CONTENTS
COURSE INFORMATION: ................................................................. 2
REQUIRED MATERIALS: ................................................................. 2
RECOMMENDED MATERIALS: ......................................................... 2
COURSE DESCRIPTION: ................................................................. 2
COURSE OBJECTIVE: ................................................................. 3
STUDENT LEARNING OUTCOMES: March 16, 2012 .................................. 3
ASSESSMENT OF STUDENT LEARNING OUTCOMES: March 16, 2012/Revised:
September 8, 2014 ................................................................. 4
CLASS ACTIVITIES: ......................................................................... 4
FYES 1000 AND ENGLISH 0098 ..................................................... 5
ENGL 1101 to ENGL 0098 DROP-BACK POLICY: ................................. 5
Emergency Instructional Plan: May 3, 2011 ................................................. 5
EVALUATION: ............................................................................. 5
Summary of the evaluation process: ....................................................... 6
GRADING CRITERIA FOR END-OF-TERM ESSAYS: (see attached rubric) ................. 6
  A Passing Essay: ....................................................................... 6
  A Failing Essay: ....................................................................... 7
TYPE I ERRORS: ........................................................................ 8
LATE WORK AND/OR MAKE-UP POLICY: ........................................... 8
CHEATING AND/OR POOR CONDUCT: ............................................. 8
COURSE CALENDAR: ..................................................................... 9
ATTENDANCE POLICY: ............................................................. 10
Officially Approved DSC Groups and Activities: (Effective Fall 2013) ............ 10
DROP/WITHDRAWAL POLICY: Revised June 25, 2007 ............................ 11
COMPLETE COURSE WITHDRAWAL: Revised July 17, 2012 ................. 11
SEX DISCRIMINATION, HARASSMENT, & ASSAULT: ......................... 11
Turnitin.com ............................................................................. 14
Plagiarism ................................................................................. 16
COURSE INFORMATION:
English 0098-07
MTWR 12:15-1:20
Fall 2016
Ms. Christy Ayars
225 Liberal Arts
(706) 272-2586
cayars@daltonstate.edu

OFFICE HOURS:
MW 1:20-2:40;
T 10:40-12:15 and 1:20-2:40;
R 10:40-12:15 and 1:20-2:10

REQUIRED MATERIALS:
The Roadrunner’s Guide to English. This is an online open access textbook. The link to the book is http://libguides.daltonstate.edu/ENGL0098. You can also access the book through D2L.

Blue or black ink pens
Number 2 lead pencil

RECOMMENDED MATERIALS:

Freshman theme folder
Freshman theme paper
Red or green ink pen

COURSE DESCRIPTION:
Emphasizes the basics of grammar, paragraphs, and essays to prepare students for ENGL 1101. Prospective students will be required to score 70 or above on the COMPASS exam to exempt this course. (Institutional Credit). (F,S,M)

Prerequisite: COMPASS English scores of 32-69.
As explained in the College catalog, the Learning Support (LS) program is designed to give students the opportunity to master fundamental principles before moving on to the more complex freshman composition sequence. The emphasis of the program is placed both on grammar competence and the fundamentals of written formal composition.

Students enter the course by placement on basis of (1) SAT or ACT scores and COMPASS scores; (2) by the English 1101 drop-back policy which allows students having difficulty in English 1101 to drop that course and pick up English 0098 any time until the end of the third week of the spring and fall semesters or the second week of the summer term. (3) Some
students do audit.

A student is allowed a maximum of eight semester hours or two semesters in Learning Support English without exiting before suspension. Enrollment in a course does not count as an attempt, however, if the student withdraws prior to mid-semester. Attempts are cumulative within the University System; during the second semester in a LS class, students are notified that they must exit or face suspension from school.

NOTE: Withdrawing from all Learning Support classes will result in the student being withdrawn from all courses for the semester.

Students who have not exited a LS area after two semesters are suspended for one academic year (two semesters exclusive of summer). There is no appeal. Students who are eligible for Disability Support Services MAY qualify for two additional semesters in Learning Support.

COURSE OBJECTIVE:
The LS program as represented by English 0098 provides up to two semesters of intensive instruction in grammar and writing from the most basic level to English 1101 entry-level competence. The primary goals of this study are the following:

to reach a minimum competency of 70% (as specified by the instructor in the individual course syllabus) on in-class exercises, five essays (which should be 300 words or longer), revisions, corrections, and tests;

to prepare for passing the Exit Essay Test (as determined by Departmental evaluation and the essay is required to be a minimum of 300 words);

to pass the Learning Support Exit Examination in order to exit from the program and be eligible to enter English 1101.

STUDENT LEARNING OUTCOMES: March 16, 2012
The following statements describe the behavior that students who exit from English 0098 will exhibit.

1. Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.

2. Students will be able to write paragraphs with at least one appropriate, concrete example.

3. Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.

4. Students will exhibit the characteristics of self-directed learners.
ASSESSMENT OF STUDENT LEARNING OUTCOMES: March 16, 2012/Revised: September 8, 2014

1. Seventy percent of students who qualify to write the end-of-term essay will succeed on Benchmark 1 and Criterion 4 of the end-of-term rubric. (Outcome 1)

2. Seventy percent of students who qualify to write the end-of-term essay will succeed on Criterion 3 of the end-of-term rubric. (Outcome 2)

3. Seventy percent of students who qualify to write the end-of-term essay will succeed on Criteria 1 and 2 of the end-of-term rubric. (Outcome 3)

4. Sixty percent of the students completing English 0098 will use the services of the Writing Lab five or more times during the semester to focus on specific problems. (Outcome 4)

5. Sixty percent of students completing English 0098 will be enrolled in and will meet Outcome 1 of the First Year Experience Seminar. (Outcome 4)

6. Sixty percent of students completing English 0098 will become self-directed learners by achieving four or more of the following, as determined by the instructor. (Outcome 4)
   a. Regular class attendance
   b. Completion of all major assignments
   c. Participation in class work and/or discussions
   d. Completion of journal, blog, or wiki entries
   e. Use of Writers Resource, My Writing Lab, or other software in the Writing Lab
   f. Others determined by instructor in consultation with QEP Action TEAM and the QEP director.

CLASS ACTIVITIES:
The student will participate in such learning activities as the following:

1. Grammar instruction by a variety of methods;

2. Grammar exercises in the text, handouts, workbook, or online;

3. Grammar drill work provided by the instructor;

4. Grammar quizzes or tests;

5. Fundamental sentence structure and paragraph exercises.

Basic essay writing skill exercises, including reading and interpreting essay topics; construction of thesis sentences; outlining; introduction, body paragraph structure, and conclusion; and five-paragraph essay composition.
Use of Revision Assistant to compose essays AND/OR practice essay writing during the class period or for homework.
At least five targeted visits to the Writing Lab.

FYES 1000 AND ENGLISH 0098
All students enrolled in English 0098 must participate in the learning community with the First Year Experience course. The only exceptions are students who have already taken and passed FYES 1000 or those who utilize the drop-back policy after the drop-add period.

ENGL 1101 to ENGL 0098 DROP-BACK POLICY:
Students who are having difficulty in ENGL1101, English Composition I, may elect to drop back to English 0098, Learning Support English, which offers a greater focus on essay development. It is possible that the student’s ENGL 1101 instructor may detect the student’s difficulty in a writing sample or first essay or two and remind or suggest the Drop-Back option to the student. The student may also notice a degree of difficulty with the work of ENGL 1101 and bring this problem to the attention of the instructor, who should then discuss the Drop-Back option with the student.

If the student elects to use the Drop-Back option, she or he should contact the Humanities Department chair, Dr. Barbara Murray (LIA 228, bmurray@daltonstate.edu, X2569), who will initiate the change of courses for the student.

The student has three weeks after the first day of class to drop back to English 0098.

The drop back policy applies only to full-term classes. During fall and spring semesters, the student has three weeks after the first day of class to drop back to English 0098. During summer terms, the student has 2 weeks after the first day to drop back.

Emergency Instructional Plan: May 3, 2011
If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check your email for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments because of loss of power, please complete any exercises at the end of the assigned chapter(s) and bring them to the next class. If the missed day is an exam or in-class writing day, be prepared to take the exam or write the essay or paragraph the first day back in class. If conditions allow, I will load a PowerPoint of the missed lecture in DSConnect, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

EVALUATION:
Once a student is placed in the English LS program, the student must meet three criteria to exit.
First, the student must satisfy the instructor’s stated course content requirements with a minimum competency of 70% as defined by the professor in the course syllabus. Sixty percent of a student’s average comes from the five in-class essays; the final 40% will be specified by the instructor in the individual syllabus. Most teachers will use an average of graded materials from class activities.

Second, the student must receive Yes ratings (passing) from two of the three raters of the Departmental Exit Essay Exam given during the last week of the semester in order to pass the course. If the student fails the essay, he/she may be permitted a retest if the student’s average is 80 or above; notice that the score to permit a retest is higher than the score that allows the student to take the essay the first time. It is the individual instructor’s responsibility to read all exam essays and explain to students why the essays passed or failed. The rubric that is used for evaluating the essays is attached to this syllabus. The attached rubric will be used to evaluate the exit essays and the instructor will use it to evaluate some or all class essays.

Teachers will write on the grade sheet next to the student’s name the student’s average; this average lets the Testing Center coordinator know about retests; a photocopy of the grade sheet must be sent to the Testing Center coordinator after the grade sheet is completed.

The student who fails to meet the course requirement (an average of 70 or above) will receive a grade of U for the semester and will continue in the LS program the next semester of enrollment. The student who has a class average of 70 or better but who fails the Exit Essay Exam will receive a grade of IP. He/she must continue in the LS program the next semester of enrollment. The student who has a 70 or better in class and passes the Exit Essay will receive an S grade and is ready to take English 1101.

Faculty should return all essays, tests, and assignments to their students with the exception of the end-of-term essay, which should be retained for one semester. The professor’s grade book is kept indefinitely and is the property of the College. Part-time teachers who are not teaching the following semester should give the grade book to the chairperson at the end of the semester and the end-of-term essays to the Department’s administrative assistant.

Summary of the evaluation process:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>class grade of 70 or better, passed Exit Essay,</td>
</tr>
<tr>
<td>IP</td>
<td>class average of 70 or better, failed Exit Essay,</td>
</tr>
<tr>
<td>U</td>
<td>class grade below 70</td>
</tr>
<tr>
<td></td>
<td>A student must have a class average of 70 or better to attempt the exit essay.</td>
</tr>
<tr>
<td></td>
<td>A student must have a class average of 80 or better to qualify for a retest.</td>
</tr>
<tr>
<td>WF</td>
<td>based on attendance, counts as an attempt in LS.</td>
</tr>
<tr>
<td>W</td>
<td>does not count as an attempt in LS.</td>
</tr>
</tbody>
</table>

**GRADING CRITERIA FOR END-OF-TERM ESSAYS:** (see attached rubric)

A Passing Essay:
Includes a thesis statement that relates directly to one of the assigned topics;

Has a clear introductory paragraph which contains the thesis statement;

Exhibits organization that includes paragraphs of development which relate clearly to the thesis statement;

Has each developmental paragraph made up of specific examples or details supporting the thesis;

Includes everyday words used clearly; however, the sentence structure may not be as varied as in an English 1101 essay;

Displays an appropriate, consistent point of view;

May contain as many as two Type I errors, some Type II and Type III errors if the reader deems content and organization of the essay to be good enough for the student to function at the beginning of an English 1101 class;

Contains a minimum of three hundred (300) words.

A Failing Essay:

Lacks a clear thesis or fails to relate to an assigned topic;

Lacks an introductory paragraph which contains the thesis statement;

Has developmental paragraphs that are not related to the thesis statement named in the introduction so that the reader cannot discern the writer’s plan, OR lacks clear paragraph structure that develops the thesis statement;

Contains three Type I errors;

Contains numerous Type II and Type III errors;

Uses ordinary, everyday words inaccurately;

Uses all simple, brief, or rambling sentences;

Shifts its point of view often;

Contains an abundance of misspelled words;

Has developmental paragraphs that are not finished, or the developmental paragraphs are so brief that the reader cannot make a judgment of the writer’s ability.
TYPE I ERRORS:
Type-I errors are considered serious errors in writing because they are errors at the basic sentence level. There are 4 serious errors:
- Fragments
- Comma Splices
- Fused Sentences
- Subject-verb Agreement Errors

In a composition class (ENGL 0096, ENGL 0098, ENGL 1101, and ENGL 1102), the inclusion of three serious errors fails a regular paragraph or essay. In the longer ENGL 1102 term paper, inclusion of one serious error fails the term paper.

Along with the Type-I errors, there are also Type-II, and Type-III errors. These are of lesser value but can adversely affect a piece of written communication and will be taken into consideration in grading. Please see the list of the Type-I, -II, and -III errors your instructor has provided you for identification of these errors.

LATE WORK AND/OR MAKE-UP POLICY:
1. Late homework will not be accepted. Homework is to be turned in on the assigned due date.
2. All make-up exams and essays must be completed within 48 hours. Failure to do this will result in a 0.
3. Students who miss an exam without informing me ahead of time will have their exam grade penalized one letter grade for each day the exam is not taken. Students who miss an exam—even if they inform me—must take that exam on their first day back in class. It is your responsibility to make these arrangements with me that day.
4. Students who miss an in-class writing must make arrangements to write the essay the first class day that they are back in class. If you miss an in-class writing, see me immediately to make arrangements that will allow you to write it at school during my office hours.
5. The penalty for a missed in-class assignment is the deduction of one letter grade for each school day (NOT class day) the assignment is put off. For example, if your assignment merits an A and you have missed class on the day the class does the assignment but you make it up by or on the next school day, you will receive a B, and so on.
6. Assignments (especially essays) that are late will receive letter grades but not end comments. If your assignment is late, you can always come to my office for some oral feedback.

CHEATING AND /OR POOR CONDUCT:
The Catalog and Student Handbook both address the topics of dishonest and disruptive behavior; more specific penalties may be specified by the individual instructor.

PLAGIARISM:
Plagiarism is defined as follows:
“The student who uses the words or ideas or brainpower of someone else without giving proper credit is guilty of plagiarism. No matter whether it is deliberate or not, plagiarism is dishonest; in effect, it is stealing…” (Tschantz, *A Guide to English Composition*, 7-8)

The penalty for demonstrable plagiarism in this course is an F for the course. If at any time during the semester you are unsure about what plagiarism is, please come and see me and we will discuss it.

COURSE CALENDAR:
This syllabus is subject to change to accommodate the class’s progress. If there are adjustments to be made in the syllabus, I will advise you. Please also note that it is considered normal to spend at least two hours of homework time for each hour of class time for this course.

Week 1  Introduction to course
         Diagnostic writing
         Parts of speech
         Phrases and clauses

Week 2  Type I Errors

Week 3  Essay structure
         Essay 1
         Revision Assistant

Week 4  No Class Monday, September 5
         Pronouns

Week 5  Commas
         Punctuation
         Sentence combining
         Essay 2

Week 6  Modifiers
         Parallel structure
         Revisions
         Commonly confused words

Week 7  Essay 3
         Type I Review
         Type I Exam

Week 8  Irregular verbs
         Revisions
         Early exit essay – Wednesday, October 5
         Grading day – Thursday, October 6
Week 9  Fall Break October 10-11
Writing instruction TBA

Week 10  Writing instruction TBA

Week 11  Writing instruction TBA
Drop deadline – October 25

Week 12  Writing instruction TBA
Last day of class instruction – Tuesday, November 1
Exit Essay – Wednesday, November 2
Grading day – Thursday, November 3

ATTENDANCE POLICY:

Students are expected to come to class every day on time. Each tardy or early departure will count as 1/3 of an absence. Students are allowed three absences; each additional absence will result in the deduction of two percentage points off your final average. If you are more than 10 minutes late, you will be counted as absent.

Officially Approved DSC Groups and Activities: (Effective Fall 2013)

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

☐ notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

☐ estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and

☐ contact information for the person or organization sponsoring/authorizing the student’s participation in the event.
The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

**DISABILITY SUPPORT SERVICES:**
Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Access Library Guide at http://libguides.daltonstate.edu/c.php?g=24716&p=149667 or contact the Disability Access office. Contact information: Andrea Roberson, Associate Director of Disability Access and Student Support Services, Pope Student Center, upper level, 706.272.2524, arobertson@daltonstate.edu.

**DROP/WITHDRAWAL POLICY:** Revised June 25, 2007
Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to drop classes without penalty is **October 25, 2016**.

**COMPLETE COURSE WITHDRAWAL:** Revised July 17, 2012
“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form. All students must** meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the **Enrollment Services Office.***"

**SEX DISCRIMINATION, HARASSMENT, & ASSAULT:**
Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers
to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

**Call 911 if you are in an emergency situation**

**Dalton State Public Safety** (this report is not confidential)
Health Professions Building-Upper Level 706-272-4461
Online Sexual Assault Report
https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51

If you would like to report to **Dalton State Administration**: (this report is not confidential)
Report Title IX complaint online - [http://daltonstate.edu/campus_life/student-conduct-about.cms](http://daltonstate.edu/campus_life/student-conduct-about.cms)
Report Student-on-Student Title IX complaint in person:
Brittnie Lee, Office of Student Life
Coordinator for Student Responsibility & Service/ Deputy Title IX Coordinator
Pope 113
balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:
Faith Miller, Human Resources
Director of Human Resource/ Title IX Coordinator
Memorial 122
fmiller@daltonstate.edu 706-272-2034

If you would like to talk with someone confidentially:
Dalton State Counseling & Career Services, Academic Resources
Lower Pope
706-272-4429
counseling@daltonstate.edu
http://libguides.daltonstate.edu/Counseling
**ENGLISH 0098 EXIT ESSAY RUBRIC**

**Student Essay #**

**Set # __________**

<table>
<thead>
<tr>
<th><strong>REQUIRED BENCHMARKS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or fewer Type I errors</td>
<td></td>
</tr>
<tr>
<td>Essay is sufficiently long (departmental minimum is 300 words).</td>
<td></td>
</tr>
<tr>
<td>Essay addresses prompt.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CRITERIA</strong></th>
<th><strong>Pass</strong></th>
<th><strong>Fail</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay has a clear thesis and develops and supports it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay has an introduction and conclusion and is organized into clear paragraphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay uses sufficient concrete examples to support the ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type II and Type III errors do not interfere with the writers’ meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay contains language that is clear and idiomatically used.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Below is suggested syllabus language for instructors who will use Turnitin.com with their course. This language has been approved by BOR Legal Affairs.

Note that the suggested language refers to a “test upload” assignment. You are encouraged to establish such an assignment unless all of your students are already familiar with Turnitin.com, in which case you should delete the reference to the test upload.

The suggested language anticipates that you will configure Turnitin.com so that students who establish accounts can see their own reports.

By taking this course, you agree that all required papers may be subject to submission for textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site (http://www.turnitin.com/static/usage.html).

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA:

1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.
You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to http://www.turnitin.com, click the “New Users” link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID for this class is ________; the enrollment password is "______".

OR

2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.
If you choose not to consent to release your personal identification to Turnitin.com, you
must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given in the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper’s report to you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com, whether the paper has your name on it, and how you receive the Turnitin.com report. Please note that in Turnitin.com there is a “test upload” assignment area for practice as well as the real assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not “education records.” Therefore, test uploads will not be submitted for you.

Important note: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is as expected.

You can read more about Turnitin.com here: http://www.turnitin.com

Notes on removing student identification from papers: In the case that one or more students choose to send their papers to the instructor to have their identifying information removed, a number can be assigned based on the course number, section, year and semester, and a serial number for the student. For example: IT5123, section 1, spring, 2007, the eighth student would be IT5123_001_200702_008. The original file can be saved using that number and the student’s name: Doe_Jane_IT5123_001_200702_008.doc. The student’s identifying information can then be removed, replacing it with the identifying number and saved again using only the number as the file name: IT5123_001_200702_008.doc. That provides a “key” and also demonstrates, if necessary, that the version uploaded to Turnitin.com is identical to the original with the exception of removing the name. The original email message should be saved for at least one semester.

One way to supply copies of reports to students who request that their identifying information be removed is to print the reports to PDF files and mail a file to each such student.
Plagiarism

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word plagiarus (kidnapper), plagiarism refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, Plagiarism and Originality [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word plagiarus (kidnapper), plagiarism refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, Plagiarism and Originality [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gibaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author’s last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer’s own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author’s last name and page number, but the quotation marks are not necessary.

What Plagiarism Is:
The use of another’s writing without proper use of quotation marks
The borrowing or buying of a term paper or speech
The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

What Plagiarism Is Not:
A summary of a total work based on the writer’s impression
Original ideas and reactions based upon reading critical views in secondary sources
Common knowledge about the particular author, works, or topic

Instructors May Suspect Plagiarism If:
Writing or speaking style is significantly different from the student’s normal style
Vocabulary used is that which is not commonly used by the student
Sentence structure varies widely from the student’s writing
Specific and limited knowledge is treated as common knowledge

**Consequences Of Plagiarism May Include:**
0 on the paper or speech
F in class at the Instructor’s discretion, if stated in the Instructor’s syllabus
Referral to the Dean of Student Affairs with a conference pending
Referral to the Discipline Committee for appropriate action

**Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning.**
These sanctions could include:
- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion

Examples

Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the **original material** and then compare the various styles of documentation.

**Original Material**
Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how *Huckleberry Finn* transformed American literature. Twain’s innovation of having a vernacular-speaking child tell his own story *in his own words* was the first stroke of brilliance; Twain’s awareness of the power of satire in the service of social criticism was the second. Huck’s voice combined with Twain’s satiric genius changed the shape of fiction in America (Fishkin 3).

**Direct Quote**
Even though literary critics may differ on the finer points of Twain’s novel *Huckleberry Finn*, most tend to agree that Mark Twain’s satiric genius and his use of the youthful Huck’s voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece *Huckleberry Finn*. According to critic Shelley Fishkin, Twain’s innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain’s awareness of the power of satire in the service of social criticism was the second (3).

**Short Paraphrase**
Critics agree that Mark Twain changed the course of American fiction in his novel *Huckleberry Finn* with his skillful treatment of point of view and social satire (Fishkin 3).

**Long Paraphrase**
Even though there is great dissension among commentators concerning the model Twain used to create *Huckleberry Finn*, almost all are in agreement on one aspect: how *Huckleberry Finn* permanently changed the face of American literature. Having a child tell the story in his own dialect combined with utilizing satire as a means of criticizing society were Twain’s two strokes of genius that forever altered
American literature (Fishkin 3).

**Incorrect Paraphrase**
Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

**Works Cited**