

# Lesson Plan

**Course Title:** Prep for HE

**Year of Course:** 1

**Room:** Training room + computer room

**Unit Title:** Session 5

**Tutor:**

**Date:**

**Subject:** Writing assignments (2); written style, writing skills, referencing & plagiarism

**Scheme of Work:** Week 5

**Time:**

## Learning Aims:

To further develop writing skills, to equip learners with the skills to correctly reference an assignment & an awareness of academic plagiarism & its consequences.

## Learning Objectives:

Learners will:

- Understand the purpose of referencing
- Fully reference an assignment script to acceptable academic standards using the Harvard system
- Compile a bibliography to acceptable academic standards using the Harvard system
- Recognise the different dimensions of plagiarism & be able to avoid this in their own writing
- Identify strengths & areas for development in general literacy skills
- Appraise their strengths & areas for development in assignment writing skills
- Update their personal action plan.

## Learner Evaluation:

This session was evaluated very positively, with all learners scoring it as 'very useful' or 'useful'. Learners particularly valued learning about correct referencing, though they did feel it was a skill that needed practise & time to get used to. Learners were nervous about the literacy diagnostic tests, but most were pleasantly surprised with the results, and left with confidence boosted. Dyslexia was diagnosed for one learner, so in tutorial discussion I raised the fact that this needed to be declared on any degree course application form so that appropriate support could be put into place prior to taking up studies.

## Tutor Evaluation & Reflection:

Referencing was completely new to some candidates, so I was pleased that I'd designed the session to start with the very basics of 'Why reference?' and had not assumed prior knowledge. I was aware that the fear of being accused of plagiarism was making some candidates anxious. One commented that they were now 'more frightened to copy anything for the assignment'. However, all said they left the session with a clear idea of what plagiarism is & how to avoid it. In future I will stress more strongly that correct referencing is the safest route to avoiding plagiarism.

The individual diagnostic tests proved very useful. I held individual tutorials to discuss the results & offer feedback on the second draft of the assignment, focusing specifically on written style/skills. This enabled learners to see how their assignment-writing was being affected by poor skills in specific areas. I was able to point learners to specific chapters in the 'Study Skills' books to aid development in these areas. Overall this was a useful & productive session.

## Lesson Plan Details

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
9.00	<p><b>Introduction</b></p> <p>1. Welcome</p> <p>2. Brief recap of last week's session</p> <p>3. Review home-study tasks:</p> <p>(a) Reading: Ch 14 of Burns &amp; Sinfield (2008) on 'How to write great essays'</p> <p>+</p> <p>(b) Revision of draft assignment to bring into this session</p> <p>4. Any questions?</p>	<p>Input</p> <p>Directed questions to stimulate recall</p> <p>Large group round</p> <p>Group discussion on individual progress on revision of drafts</p> <p>Respond to issues raised on home study</p>	<p>Listen</p> <p>Recall last week's session</p> <p>Learners contribute 1 point of learning from their reading</p> <p>Learners reflect &amp; contribute</p>	<p>Via answers to directed questions</p> <p>Via verbal contributions</p>	
9.15	<p><b>Aims of day</b></p> <p>Aims of session</p> <p>Structure of day</p>	<p>Input on Aims of day</p> <p>Link to last week's session on preparation, planning &amp; structure of essays. This week will cover the specifics of content, written style &amp; referencing.</p>			PowerPoint 'Session 5 Aims'

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
9.20	<p><b>Harvard Referencing</b></p> <p><b>What is it?</b> What is referencing &amp; why do we need to do it?</p> <p><b>How to reference in the essay script</b></p> <p><b>Input</b></p> <ol style="list-style-type: none"> <li>1. <i>Single author</i></li> <li>2. <i>Double author</i></li> <li>3. <i>multiple author</i></li> <li>4. <i>No author</i></li> <li>5. <i>Direct quotes</i></li> <li>6. <i>Internet sites</i></li> </ol>	<p>Facilitate brief group discussion</p> <p>Tutor explains how to reference in the script of an essay</p> <p>Tutor to ensure that learners are clear on what a 'direct quote' is</p>	Contribute & ask questions to clarify	Via contributions to discussion	<p>PowerPoint 'Referencing'</p> <p>Handout: 'Harvard Referencing Part 1'</p>
9.40	<p><b>Bibliographies</b></p> <p><b>What is a bibliography?</b> What is it &amp; what purpose does it serve?</p>	Facilitate brief group discussion	Contribute & ask questions to clarify	Checks via answers given	
9.45	<p><b>How to compile a Bibliography</b></p> <p><b>Part 1: Input</b></p> <p><b>Part 2: Exercise</b> Compile a bibliography using real set of books</p> <p><b>Part 3: Pair work</b> In pairs, learners peer-mark each other's work</p>	<p>Tutor input using handout</p> <p>Emphasise standard presentation &amp; contents</p> <p>Circulate to support</p>	<p>Reflect on handout contents &amp; ask questions</p> <p>Learners individually compile a bibliography</p> <p>Mark their peer's work &amp; clarify any errors</p>	<p>Via questions asked</p> <p>Errors in bibliography</p>	<p>Handout: 'Harvard Referencing Part 2'</p> <p>Set of 10 books in a specific subject area</p>

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10.00	<p><b>Plagiarism</b></p> <p><b>Part 1: Introduction</b></p> <p>Internet search for topical plagiarism cases:</p> <ol style="list-style-type: none"> <li>1. Dr Raj Persaud (book)</li> <li>2. Coldplay (song)</li> <li>3. University plagiarism cases nationally (academic)</li> </ol>	Tutor introduces learners to issues of plagiarism using topical news stories			<p>Raj Persaud located at:  <a href="http://news.bbc.co.uk/1/hi/health/7457091.stm">http://news.bbc.co.uk/1/hi/health/7457091.stm</a></p> <p>Coldplay located at:  <a href="http://www.independent.co.uk/arts-entertainment/music/news/the-song-they-didnt-write-coldplay-are-accused-of-plagiarism-by-american-band-849992.html">http://www.independent.co.uk/arts-entertainment/music/news/the-song-they-didnt-write-coldplay-are-accused-of-plagiarism-by-american-band-849992.html</a></p> <p>Internet search plagiarism for any current university cases.</p>
10.15	<p><b>Plagiarism</b></p> <p><b>Part 2: Definition</b></p> <p><b>Input</b></p>	Tutor input on definition & types of plagiarism			<p>Definition from University of Essex is located at:  <a href="http://www.essex.ac.uk/plagiarism/pages/about.htm">http://www.essex.ac.uk/plagiarism/pages/about.htm</a></p>
10.30	<p><b>Plagiarism</b></p> <p><b>Part 3: identification</b></p> <p><b>Small Group Exercise</b> Plagiarism test</p> <p><b>Consolidation</b> Learners mark own answers</p>	<p>Circulate &amp; advise</p> <p>Distribute answers - ensure learners are clear why each example is/isn't plagiarism</p>		Checks via answers given	<p>A useful plagiarism exercise &amp; is located at:  <a href="http://www.essex.ac.uk/plagiarism/pages/test.htm">http://www.essex.ac.uk/plagiarism/pages/test.htm</a></p>
10.45-11.00	<b>Refreshment Break</b>				

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
11.00	<b>Descriptive &amp; Analytical writing</b> <b>Part 1: Reading</b> Learners individually read a descriptive paragraph & an analytical paragraph	Distribute copies	Learners read each paragraph individually		Copies of a descriptive 1 <sup>st</sup> draft & an analytical 2 <sup>nd</sup> draft paragraph are located at:  Price, G. & Maier, P. (2007) <i>Effective Study Skills: Unlock Your Potential</i> Ch 4 section 6 pp 335-336
11.15	<b>Part 2: Pair discussion</b> Identify the differences	Circulate to support pairs & clarify issues	In pairs, identify the differences		
11.30	<b>Part 3 :Consolidate</b> Identify the major difference between descriptive & analytical writing.	Group discussion to summarise major difference	Reflect & contribute to large group discussion		
11.45	<b>Assessment of written skills</b> BSKB on line-assessment  <b>Individual Tutorials</b> Discussion of literacy skills self-assessment	Tutor advises learners of specific resources , e.g. vocab, sentence structure, punctuation			Individually refer learners to specific sections of 'Writing Techniques' pp 105-152 in McMillan, K & Weyers, J.(2007) <i>How to Write Essays &amp; Assignments</i> , Essex; Pearson Education Ltd
12.45	<b>Recap, revisit aims &amp; close</b>  Set home study				<b>Home study</b>  1. Reading: 'Develop Your Writing' Ch 4 pp 277 – 300 in Price, G. & Maier, P. (2007) <i>Effective Study Skills: Unlock Your Potential</i> , Essex; Pearson Education Ltd  2. Further revision of draft Prep HE assignment as a result of today's input.