



## Scaffolding Assignments With Outlines, Drafts, and/or Presentations

### Require Evidence That Students Have Begun Working

Scaffolding assignments with any interim steps – outlines, rough drafts, brief in-class presentations – essentially ensures that students do not plagiarize. Requiring some evidence that students have begun working helps to prevent plagiarism on two levels:

1. It shows you the direction in which students are moving, so if their final products differ markedly from their earlier steps, you can ask what happened to effect that change.
2. A tremendous amount of student plagiarism grows from time pressure and anxiety around writing, so pushing students to begin drafting earlier in the process eliminates much of that last-minute panic that can lead to the “easy out” of plagiarism.

### Jumpstart The Writing Process

Even some three-minute writing can jumpstart the process for students. Simply ask them to show you their steps as they go – a bullet-pointed list of ideas one day, a couple of paragraphs later in the week – to encourage them to keep up with the work, which makes integrity more effective; buying or copying an essay and then having to write an outline and a free write to match is more work than just doing the work in the first place!

If you prepare students with some prewriting and thesis-development techniques, they will feel better prepared to complete work on their own, and if they’ve walked out of class with notes or ideas rather than facing the despair of the blank page, they are less likely to turn to desperate measures to fulfill their obligation.

Particularly if the topic grows organically from class discussions, finding an appropriate essay online or hiring someone to write one will be more difficult than writing it oneself.