Preparation:

- Distribute the Handout to students (one page – front & back)
- Have ready for personal consultation the “Instructor’s Answer Key” handout
- Be ready to display the following items from the workshop CampusGuide, http://campusguides.glendale.edu/libworkshops/infoethics:
  - *Academic Integrity* – Video
  - *Using Information Ethically* – Prezi slideshow
  - Workshop Post-Quiz

1. **Introduction**: Introduce yourself and welcome students to the library and the workshop. Take care of bureaucratic business, explaining the attendance roster, sharing the session agenda, and answering questions students may have. **(2 minutes)**

2. **What are information ethics?** **(13 minutes)**
   Pose to students the question:

   *What does it mean to use information ethically?*

   Give students 2 minutes to brainstorm examples they’re aware of in which someone did not use information ethically. Ask students to volunteer examples. Examples may include…

   - Copied/pasted sections from a book, article, or web-page directly into an essay and didn’t give credit to original author
   - Used another student’s essay or an essay found online
   - Re-used an essay that had been previously written for a different class
   - Had someone else submit work in your name for an online class
   - Didn’t give credit to original creator for images found online
   - Downloaded a film or song from the Internet without paying for it

   Point out that all of the above count as non-ethical and/or non-legal uses of information, based on principles of *intellectual property* and *academic honesty*.

   Show Credo video on *Academic Integrity* (3:13 minutes) as introduction to these concepts. Before students view video, have them preview questions on page 1 of the handout; instruct students to listen for answers and write them down throughout the workshop.

   Instructor note: Page 1 of the handout is designed for “guided note-taking” by the students; students will find and notate answers to all six questions as they watch the video, follow the Prezi, and engage in activities through the first half of the workshop. Consult “Instructor’s Answer Key” for best suggested replies to all handout questions.

   Following the video, ask how students would answer Question #1 on handout: What’s the definition of academic honesty?
After video, take 7-8 minutes to share the Prezi slides customized for this Workshop (link posted on the CampusGuide), asking students to complete answers to handout questions as they are noted. Offer special focus on the slides that model how to avoid plagiarism -- by correctly citing sources with author and page number in MLA style; with author and publication year in APA style. Note that citations are needed for images and charts as well as quotations and paraphrased ideas. Segue from the practice of in-text citations into the larger concept of intellectual property as you complete narrating the Prezi slides/mini-lecture.

3. **Student Exercise I – Ethics Scenarios (30 minutes total)**

   a) 5 minutes – Display the last slide of the Prezi to review and re-iterate the most basic needs for correct citation of a source in MLA style: to provide the author’s last name and page number (as available – page number not necessary for web site content, since no page number is given, of course). Note—no year of publication needed for MLA style, only needed if using APA style. Note that after having cited a source inside the essay or project, the author must then add the full citation for the source at the end of the project as a part of the full list of Works Cited. Encourage students who want to learn more about how to properly create full citations to take the library’s separate workshop on MLA Style or visit with a Reference Librarian.

   b) 10 minutes - Students work in teams to evaluate ethics scenarios. Allow students to self-group into teams of 2 or 3 students. Count off groups so that each group is assigned one of three Ethics Scenarios posted on the CampusGuide; or have students in row 1 work with Scenario A, students in row 2 work with Scenario B, and students in row 3 work with Scenario C. Instruct students to answer the questions on page 2 of the handout, regarding the scenario they are assigned to consider. Circulate classroom to assist and coach while students complete exercise.

   c) 15 minutes - Class share-out, 5 minutes per Scenario. Facilitate class discussion regarding what the students discovered in considering each Scenario. Ask students to note on their handouts which is the correct method of citing the source for each Scenario (even the ones they did not focus on with their small team), and write down what they learned from this discussion/review.

4. **Student Exercise II – Creative Commons Search (7 minutes)**

Direct students to the Creative Commons Search tool (link on CampusGuide, URL provided on handout). Explain that Creative Commons (CC) is a nonprofit organization that enables the sharing and use of creative products through free legal tools. Creators of content can place a CC license on their content to allow other users to modify, adapt, or build upon it.

Show students how to use the Creative Commons Search and ask them to locate one image on Flickr related to the topic of “political protest” that they might use if they were composing a slide show or poster on the topic. Instruct them to note the name of the image’s creator in the appropriate space on the handout.

5. **Students complete Post-Quiz (5 minutes)**

Direct students to the link for the Post-Quiz included on the workshop CampusGuide, http://campusguides.glendale.edu/libworkshops/infoethics, and ask them to answer the questions posted there.

Encourage students to take other workshops and/or Library credit classes such as LIB 190 to further improve their research skills.