Global Issues Research Project
By Steve Naylor

Overview of Lesson Aid

- **Subject area:** English

- **Intended learners:**
  - **grade level:** 12
  - **prior knowledge:** Students come with a wide range of knowledge about global issues. Some are very aware of issues such as fair trade, child labour, sweat shop labour, etc. Some are less informed. Most students have some knowledge of essay form and the research process. All students will grow in awareness as the project develops.

- **Rationale explaining the global dimensions of lesson aid:** This project is a process by which students learn about a global issue and communicate to others their knowledge. Many students are unaware that their lives are inextricably linked with the lives of people all over the world. Many students are unaware that their actions affect the lives of others who may live thousands of miles away. Through this project, students come to realize that “No man is an island.” (John Donne, “Meditation 17”) We all live on the planet and we must all take responsibilities for our actions. Nobody can live in isolation. Nobody can live an ethical life without realizing that we live in a global democracy. The world will be a better place when all of work together to make it so. By doing this research project, students will become spokespersons for an ethical, humane, and democratic earth. The range of topics covered shows the students that everybody has a role to play in making the world a wholesome and happy place to live.

- **Learning outcomes (from English 12 IRP):**

  It is expected that students will

  - describe and evaluate a variety of strategies for locating information in print and electronic resources, including mass media
  - use efficient strategies for recording, organizing, and storing information that they read, hear, or view
  - paraphrase the main ideas, events, or themes in a variety of sophisticated literary, technical, and informational communications
  - interpret and synthesize information from more than one source to develop and explain positions
interpret details of, and draw conclusions from, information presented in a variety of specialized and complex print, graphic, and electronic formats

demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints

support a position, interpretation, or response by citing specific details, features, and information from what they have read, viewed, or heard

explain and evaluate the effectiveness of persuasive strategies and techniques

independently develop questions about challenging or abstract issues to suit specific presentation forms, purposes, and audiences

use a variety of planning tools, including outlines, webs, flow charts, and diagrams to communicate their plans to others

describe and evaluate alternative approaches to presentations for specific audiences and purposes

use a variety of resources to locate, access, evaluate, and select relevant information for specific presentations

select, synthesize, organize, and document information that is appropriate for particular purposes, modes of presentation, and audiences

apply various strategies to generate and shape ideas

demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of written, oral, visual and electronic forms

create presentations in forms that are appropriate to a variety of subjects, audiences, and purposes, including informing, persuading, and entertaining

create a variety of academic, technical, and personal communications, including personal and formal essays, documented research reports, multimedia presentations, panels or debates, summaries, explanations, instructions, letters, and real and invented narratives

demonstrate confidence in their abilities to communicate effectively in a variety of school, community, and work contexts

demonstrate their understanding of themselves as self-directed, curious, self-appraising, and open-minded learners

interact purposefully, confidently, and ethically in a variety of interpersonal and electronic school, community, and career-related contexts

demonstrate a willingness to present, seek out, and consider diverse, contrary, or innovative views

assess personal, classroom, and community interactions

- Links

Links to Global Education Themes

This research project connects with global education in a myriad of ways. For example, Pike and Selby’s four dimensions of globality can be seen very easily. The spatial dimension which suggests that we are no longer isolated in our own small part of the world was the starting point for the research. Students quickly saw that every time they purchased a product or used a
resource, somebody somewhere else on the planet was involved. The **temporal dimension** suggests that we should no longer think of our time on earth as a discrete continuum of past, present, and future. What we learned from the past can be brought to bear on our present lives and to the lives of future peoples. For example, students realized that the damaging effects of economic and cultural imperialism instigated by nation states in the past is no different than the impact of corporate imperialism in their own time. The **issues dimension** suggests that there is not one simplistic progression from problem to solution. Rather, there are many causes and many related effects. Students’ individual research projects demonstrated such a pattern and they saw that their own topics often over-lapped with their classmates’ research projects. Finally, the **human potential dimension**, that what is good for the individual is good for the planet and vice versa, became the over-riding realization of the project as a whole. Students have a highly developed sense of fairness and equity; they saw that their own lives are rich in material sense and that many other peoples exist on a fraction of what we in Canada assume is “normal.” Students also saw that richness can be measured in other ways such as culture, family, education, and tranquility.

- The 1998 study by Cogan and Kubow identifying eight competencies of a global citizen in the 21st century can easily be seen in the watching the students doing their research and developing their displays. Approaching the issues as a member of a global society and working co-operatively with others is of utmost importance in the projects. Taking responsibility for one’s roles in society, thinking in a critical and systemic way, and resolving conflicts became a natural by-product of the class as they worked with each other to prepare for the Global Issues Day. The students’ reflection sheets revealed that many had adopted new mind sets for protecting the environment, respecting and defending human rights, participating in public life and making full use of information-based technologies. There was an almost palpable sense of community as the class worked on their projects. Pride in their accomplishments and a passion to communicate their new knowledge could be seen as they talked about their projects to other students and to teachers.

- Roland Case, in 1997, suggested that Global Education is largely a matter of perspective, of seeing things through different lenses. The **substantive dimension** of universal and cultural values and practices, global interconnections, and seeing the relationships between past and future is part of this research project. Using the text *Rethinking Globalization* was an important first step in showing students what global education is about. The three lenses or habits of mind of the **perceptual dimension** were evident in all the students’ projects. Open-mindedness and recognizing different points of view was central to the students’ blossoming awareness of their life as a member of the global community. Full-mindedness, which anticipates complexity and recognizes stereotyping and quick judgements, became obvious as students became passionate about their topics. Fair-mindedness
was the central theme of most students’ projects. Developing empathy for the less fortunate and thinking about ethnocentrism and the largely sub-conscious attitudes of being a western consumer struck many students as an important learning experience.

Links to CIDA themes (individual projects link with different themes)

- **Basic human needs** explored through research projects on water, fast food, literacy, education for girls, HIV/AIDS, child labour, and slave labour; child protection also explored through research on child prostitution in third world countries
- **Gender equality** explored through research projects on education for girls in third world countries, abuse of women in the work place, and sweat shop labour
- **Private-sector development** explored through research projects on fair trade coffee and chocolate co-operatives
- **Environmental issues** explored through research projects on ocean pollution, ozone depletion, deforestation, genetically modified crops, and engendered species

Links to B.C. Performance Standards for Social Responsibility

- **sharing responsibility for their social and physical environment** demonstrated through the range of research topics and taking part in the Global Issues Day event
- **participating and contributing to the class and to small groups** by taking part in the project and working with a partner in the development of the research and the display
- **managing conflict appropriately, including presenting views and arguments respectfully, and considering others’ views** when organizing the Global Issues Day event
- **recognizing and defending human rights** through the range of topics presented and especially through recognizing the inequities among peoples and countries
- **knowing and acting on rights and responsibilities (local, national, global)** by making more informed choices when purchasing products and through explaining to others the global issues
- **articulating and working toward a preferred future for community, nation, planet – sense of idealism** especially when realizing that people can make changes in their consumption patterns that benefit people around the world

- **Description of lesson aid:** Table of Contents

  1. Research Essay  
  2. Survey  
  3. Visual Presentation  
  4. Oral Presentation  
  5. Writing Persuasively  
  6. Avoiding Plagiarism
Lesson Number 1: Introduction

Overview: This lesson will introduce the extent of the research project that the students will be doing.

Materials: Students’ pens and notebooks; teacher’s chalkboard or overhead projector.

Time: One class period

Procedure: Tell the students that their research project will take several weeks and will comprise several different activities. Tell them that they will write a standard research essay without plagiarism, that they will conduct a survey about people’s knowledge and attitudes toward their topic, and that they will present their findings to others in an oral and visual presentation on “Global Issues Awareness Day.”

Ask the students to think about issues that have a global impact and list them on the board. The most important point for the students to understand is that the issues that are listed affect people all over the world, not just in their town or in third world countries. Possible topics the students may offer include water, fair trade coffee and chocolate, genetically modified foods, animal abuse, endangered species, pollution, child labour, sweat shops, unsafe working conditions, deforestation, fast food empires, abuse of women, etc. Tell the students that their essays must be persuasive in tone and that they are trying to convince their readers that the topic affects them and others around the world.

The next step is to give the students instructions on the process they will be following in writing their essays. This process involves both research processes and writing processes.

Handout Number 1 (next page)
Global Issues Research Project

The Research Process

1. **Focus** (deciding on a topic)
2. **Find and Filter** (obtaining and selecting facts, details, quotations, etc.)
3. **Work with Information** (taking notes; writing drafts)
4. **Communicate** (producing the final copy)
5. **Reflect** (thinking about the process and the product)

The Writing Process

1. **Pre-writing** (brainstorming, listing, mapping, webbing, etc.)
2. **Drafting** (producing one or more drafts of the essay or its parts)
3. **Revising** (inserting, deleting, rewriting, improving)
4. **Proofing** (eliminating errors in spelling, punctuation, sentence structure, etc.)
5. **Publishing** (printing and submitting the final copy)

Skill sets that will be demonstrated by doing the research essay and survey

1. Creating an Annotated Bibliography  
2. Understanding Bibliographic Format  
3. Brainstorming  
4. Critiquing  
5. Using Direct Quotations  
6. Evaluating Resources  
7. Using Graphic Organizers  
8. Getting Inspiration  
9. Using Keywords/Search Terms  
10. Note-taking  
11. Outlining  
12. Peer Editing  
13. Questioning  
14. Paraphrasing  
15. Answering Questions  
16. Scanning and Skimming  
17. Summarizing  
18. Creating Thesis Statements

Skill Sets that will be demonstrated by doing the oral and visual presentation

1. Using color, space, and headings effectively  
2. Summarizing information  
3. Speaking persuasively and knowledgeably about a topic  
4. Creating handouts, pamphlets, fact sheets, etc.  
5. Making an eye-catching display

Skill Sets that will be demonstrated by reflecting on the process and product

1. Seeing the big picture and the individual parts  
2. Making connections with others  
3. Understanding the strengths and weaknesses of your work  
4. Providing feedback  
5. Offering suggestions for improvement
Lesson Number 2: Starting the Research Process

Overview: Once students have an idea of their topic and the direction of the project, it is time to take them to the library to start finding information. Computer aided research is key to the success of this project as many of the topics the students select are specific and up to date enough that internet research will be necessary.

Materials and Equipment: Students will require access to computers.

Time Required: Several periods of library research or on-line access are required. Some students may be able to do some research at their home computer. Some students will find it easy to send their findings electronically to their home computer via e-mail.

Procedure: Tell the students that they that will be using mainly electronic sources for their research but that other sources may also be available. Tell the students to keep a paper account of their findings (web sites, books, articles) as well as an electronic account. Teach the students to click on the web site addresses of their electronic sources and paste these into a document for use later in their bibliography. Provide the students instruction in paraphrasing, quoting, and summarizing information that they find so that they are not guilty of plagiarism. (See following lessons and exercises.)

Many student writing text books such as the Harcourt Canada text Reading and Writing for Success Senior (www.harcourtcana.com) have exercises and examples showing students how to cite sources and how to quote, summarize and paraphrase the information they find. Instruct the students that their essay must have a persuasive element. That is, the essay must not only be a research paper but must also persuade the reader to change thinking patterns or cause some action on the part of the reader. (See following lessons.)

The teacher-librarian will be a very helpful person as the students do their research. Many libraries have electronic search engines such as E-library and Big Chalk although students may also use commercial search engines.

Students may find it useful to see a sample of the kind of essay that they are expected to produce. Many student writing text books contain sample essays such as “The Death Penalty: Justice for None” in the Harcourt Canada text Reading and Writing for Success Senior.
Lesson Number 3: Features of a Persuasive Essay

Learning outcomes (from the English 12 IRP):

- demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints
- support a position, interpretation, or response by citing specific details, features, and information from what they have read, viewed, or heard
- explain and evaluate the effectiveness of persuasive strategies and techniques
- independently develop questions about challenging or abstract issues to suit specific presentation forms, purposes, and audiences
- apply various strategies to generate and shape ideas
- demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of written, oral, visual and electronic forms
- create presentations in forms that are appropriate to a variety of subjects, audiences, and purposes, including informing, persuading, and entertaining

Overview: The research essay on a global issue must be persuasive in tone. That is, students have to do more than just report on the issue. They have to attempt to change the reader’s thinking or get the reader to agree and take action. Students thus have to learn the elements and techniques of persuasion. At the same time, students need to avoid rhetorical ranting or obvious reader manipulation by the over use of propaganda techniques. The writing has to be ethical, honest, and factual, but at the same time it had to be persuasive.

List of required materials and/or equipment: Many senior secondary writing textbook contain information about writing persuasively. The information on the handouts that follow is taken with permission from the Harcourt Canada text Reading and Writing for Success Senior (www.harcourtcanada.com) pages 206-207 and 213-214.

Time required: Two or three classroom periods

Procedure: Use the following information to help students understand the nature of a persuasive essay.
Handout Number 2 (Pages 206-207 of *Reading and Writing for Success Senior*)

**What is a Persuasive Essay?** A persuasive essay is a short, non-fiction composition. Its purpose is to convince the reader to think or act in a certain way. A good persuasive essay must have a strong, clearly stated thesis – sometimes called a proposition – and a logical line of reasoning that the reader can follow. Newspapers and magazine editorials, opinion pieces, and columns are all examples of persuasive essays.

**Elements of a Persuasive Essay:** A persuasive essay only succeeds if it convinces its readers to share its writer’s views. A good persuasive essay has at least some of the following elements:

- **A clearly stated thesis or proposition that expresses the writer’s opinion.** Words such as *should*, *ought* and *must* help make thesis statements strong.

- **An emotional appeal.** Most writers of persuasive essays use emotion to get the readers to feel strongly about their argument. Often persuasive essays begin with an emotional appeal.

- **Well-chosen examples that support the main points.** Without examples, a persuasive essay can be flat and unconvincing.

- **Firm evidence to support the main points.** The evidence should consist of facts, expert opinions, and examples.

- **A line of argument that answers critics in advance.** Writers who anticipate, confront, and refute opposing arguments show their readers that they are knowledgeable about the other side of the issue. By answering objections in advance, these writers strengthen their own position.

- **An argument that depends on logic.** Although persuasive essays often do appeal to their reader’s emotions, the argument should be based on logic.

- **Arguments presented in a logical or climactic order.** Persuasive essays can be organized in a number of different ways, but many writers present their arguments in a logical progression, often in the order of importance, saving their most important point for last.

- **Conclusions that predict.** Some writers use their conclusion to predict what will happen if their argument is not believed or acted upon. Others point out what will happen if their arguments are taken seriously.


Handout Number 3 (Pages 213-214 of Reading and Writing for Success Senior)

Understanding the Task

A good persuasive essay appeals to different sides of our brain – to the left side, which we use for logic, mathematics, and reasoning, and to the right side, which we use to feel emotions. An essay full of facts and statistics may make a logical argument, but without emotional power it is unlikely to convince you of anything. An essay full of eloquent words, heartfelt passion, and personal anecdotes may move you, but it will be unconvincing if it lacks facts. Writers of persuasive essays use three techniques to convince their readers that their argument is valid: they appeal to their readers’ emotions; they anticipate and refute their objections; and they appeal to their reason or common sense.

Identifying Emotional Appeals

Appealing to the reader’s emotions can help strengthen a logical argument. Emotional appeals typically consist of vivid descriptions or moving anecdotes about real people. They add human interest to an argument. A writer arguing that our health care system is in trouble may use an anecdote about a patient who dies while waiting for an operation. The more details the writer gives you about the patient, the more you will probably empathize with the person. A single example like this adds nothing logical to the argument, but it personalizes the situation. It says, “We’re talking about more than an abstract system. We’re talking about real people like you and me. . .”

Identifying Refutations

Refutation is the anticipation of objections or opposing arguments. Writers of persuasive essays anticipate their readers’ reactions so that they can respond to objections. Writers use refutation to show their readers that they have considered all sides of the question. This adds to their authority. You might respond to an essay without refutations by saying to yourself, “Hey, what about this?” and “I happen to know that’s false. . .”

Identifying Logical Appeals

All persuasive essays use logical appeals, some more successfully than others. Logical appeals are based on reason. The writer must establish a clear relationship between his or her stated position (the thesis statement) and proof or evidence that supports this position. Key to the successful defence of a thesis statement are reliable supporting details. Persuasive essays use four types of supporting details: examples, facts, expert opinions, and personal experiences. These types of supporting details are not necessarily mutually exclusive. For instance, an example can also be a fact.

Examples. Examples are concrete details that illustrate the writer’s point. They give the readers reasons for accepting the writer’s argument. Some examples are
facts because they can be verified. Others are not fact because they cannot be verified.

**Facts.** *Facts* are information that can be verified. They can be figures, statistics, or examples. The following is a fact: The *Titanic* struck an iceberg on April 14, 1912. *Statistics* are numerical facts. They can add authoritative weight to any argument. Be particularly suspicious of them, however. Although statistics themselves are facts, they are easily manipulated. For example, politicians from opposing parties may use the same set of statistics to reach completely different conclusions.

**Expert Opinions.** These are the views of reputable, knowledgeable individuals who are qualified to be consulted on the subject of the essay.

**Personal Experiences.** Writers’ own experiences can give their essays credibility, especially if they have a background in the subject of the essay. For example, the personal experience of a journalist could give an essay on ethics and the media considerable weight. Personal experiences are always examples. If they can verified, they are also facts.

**Evaluating Sources**

Although it is relatively easy to distinguish between an example and a statistic, how do you know if an author’s facts and statistics are real? . . . Writers of convincing persuasive essays name their sources. Be suspicious of any fact or statistic that lacks a source. In most editorials and newspaper and magazine articles, the sources are contained in the article itself. In most academic essays, the sources are identified both in the essay as references and in the Works Cited list at the end of the essay. This list makes it easy for the reader to verify information. When checking a writer’s bibliography for reliability, ask yourself the following questions:

**Are the sources up-to-date?** The writer should have provided the dates in the Works Cited list.

**Has the writer relied too heavily on only one or two sources?** Does the Works Cited list contain a range of books and articles? Has the writer relied too heavily on the Internet as a source?

**Are the sources impartial?** Does the publisher of any of the sources have a vested interest in the topic? For example, one might question a statistic on handgun murders that came from the National Rifle Association. Similarly, one might question a statistic on the same subject that came from an anti-gun lobby group.
Assessment Strategies

It is important that students understand the features of a persuasive essay before they begin writing their research essay on a global issue. One way to see if the students have grasped the concepts of persuasion is to have students write an introduction to an essay that uses some of the elements of persuasion. Other ways are to analyze a persuasive essay from an anthology of essays or to use an editorial from a local or national newspaper. *The Globe and Mail* has excellent examples of persuasive writing. Teachers can obtain materials from [www.globeandmail.com](http://www.globeandmail.com). Students can read editorials and columns from newspapers to see if they can identify various persuasive elements. Teachers can also ask students to think of a topic or subject that they are very familiar with and ask them to write some facts, details, personal experiences, and expert opinions about the topic.

**Lesson Resources:** The handouts from *Reading and Writing for Success Senior* are available for use. Other resources such as newspapers, articles, etc. can be obtained by the teacher or brought in by students.
Lesson Number 4: Avoiding Plagiarism

Title of lesson: Learning when to paraphrase, summarize and use quotations

Learning outcomes:

- describe and evaluate a variety of strategies for locating information in print and electronic resources, including mass media
- use efficient strategies for recording, organizing, and storing information that they read, hear, or view
- paraphrase the main ideas, events, or themes in a variety of sophisticated literary, technical, and informational communications
- interpret and synthesize information from more than one source to develop and explain positions
- interpret details of, and draw conclusions from, information presented in a variety of specialized and complex print, graphic, and electronic formats
- demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints
- support a position, interpretation, or response by citing specific details, features, and information from what they have read, viewed, or heard

Overview: In order to do this project, students must be told at the outset that plagiarism is completely unacceptable. Since the project is to be done in a senior English class, students must understand that the skills learned in their research essay will serve them well in university. Students must also understand that plagiarism can result in the failure of an assignment or a course in high school and in university. Plagiarism is using somebody else’s ideas and words without giving credit to the original author. Students must learn to quote, summarize, paraphrase and cite accurately others’ words and ideas.

List of required materials and/or equipment: Typing “avoiding plagiarism” in an internet search will lead to many sites with information and exercises on this topic.

Time required: One or two class periods

Procedure: Ask students what they know about plagiarism and why it is a serious breach of academic honesty. Tell students that university can be expelled and even have their degrees rescinded if plagiarism is discovered. Tell students that the research essay they are going to write will be given a “zero” if plagiarism is discovered. Tell students that teachers can easily see if a paper is plagiarized by typing in a few words or phrases into an internet search engine. The original sources the students used will appear and the teacher can easily tell if plagiarism has occurred. Then show students the ways to avoid plagiarism.

- They must write down the sources of all information they discover, including internet sources. Clicking and pasting can be done during the research process but the internet address must also be pasted into the documents they are keeping as research notes.
They must learn to paraphrase and summarize information. However, they must still cite sources of information even when the paraphrase and summarize.

They must learn to cite accurately in their research papers.

Using various handouts and exercises students can practice paraphrasing and quoting skills until they are confident they can write their research essay without plagiarizing. Most students will feel good about learning this skill.

Assessment Strategies: Since learning to avoid plagiarism is such an important part of this project, students can be given completion marks for learning skills such as quoting, citing, summarizing and paraphrasing

1. The following web site defines and illustrates the concept of plagiarism.


1. **Plagiarism and Student Writing**

Plagiarism occurs whenever you use the ideas or writings of another as your own without giving due credit. According to the Committee on Academic Conduct (1994, p. 23), a student commits plagiarism by:

**Using another writer's words without proper citation.**

If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.

**Using another writer's ideas without proper citation.**

When you use another author's ideas, you must use a citation to indicate where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up the idea....

**Citing your source but reproducing the exact words of a printed source without quotation marks.**

This makes it appear that you have paraphrased rather than borrowed the author's exact words.

**Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.**
This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. For example (Hacker, 1989, p. 171):

**Original:** If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.

**Unacceptable borrowing of words:** An ape who knew sign language unsettled linguists and startled animal behaviorists.

**Unacceptable borrowing of sentence structure:** If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.

**Acceptable paraphrasing:** When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.

**Borrowing all or part of another student's paper or uses someone else's outline to write your own paper. Using a paper writing "service" or having a friend write the paper for you.**

Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

**What Are the Consequences of Plagiarism at the University of Washington?**

The procedures of the College of Arts and Sciences are: "an instructor need not give credit for work which is the product of cheating, plagiarism, or other academic misconduct. However, the lowering of a course grade is not appropriate as a disciplinary sanction." In other words, you can receive a failing grade for writing a plagiarized paper. Or, you may receive an incomplete until the case is brought before the College Disciplinary Committee. The result in most cases is academic probation for the student involved. For more information, see the Statement of Academic Responsibility in the UW Bachelor's Degree Handbook.

**How Do You Avoid Plagiarism?**

**Understand your subject!** Often students will want to recopy entire sections of a scientific paper -- with or without crediting the original author -- because they don't really understand what they are writing. If you can't put the information into your own words, you aren't ready to write about it. To learn how to paraphrase what you want to write, first try to explain it to someone else.

**Use others' ideas or writing as support for, not in place of, your own ideas.** If your ideas come directly from another source, cite that source.
When taking notes for a paper, always distinguish your ideas from those from the source you are reading. Establish a pattern and use it consistently. For example, write information obtained from another source in brackets or parentheses, and write your own ideas without brackets. Alternatively, use different colors of ink to distinguish between original and non-original ideas.

Always paraphrase unless you are quoting directly. Rework an idea and shorten it. If the idea is new, or not common knowledge, make sure to cite the source in a footnote or in the body of your paper.

When Do You Use Quotation Marks?

Use quotation marks whenever you are using someone else's words exactly, but use direct quotes sparingly (e.g., to support your point with the words of an authority, or when original wording is unusual, strong, or characteristic of the speaker). Writing in your own words, using a few quotes to strengthen your main points, shows that you understand your topic. Stringing quotes together suggests that you don't. Arguments made in scientific writing rarely focus on the specific words used in the source material -- unlike arguments made in literary criticism, for example -- so students may find that they use quotes less often in scientific papers.

When Do You Use Footnotes or Citations?

Anytime that you quote someone, you must refer to the source and exact page number. If you are paraphrasing another writer's ideas or opinions, or information that is not common knowledge, you must cite the source. Citations are important, not only because they give credit to the original author, but also because they allow your reader to find the original information.

For help getting started, or for answers to other questions about plagiarism and other writing concerns, contact the Psychology Writing Center (207 Cunningham). For an appointment, sign up in the notebook in 114 Guthrie.

References


2. This web site gives examples of unacceptable and acceptable paraphrases. It also explains how to avoid plagiarism and defines the concept of common knowledge.

Source: http://www.indiana.edu/~wts/wts/plagiarism.html

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one
of these manufacturing and commercial centers (Williams 1).

**Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
  uses her own words.
- lets her reader know the source of her information.

**Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

**Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

**Plagiarism and the World Wide Web**

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also
provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

**Strategies for Avoiding Plagiarism**

1. Put in **quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

**Terms You Need to Know (or What is Common Knowledge?)**

**Common knowledge**: facts that can be found in numerous places and are likely to be known by a lot of people.

**Example**: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

**Example**: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an **interpretation**; **consequently, you need to cite your source.**

**Quotation**: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase**: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing.
Although you use your own words to paraphrase, you must still acknowledge the source of the information.

3. This website also contains examples and techniques for avoiding plagiarism and is particularly helpful in explaining techniques during the note-taking stage.

Source: www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.html

Academics - Writing Center - Avoiding Plagiarism by Sharon Williams

You plagiarize if you present other writers’ words or ideas as your own. You do not plagiarize if you “provide citations for all direct quotations and paraphrases, for borrowed ideas, and for facts that do not belong to general knowledge” (Crews and VanSant 407).

General advice for using sources: The best way to avoid plagiarism is to keep control of your argument. You should include ideas from other sources only when those ideas add weight to your argument. Keep the following suggestions in mind when you are using material from other sources:

• Select carefully. Quotations should give weight to your argument. In general, do not select quotations that only repeat points you have already made.

• Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.

• Avoid quoting more than is necessary. Most of the time, brief quotations suffice.

• Use direct quotations only when the author’s wording is necessary or particularly effective. Some disciplines discourage direct quotations. Check with your professor.

• If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as quoted in...."

• End citation alone is not sufficient for direct quotations; place all direct quotations within quotation marks, or indent them if using block quotes. Be sure to copy quotations exactly as they appear.

• To avoid any unintentional failure to cite sources, include all citation information on notecards and in your first draft.

At all times, stay in control of your argument and let your own voice speak for you.

A common pitfall: the notetaking stage: Plagiarism often starts with the notetaking
stage of the research process. If possible, have a clear question in mind before heading off to the library so you will not waste time taking extraneous notes. When taking notes, be sure to distinguish between paraphrases and direct quotations. When you are copying a direct quotation, be extremely precise. Note all the information you will need for the citation and copy the quotation exactly as it appears. Some writers use only direct quotations when notetaking so there can be no confusion as to whether a note is a paraphrase or a direct quotation. Other writers color-code notes: one color for paraphrases, another for quotations. To ensure that you are not copying wording or sentence structure when paraphrasing, you might find it helpful to put the source material aside. In summary, be consistent and conscious of whatever notetaking method you decide to use.

**Examples:** Sometimes writers do not recognize when their use of other writers' ideas constitutes plagiarism. Versions of the following source can help you see the difference between acceptable paraphrasing and plagiarism (from *The Bedford Handbook for Writers*, 508).

**Original source #1:** If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists (Davis 26).

**Version A:** The existence of a signing ape unsettled linguists and startled animal behaviorists (Davis, 26).

**Comment:** Plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation "the existence of a signing ape." In addition, the phrase "unsettled linguists and startled animal behaviorists" closely resembles the wording of the source.

**Version B:** If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis, 26).

**Comment:** Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarizing because the source’s sentence structure is unchanged.
**Version C:** According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (Davis, 26).

*Comment:* No plagiarism. This is an appropriate paraphrase of the original sentence.

The joker in the European pack was Italy. For a time, hopes were entertained of her as a force against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, the Mediterranean powers, and the African powers were bound to take the lead against Italy at the league. But they did so feebly and half-heartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all (J. M. Roberts, *History of the World*. New York: Knopf, 1976, p. 845).

**Version A:** Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations, yet the efforts of England and France to take the lead against her were feeble and half-hearted. It appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

*Comment:* Plagiarism. The writer has taken entire phrases from the source, and there is no citation. The writer's interweaving of his or her own language does not mean that the writer is innocent of plagiarism.

**Version B:** Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J.M. Roberts points out, this violated the covenant of the League of Nations (Roberts, 845). But France and Britain, not wanting to alienate a possible ally against Germany, put up only feeble and half-hearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all" (Roberts, 845).

*Comment:* Still plagiarism. Even though the writer has used two correct citations from the source, he or she has not cited other phrases.

**Version C:** Much has been written about German rearmament and militarism in the period 1933-39. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of the Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the League of Nations, as J.M. Roberts observes, "feeably and half-heartedly because they did not want to alienate a possible ally against Germany" (Roberts, 845). Suppose Italy, France, and Britain had retained a certain common interest. Would Hitler have been able to get away with his
remarkable bluffing bullying in the later Thirties?

**Comment:** No plagiarism. The writer properly acknowledges the one use of Roberts's ideas. (Note that the writer has chosen to use only one idea from the source and has integrated that idea into his or her own argument.)

**A final note:** Learning how to use the ideas of others to add weight to your ideas involves effort and a commitment to academic honesty. It is not always clear exactly when or how to use sources, and sometimes you will need advice. Since your professors are most familiar with the expectations of their disciplines, they are the best people to ask. You can also talk with a tutor at the Writing Center or refer to one of the many handbooks of English. The Writing Center has numerous handbooks available for your use.

**Works cited:**

4. This web site is extremely helpful in showing teachers how to understand why students plagiarize, how to recognize it, how to prevent and how to deal with students who have plagiarized.


**Anti-Plagiarism Strategies for Research Papers**
Robert Harris
Version Date: March 7, 2002

The availability of textual material in electronic format has made plagiarism easier than ever. Copying and pasting of paragraphs or even entire essays now can be performed with just a few mouse clicks. The strategies discussed here can be used to combat what some believe is an increasing amount of plagiarism on research papers. By employing these strategies, you can help encourage students to value the assignment and to do their own work.

**Strategies of Awareness**

1. **Understand why students cheat.** By understanding some of the reasons students are tempted to cheat on papers, you can take steps to prevent cheating by attacking the causes. Some of the major reasons include these:

   - Students are natural economizers. Many students are interested in the shortest route possible through a course. That's why they ask questions such as, "Will this be on the test?" Copying a paper sometimes looks a the shortcut through an
assignment, especially when the student feels overloaded with work already. To combat this cause, assign your paper to be due well before the end-of-term pressures. Remind students that the purpose of the course is to learn and develop skills and not just "get through." The more they learn and develop their skills, the more effective they will be in their future lives.

- Students are faced with too many choices, so they put off low priorities. With so many things to do (both of academic and recreational nature), many students put off assignments that do not interest them. A remedy here would be to customize the research topic to include something of real interest to the students or to offer topics with high intrinsic interest to them.

- Many students have poor time management and planning skills. Some students are just procrastinators, while others do not understand the hours required to develop a good research paper, and they run out of time as the due date looms. Thus, they are most tempted to copy a paper when time is short and they have not yet started the assignment. If you structure your research assignment so that intermediate parts of it (topic, early research, prospectus, outline, draft, bibliography, final draft) are due at regular intervals, students will be less likely to get in a time-pressure panic and look for an expedient shortcut.

- Some students fear that their writing ability is inadequate. Fear of a bad grade and inability to perform cause some students to look for a superior product. Sadly, these students are among those least able to judge a good paper and are often likely to turn in a very poor copied one. Some help for these students may come from demonstrating how poor many of the online papers are and by emphasizing the value of the learning process (more on this below). Reassuring students of the help available to them (your personal attention, a writing center, teaching assistants, online writing lab sites, etc.) may give them the courage to persevere.

- A few students like the thrill of rule breaking. The more angrily you condemn plagiarism, the more they can hardly wait to do it. An approach that may have some effect is to present the assignment and the proper citation of sources in a positive light (more below).

2. Educate yourself about plagiarism. Plagiarism on research papers takes many forms. Some of the most common include these:

- Downloading a free research paper. Many of these papers have been written and shared by other students. Since paper swappers are often not among the best students, free papers are often of poor quality, in both mechanics and content. Some of the papers are surprisingly old (with citations being no more recent than the seventies).

- Buying a paper from a commercial paper mill. These papers can be good—and sometimes they are too good. If you have given students an in-class writing assignment, you can compare the quality and be quite enlightened. Moreover, mills often sell both custom and stock papers, with custom papers becoming
stock papers very quickly. If you visit some of the mill sites, you might just find
the same paper available for sale by searching by title or subject.

- Copying an article from the Web or an online or electronic database. Only some
  of these articles will have the quantity and type of citations that academic research
  papers are expected to have. If you receive a well-written, highly informed essay
  without a single citation (or with just a few), it may have been copied wholesale
  from an electronic source.

- Copying a paper from a local source. Papers may be copied from students who
  have taken your course previously, from fraternity files, or from other paper-
  sharing sources near campus. If you keep copies of previous papers turned in to
  you, they can be a source of detection of this particular practice.

- Cutting and pasting to create a paper from several sources. These "assembly-kit"
  papers are often betrayed by wide variations in tone, diction, and citation style.
  The introduction and conclusion are often student-written and therefore
  noticeably different from and weaker than the often glowing middle.

- Quoting less than all the words copied. This practice includes premature end
  quotation marks or missing quotation marks. A common type of plagiarism
  occurs when a student quotes a sentence or two, places the end quotation mark
  and the citation, and then continues copying from the source. Or the student may
  copy from the source verbatim without any quotation marks at all, but adding a
  citation, implying that the information is the student's summary of the source.
  Checking the citation will expose this practice.

- Faking a citation. In lieu of real research, some students will make up quotations
  and supply fake citations. You can discover this practice by randomly checking
  citations. If you require several Web or other electronic sources for the paper,
  these can be checked quickly.

Visiting some of the sites that give away or sell research papers can be an informative
experience. If you have Web projection capability, you might do this visiting in class and
show the students (1) that you know about these sites and (2) that the papers are often
well below your expectations for quality, timeliness, and research. There is a list of many
of these sites at Termpapers.com at http://www.termpapers.com and at "Internet Paper

3. Educate your students about plagiarism. Do not assume that students know what
plagiarism is, even if they nod their heads when you ask them. Provide an explicit
definition for them. For example, "Plagiarism is using another person's words or ideas
without giving credit to the other person. When you use someone else's words, you must
put quotation marks around them and give the writer or speaker credit by revealing the
source in a citation. Even if you revise or paraphrase the words of someone else or just
use their ideas, you still must give the author credit in a note. Not giving due credit to the
creator of an idea or writing is very much like lying."
In addition to a definition, though, you should discuss with your students the difference between appropriate, referenced use of ideas or quotations and inappropriate use. You might show them an example of a permissible paraphrase (with its citation) and an impermissible paraphrase (containing some paraphrasing and some copying), and discuss the difference. Discuss also quoting a passage and using quotation marks and a citation as opposed to quoting a passage with neither (in other words, merely copying without attribution). Such a discussion should educate those who truly do not understand citation issues ("But I put it in my own words, so I didn't think I had to cite it") and it will also warn the truly dishonest that you are watching.

Discussing with students why plagiarism is wrong may be helpful also. Clarifying for them that plagiarism is a combination of stealing (another's words) and lying (claiming implicitly that the words are the student's own) should be mentioned at some point, but should not be the whole emphasis or you risk setting up a challenge for the rebels (those who like to break the rules just for fun). Many statements on plagiarism also remind students that such cheating shows contempt for the professor, other students, and the entire academic enterprise. Plagiarizers by their actions declare that they are not at the university to gain an education, but only to pretend to do so, and that they therefore intend to gain by fraud the credentials (the degree) of an educated person.

Perhaps the most effective discussion will ask the students to think about who is really being cheated when someone plagiarizes. Copying papers or even parts of papers short circuits a number of learning experiences and opportunities for the development of skills: actually doing the work of the research paper rather than counterfeiting it gives the student not only knowledge of the subject and insights into the world of information and controversy, but improves research skills, thinking and analyzing, organizing, writing, planning and time management, and even meticulousness (those picky citation styles actually help improve one's attention to detail). All this is missed when the paper is faked, and it is these missed skills which will be of high value in the working world. A degree will help students get a first job, but performance--using the skills developed by doing just such assignments as research papers--will be required for promotion.

4. Discuss the benefits of citing sources. Many students do not seem to realize that whenever they cite a source, they are strengthening their writing. Citing a source, whether paraphrased or quoted, reveals that they have performed research work and synthesized the findings into their own argument. Using sources shows that the student in engaged in "the great conversation," the world of ideas, and that the student is aware of other thinkers' positions on the topic. By quoting (and citing) writers who support the student's position, the student adds strength to the position. By responding reasonably to those who oppose the position, the student shows that there are valid counter arguments. In a nutshell, citing helps make the essay stronger and sounder and will probably result in a better grade.

Appropriate quoting and citing also evidences the student's respect for the creators of ideas and arguments--honoring thinkers and their intellectual property. Most college graduates will become knowledge workers themselves, earning at least part of their living creating information products. They therefore have an interest in maintaining a respect for intellectual property and the proper attribution of ideas and words.
5. **Make the penalties clear.** If an institutional policy exists, quote it in your syllabus. If you have your own policy, specify the penalties involved. For example, "Cheating on a paper will result in an F on that paper with no possibility of a makeup. A second act of cheating will result in an F in the course regardless of the student's grade otherwise." If you teach at a university where the penalty for plagiarism is dismissal from the university or being reported to the Academic Dean or Dean of Students, you should make that clear as well. Even the penalties can be presented in a positive light. Penalties exist to reassure honest students that their efforts are respected and valued, so much so that those who would escape the work by fakery will be punished substantially.

**Strategies of Prevention**

The overall goal of these specific strategies is to make the assignment and requirements unique enough that an off-the-shelf paper or a paper written for another class or a friend's paper will not fulfill the requirements. Only a newly written paper will.

1. **Make the assignment clear.** Be specific about your expectations. Should the paper be an individual effort or is collaboration permitted? Must the paper be unique to your course, or do you allow it to be submitted to another course as well? (In scholarly publishing, such multiple publication is usually called self-plagiarism. If you require a unique paper, be sure to prohibit photocopied papers and insist on original typescripts or printouts.) What kind of research do you require? How should it be evidenced in the paper, by quotation or just summary? It has been claimed that a major source of poor student papers (not just plagiarizing) is the unclear assignment. You might ask another faculty member to read your paper assignment and discuss with you whether or not it is clear and detailed enough for students to fulfill in the way you intend.

2. **Provide a list of specific topics** and require students to choose one of them. Change topics from semester to semester whenever possible. Unusual topics or topics with a narrow twist are good because there will be fewer papers already written on them. If you provide a substantial enough list of topics (say two dozen), most students will find something that can interest them. You can also allow for a custom topic if the student comes to discuss it with you first.

3. **Require specific components in the paper.** For example, "The paper must make use of two Internet sources, two printed book sources, two printed journal sources, one personal interview, and one personally conducted survey." Or, "You must make use of Wells' article on 'Intelligent Design Principles,' and some material from either the Jones or Smith book." Or, "Include a graph which represents the data discussed in the first section." Requirements that will strongly inhibit the use of a copied paper include these:

   - Use of one or more sources written within the past year. A requirement like this will quickly outdate most paper mill products.
   - Use of one or more specific articles or books you name or provide. The articles could be available online (from the Web or one of your university's proprietary databases) to save the effort of photocopying and distribution.
   - Incorporation of some information you provide (for example, a data set).
• A personal interview with an expert or authority. An interview creates both a current and a checkable source.

If a student begins with someone else's paper and has to work additional material such as the above into it, you'll probably be able to tell. (For example, the fit will be awkward where the new material has been stuffed in or the writing styles will differ.)

4. Require process steps for the paper. Set a series of due dates throughout the term for the various steps of the research paper process: topic or problem, preliminary bibliography, prospectus, research material (annotated photocopies of articles, for example), outline, rough draft, final annotated bibliography, final draft. Some of these parts can be reverse engineered by the determined cheater, but most students should realize that doing the assignment honestly is easier than the alternative.

The rough draft serves several functions. A quick glance will reveal whether whole sections are appearing without citations. At the draft stage, you have the opportunity to educate the student further and discuss how proper citation works. You can also mark places and ask for more research material to be incorporated. If you are suspicious of the paper at this point, ask for the incorporation of some specific material that you name, such as a particular book or article. Keep the drafts and let students know that you expect major revisions and improvements between drafts. (This is actually a great way to improve students' writing, quite apart from the other goal of preventing plagiarism.)

5. Require oral reports of student papers. Ask students questions about their research and writing process. If students know at the beginning of the term that they will be giving a presentation on their research papers to the rest of the class, they will recognize the need to be very familiar with both the process and the content of the paper. Such knowledge should serve as a strong deterrent against simply copying a paper. Regardless of how many times a student reads over a copied paper, much of the knowledge of the research, the drafting, leaving out, and so on will still remain unknown. Alternative to an in-class presentation is a one-on-one office meeting, where you can quiz the student about several aspects of the paper as needed.

Many students have been caught by simple questions like, "What exactly do you mean here by 'dynamic equivalence'?'" Few students use words they cannot pronounce, so having them read some of the paper aloud can be interesting as well (although you may be merely exposing the mindless use of a thesaurus). If you suspect a student has copied a whole paper, complete with citations, asking about the sources can be useful. "Where did you find the article by Edwards? It sounds fascinating. Can you bring me a copy at the next meeting?" Or, "This quotation seems slightly out of context. What was Follet's main point in the chapter?"

6. Have students include an annotated bibliography. The annotation should include a brief summary of the source, where it was located (including call number for books or complete Web URL), and an evaluation about the usefulness of the source. (Optionally, as a lesson in information quality, ask them to comment on why they thought the source credible.) The normal process of research makes completing this task easy, but it creates headaches for students who have copied a paper from someone else since few papers
include annotated bibliographies like this. Another benefit of this assignment is that students must reflect on the reliability and quality of their sources.

7. **Require most references to be up-to-date.** Many of the free term papers online (and many of the ones for sale) are quite old, with correspondingly old references. If you require all research material to be, say, less than five years old, you will automatically eliminate thousands of online papers. Such a recent date restriction is not usually workable for some subjects, such as history or English literature, but you can always require a few sources of recent date.

8. **Require a metalearning essay.** On the day you collect the papers, have students write an in-class essay about what they learned from the assignment. What problems did they face and how did they overcome them? What research strategy did they follow? Where did they locate most of their sources? What is the most important thing they learned from investigating this subject? For most students, who actually did the research paper, this assignment will help them think about their own learning. It also provides you with information about the students' knowledge of their papers and it gives you a writing sample to compare with the papers. If a student's knowledge of the paper and its process seems modest or if the in-class essay quality diverges strikingly from the writing ability shown in the paper, further investigation is probably warranted.

**Strategies of Detection**

1. **Look for the clues.** As you read the papers, look for internal evidence that may indicate plagiarism. Among the clues are the following:

   - Mixed citation styles. If some paragraphs are cited in MLA style, while other references are in APA, and perhaps one or two are in CBE or Chicago, you are probably looking at a paste-up.
   - Lack of references or quotations. Lengthy, well written sections without documentation may have been taken from general knowledge sources, such as encyclopedias, popular magazines, or Web sites.
   - Unusual formatting. Strange margins, skewed tables, lines broken in half, mixed subhead styles and other formatting anomalies may indicate a hasty copy and paste job.
   - Off topic. If the paper does not develop one of the assigned topics or even the topic it announces, it may have been borrowed at the last minute or downloaded. Similarly, if parts of the paper do develop the subject, but other parts seem oddly off, the product may be a cut and paste.
   - Signs of datedness. If there are no references after some well past date (e.g. 1985), or if a data table offers a company's sales from 1989 to 1994, either the student is using very old material or the paper itself is rather old.
   - Anachronisms. If the paper refers to long-past events as current ("Only after the Gulf War is over will we see lower oil prices" or "Why isn't the Carter
administration acting on this?"), you almost certainly have a recycled paper on your hands.

- **Anomalies of diction.** Many undergraduates do not understand the concept of levels of diction. They think all words are equally welcome in every paper. As a result, when those who plagiarize with the cut-and-paste method perform their deeds, they often mix paragraphs of varying levels together—the sophisticated scholar's paragraph precedes the breezy journalist's commentary, which may be followed by the student's own highly colloquial addition. Similarly, you may come upon some suspiciously elevated vocabulary usages. "Thesaurusitis" is one source of this, to be sure, but a common source of such vocabulary is another writer, who should have been quoted rather than simply copied. "What do you mean by 'ineffable'"? can sometimes provide you with inexpressible information. Lastly, if you find that the paper uses several archaic terms, or words no longer used in the way the paper uses them, you may be looking at some very old text.

- **Anomalies of style.** Is the prose style remarkable? Are there two-page paragraphs that remind you of a nineteenth-century encyclopedia? Is there ornate rhetorical structure? Does the introduction get in its own way and stumble around, only to give way to glowing, flowing discourse? Is there a mixture of British and American punctuation or spelling, with consistent usage within large sections?

- **Smoking guns.** This category might be called "blunders of the clueless," since it includes obvious indicators of copying. Reported in the past have been labels left at the end of papers ("Thank you for using TermPaperMania"), title pages stapled to Web printouts (complete with dates and URL in the corners), title pages claiming the paper is by Tom Jones when subsequent pages say "Smith, page 2," and papers with whiteout over the previous author's name.

Few of these clues will provide courtroom proof of plagiarism, of course, but their presence should alert you to investigate the paper. Even if you do not find the source of the paper, you may be able to use these clues profitably in a discussion with the student in your office.

2. **Know where the sources of papers are.** Before you begin to search for the source or sources of a suspect paper, you should know where to look. Here are the major sources of text in electronic form:

- **Free and for-sale term paper sites.** As mentioned earlier, there is a list of many of these sites at Termpapers.com at http://www.termpapers.com and at "Internet Paper Mills" at http://www.coastal.edu/library/mills2.htm.

- **The free, visible Web.** This category includes all the publicly mounted Web pages, which are indexed by search engines.

- **The free, invisible Web.** This category includes the contents of sites that provide articles free to users, but that content may be accessible only by going directly to the site. That is, the articles are not indexed by search engines and therefore
cannot be located by using a search engine. Some magazines, newspapers, reference works, encyclopedias, and subject-specific sites are in this category.

- Paid databases over the Web. This category includes commercial databases for consumers (such as Northern Light's Special Collection) and databases that libraries subscribe to, containing scholarly journals, newspapers, court cases and the like. Providers like Lexis-Nexis, UMI Proquest, Infotrac, JSTOR and others are in this group. To find information from this category, you must have access to the database (through password or an on-campus computer) and search on the database directly.

- CD-ROM resources. Encyclopedias and some databases are available on CD-ROM.

3. Search for the paper online. If you suspect the paper may have come from the Web, you might try these strategies to find it:

   - If you find nothing with these tools, try several of the large-database, full-text search engines like Google, Northern Light, or Fast Search, and perform an exact phrase search on a four-to-six-word phrase from a suspect part of the paper (find a phrase that has two or three relatively unusual words in it). Remember that no search engine covers more than about a third of the visible Web, so you should try several engines before you give up.

   - Next, locate some appropriate databases on the invisible Web, depending on the subject of the paper. You can find many of these databases by consulting the "World Wide Web Research Tools" page on this site. If indicated, visit some of the online encyclopedias as well. Here, you will have to use keyword searches rather than exact phrase searches, but using a string of appropriate keywords can be very powerful.

   - Now go to your library's online database subscriptions and search on subject-appropriate databases using keyword searches.

4. Use a plagiarism detector. You might also try using software. See The Plagiarism Resource Center for more information. If you do not find the paper this way, you might want to turn to some commercial services that provide plagiarism detection. Here are some of the services:

   - Plagiarism.com at http://www.plagiarism.com. Educational materials and a software screening program that creates a test of familiarity for a student to complete. The company says that no student has been falsely accused. CD ROM program.

   - Plagiarism.org at http://www.plagiarism.org. Online service that checks submitted student papers against a large database and provides reports of results. Also monitors term paper mills.

• **Integriguard** at http://www.integriguard.com. Compares submissions against a database of other papers and Web sites.

• **Eve** at http://www.canexus.com/eve/index.shtml. Inexpensive software agent that searches the Web to compare a suspect paper with Internet content. Shows site and degree of match.

It is sometimes said that the best plagiarism detector is the student who handed in the paper, because he or she already knows whether or not the paper is genuine, or what part is fraudulent. Therefore, you can sometimes enlist the student's help. You must be very careful about accusing a student of cheating unless you have clear proof, because a false accusation can be both cruel and reason for litigation. But if you ask the right questions in the right way, you will often be successful. Here are some example questions that may help reveal the truth:

• "I was quite surprised by your paper, so I did some investigation into it. Before I tell you what I found out, is there anything you want to tell me about it?" With the appropriately serious demeanor and tone, a well phrased question like this will often result in a confession. If the student is innocent or just hardened and replies, "No," you can always reveal some innocuous fact and go on.

• "I'm curious to know why your writing style is so good in some parts of the paper and so poor in others. And why have you not shown such great writing on the in-class essays?"

• "This long passage doesn't sound like your normal style. Is this a quotation where you accidentally forgot the quotation marks?"
Lesson Number 5: Designing the Survey or Questionnaire

Overview: Students are required to include as appendix to their research essay a survey or questionnaire to gauge people’s attitudes about their topic and to find to find out how much people know about their topic. This survey is useful in designing their oral and visual presentations as well as helping the students understand that not everybody has as much knowledge about the topic as they do themselves.

Materials: Students’ pens and paper; teacher’s chalk board or overhead

Time Required: No more than one class period to explain the concept and get started.

Procedure: Students develop a set of questions for a survey or a “Did you Know” pamphlet to gauge public opinion or attitude about their topic. Ask students what kinds of surveys they have completed. Ask what different forms the surveys can take. Provide some sample questions for a survey, for example, “Do you know what fair trade coffee is?” Have students begin to formulate their questions and the way they will go about conducting their survey. For example, one student might choose to stand outside local coffee shops and ask patrons if they drank fair trade coffee, if they knew where their coffee was grown, if they knew about pesticide use in coffee production, etc. Another student might choose to ask students in the school at lunch where their shoes are made.

Teach the students how to incorporate their survey results into the appendix of their research essay. For example, ask the students about ways of showing the survey results such as pie graphs, bar graphs, etc. Have students decide the best way to show their survey results. Some students may have the computer skills to have their results shown as computer generated graphs and charts. (See sample essays at the end of this lesson aid.)

Assessment Strategies: Since the survey is part of the research essay, its assessment may be incorporated into the overall assessment of the essay. The survey should contain sufficient questions and a reasonable sample of respondents. The results should be shown graphically and should be easy to understand.

Lesson Resources: The teacher may wish to show students a variety of graphs and charts or have the students bring in their own to help them in designing their survey results.
Evaluating the Research Essays:

Assessment strategies: (Essay and Visual Display Graded on a Six Point Scale)

The Research Essay. The essay section of the project is persuasive in tone. The topics can be wide-ranging but all have to deal with a global issue that connects the students’ lives with the lives of other people throughout the world. Critical thinking is demonstrated as the students grapple with the features of persuasive writing and the multi-faceted elements of global citizenry. Creative thinking in the essay can be demonstrated with the “action research” appendix. Students often devise unusual ways to gauge, measure, and display public opinion. (See the two samples the follow.) Although the Performance Standards for Social Responsibility end at grade 10, the process of researching a global issue has obvious effects on the grade 12 students’ attitudes towards themselves, their peer group, and the world. The criteria for the essay are as follows:

- **Standard research essay form** with introduction, body, conclusion, and appropriate use of sources. Evidence of paraphrasing, summarizing, and quoting directly from sources must be shown.
- **Mechanics under control** with spelling, punctuation, manuscript form, bibliographic form, title page, and page numbering, etc. at an appropriate grade 12 level of mastery.
- **Elements of persuasion** must be evident.
- **A global issue that connects:** The essay must clearly show that the issue is of concern to people in Canada and in other parts of the world.
Lesson Number 6: The Visual and Oral Presentation

Overview: Once the essays are submitted and marked according to the rubric set up at the beginning of the unit, students then direct their attention to the visual and oral component of their project. Students have to set up a school display for one or more days on the topic of “Global Issues Awareness” and talk about their projects to the students who stop at their display. The display has to be visually appealing, have something for the visitors to do or read, and have a handout, prize, or something to take away to help students assess their current attitudes or behaviours. During the students’ English class period, they set up their displays and other students from other classes do the rounds of the displays. Students may wish to have a copy of their essay for people to read. Inviting younger students from neighbouring elementary schools to visit the displays is also a good idea.

Materials: Students will bring some of their materials from home. However, cardboard (perhaps from the school’s recycling bin) coloured paper, glue sticks, felt pens, scissors, etc. are necessary for making displays.

Time: Two or three classroom periods or more depending on the amount of time students can work on their own time.

Procedure: Tell the students that their display must be eye-catching and informative. People who view the display must be able to glean a fair bit of information on the topic in a fairly short time period. Bulleted bits of information, handouts, quiz questions, “did you know” fact sheets are all good ideas. Tell the students that they must also engage people in conversation about their topic and thus they must be very knowledgeable.

Assessment Strategies:

The Visual Display: Taking the ideas of the research essay and turning them into a visual and verbal presentation takes a great deal of critical and creative thinking. Students must be able to synthesize their main ideas and communicate them to people who often have less knowledge about the topic. On the other hand, some people who visit their displays may have considerable knowledge and may ask the students tough questions. Students must be quick on their feet to be able to respond, but if they have already anticipated responses in their essays, the task of speaking to others becomes easier. When setting up the global issues awareness day displays for the rest of the school, students should have input into the design of the displays, the area used for the displays, traffic patterns, etc. Criteria for the Visual Display are as follows:

- **Colourful, eye-catching and attractive:** the display should draw people toward it.
- **Informative at a glance and at closer inspection:** People who come to the display should immediately grasp the issue and the longer they stay, the more they should be able to learn.
- **Something to take away and/or something to do while at the display:** involving people actively helps them understand.
- **A clear statement of things people can do to help:** People should leave the display with a sense of hope rather than despair.

**The Verbal Explanation:** Students are expected to be able to speak with knowledge and passion on their topic. The classroom teacher should visit each display and listen to the students as they explain their issue. A clipboard-checklist can be used to assess the quality of the verbal explanation. Features might include audibility, seriousness, ability to answer questions, friendliness, etc.
Lesson Number 7: Reflection

Overview: When the unit is completed, students fill out a personal reflection sheet describing their experiences and what they have learned from doing the project. This activity will help the teacher with future projects and give the students an opportunity to put the experience into perspective.

Materials: The teacher can prepare a series of questions similar to the handout provided.

Time Required: Less than one period.

Procedure: Tell the students that reflection is an important part of learning. Tell them that their comments will not affect their grade, but that they will be helpful in providing feedback to you as their teacher.

Assessment: No assessment is required. Teachers may give a completion mark if desired.

Handout: As a final part of their project, students fill out the following reflection form.
GLOBAL ISSUES UNIT REFLECTION SHEET

Describe your research topic. What was your issue?
What are your thoughts and feelings about doing this research?
What is your opinion of your essay? Is it a good piece of work? Explain.
Describe your display.
What are your thoughts and feelings about doing the display?
Say something about the experience of explaining your issue to others.
Can you offer me some advice about the unit? How could it be better?
How did you benefit from doing this unit? What did you learn?
Do you think this unit is time well spent in English class?
Was this unit just another assignment to you? Comment please.
Has doing this unit change your thinking in any way?
Anything else you’d like to say?
Bibliography:


1. Fax sent to local elementary schools

To: Grade Seven Teachers at Bastion and South Broadview Schools  
From: Steve Naylor at SASS

Next week on December 4 and 5, my classes are having a special “Global Issues Awareness Exhibition” in the upstairs atrium. Issues such as water shortages, deforestation, fair-trade coffee, slave-trade chocolate, sweat shops, child labour, etc. will be displayed. Students will have handouts, videos, charts, interesting facts, etc.

I think your students would enjoy seeing the work that my students have done and talking with them about their projects. If you would like to come, I would suggest you arrive at about 10:30 a.m. on either day. My students will be at their displays until 12:05 and their displays will remain up during the lunch hour. Other students from SASS will also be viewing the event.

If you think this event would be interesting for you and your students, please call me at school to let me know you are coming. The school’s phone is 832-2188.

Thank you.

2. Sample Research Essay Number One

The Global Water Crisis  
By Jamie Marshall
What would you think if you were sitting at your table eating dinner and you heard on the radio that seventeen jumbo jets full of children had crashed that day killing everyone on board? And what would you think if, on top of that, they were predicting that seventeen more would crash tomorrow, the next day, and every day after that? Impossible, right? Wrong. Every day more than five thousand people, mostly young children, die after drinking water from contaminated sources. This adds up to more than two million deaths each year (NRDC). This is one part of a global water crisis that affects many people in countries around the world.

In addition to the lack of potable water for drinking, twenty-six countries do not have enough water to meet their domestic, industrial, and agricultural needs. This number is expected to grow to thirty-five or more by the year 2020 (Robbins). As global populations swell, and demands on water supplies increase exponentially, aquifers are being depleted at an alarming rate and rivers are running dry. Some experts even claim that the ecological stability of our ecosystems is at risk. Other experts predict that global conflict will arise over water rights. The global water crisis is of such great
importance that people of all nations need to be made aware of the magnitude of this issue, and become involved in finding equitable and viable solutions.

The majority of our planet is covered by water, 75 percent in fact, but most of it is just too salty for us to drink. Of the earth’s 1.4 billion cubic kilometres of water, only 2.5 percent is free of salt. Of this small amount, 65 percent is frozen (as glaciers and icebergs) and another 20 percent is just not easily accessible to us because it is either underground, or in remote areas. This leaves us with a grand total of about 0.08 percent of the world’s total water supply. This may not seem like much, but it is actually more water than the world requires; it is just distributed unevenly. Some countries have much more water than they require, and others hardly have any (Kirby, Kidzworld, Brown).

The sad part is that many of the countries with little water are unnecessarily polluting what they do have. This magnifies their water crisis immensely. One third of the world’s population does not have proper sanitation, and in some developing countries, much of the untreated waste is being dumped carelessly into the fresh water supply. This is causing 80 percent of the illnesses in developing countries (Robbins, ENN). “According to a recent UN report, some 90 percent of wastewater is still discharged untreated into local rivers and streams” (Robbins). This is unnecessarily polluting our much-needed water supplies.

The world’s water crisis is in part caused by lack of careful water management. “About half of the water delivered to Nairobi each year disappears – presumably lost to leaky factory pipes, irrigated corn fields, and other unmeasured drains” (Brown). In Seoul, Tehran, and Mexico City, one third of the water supply is somehow lost
In some developing countries, almost half of city water is lost due to leaky pipes. In countries throughout the world, much of the water used for agriculture is lost due to evaporation in the hot sun as it is sprayed through the air, or runoff from fields into unplanted areas. In many industrialized countries, a huge amount of time, energy and money is devoted to purifying water for drinking, but when it reaches our house, we “flush huge torrents straight down the loo…” (Wright) not to mention how much we use just to keep our lawns looking nice and green.

Some countries are desperately in need of fresh water; their populations are growing at an alarming rate, and their water consumption even faster. They are considering ways of increasing their supply of water like piping it under the ocean, shipping it in giant bladders, and even towing icebergs all the way from the Antarctic (Robbins). Experts are even suggesting that in the near future, countries may resort to acts of war to increase their dwindling water supplies. Countries using rivers as their main source of water are watching angrily as their upstream neighbours build dams to sate their own thirst for water. For example, “Ethiopia controls about 80 percent of the Nile’s flow, yet almost the entire population of Egypt depends on its water” (Orlando). In the West Bank, Palestinians are forced to either buy water from trucks, or capture rainwater in cisterns despite the fact they are directly on top of a large aquifer. Israeli officials are not allowing them to use this water (Robbins).

Even some parts of Canada may soon be experiencing similar problems. Many countries thought they had plenty of water a few decades ago. They felt as if their water supply was endless, and used it as such, so eventually it became in short supply. Right now, we in Canada feel that we have endless water, more than we will ever
need, and we don’t conserve as we should. In this manner, we could be heading towards the same fate as many other parts of the world.

Some of the major effects of the water crisis are becoming profoundly apparent. “Water tables are dropping and major rivers such as the Colorado, which carved the Grand Canyon, and the Yellow, the cradle of the Chinese civilization, now dry up before reaching the sea” (The Telegram). In Beijing, “the water table…has dropped 37 metres over the last 40 years” (Rethinking Globalization, pg. 284). In Africa, 10 billion cubic metres of water per year are being drawn up from underground aquifers. These aquifers are not refilling. “Mexico city pumps out its aquifers at a rate 50 to 80 percent greater than they recharge, prompting experts to predict that the city will run dry in the next decade.” As a result the city is sinking (Svadlenka). Bangkok, in Thailand, is also sinking (Rethinking Globalization, pg. 284).

Some experts are even saying that humans are not the only ones who will be affected by this water crisis. In a review of Maude Barlow’s book “Blue Gold”, Robert writes:

According to People and Water (a Slovakia-based non-governmental organisation) the viability of all life, not just humanity, is threatened by the potential disruption of the Earth’s hydrologic cycle. They claim that if the abusive patterns of land use and habitat destruction continue unchecked, the Earth’s hydrologic cycle will be massively disrupted. The resulting domino effect of desertification, runaway global warming, and ecosystem collapse has the potential to turn the once fertile surface of the Earth into a Martian landscape… The team is predicting that this “drying out” effect will exacerbate global warming and its associated negative effects on climate, precipitation, and sea level. The combination of these effects will eventually induce massive “global collapse” (Svadlenka).

This is an extreme example, but it shows just where we may be headed.
Some countries are working on reducing their fresh water consumption. In Israel, plants that can survive on salt water are irrigated directly from the ocean, and other plants and trees are being given treated wastewater from the cities (Robbins). Israel recognises that they will still eventually run out of water, so they are considering scaling down their agricultural production, shifting the newly available water to cities, and then using the money gained from industry to buy food from other countries. In countries where agriculture is part of life, instead of spraying water onto all the plants (most of it evaporates into the air or runs away), they can use drip irrigation, which delivers water directly to the roots of plants. Using this method, water consumption is cut by 40 to 60 percent, and water loss due to evaporation and runoff would be minimal. This method is being implemented in many places around the world (Population Reports). Fixing the leaky pipe problem in developing countries would also save water. The World Bank is currently funding several projects to remedy this problem (Robbins).

One possible solution to the water crisis that is being implemented throughout the world is the desalination (or desalting) of seawater. Through this procedure, salty or brackish water goes through a process by which it is made drinkable. This technique is now being implemented in more than one hundred countries around the world. About half of the fresh water being produced by this method is in North Africa and the Middle East; Saudi Arabia ranks first in the world with 24 percent of the world’s desalination capacity. The United States is second at 16 percent. Desalination is relatively expensive since the technique uses a lot of energy, but the costs are
decreasing. In many places, desalination is the cheapest method of acquiring fresh water (Buros).

The lack of an adequate supply of fresh water is a global crisis of utmost importance. It is aggravated by the world’s population growth and the ever-increasing water consumption that accompanies it. The consequences of failing to adequately deal with this crisis will be severe, including the possibility of global conflict. World attention must focus on water conservation, increasing the fresh water supply, and creating global water treaties that ensure the equitable distribution of existing water supplies. If not, then Coleridge’s famous lines, “Water, water, everywhere,/Nor any drop to drink;” may yet come true.
Works Cited


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14. Wright, Martin. “Earth Summit: These are drying times for us all.” Independent. 31 Aug 2002. 9 Nov 2002 <http://www.elibrary.ca/s/plusca/getdoc.cgi?id=241089428x127y57173w0&OIDS=Q003D002&Form=RL&pubname=Independent&puburl=http--S--S-www.independent.co.uk&querydocid=55822732@urn:bigchalk:US;Lib&dtype=0~0&dinst=0>.
Appendix

Action Research Project
For my action research project, I went around the SASS and asked twenty random students a series of ten questions to find out how much they knew about the world’s water supply, and the current water crisis. The questions are as follows. Red is the correct answer.

Do you currently think that the world is having a water shortage problem?

1. Yes
2. No
3. Not sure

What do you think is the leading cause of illness in developing nations?

1. Few medical services
2. Untreated waste discharged into drinking water
3. Incurable diseases

How much of the earth’s surface is covered by water?

1. 20%
2. 50%
3. 75%
4. 90%

There is roughly 1.4 billion cubic kilometres of water on the earth. What percentage of this water is drinkable fresh water?

1. 1%
2. 5%
3. 10%
4. 25%

How much of the world’s population doesn’t have access to clean water?

1. 1 million
2. 50 million
3. 1 billion
4. 2 billion

Which country has most of the world’s water supply?
1. Great Britain
2. Canada
3. United States
4. India

What percentage of the water we have is used for agriculture?
1. 25%
2. 40%
3. 60%
4. 70%

What percentage of the water we have is used by industry?
1. 20%
2. 15%
3. 10%
4. 5%

How much water does the average American house use in a day?
1. 50 litres
2. 200 litres
3. 400 litres
4. 600 litres

How much water does the average house in India use per day?
1. 50 litres
2. 200 litres
3. 400 litres
In summary, 85 percent of the students asked said they thought that the world was having a water crisis. Most of the students were fairly knowledgeable about the state of the world’s water supply, but there were some areas which surprised a lot of students. When asked how much of the world’s population did not have access to clean water, 60 percent said that they thought it was two billion, when actually it is half of that. Only 15 percent of the students realized how much water is being used for agriculture (70 percent); the other 85 percent thought it was much lower. And when asked about how much water our average Canadian or American household uses in one day, the half thought that it was only 400 litres a day whereas in reality it is an unbelievable 600 litres a day.

3. Sample Research Essay Number Two

Bitter Sweat Chocolate:
Child slavery in the Cocoa Industry

By Corine Gervais
In beautiful B.C. the day is October 31 and John and his friends are out trick or treating, trying to collect as many chocolate bars as possible. On December 25, little Suzy and Jack are excited as they empty their Christmas stocking contents and see all the chocolates that their parents have carefully picked out for them at the local specialized chocolate shop. On February 14, Doug gives Cindy a giant egg with an engagement ring hidden inside. The chocolate is a symbol of love and a new life they can have together.

In Africa on the Ivory coast, there are also stories. Karim Sadible was playing football when a man came and said he should come with him to the Ivory Coast. He claimed he would sign Karim up for the national team and that he would get lots of money and that he shouldn't tell his parents. Karim went, was intercepted by police and the man who was to have sold him into slavery - probably for about £50 - melted away. Karim was sent back to Mali, to a centre run by Save the Children Fund, Canada.

Next door 20-year-old Moussa Doumbia takes his freshly pressed shirt to reveal welted scars where he had been made to carry sacks of cocoa until he managed to escape two years ago. He would sleep in a locked room and was given food only once a day. If
he complained, he was beaten. The boys who tried to escape had their feet cut with razors. "I don't know how one human being can treat another in the way they treated me," he whispered. (BBC news)

Child slavery is a huge issue with Chocolate's number one ingredient. Cocoa. Many of the giant chocolate companies import 90% of their cocoa from plantations in Ghana. (BBC News) It has been found that the majority of children working in the plantations are around the age of fourteen. They work under dangerous conditions, working with pesticides, machetes and carrying heavy loads. Some 284,000 children work in these dangerous and ruthless plantations on West Africa's cocoa farms (Anti Slavery) It is said that the work conditions on the Ivory Coast are the worst. Children there must pick the pods, break them open and then scoop out the cocoa beans. They must work long and hard hours, usually from 6:00 in the morning, until 6:30 in the evening. Their meals would include of only fried bananas and occasionally yams "if they were lucky."(Global Exchange) "They do not receive wages, adequate medical care, clothing, and food, and are often the recipients of corporeal punishment" (Mothering Magazine)

Many of the children are bought from their parents for financial reasons. Their parents are told that they will be taken to a place where the work is much better. Then they are sold for $1.50 (or kidnapped) and when brought to the plantations, they are then resold for up to $350, depending on their health and strength. Escape attempts often
result in death and if they manage to return back to their families, they are simply sold again. (Mothering Magazine)

When they actually arrive to the farms or plantations and have worked long enough to receive a pay check, they are told that the cost of their transportation was high and so the amount would be deducted from their salary at the end of the year. At the end of the laborious year, farmers would then say that crops did not yield enough money and that there was no money to give. Complaints were answered by severe beatings and whippings.

The Ivory Coast of 11 million people ranks 7 from the bottom of the "UN's development index of 174 nations." In this nation, women have an average of 8 children and the majority live on less than $4 American a day. Only 1/2 the school age population has ever attended classes, sixty percent are illiterate. These gruesome facts make it easy to understand why the promise of good work and pay is so tempting to many innocent faces. (Menstuff)

Much work goes into the planting, growing and harvesting of cocoa, and it is all done by children. First, they must prepare a patch of land under the canopy of forest trees and they must be careful not to arouse the many poisonous snakes and scorpions living in the thick underbrush. While the plants are growing, children have to watch carefully in the heat that no weeds that grow faster than the cocoa plants smother the
many tiny white blossoms on the cocoa plant, the first stage in growing cocoa. It takes up five years for the trees to produce their first crop. Then, the cocoa pods are cut down with a cutlass and split open, leaving the damp white cocoa beans exposed and ready to scrape out.

The beans are then wrapped in plantain leaves and piled into a heap for a week in the hot dry sun. The beans are then removed from the leaves and layered out on a bamboo table to dry out. During this, they must be turned over regularly so they do not dry unevenly or in thick clumps. The beans are graded and the best ones packed up to the big companies who take the cocoa beans and make them into the chocolate bars which we consume every day. (Devine)

Who would have thought that such a small indulgence that most North Americans enjoy on a daily basis could be responsible for so much sweat and blood as well as time and labour. We innocently enjoy chocolate, while the very children who produce and harvest the beans don't even know what chocolate is. (Alternate News)

One of the causes of such wide spread child slavery in the industry may be the drop in the price of raw cocoa. The prices of cocoa are currently in a slump, the effect of "global overproduction." Because of the price, small farmers have no choice but to reduce their labour costs and turn to the use of slaves. (Global Exchange.)
Some big companies such as Hershey, Nestle and M&Ms have admitted guilt to child slavery. They say they are setting a future date for taking affective action to stop child slavery for 2004 (Tabberone) The first step will be determining how wide spread child slavery is and where it is the worst. It is also important to find out which one of the farmers are actually participating in child slavery and which ones are not. It has been established that "The Chocolate Manufacturing Association and World Cocoa Foundation and their members, including Hershey Foods Corp., will pay for the program, which will cost an estimated $2 million." (Essex)

But the Prime Minister of the Ivory Coast "publicly denounced the real guilty" behind child slavery in the country. He says it's the companies who's only goal is to make a very high profit and they push for the cheapest labour route, children. His solution is that the multinationalists pay a higher price to the farmers, cutting the need to use child slavery to survive. (Afrol)

What can we do about it? We can buy child slavery free Chococlate. Steer clear of the big companies that do use child slavery such as; Cadbury Ltd, Hershey, Kraft, Nestle, Toblerone.. Today, there are many companies who do not use child slavery. These include: Cloud Nine, Rapunzel Pure Chocolate, La Siembra, The Endangered Species Chocolate Co., to name a few. The simple rule of thumb is that Organic chocolate does not use child slavery simply because there are no organic farms where
child slavery happens. If the packages have a Fair Trade or Max Havelaar logo on them, then they are naturally free of slavery. (Radical Thought)

For most of the Organic chocolate and child slavery free bars you can expect to pay at least a dollar more per bar. (Vancouver Sun) The question then becomes, will people pay extra money for child slavery free chocolate?

One of the best ways to help is become educated and educate those around you. Unless people know and understand the seriousness of this problem, then people will continue to consume chocolate grown by child slaves and the multinational corporations will continue to make a huge profit on something that is humanely wrong. Help stop the act of using children as slaves for something that we do not even need for our survival. Instead, let's stop child slavery, so that children around the world can stop wondering if they will survive another day as slaves.
Notes

BBC News - "US to Act on Cocoa Slavery." Tuesday, October 2, 2001 http://www.news.bbc.co.uk/2/hi/buisness.stm
Anti Slavery - "Today's Fight for Tomorrow's Freedom."
    http://www.antisalvery.org/archeive/other/cocoa-statement.htm
Global Exchange - "Slavery Lurking Behind the Sweetness." "Chocolate Campaign."
    http://www.globalexchange.org
    http://www.unhinderedliving.com/chocolate.html
Devine - http://www.divinechocolate.com/bean.htm
Afrol - "Ivorian Government blames industry for Child Slaves." May 4, 2002
Radical Thought - "Child Slaves may be Making Your Chocolate."
Action Research

It is not surprising at the amount of people who are unaware that the thing they enjoy the most, chocolate, may be made by child slaves. I surveyed 25 individuals and here are some of the results.

- Did not know that some chocolate companies bought their cocoa beans from plantations who used child slavery. - 25
- Thought it inhumane that child slaves worked in plantations. - 23
- Will try their best to stop consuming chocolates that use child slavery - 18
- Are willing to pay at least a dollar more to buy slavery free chocolate - 16
- Want to help and receive more information with the stop of cocoa and child slavery - 4

I dropped off this press release at Lakeshore News. I am awaiting publication on November 1/2002

Bitter Sweet Facts

Child Slavery is used in picking cocoa for our chocolate. There are more than 284,000 children between the ages 9-18 who work in dangerous conditions which include; spraying pesticides, working with machetes and carrying heavy loads.(Anti Slavery) Many of this occurs on the Ivory Coast in Africa where the children are kidnapped or bought for $1.50 and resold to big plantations for up to $350.(Mothering Magazine) The major companies who admittedly report usage of child slavery are; Hershey, Nestle and M&Ms. They have however, set a date for taking active action on the stop to child slavery. This is set for 2004, which is still a long time. (Tabberone) The one way to ensure that you are buying child slavery free chocolate is to buy Organic ones because there are no organic cocoa farms in child slavery areas.(Radical Thought) Help to stop
this horrible act by becoming educated and learn about the sweat and blood that goes into each bite of chocolate.

4. Reflection Sheets by Jamie Marshall and Corine Gervais

GLOBAL ISSUES UNIT REFLECTION

(The following comments were written by Jamie Marshall)

Describe your research topic. What was your issue? My research topic was about the global water crisis, about its effects here and in other countries like Mexico and India, the implications, and some things we could do to help fix the problem.

What are your thoughts and feelings about doing this research? I feel the research was a great way to open our eyes to global issues and problems. I feel I learned a lot about my topic and about other people’s topics.

What is your opinion of your essay? Is it a good piece of work? Explain. I feel my essay is a good piece of work. I spent a lot of time writing and researching it. It had all the parts of an essay (structure) and it was well thought out.

Describe your display. For my display, I had a large poster. The title was written inside clouds, and there were raindrops all over the poster with facts inside and pictures depicting the water crisis. I had my essay there and about six news stories about water problems, shortages, and solutions.

What are your thoughts and feelings about doing the display? I felt it was a good way to show other people our research projects and to educate them a bit about the issues.

Say something about the experience of explaining your issue to others. I found that there were quite a few people I talked to that knew a lot about the water problems and were worried about it. Some people were surprised about a few of the statistics.

Can you offer me some advice about the unit? How could it be better? One thing that might have been nice was to have the chance to look at other people’s displays.

How did you benefit from doing this unit? What did you learn? I opened my eyes to the problems of the world and how they affect us here.

Do you think this unit is time well spent in English class? Yes I do. I think it should be done every year.

Was this unit just another assignment to you? Comment please. No, enjoyed doing the research and learned a lot. I felt it was a great learning experience for me and other people.
Has doing this unit changed your thinking in any way? I am already very environmentally conscious so it reinforced my way of thinking rather than changing it.

Anything else you’d like to say? I would like to say that this was a great project and you should do it again.

GLOBAL ISSUES UNIT REFLECTION

(The following comments were made by Corine Gervais)

Describe your research topic. What was your issue? I researched child slavery in the cocoa industry. My thesis was that using slave labour was inhumane.

What are your thoughts and feelings about doing this research? I’m glad I did it because I learned a lot of information and I think a lot more people need to become educated about chocolate. It was also a very fun project.

What is your opinion of your essay? Is it a good piece of work? Explain. I believe that my essay contained all the necessary information. It was well written and kept the reader’s interest.

Describe your display. My display consisted of three posters, flyers to hand out, a papier-mâché model of a cocoa pod, a tape of some world music, a game and samples of “good” and “bad” chocolate.

What are your thoughts and feelings about doing the display? I thoroughly enjoyed the day of the display. It was a good feeling to have a lot of people interested and asking questions. It was a wonderful experience!

Say something about the experience of explaining your issue to others. The experience was good. I liked having people interested in my topic and explaining to people an issue that they did not know about. I felt important and knowledgeable.

Can you offer me some advice about the unit? How could it be better? Overall I think that the unit was a success and fun to do. Information was plentiful and so were supplies.

How did you benefit from doing this unit? What did you learn? I learned not only about my own topic, but others as well. My world view broadened to learn how many of the things we do in Canada affect other people in other countries.

Do you think this unit is time well spent in English class? I think that we spent it well because also worked on other English topics throughout the unit.
Was this unit just another assignment to you? Comment please. This was more than just an assignment. I enjoyed it and it was a real learning experience.

Has doing this unit changed your thinking in any way? I have become more aware of what I buy and throw away. Also, whenever I see someone eating a chocolate bar, I try to educate them on my topic.

Anything else you’d like to say? I think Mr. Naylor did a wonderful job and that it was really good experience. I enjoyed it and learned a lot of information.
Photographs

In this photograph, Corine Gervais (left) is seen explaining her global issue, the slavery involved with chocolate production, to a group of students.

In this photograph, Jamie Marshall, right, is seen setting up his display on the global problem of fresh water.
A close up of Jamie Marshall’s water information board.

A close up of Corine Gervais with her display on “Bitter-Sweat Chocolate”
Global Issues Awareness Day at Salmon Arm Senior Secondary School