# 1st Primary’s Double-Check Instructions for Checking 2 Students’ 5-Ws Writing

**CAUTION** & **Tip**: If you do what is in #2 and #3 EXACTLY, it is worth **30 extra points**. Ask if you have questions.

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## What You Are to Do for 2 Students?

### **How Are You to Do Double-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 should to do what I do if I say to you that you “half-copy” plagiarized or that the fact was not on the page. Compare side-by-side (as shown below) the source—whether textbook or online source--and what you or another student wrote. *TIP*: If you did **not** read when you did your 1st Primary 5 Ws, this will be hard, but choose to learn something for your future.

1. If some statements seemed wrong compared to what you read, then compare those things first.
2. 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. (Aloud works**!**)

| 1. 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. (Stamp Act, 1)  Words, word, words, words, words. Word, words, words. (*Pageant*, **53**)  Words, word, words, words, words. Words, words, words. (Laws, 2.) | **Look at the student’s paper (or yours)**  **⏴** |
|  | **52** | **53** |  |  |  |

1. **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.**

#### **CAUTION:** Correct ONLY on Truth or Plagiarism OR “Half-Copy” Plagiarism

For this writing, correct students **only** if they make **factual errors** or if they **plagiarize** or **“half-copy” plagiarize. Ignore** incorrect spelling or language.

**What is different between factual errors and the examples above?** Depending on where you work or what you study:

* 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 to Post - 1 Page List of Exact Words to Use in Your Feedback** **(CAUTION: Grade Issue**) **Pink Updates**

PINK indicates a changed or added item. Use this page with the next page. It covers HOW TO POST. **TIP:** Keep these directions **open** when you do the tasks. **CAUTION:** All of these actions are part of the grade.

#### 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 other2 students’ projects. If your text is still yellow in the post, that is OK.

**TIP**: In checking the 2 writings**, if you find the words listed do not cover the problem you see, email me**. (And students did email me last time and they were correct and I added their items to the list.) **Glad to help.**

#### Yellow for **Exact Words** for **Errors** with the **Subject or Sources**

**Example:** If your colleague in the class,

* + **Did NOT use the required Subject** – Incorrect Subject for this Writing
  + **Did not provide a citation for a primary -** No Primary Citation
  + **Did not provide a citation from the textbook** No Textbook 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
  + Grabbed a quotation from the Internet (FAKE TEXT) and/or cited it as a listed source but it is **not.** – FAKE PAGE

#### Yellow for **Exact Words** for **Errors** with **Citation**

* + Cited a source (primary or textbook). W**hen 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.
  + A fact is cited but the page numbers are a range of pages (such as 29-30)—Cite **1** page; if **2** facts, cite each time
  + A 5-Ws statement has **no** citation but makes many statements about events – **Citation required for each fact.**
  + At the end of a 5-Ws statement, 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 5-Ws statement 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**, then that is fine.
  + If it is **not**, provide citation at the **end** of the **2nd sentence**. – **Citation required.**

#### Yellow for Plagiarism or “Half-Copy” Plagiarism

**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:** Page746 **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.”**
  + **Changed text in a quotation without revealing those changes** using required punctuation- **Reveal changes!**
  + **Quotations too long and/or too many (% of quotations over 10%) –** **Use 2-5 word quotations.**

### **HOW to Post from Entering the Subject to Entering the Feedback** **(CAUTION: Grade Issue)**

Use this page with the prior page. It covers WHAT to Post. **TIP:** Keep these directions **open** when you do the tasks. **CAUTION:** All of these actions are part of the grade.

|  |  |
| --- | --- |
| **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 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: *Your Name –* My Feedback to Help Your Content and Evidence   **Example:** if your name is C.J. Bibus, your **Subject Line** is  C.J. Bibus *–* My Feedback to Help Your Content and Evidence  **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:   * about plagiarism-checking and fact-checking content and evidence * **not** about grammar or punctuation or **your** view of good writing |
| **How to show the student clearly**  **This is part of the grade.** | 1. In the student’s paper, insert your feedback at the **spot** where you want to give feedback by:  * 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  1. Make another blank line by pressing Enter **two** times. **TIP:** This to make sure the correction is separate. |
| **If you do the above, it looks like this>** | 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 your spacing under your comment in [ ]. Your colleague’s next words from the paper are here. |

##### Examples of Errors That Students Frequently Need to Point Out

|  |  |
| --- | --- |
| **If the Subject is Incorrect** | 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  **[Your Subject is incorrect.}** |
| **If a page number is incorrect** | 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.  **[Page should be 311.]** |
| **If words are “Half-Copy” Plagiarism** | If your colleague in the class used many words from a source without correctly using “ “, you may do this:   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]**   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 orange **indicates “half-copy” plagiarized]**  Notice your spacing under your comment in [ ]. Your colleague’s next words from the paper are here. |

### **How to Choose the 2 Peoples’ 5-Ws to Double- Check?** (**CAUTION**: Max Replies 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:** What your prof would do if I were you in this current situation:

1. I would read all of these pages.
2. I would choose 2 or 3 people where I **saw obvious errors** so I could **help** the other person, such as:

* Incorrect Subject line –That is at the top of their post so it is easy to notice
* Not doing the requirements, such as no citations and no primary sources or no textbook pages.
* 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 writing.

1. If you know how, I would copy and paste those 2 or 3 people’s writings into separate files and I’d work on the easiest one to do. **Why?** So you can post **before** someone else double-checks that paper.
2. 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.

## Optional Information That Some of You Might Need – Read the Headings to Tell.

### **What the Class Is NOT Doing and What the Class Is Doing—and Why? (The rule of law)**

**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](https://www.merriam-webster.com/) 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.**

### **Definitions of the Words Fact, Checking, Fact-Checking, Citation, Plagiarism, and “Half-Copy” Plagiarism**

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

[Merriam-Webster Online](https://www.merriam-webster.com/) defines fact as:

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

#### 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**.”

**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](https://www.merriam-webster.com/) defines fact-checking as “to **verify the factual accuracy** of.”

**HISTORY TIP**: The first known of 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**:**

* How you cited the source <Provided for you in the template with the # being the spot to put the exact page #
* What part of the source you used for what you wrote or quoted <You must specify the exact page.

##### **How Do You Check Citation?**

**Reminders: Whatever the style guide or standards manual, citation is always immediately after the stated fact. The required words and format for citation for this are in the template file provided for all of you.**

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

**You go to the words in 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 writing

1. 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](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.” 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**.”

**WHY ATTENTION?** 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** or at a minimum lead to mistakes.

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| **WCJC Department:** | | History – Dr. Bibus |
| **Contact Information:** | | 281.239.1577 or [bibusc@wcjc.edu](mailto:bibusc@wcjc.edu) |
| **Last Updated:** | | 9/2021 |
| **WCJC Home:** | | <http://www.wcjc.edu/> |