Introduction: History Teacher/Librarian Collaboration

Participants:
- 11th grade boys in required American History course.
- 12th grade boys in history elective, World War II.
- No ability groupings for history classes.

Paper parameters:
- 5 full pages in MLA format not including the Works Cited page
- A minimum of 5 sources: 1 print, 4 electronic
- Rough draft was fully noted for any potential plagiarism.

Objective of the Study

To delineate the patterns of plagiarism in the history research papers of male high school students through tracking citable terms connected to quantities after targeted information literacy instruction.

Methodology

1. Review 50 papers at random for each group of students.
2. Note language connected to quantities in student papers.
3. Note type of quantity language with code:
   - P: people
   - O: objects
   - C: cost
   - M: measurement
   - T: time frames
4. Note correct and incorrect citations.

Quantity Terms: Defined

Quantity terms: The most common type of citations in high school history research papers. For example: 1000 soldiers, the war cost $2 billion.

Quantity plagiarism: The most common type of plagiarism connected to details applied to quantities.

People: Soldiers, citizens, refugees

Time: Elapsed time in minutes, years, seconds, hours, months

Objects: Inventions and other products, guns, cars

Cost: Amounts in dollars

Measurement: Yards, miles, inches, feet

Content Analysis of Quantity Terms for Plagiarism – After Instruction & Rough Draft Corrections

1. **Types of Quantity Terms Analyzed**

   - **11th grade:**
     - People: 62
     - Facts: 62
     - Facts: 12
     - Cost: 54
     - Measurement: 22
   - **12th grade:**
     - People: 62
     - Facts: 62
     - Facts: 12
     - Cost: 54
     - Measurement: 22

2. **Average Number of Quantity Terms Per Paper**

   - Grade:
     - 11th: 6.8
     - 12th: 6.56
   - Year:
     - 2009: 6.15
     - 2010: 6.27
     - 2011: 6.61

3. **Percentage of Students with Plagiarism After Corrections**

   - Grade:
     - 11th: 40%
     - 12th: 35%
   - Year:
     - 2009: 54
     - 2010: 51
     - 2011: 48

Results

1. Quantity terms are the most common in history research papers. Each content area will have its own points of reference.
2. Information literacy instruction on plagiarism prevention worked. Both groups showed significant improvement in number of citations and error rates.
3. The information literacy instruction process was identical for both groups: paraphrasing practice, citation practice, review of resources, source publication information, discussion of plagiarism.
4. Both grades are inconsistent with citations. Some students missed 1 out of 7 citations in a paper – this is realistic and expected for high school students.
5. No ability groupings means academic aptitude varied in each class.
6. Mitigating factors with boys: immaturity, lack of attention to detail, & lack of experience with research.
7. 11th graders were more willing to correct errors than 12th graders.

The 5 Most Common Types of E-Plagiarism

1. Advanced phrases & vocabulary: Centre, ubiquitous, hunter-killer missions, Communist expansionist commitment
2. Piecing together electronic information chunks with consecutive citations.
3. Cause confusion with parenthetical citations: (A. Dorfman) for a citation from Jstor with pagination
4. The common knowledge argument: “If I know it, it doesn’t need a citation!”

Information Literacy = Plagiarism Prevention

1. Ideal: Basic paraphrasing practice, all levels.
2. Emphasize publication details of electronic sources.
3. Provide teachers with basic examples of plagiarism.
4. Help students individually. We are the experts.
5. Honor codes are meaningless without instruction.