot of the Problem You Figured Out	4
How to Enter Feedback at the Specific Spot in the Paper	4
Example of How That Spacing Looks.....	4
Pages from the 1 st Part Writing Instructions.....	4
What Are Essential Requirements for Parts of Your Post from the Question to the Subject Line?	4
Required Sources: Primary and Secondary Sources (Textbook Pages) for Each Primary	5
What Are Requirements for Citation for Videos and Textbook Pages for Your Paper?	5

2nd Part Writing: 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 1st Part Writing**. If this new approach helps you, I will tell you how we will adjust the remaining part of the writing...

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

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

How You Can Dramatically and Immediately Improve Your Grade for the 1st 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 1st 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 1st Part Writing
 - **With** the sources you were **supposed** to use
 - **Using** the **directions** provided in the 1st 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 1st 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.)

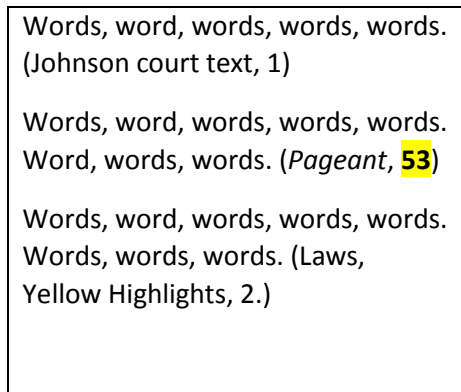
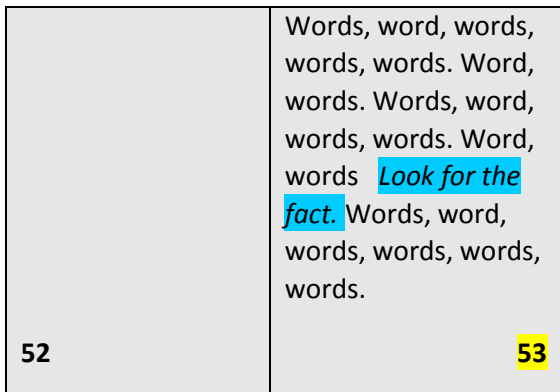
For some lower-level courses, accuracy may not be an issue in grading. On the other hand, history teachers have no choice but to examine for factual accuracy since students are required to **use** primaries. **Reminders:** This class makes it where your grade is on how you are by the end, not on how 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 1st Part Writing. Decide the correct answer(s) about **your** 1st Part Writing.

- 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**
- 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 1st Part Writing. You can click on the Evidence Folder in the 2nd Part Writing.)
- 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.**
- 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.**

- 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.**
- 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**

What Do You Put in Your Subject Line for Your Fact-Checking/Plagiarism-Checking Your Own Paper

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

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 What If that you figured out from Fact-and Plagiarism-Checking at an appropriate spot.</p> <ol style="list-style-type: none"> Make a blank line by pressing Enter two times and move down to that 2nd line. Type an opening square bracket [and then copy and paste the correction and then a closing square bracket]. Make another blank line by pressing Enter two times.
<p>Example of How That Spacing Looks</p>	<p>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.</p> <p>[Cite new 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 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	<p>Required Question to Answer</p>	<p>Your question: Using the sources, teach essentials of global trends and US foreign policy toward its Latin American neighbors.</p>
---	------------------------------------	---

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 (Textbook Pages) for Each Primary

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 (listed above the video). You must cite at least **one transcript number** for **each** primary and you must write about each primary below.

	Primary You Are Using	Page Numbers from <i>American Pageant</i>
1	Theodore Roosevelt’s Corollary to the Monroe Doctrine (1903) – Recommended 2nd paragraph	468, 571 (another location of the author’s criticism of Theodore Roosevelt) Tip: The <i>Merriam-Webster Online Dictionary</i> defines <i>perversion</i> on 468 as “to cause to turn aside or away from what is good or true or morally right.” Students find this hard to believe so I have color-coded the steps in the sentence and in US actions. The sentence says the United States will “... in the event of future malfeasance [about getting in debt] by the Latin American countries, take over the customshouses, pay off the debts, and keep the troublesome Europeans on the other side of the Atlantic.” Here is what that sentence meant: <ol style="list-style-type: none"> In the event a Latin American country borrowed money from a European nation or its banks and it could not pay its debts to the Europeans and therefore would have to be obedient to these European creditors, and not the US. Then the US would do these 2 things to the Latin American country: <ol style="list-style-type: none"> Send in US military to take over the port where the Latin American country had a “customshouse” (a place to collect “customs” or what the US calls tariffs or taxes on imports). FYI: Both the United States and Latin American countries depended on tariffs as income for their governments. Send the Latin American country’s collected taxes to their European creditors, thus keeping those creditors out of the Latin American country. Tip: If you are thinking, so what? How would you feel if China or Russia took over the port of Houston and did that to the US? Why?: So the European nation did not have an excuse to do what the US had done.
2	Franklin D. Roosevelt’s Good Neighbor Policy - Recommended 4th paragraph.	571-572 - Tip: Page 572 includes what happened with the Platt Amendment and about Guantanamo Bay. The difference is a clue to how much FDR was willing to alter past policies. If you do not know, ask in the discussion.

What Are Requirements for Citation for Videos and Textbook Pages for Your Paper?

Chicago Manual of Style is the method used in history. Endnotes or footnotes make citation always available but not intrusive in the text because you only show the number of the endnote in the text. The problem is that endnotes are confusing in the discussion postings.

Given that, we follow the proverbial “**spirit of the law**” of *Chicago Manual of Style* but not have confusion from the method, we do these **very** brief citations in your text.

	Required Background	Required Page Numbers from <i>American Pageant</i>	Required Video and Required Search Words
1	Background before Theodore Roosevelt's policy	470-471	<i>The Question of Empire</i> (underlying, strategically, strategic, empire)
2	Background before Franklin D. Roosevelt's policy	600-601	<i>The Great Depression</i> (collapse, tariff, Fascism, Nazism)

Copyright C. J. Bibus, Ed.D. 2003-2020

WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
Last Updated: 2020
WCJC Home: <http://www.wcjc.edu/>