

Handouts for:

The Fence or the Ambulance: Are You Punishing or Preventing Plagiarism in Your School? c 2006

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A complete set of these handouts can be downloaded from
<www.doug-johnson.com/pres.html>

Our district Guide to Cheating and Plagiarism can be found at:
<http://www.isd77.k12.mn.us/cheat77.pdf>

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Qualities of LPP (Low Probability of Plagiarism) projects:

1. LPP projects have clarity of purpose and expectations.
2. LPP research projects give students choices.
3. LPP projects are relevant to the student's life.
4. LPP projects ask students to write in a narrative rather than an expository style.
5. LPP projects stress higher level thinking skills and creativity.
6. LPP projects answer real questions.
7. LPP projects involve a variety of information finding activities. LPP projects tend to be hands-on. LPP projects use technology to spur creativity.
8. LPP projects use formats that use multiple senses.
9. LPP projects can be complex, but are broken into manageable steps.
10. LPP projects are often collaborative and produce results that are better than individual work
11. LPP projects have results that are shared with people who care and respond.
12. LPP projects are authentically assessed.
13. LPP projects allow the learner to reflect, revisit, revise, and improve their final projects.
14. LPP projects are encouraged by adults who believe that given enough time, resources, and motivation, all students are capable of original work.

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Too much effort is expended in education trying to “catch” plagiarism in student work. Teachers and media specialists are using various web services and techniques using search engines to determine if or how much of student writing is lifted from online sources. While such tools are necessary and can be effective, educators should also be creating assignments, especially those that involve research, that minimize the likelihood of plagiarism in the first place. This workshop gives teachers the tools that help them design LPP (Low Probability of Plagiarism) projects that require original, thoughtful research.

A Research Question Rubric

- Level One: My research is about a broad topic. I can complete the assignment by using a general reference source such as an encyclopedia. I have no personal questions about the topic.
Primary example: My research is about an animal.
Secondary example: My research is about the economy of a state.
- Level Two: My research answers a question that helps me narrow the focus of my search. This question may mean that I need to go to various sources to gather enough information to get a reliable answer. The conclusion of the research will ask me to give a supported answer to the question.
Primary example: What methods has my animal developed to help it survive?
Secondary example: What role has manufacturing played in an assigned state's economic development?
- Level Three: My research answers a question of personal relevance. To answer this question I may need to consult not just secondary sources such as magazines, newspapers, books or the Internet, but use primary sources of information such as original surveys, interviews, or source documents.
Primary example: What animal would be best for my family to adopt as a pet?
Secondary example: How can one best prepare for a career in manufacturing in my area?
- Level Four: My research answers a personal question about the topic, and contains information that may be of use to decision-makers as they make policy or distribute funds. The result of my research is a well supported conclusion that contains a call for action on the part of an organization or government body. There will be a plan to distribute this information.
Primary example: How can our school help stop the growth in unwanted and abandoned animals in our community?
Secondary example: How might high schools change their curricula to meet the needs of students wanting a career in manufacturing in my state?

Activity

Choose a popular research topic from your school's curriculum (or use one from list below). Work with your team to develop an assignment at each of the four levels of the Research Question Rubric.

Your topic:		
Level	Key attributes	Your Assignment
One	Asks for simple recall	
Two	Asks a specific question	
Three	Asks for personal response	
Four	Includes a call for action	

- States
- Diseases
- Current event
- Explorers
- Presidents
- Careers
- The Constitution
- Nutrition
- Simple machines
- Authors