

## 2-Part Writing: Fact-Checking and Plagiarism-Checking Two Students' Papers—Changes in Blue

**Tip** This covers Definitions, Method, Requirements, Rubric, and Grading (100 points and—if needed--the potential to OVERWRITE the 1<sup>st</sup> Part Writing)

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### 1. What the Class Is Not Doing and What the Class Is Doing—and Why (the rule of law)

- You are **not** looking at grammar or composition or pretty words. Comments about that will drag your grade down to a 1.11.
- You **are** doing things to help
  - **another** person understand more for the future
  - **yourself succeed** if your careful work on Fact-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 and--as corny as it sounds—a more useful and skilled citizen no matter what political party you support or if you do not care about political parties

#### 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 **government** both to be useful and not corrupt, it has to follow the rule of law. The Constitution is grounded in the rule of law, not the whim of tyrants whether kings or some other more modern forms since 1800. Why is this so important? To put it country (because I am), ordinary people like me and most of us can't survive in a world without rule of law.

[Merriam-Webster Online](#) defines rule of law in this way:

Legal Definition of *rule of law* **1**: an authoritative legal doctrine, principle, or precept applied to the facts of an appropriate case *adopting the rule of law that is most persuasive in light of precedent, reason and policy— Wright v. Wright, 904 P.2d 403 (1995)*

**2**: government by law: adherence **to due process** of law

## 2. What Are the Definitions to Help You?

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

[Merriam-Webster Online](#) defines fact as:

- “something that has actual existence” Example: “space exploration is now a fact”
- “an actual occurrence” – Example: prove the fact of damage

**Caution:** *What Is Not a Fact and What You MUST Not Use as a Correction in the 2<sup>nd</sup> Part Writing?*

You do **not** correct students who make types of errors that are **not a matter of truth**. **Examples:**

- Requirements such as those for using short quotations for readability
- Requirements to Spell Check for readability (and as a basic good habit)

**What is the difference between factual errors and the examples above?** Bosses will **fire you for being factually inaccurate** in your work; professors will **not write a reference letter** for you if you do **not** know their content.

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

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

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

[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. Watergate is the most notorious part of the deservedly notorious things that former President Nixon did that led to his impeachment.

When you deal with facts, you deal with evidence—the **accuracy of both:**

- **Citation**—**So you go to where** you say the fact came from and make sure the **name of the source** and the exact **location** (whether page number or transcript number) are correct
- **What you wrote or quoted**—**So you compare** those **words** with what the **source actually said**

### *What Does the Words **Plagiarize** or “Half-Copy” **Plagiarism** 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.

**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 prior classes, they may not have cared. You need to start trying **now**. **Why?**

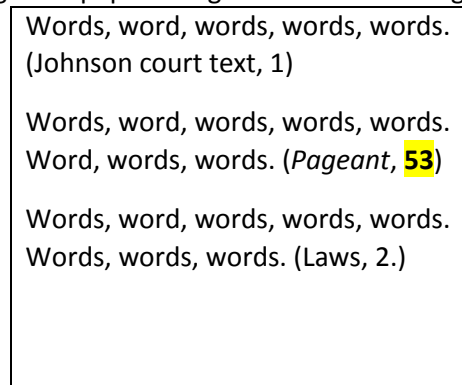
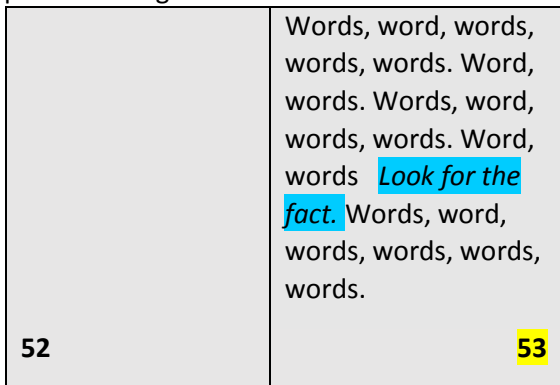
- a. The 2 forms of plagiarism **make people stupid**. Your prof's **TIP:** Reality is a poor person's best friend.
- b. Unless you work in marketing, a boss will probably not notice that you plagiarize unless you get stupid.
- c. A **better** prof will notice and a reference from a **better** prof is—well—**better** for your future.

### 3. How Are You to Do Fact-Checking and Plagiarism Checking? (The Safest, Fastest Way is Side-by-Side!)

Your boss will know without doing what I have to do to know if something is true. On the other hand, you are going to do what I do when I say that one of you did “half-copy” plagiarized or that the fact was not on the page. 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 did your 1<sup>st</sup>-Part Writing, this will be a lot harder, but you can choose to learn something for your future.

- a. If some statements seemed wrong compared to what you read, then compare those things first.
- b. You **get smarter faster** 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. (Aloud works!)
- c. 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)

- d. **Guys**, this **hard**, grunt-level **work** is what you **do if you want to understand something well enough to get paid and to make life decisions based on reality.**

4. **Caution: Grade Issues**--How to Recognize the Student's Problems and What Are the EXACT Words You Post  
Have the paper out and your sources visible. Note: The **yellow** helps you see the exact words. Copy and paste of these words is not only fine but will help everyone in the class. How to enter these corrections so they are readable is in the last heading. If your copy and paste is still **yellow**, that is also fine.

**Guys, if you believe another short phrase needs to exist, just email me. Glad to add it.**

- a. Sources
  - **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**
  - **Used a Video Citation Not Possible If You Used the Search Words <New**
  - Used words from the source and cited, but did **not** write the source's **meaning**. – **Misread**
  - Used words from the source but described them inaccurately. Examples: wrote a change was swift or quick when it took over 40 years or other attribute, but that attribute is **not** supported in the source – **Embellishment or Cherry-Picking**
  - Used the word Latin America, but used examples of Hawaii and the Philippines in the Pacific Ocean. – **Assumed**
- b. Citation for facts
  - A fact is cited but the source or the page number is incorrect, such as the student typed page 30 but should have typed 29 – **Page should be 29.**
  - A paragraph has **no** citation but makes statements about events – Provide **citation with the exact page number and only from required sources.**
  - At the end of a paragraph, the last sentence has **no** citation:
    - But it **summarizes** facts above that **had complete citation**, that is OK.
    - But it introduces **new** facts– **Cite new facts.**

- In 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.**
- c. Plagiarism or “half-copy” plagiarism?
  - Used exact words from the source but did not use quotation marks (“”) around those words – **Plagiarism**
- d. Used several exact words (usually noticed if 3 or more) and mixed those words in the student’s sentences without quotation marks (“”) around those words **“half-copy” plagiarism**  
Page 746 from the *Bedford Handbook* defines it as **“mixing the author’s phrases with your own without using quotation marks or by plugging your own synonyms into the author’s sentence structure.”**

## 5. 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 **at the top**
  - Not doing the requirements, such as no primary sources
  - No citations
  - Incorrect use of a list of references **at the bottom**
  - Incorrect use of a list of references included sources that do not apply to this content
3. If you know how, I would 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.
4. I’d identify at least 3 **useful** things that they should change in the weakest paper and that I was **positive** I was right about. I’d post quickly.

## 6. **Caution:** Grade Issues- What Do You Put in Your Subject Line and How Do You Briefly Show the Other Person Things to Never Do Again

**Caution:** I tested before I first did this kind of assignment years ago and each time I had a class have a problem I adjusted based on observations. These steps **prevent** trouble in **two** places:

- In the 2<sup>nd</sup> Part Writing, when students try in to understand what they did incorrectly
- In the 3<sup>rd</sup> Part Writing, when students try to give an evidence-centered reply to your 2<sup>nd</sup> Part Writing.

**Tip:** Keep these directions **open** when you do the tasks. I have to do instructions that way. **Personal tip:** there is no shame in looking stupid when you work if doing that makes your work look smart.

<p><b>Subject Line of Your Post- This is part of the grade.</b></p>	<ol style="list-style-type: none"> <li>1. Click on the paper posted by a student. (Choose 1 that has not been reviewed or a least has only 1 review.)</li> <li>2. <b>Caution:</b> Click <b>Quote</b> to create a reply that has the student’s writing <b>in</b> the message area. <b>Tip:</b> On the left you see a Reply button (ignore it) and then a Quote button. Click the <b>Quote</b> button.</li> <li>3. <b>Caution:</b> <b>Change</b> the <b>Subject Line</b> to this: <i>Your Name</i> – My Feedback to Help Your Content and Evidence</li> </ol>
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	<p><b>Example:</b> if your name is Ana Joy, your <b>Subject Line</b> is Ana Joy– My Feedback to Help Your Content and Evidence</p> <p><b>Tip:</b> the <b>purpose</b> of that subject line is help you focus on what matters for your grade and so you <b>remember to be kind</b>, OK? <b>And Also a Caution:</b> Your feedback is:</p> <ul style="list-style-type: none"> <li>• about plagiarism-checking and fact-checking about content and evidence</li> <li>• <b>not</b> about grammar or punctuation or <b>your</b> view of good writing</li> </ul> <p>Writing about history and evidence in an honorable way is also a work and life skill. Click <a href="http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm">here for examples of why someone would pay people with the skills shown by the Good Habits of Evidence</a>. Link Address: <a href="http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm">http://www.cjbibus.com/Getting_Started_Good_Habits_for_Evidence_Would_anyone_pay_you_for_this_skill.htm</a></p>
<p><b>How to show the student clearly - This is part of the grade.</b></p>	<p>4. In the student’s paper, insert your feedback at the <b>spot</b> where you want to give feedback by doing these thing:</p> <ul style="list-style-type: none"> <li>• Make a <b>blank line</b> by pressing Enter <b>two times</b> and move <b>down to that 2nd</b> line.</li> <li>• Type an opening square bracket [ and then your feedback and then a closing square bracket ].</li> </ul> <p>5. Make another blank line by pressing Enter <b>two</b> times. <b>Tip:</b> This to make sure the correction is separate.</p>
<p><b>Example of How the Spacing Looks - This is part of the grade.</b></p>	<p>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</p> <p>[Page should be 29.]</p> <p>Notice your spacing under your comment in [ ]. Your colleague’s next words from the paper are here.</p>

*3 Examples of Errors That Students Frequently Need to Point Out*

<p><b>Example of If the Subject is Incorrect</b></p>	<p>If your colleague in the class did not do the required change to the Subject line, you could write at the <b>top</b> of the message box</p> <p>[Your Subject is incorrect.]</p>
<p><b>Example of one of the errors</b></p>	<p>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 not just the correction but also the Good Habits for Evidence that could help the student.</p> <p>[Page should be 29.]</p>
<p><b>Example If the words are “Half-Copy” Plagiarism</b></p>	<p>If your colleague in the class used many words from a source without correctly using “ “, you may help in this way:</p> <ol style="list-style-type: none"> <li>1. Press Enter two times.</li> <li>2. Copy at that spot the sentence that is heavily “half-copy” plagiarized.</li> <li>3. Looking carefully at the source and the copied sentence that your colleague wrote, highlight the words that are exactly like the source. (See the example below.)</li> <li>4. Below the copied sentence, write [ <b>light red</b> indicates “half-copy” plagiarized]</li> </ol>

Before 1660 a man named Anthony Johnson arrived in Virginia. He came from Africa in 1621 and went to work at a Tobacco Plantation. Records state that it wasn't clear if he was a slave or indentured

Before 1660 a man named Anthony Johnson arrived in Virginia. He came from Africa in 1621 and went to work at a Tobacco Plantation. Records state that it wasn't clear if he was a slave or indentured  
[light red indicates "half-copy" plagiarized]

Notice your spacing under your comment in [ ]. Your colleague's next words from the paper are here.

## 7. How Would I Do This If We Were Not In a Pandemic?

Use part of the **same** method that you **should have** used with your own paper:

1. Print the other student's paper and proof it. To proof means to compare side by side your paper and your source to be sure page numbers and facts and names and quotations and **everything** is correct.
2. Mark anything that may be incorrect that you need to include in your Fact Checking or Plagiarism-Checking
3. Compare side by side the paper and the sources.
4. To communicate to the student:
  - a. Using the **yellow** words in Heading 4
  - b. Using the steps in Heading 6.

When you are sure you are accurate, return to the discussion. **Tip:** If you do not know how to reply in a discussion, use Blackboard's instructions. You can find Blackboard videos in a folder in Useful Web Links at the bottom of the Course Menu.