

Warm up

Ask students what plagiarism is – see what they think. Can they name any famous cases of plagiarism? Elicit their ideas about how you can avoid plagiarizing in written work. How can you talk about other people's ideas without stealing them?

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

Answers

a 2 b 6 c 4 d 1,5 e 3

Using the Worksheet

- Go through the information at the top of the page. Students may already have covered the section on citing, paraphrasing and plagiarism in Unit 10 of *C21 English for the 21st Century*, Level 5; they may also have done **Paraphrase** from the *C21 Academic Skills* series. Depending on what they have already covered, you can discuss what they have enjoyed or found difficult in these activities.

Practice

1 Match the reporting verbs to the descriptions of the author's stance.

- Go through the first couple of items and work out the answers together as a class. Students can work by finding the definition to match the word or vice versa.

Answers

- a states
- b denies
- c mentions
- d assumes
- e demonstrates
- f argues
- g implies
- h suggests

2 Read the texts. Decide whether you would use a direct quote (DQ) or paraphrase (P) to cite each one.

- Have students work in pairs or small groups to discuss the texts. Depending on how well you think they will get on, you could assign just one or two texts to each pair/group.
- This is quite a difficult exercise, since the texts vary widely and some of them use antiquated language. Explain that students don't need to understand the whole of each text at this stage; the main thing is to try to understand roughly what kind (*genre*) of text it is, and to get an idea of whether a direct quote or a paraphrase would be more appropriate. Make clear that there are not right or wrong answers here.
- Have a whole-class discussion and elicit ideas about the texts from different pairs/groups. Some possible answers, and reasons for them, are given below.

Possible answers

- a** DQ – Since this is a poem, the author's original words have a special significance.
- b** P – The original text is quite long, and the important points are split up, making it quite difficult to give a short direct quote; it is easier to paraphrase it.
- c** DQ – This quotation uses memorable and poetic language, and relates to a significant event in the history of a country.
- d** P – This text uses quite old-fashioned language; it is possible to state the central point in a way that is easier to understand.
- e** P – The main point of the text is at the end, and can be made more emphatically with a paraphrase.

3 Write a citation for each text in Exercise 2. Remember to use a citing phrase.

- Refer students to the Theory to practice section of the Factsheet to help them with this exercise. Explain that they should write a one- or two-sentence citation for each text. They can use their answers from Exercise 2 to decide whether they want to paraphrase or direct-quote each text. Either way, they should select the part of the text – or the important point – that they want to cite.

Possible answers

- a** In his poem *In Memoriam A.H.H.* (1849), Tennyson states, "Tis better to have loved and lost / Than never to have loved at all."
- b** In his diary of 1666, Pepys records that during the Great Fire of London, he buried some of his possessions – including some papers, wine and cheese – in his garden.
- c** Toussaint L'Ouverture states that although his arrest 'cut down in Saint-Domingue ... the tree of liberty[,] it will spring up again from the roots, for they are numerous and they are deep.'
- d** According to Hobbes' *Leviathan*, a national ruler has an obligation to protect the people living in his or her country.
- e** Marie Curie contends that it is wrong to try to justify science through arguments about how useful it is. For example, the medical uses of radium were unknown when she discovered this element, so she would have been unable to justify research which in fact became very valuable.

4 Discuss. Are the statements common knowledge? Mark each statement C (common knowledge) or N (needs to be cited).

- Have students work in pairs to discuss each statement and decide whether or not it is common knowledge.
- Elicit reasons from students for their answers; be as generous as possible to competing interpretations. For some of the statements, either answer is possible; a lot depends on context. For example, item f is not common knowledge in the UK or, probably, in much of the world, but might be counted as common knowledge in Ireland itself. Conversely, item k is an opinion which is quite widely held, and which may be true, but which is probably too generalized an issue in the public imagination (at least in the UK) to really count as knowledge. Moreover, in the USA, many people deny the truth of the statement. Go through each item and see what students think; hopefully the discussion will lead naturally towards the question in Exercise 5.

Answers

- | | | | | | | | | | | | |
|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|
| a | N | b | N | c | C | d | N | e | N | f | N |
| g | N | h | N | i | C | j | C | k | N | l | C |

Reflect

5 **Discuss. How can you work out whether something is common knowledge?**

- Use the discussion of the answers in Exercise 4 as a springboard for this more general group or whole-class discussion. See what students think – there are many possible answers. If you have not already done so, see if you can guide students towards the suggestion that knowledge is contextual (see notes for Exercise 4). In other words, what is common knowledge in one context might not be in another. For example, different academic subjects may have different areas of common knowledge. There are also different cultural contexts to consider: since, in theory, the academic community is global, there should be quite a high standard for what counts as common cultural knowledge in academic writing, because the writer often does not belong to the same culture as the reader.

Learning outcome

By the end of the lesson, students should:

- understand what plagiarism is and the reasons it should be avoided
- have expanded their range of reporting verbs
- have gained a more critical understanding of the concept of common knowledge
- be more confident in distinguishing whether a paraphrase or a direct quote is more appropriate
- have gained more practice in writing citations

Ending the lesson

Have a whole-class discussion about what students feel they learnt from the lesson. Answer any questions.

Integrated skills

If you prefer an integrated skills approach, introduce a listening element into Exercise 3. Using either your own citations or those in the Possible answers section above, read out a citation of one of the texts (selected at random). Students have to listen, identify which text is being cited, and tell you whether a paraphrase or a direct quote has been used. Repeat the process with the other texts. Afterwards, students can write their own citations as per the original exercise. You can then repeat the listening exercise with students reading out their own citations in pairs or groups or to the whole class.