

2-Part F.I.O. Project: Fact- and Plagiarism-Checking 2 Students' Projects

Notice **pink** to see what can help you in the link **BELOW**. For this term only, we are **not** doing videos with the Projects.

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Fact-Checking and Plagiarism-Checking Two Students' Papers

TIP This link covers Definitions, Method, Requirements, Rubric, and Grading (100 points & an **OVERWRITE potential**.)

1. What the Class Is NOT Doing and What the Class Is Doing—and Why? (the rule of law)

Personal note to the class: I have been focusing on evidence every year since before 2013 as a **history skill**, a **work skill**, and a **life skill**. I have set these things up so **all** are alerted to evidence as a history, work, and life skill, but your grade is **not** destroyed. If you did not make the grade you are accustomed to on the 1st Part, **the 2nd Part makes it possible to OVERWRITE a weak 1st Part grade**. You must do for 2 others' projects what **you should have done with your own**. Look at the requirements. Ask if you have questions. I am fine if you all make A's if you do this correctly.

Evidence matters. 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. **That is how humans get smarter.**
- 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, but **remember in 1787 in the Constitution** among other things that might shock you, **slavery was legal** (so do **not** assume about the past in **any** way). Further, the **states, including the new states, varied greatly in their treatment of ordinary people** of every shade, gender, and national origin. The amendments to the Constitution changed the law of the land and therefore expanded who had **due process**. To put it country (because I am), **ordinary people doing some times extraordinary things expanded who is under the 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 **< a phrase you will see in action by Unit 3.**

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 Not to Use as a Correction in the 2nd Part F.I.O. Project?*

For this Project, do **not** correct students who make types of errors that are **not a matter of truth**.

Examples of things that should be done but that are not matters of truth.

- Requirements such as those for using short quotations for readability
- Requirements to Spell Check as part of the final steps with projects (Both are basic good habits.)

What is the difference between factual errors and the examples above? Depending on the organization you work for or the discipline you are studying:

- Bosses and profs might correct you about the examples above, but
- Bosses will **fire you for being factually inaccurate** in *your* work for *them* and
- Professors will **not write a reference letter** for you if *you* are **not** factually accurate with *their* content.

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

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

CAUTION: You are not reading over something; instead, you are comparing word-by-word and sometimes letter-by-letter the source and what the other student wrote.

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

[Merriam-Webster Online](#) defines fact-checking as “to **verify the factual accuracy** of.”

HISTORY TIP: 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 resigning to avoid impeachment.

When you deal with facts, you deal with evidence and you must check **two** things:

1. How you cited the source and its location
2. What part of the source you used for what you wrote or quoted

How Do You Check Citation?

Reminders: Citation is always immediately **after** the stated fact. The required words and format for citation are in the 1st Part F.I.O. Project folder in the link [Specific Requirements for the 1st Part F.I.O. Project](#). Link Address: http://www.cjbibus.com/Requirements_for_2-Part_Fact-Checking_Plagiarism-Checking_1301.pdf

You go to where you say the fact came from and **check with great attention** both a) and b):

- a) The **name of the source**
- b) The **exact location** (**whether** 1 specific page number **or** 1 transcript number of the fact’s beginning)

How Do You Check Plagiarism and “Half-Copy” Plagiarism?

You go to the words you wrote or quoted and to the exact location in the source where you say the fact came from and

1. You **compare** side by side:
 - The words from the source
 - The words in your paper.
2. You **fix your** words—the **only** words you have a **right** to change—as needed.

What Do 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 Course 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 a quotation (gave the source and page number immediately after the fact), **but** you did **not** put a “ at the beginning and a ” at the end of the quotation, you plagiarized.

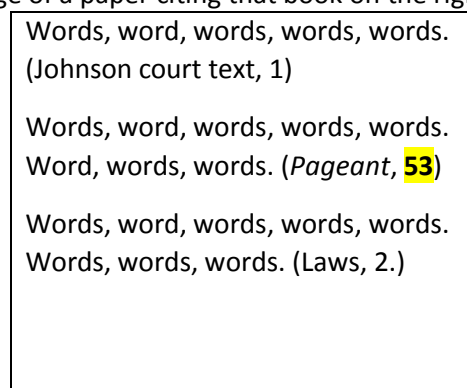
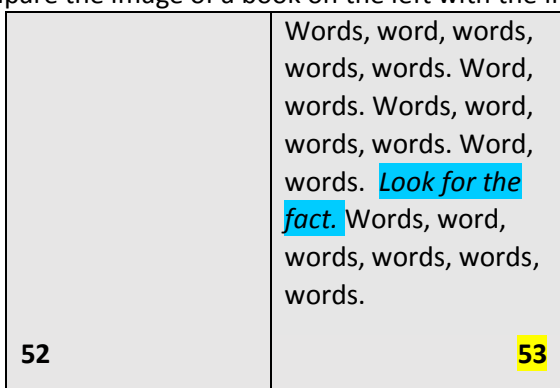
- “Half-copy” **plagiarism** (also called “patchwriting”) – To quote the example provided in the Evidence folder page 746 “When you summarize or paraphrase, it is not enough to name the source; you must restate the source’s **meaning** using your own language.... **You commit plagiarism** if you patchwrite—half-copy 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**.”
 - a. **ATTENTION:** If you did this in prior classes, they may not have cared. You need to start trying **now. Why?** Bosses—unless they are in marketing--will probably not notice that you plagiarized, but:
 - A **better** prof will notice and a reference from a **better** prof is—well—**better** for your future.
 - **Both** forms of plagiarism **make people stupid. TIP:** Reality/truth is a poor person’s best friend.

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

Your boss on a job 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 “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 1st-Part F.I.O. Project, 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. **TIP:** 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. WHAT TO POST - 1 Page List of Exact Words to Use in Your Feedback (CAUTION: Grade Issue)

This heading and the next are covered in the rubric to show you about points. The next heading covers HOW TO POST.

Why Do We Need to Use the Same Exact Short Phrases?

When you fact- and plagiarism-check and select the short phrases to help the other two students, you not only learn more about those traits of evidence, but also what those exact short phrases mean when you see your **own** feedback.

The **yellow** shows the exact words that you copy and paste when you post your feedback in the other 2 students' projects. If your text is still **yellow** in the post, that is OK. **The pink shows you BRIEF ways to prevent these problems that will hurt your future. Preventing is better than fixing problems. That link is immediately below this one.**

TIP: In checking the 2 papers, if you find the words listed do not cover the problem you see, email me. Glad to help.

Yellow for Exact Words for Errors with the Subject or Sources <Prevent with Step 1 of the 10-Step Brain Tricks

- Did NOT use the required Subject or change it with the next Project – **Incorrect Subject for this Project**
- **EITHER** No Primaries **OR** Missing 1 of 3 Primaries **OR** Missing 2 of 3 Primaries **OR** Missing 3 of 3 Primaries **OR** Step 1
- ~~**EITHER** No Videos **OR** Missing 1 of 3 Videos **OR** Missing 2 of 3 Videos **OR** Missing 3 of 3 Videos~~ “
- **EITHER** No Textbook Citations **OR** Missing 1 of 3 Textbook Citations **OR** Missing 2 of 3 Citations “
- Used a Primary **Not** Provided in the Course **Nor** Listed as Citable – **Unusable Primary** “
- Used a Textbook page **Not** Listed as Citable – **Unusable Textbook page** “
- Used a Video Citation **Not** Possible If You Used the Search Words – **Unusable Video transcript #** “
- Grabbed a quotation from the Internet and cited it as a listed source but it is **not**. – **FAKE Textbook page** “

Yellow for Exact Words for Errors with Citation <Prevent with Steps 2 Through 8 & with the Brief Brain Tricks

TIP: Cite exactly as the 1st Part F.I.O. Project lists, providing name of source, a comma, and page # or transcript #.

- Cited a source (primary, textbook, or video). When comparing the student's words and the source, the student:
 - Did **not** write the source's same **meaning**. – **Misread**
 - Did **not** seem to notice contradictory words in the source. – **Assumed**
- Used words from the source but **described them inaccurately**.
 - **Example:** wrote a change was **swift** or **quick** but the source said it took 40 years. – **Embellishment**
 - **Example:** wrote a change was occurring **only** among Republicans, but the source said it happened among **all** political parties. – **Cherry-Picking Tip:** This and other words are defined in the Evidence Quiz Folder.
- A **fact is cited** but the page number is **incorrect**, such as a student typed page 30 but it is 29 – **Page should be 29.**
UPDATE 3/1: If a transcript # is incorrect, state this: **Fact stated is not at that transcript location.**
- A paragraph has **no** citation but makes numerous statements about events – **Citation required for each fact.**
- At the end of a paragraph, the last sentence has **no** citation:
 - But it **summarizes** facts above it that already **had complete citation**—That is OK.
 - But it introduces **new** facts— **Cite new facts.**
- In a paragraph of 3 sentences, there is citation for the 1st sentence and for the 3rd sentence:
 - If the source used in the **2nd sentence** is the same as the source in the **3rd sentence**, that is fine.
 - If it is **not**, provide citation at the **end** of the **2nd sentence**. – **Citation required.**

Yellow for Quotation Errors with “ ” or ‘ ’ (Quotation Marks) or ... (Ellipses) or other Punctuation

- Used “ ” or ‘ ’ or ... inaccurately & changed the author's meaning—**Quotation/Meaning.**
- Used “ ” or ‘ ’ or ... inaccurately & made the author's writing grammatically incorrect—**Quotation/Grammar**

Yellow for Plagiarism or “Half-Copy” Plagiarism <Prevent with the Brief Brain Trick to Succeed with All 3

Both can result in severe consequences. (See WCJC's Academic Honesty in Online Courses.) If the student:

- Used exact words from the source, but did **not** use quotation marks (”) around those words – **Plagiarism**
- Mixed exact words from the source **without** quotation marks (”) with words in the student's own sentences – **“half-copy” plagiarism** **TIP:** Page 746 from the *Bedford Handbook* shows an example and defines “half-copy”

plagiarism 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 POST from Entering the Subject to Entering the Feedback (CAUTION: Grade Issue)

This heading and the prior one are covered in the rubric to show you about points. The prior heading covers WHAT TO POST. **TIP:** Keep these directions **open** when you do the tasks. **CAUTION:** All of these actions are part of the grade.

<p>Subject Line of Your Post- This is part of the grade.</p>	<ol style="list-style-type: none"> 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 project in the message area. TIP: On the left you see a Reply button (ignore it) and, then to the right of it, a Quote button. Click the Quote button. 3. CAUTION: Change the Subject Line to this: <i>Your Name – My Feedback to Help Your Content and Evidence</i> <p>Example: if your name is Ana Joy, your Subject Line is Ana Joy– My Feedback to Help Your Content and Evidence</p> <p>TIP: the purpose of that subject line is help you focus on what matters for your grade and to remember to be kind. CAUTION: Your feedback is:</p> <ul style="list-style-type: none"> • about plagiarism-checking and fact-checking content and evidence • not about grammar or punctuation or your view of good writing
<p>How to show the student clearly</p>	<ol style="list-style-type: none"> 4. In the student’s paper, insert your feedback at the spot where you want to give feedback by: <ul style="list-style-type: none"> • Making a blank line by pressing Enter two times and move down to that 2nd line. • Typing an opening square bracket [and then your feedback and then a closing square bracket] < with the bracket enlarged so you can recognize it 5. Make another blank line by pressing Enter two times. TIP: This to make sure the correction is separate.
<p>Example of How the Spacing Looks</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>

Examples of Errors That Students Frequently Need to Point Out

<p>If the Subject is Incorrect</p>	<p>If your colleague in the class did not do the required change to the Subject line, you could write at the top of the message box</p> <p>[Your Subject is incorrect.]</p>
<p>If a page number is incorrect</p>	<p>If your colleague in the class cited page 611 for a statement, but you found that fact on 311, you could write just below the citation for page.</p> <p>[Page should be 311.]</p>
<p>If words are “Half-Copy” Plagiarism</p>	<p>If your colleague in the class used many words from a source without correctly using “ ”, you may do this:</p> <ol style="list-style-type: none"> 1. Press Enter two times. 2. Copy at that spot the sentence that is heavily “half-copy” plagiarized. 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.) 4. Below the copied sentence, write [light orange indicates “half-copy” plagiarized]

CAUTION:	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
This is the only 1 that uses a color.	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.

6. How to Choose the 2 Peoples' Papers to Fact Check? (CAUTION: Max Responses to 1 student's post = 2) You are not reading an English paper. You are examining carefulness in meeting requirements, facts for truth, citation for correctness, and language for plagiarism and "half-copy" plagiarism.

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

TIP 1: For how your prof 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 citations and no primary sources or textbook pages or videos
 - Contrary to instructions, provided a title and the typical 4 line English paper heading at the top of their post and/or provided a list of work cited at the bottom of the post. **TIP:** Neither are things you are to do with this project.
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 before someone else fact-checks or plagiarism-checks 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.

7. How Would Your Prof 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. Use the exact yellow words in the 4th heading WHAT TO POST.
 - b. Use the steps to post in 5th heading HOW TO POST.

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.

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

