

# Chapter 9: KWO, Plagiarism, and Passages

In CQLA, your student will write Key Word Outlines over the weekly passages in the first two weeks of each unit (unless there is something unusual like poetry or other special writing assignment given). This is purposeful: the passages are written at each level's reading and writing level and the passage is studied all week, which gives students the advantage in writing from it. Also, special circumstances within the passage are noted for the student in his outlining lines (i.e. longer sentence structures that need special treatment, compound sentences, quotations, etc.). Thus, a CQLA student learns to outline, write, and comprehend material through the passage writing and dictating, as well as through the Key Word Outline process.

However, a student can become extremely dependent upon "given material" if he only writes from sources that are "laid out" for him all the time (like in the first two weeks of CQLA). Additionally, some students who do Key Word Outline writing over given material plagiarize because they do not follow the rules of only using a limited number of words for outlining, they write from the passage directly, or they do not tweak the material to make it their own, etc.

Therefore, CQLA also has many other types of writing (besides the KWO From Given Material), such as poetry, essay writing, research reports, letters, stories, biographies, compare/contrast, cause and effect, analogous, and much more. This well-rounded writing program helps students learn all types of writing (not just writing KWO's from passages). It also helps students learn and practice creative processes, research skills, and advanced thinking skills.

This chapter of the *Teacher's Guide* is here to help you help your student learn how to outline and write from source material (including given material) without plagiarizing. What follows is the KWO and Plagiarism box that is provided in the CQLA books. You can go over this with your student right away, or you can use it to help you understand the KWO and other source material writing.

Following that, you will find other sample paragraphs with sample outlines and rewrites. These will help you further see how the KWO and rewriting process works. You may also use these paragraphs and examples with your student.

## Key Word Outline and Plagiarism

Follow These Steps in Outlining and Writing From Given Material:

1. **Do not steal another person's words.** In making and writing from a Key Word Outline, it is important that you do not plagiarize. Plagiarizing is stealing another's words and using them as your own. When writing from a source (whether using a Key Word Outline or any other outlining technique), there is a danger of using another person's wording, phrasing, and writings instead of making your report your own.
2. **Do not write directly from a source.** To keep from plagiarizing, you should write an outline before you write a report--as opposed to writing directly from a source. By making an outline of the information (instead of writing your report directly from the book in which you get your information), you are removing yourself from the source, which will make you one step farther away from another's words--and reduce the likelihood of plagiarizing.
3. **Use few words for outlining each sentence.** In making a Key Word Outline, you should only use a small number of words for outlining each sentence. This is another way plagiarism can be reduced. If you use twenty-five percent or less of the author's original words to outline a sentence, you will be forced to use your own wording for at least the remaining seventy-five percent. This is why CQLA limits the number of words you are permitted to use to outline each sentence of a passage, while still making allowances for lengthier sentences. However, anytime you can use fewer words for outlining than you are allotted, do so. For example, if the assignment permits you to use up to six words per sentence for the sentences you are outlining, try to use four or five instead, whenever possible. If you are allotted four or five words per sentence for outlining, try to get by with only three or four words.
4. **Use your own wording during outlining.** Another way to reduce plagiarism is to use your own wording, even during the outlining process. What this means is that you can start using your own words and phrases during your Key Word Outline, as opposed to outlining the author's wording and phrasing. You are, essentially, removing yourself even farther from your original source by outlining with your own words. Study the examples given below to see how you can use your own words during outlining:

### Original passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Key Word Outline Samples:

Sentence 1--**Original Sentence:** Daniel and Samson were two men who lived extremely similar, yet still contrasting, lives.

Sentence 1--**KWO Using Author's Words:** Daniel & Samson, 2 =similar/contrasting lives

Sentence 1--**KWO Using Your Own Words:** 2 w/ different & same situations = Daniel & Samson

Sentence 2--**Original Sentence:** They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies.

Sentence 2--**KWO Using Author's Words:** 2 lived /dominion enemy nations; forced serve

Sentence 2--**KWO Using Your Own Words:** 2 /rule enemy countries; forced slave

Sentence 3--**Original Sentence:** Both were given leadership positions by God's direction---and were placed in confinement at some point during their service.

Sentence 3--**KWO Using Author's Words:** 2=leadership/God & confined during service

Sentence 3--**KWO Using Your Own Words:** 2=captive while slaving; 2=called-God/leadership

**5. Reword material and rework the sentence structures when writing from a Key Word Outline.** Even though you are writing from given material when writing from a Key Word Outline, you still want to eventually make that material your own. You do not want to write using the same words, phrases, and sentence structures that the author used. It might be general knowledge, but if you use the author's way of writing it, you are plagiarizing his or her words and sentences. Thus, you will want to reword the material and rework the sentence structures when you are writing from a Key Word Outline. In the sentences that were outlined above for you, you can use your new words (in your Key Word Outline), but rework the sentence structures so that you are writing the paragraph yourself, instead of copying from the author. Read the samples below to see how this is done.

**Original Passage:**

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

**Your Key Word Outline Using Your Own Wording:**

Sentence 1: 2 w/ different & same situations = Daniel & Samson

Sentence 2: 2 /rule ---opposing countries; forced slave-enemy

Sentence 3: 2=captive while slaving; 2=called-God/leadership

**Your New Passage:**

Two men, named Daniel and Samson, found themselves in different situations--and the same types of situations--during their lives. The similarities of these two men's lives include the fact that they both existed as slaves in enemy territory under the reign of countries who opposed and oppressed their own countries. They were both ordained of God to be in leadership in the foreign countries in which they were serving, and they were both held captive by these enemies while they were serving them.

**6. Discern whether you are writing from general information as opposed to writing from someone else's original ideas.** The passages from which you write in CQLA are usually general information--information of which many Christians know and agree. For example, most of us know that Daniel and Samson were both taken captive. Most of us know that God does not permit us to use His name in vain. It is general knowledge that being responsible is displaying godly character, etc.. However, there will be other times in which you write using another person's ideas or themes (especially when finding your own sources). In other words, you will write something that is not common knowledge--or a viewpoint or theme that another person developed himself.

**7. Give credit to the original writer when something is not general knowledge.** When you write from another's ideas or theories, you need to cite that information. In other words, you need to tell from whom or where you got it. You will be taught how to cite sources throughout this book. This information is also provided in the *Teacher's Guide*. In a nutshell, however, you need to tell when an idea or theory you are writing about is not generally known--or when you are giving a point of view that you have devised from another's writing or point of view. In the given passages for this curriculum, people are sometimes quoted and the Bible is often quoted. These will give you opportunities to learn how to write using another person's words in a way that gives that person the credit he or she deserves.

**8. Cite the person's name when paraphrasing original (or non-general) information.** Many students are not aware that when you paraphrase someone else's words that are not general knowledge, you need to tell where you got that information or who first came up with that theory or idea. (Students often think that you only cite the source when the material is quoted directly; this is not true.) There is disagreement among professionals as to when a source needs cited and when a source does not need cited, in terms of whether something is commonly known or not. When this curriculum refers to general knowledge, it is describing information that you might get out of an encyclopedia or other "facts" source --- and that most people already know. Read the two examples given below to help you discern whether your information needs cited or not.

**a. General Knowledge:**

- i. There is no reason to tell that *World Book Encyclopedia* says that prairie dogs are furry rodents. It is an understood fact that they are rodents, and many would describe them as furry, or at least hairy.
- ii. You do not need to tell that *Who's Who in Christian History* said that Charles Spurgeon lived with his grandparents during part of his childhood (unless you are writing a research paper or college term paper in which each piece of information must be cited). Nearly any biographical source about Charles Spurgeon would tell you that. It is not an original idea or theme.

**b. Specific Knowledge:** However, to say that Charles Spurgeon's grandfather had a significant influence on his ministry, you either need evidence, such as information about his living with his grandfather while growing up, etc., or you need to cite the person who indicated this influence in your paper.

- (i) For example, you might write a few sentences about Charles Spurgeon's early years living with his grandparents and observing his grandfather's faith, then say something like this: It would seem that Charles Spurgeon's grandfather had a profound influence on the grandson's future faith and ministry.
- (ii) Or, if you did not have space to provide the evidence for the grandfather's influence (explaining how young Charles lived with his grandparents for a number of years), you could cite your source that says his grandfather was a significant influence, paraphrase that information, and include it in that way.
  - (a) For example, your sentence might read something like this: According to Smith in *The Life of Spurgeon*, Charles Spurgeon's grandfather had the most influence on his faith and ministry since the young Spurgeon lived with his grandparents during his formative years.
  - (b) In the above example you are not quoting Smith directly, but you are giving Smith the credit for the idea that the grandfather influenced the younger Spurgeon---since you could not have known that had you not either read about Charles Spurgeon's time with his grandfather in detail or read someone else's words saying that information.

For the passages of given material in CQLA, you do not need to be concerned with citing or not citing (unless the passage contains a quote). However, you will want to consider this information any time you gather information for an opening, closing, or continuing paragraph---and for times that you write from information you find yourself. You will learn more details about citing sources, including quotations, and paraphrasing information as you grow in your writing in CQLA.

# More Key Word Outline Help: Passages to Help Students Learn to Use Own Wording in Writing

## Original Passage:

Every person has two kidneys. They are brownish-red, and each one is no bigger than a fist. However, the kidney has so many veins that if all of these veins were laid end to end, they would stretch for thirty-five miles.

The kidneys are located on each side of your spine (or backbone), about two-thirds of the way down your back. They are protected by the lower ribs. God designed us to have two kidneys each, but if one does not work right, the other one can do the work all alone.

## KWO:

Paragraph 1: Color and length of kidneys

Sentence 1: person 2 kidneys

Sentence 2: brownish-red, no bigger fist

Sentence 3: kidney many veins=35 miles

Paragraph 2: Location and function

Sentence 1: kidney location spine 2/3 down back

Sentence 2: protected lower ribs

Sentence 3: God, designed 2 kidneys not work other work

## Rewritten Passage:

God has created each of us with two kidneys. A kidney is about the size of a fist, and is brownish-red in color. Our kidneys have many veins. The veins are so plentiful that if they were stretched out in one long line, they would reach for thirty-five miles.

The kidneys can be found about two-thirds of the way down a person's back on each side of the spine. The lower ribs provide protection for them. Even though God has designed us to have two kidneys, if one kidney does not work, the other kidney can do the work for both of them.

### Original Passage:

The two young, ornery boys scurried away when they saw the policeman coming towards Nate. They hid behind some bushes and watched. They were sure that Nate would be hauled off to jail for some minor infraction.

The policeman and Nate talked, and soon the man went on his way. The boys joined Nate on his park bench once again. "But he didn't even arrest you!" they exclaimed. "Didn't he want to take you off to jail?"

### KWO:

Paragraph 1: Nate, boys, see policemen

Sentence 1: 2 boys scurried saw policeman

Sentence 2: hid behind bush, watched

Sentence 3: sure Nate hauled jail for infraction

Paragraph 2: Surprised police didn't arrest Nate

Sentence 1: policeman talk, Nate talked man went

Sentence 2: boys join Nate bench

Sentence 3: didn't arrest you

Sentence 4: didn't take jail

### Rewritten Passage:

As the policeman approached Nate, the two young, mischievous boys hurried away. Hiding behind the bushes, they watched as the policeman went to Nate. They thought that Nate might be taken to jail for a "made up crime."

After Nate and the policeman talked, the policeman continued his beat, and Nate sat alone on the park bench. Joining him as he sat, the boys remarked, "He didn't even arrest you. We thought he wanted to haul you off to jail."