

The Rewrite Game

Do you recognize this?

The teeny-weeny arachnid

Ascended the down flow pipe:

Precipitation down flow

Then gave the bug a swipe

Or



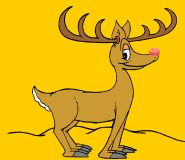
this

And if you ever

Observed that snout

You would contend

That it emitted radiation



New Foundations (2003). *The rewrite game example*. Retrieved April 10, 2003 from the Internet <http://www.newfoundations.com>
Staff Dev/ACADEMIC%20DISHONESTY/Plagiarism

Information literacy is both a process and a set of skills and strategies. It necessitates the ability to recognize the need for information while effectively accessing a variety of sources and formats. It demands critical and responsible evaluation of information.

- Sheilah Marans -



CBE Area V

Teacher Librarians

Calgary Board of Education
Area V

"Doing the right thing"

Avoiding Plagiarism by Promoting Information Literacy: Tips for Teachers



Maria Mirka (Teacher-Librarian)
Pam Stevenson (Language Arts Coordinator)

2006

Assigning work

Sometimes the way school assignments are written encourages students to plagiarize.

Whenever

students are asked to write a "report" their first step may be to "Google" the information.

For some students, this may also be their last step.



Assignments can be re-worded to encourage the inquiry process so that students create fresh, original work while still researching the content we want them to learn.

Instead of

- Write a report on the building of the CPR
- Describe how the human heart functions
- Write a short story
- Write a book report

Try

- Pretend you are a worker on the CPR as it is being built in the Rocky Mountains. Describe the working conditions in a letter home to your family.
- You are a human heart. Write a diary entry of your day from the time your owner wakes up until he or she goes to bed. Include all the jobs you must do and discuss any problems you have encountered.
- Write a story in which a character your own age is faced with some type of environmental conflict. You must use Alberta as your setting.
- Write an interview that you had with two of the main characters in your book. Be sure to ask them how they felt about the author's treatment of them, and have each explain "their side" of the story.

More Tips:

1. Provide very specific requirements for assignments.
2. Make sure students have access to a variety of resources.
3. Provide the opportunities for students to construct their own knowledge.
4. Whenever possible have students work "in class".
5. Require students to cite all resources.
6. Have students hand in all notes and rough work.
7. Help students manage their time to avoid last minute panic and temptation.