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OFFICE HOURS:
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:

Blue or black ink pens

RECOMMENDED MATERIALS:
A college dictionary, The American Heritage Dictionary, 4th ed., hardbound or paperbound. The hardbound is particularly recommended.

COURSE DESCRIPTION:
Prerequisite: English 0098, unless exempt.
Prerequisite: Reading 0098, unless exempt.

The emphasis in 1101 is placed primarily on planning, outlining, writing, and revising essays. Stress is placed upon exposition, analysis, and argumentation; emphasis is also given to grammar, sentence structure, organization, and diction. This course also includes introductory use of a variety of research skills. Students who discover the need for more intensive grammatical preparation or for more writing experiences before completing English 1101 successfully are allowed and encouraged, with the advice of their instructors, to drop 1101 and pick up English 0098 by the end of the fourth week of the semester, earlier in the summer semester. A minimum grade of C is required in English 1101 before the student can take English 1102. English 1101C satisfies the computer literacy requirement.
COURSE OBJECTIVES:

English 1101 is a composition course designed to enable the student to outline, write, correct, and revise essays based on a variety of organizational patterns with emphasis on exposition, analysis, and argumentation, using specific details and examples.

I. The outline and essays will include the following:

   A. Title
   B. Thesis Sentence
   C. Introductory or organizational paragraph
   D. Three or more supporting paragraphs with topic sentences that are proved through the use of specific examples and details
   E. Evidence of transitions
   F. A concluding or summarizing paragraph

II. In the essays, the student will demonstrate a mastery of conventional English as measured by the standards listed under the heading Grading Criteria for English 1101 Essays.

   A. The Type I, II, and III errors are listed under Error Types.
   B. Instructors should give each student a copy of this list. [The handout is called Error Types and Grading Standards.

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.

STUDENT LEARNING OUTCOMES: April 27, 2011

Outcome 1: Students will determine forms of communication appropriate to particular audiences and purposes and organize and communicate knowledge and ideas in a logical and purposeful way.

(General Education Learning Outcome)
Measure: Students’ competence will be measured by a rubric that evaluates the format (mode) component of the final essay of the course.

Target: Seventy percent of students will score 70% or better on the format (mode) component of the final essay of the course.

Outcome 2: Students will use accepted patterns of grammar, punctuation, and sentence structure in written communication. (General Education Learning Outcome)

Measure: Students’ competence will be measured by rubrics that evaluate the grammar, punctuation, and sentence structure components on 3 essays, at least one of them written in-class, over the course of the term.

Target: Seventy percent of students will score 70% or better on the grammar, punctuation, and sentence structure sections on 3 essays, at least one of them written in class, over the course of the term.

Outcome 3: Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)

Measure: Students’ competence will be measured by rubrics that evaluate the content components of 3 essays, at least one of them written in class, over the course of the term.

Target: Seventy percent of students will score 70% or better on the content sections of 3 essays, at least one of them written in class, over the course of the term.

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

1. planning, writing, and revising a minimum of six essays of specified types with outlines--at least 500 words for each essay;

2. doing various readings and exercises, taking quizzes and tests to help learn grammar points needed to eliminate grammatical errors in writing;

3. writing various paragraphs and paragraph exercises, possibly including freewriting exercises;

4. discussing, prior to revising, errors in essays;

5. discussing various social/political/economic issues as relevant to paper topics, as well as researching such topics;
**IN-CLASS ESSAYS:**
Some of the essays will be written in class this semester. Topics will be generally be given in advance and students will be allowed to bring in outlines when they write their essays. However, students will not be allowed to bring in rough drafts to work from on in-class essay days.

**PEER EDITING:**
Students will participate in peer editing for their out-of-class essays. Prior to the first peer edit session, students will be put into groups of 4-5 and taught how to peer edit each other’s essays. Checklists will be provided to assist with the peer edit session. Students who fail to attend class for a peer edit session will have a letter-grade deduction on the final drafts of their papers. Students who attend the peer edit but who fail to bring complete rough drafts will have a letter-grade deduction on the final drafts of their papers.

**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 II, 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.

**EVALUATION: (#1, #2, and #3 revised 9/25/15)**
1. All students in ENGL 1101 will write no fewer than 3000 instructor-evaluated words (excludes essay re-visions and re-writes) during the semester. These words may be divided into no fewer than four essays according to the following guidelines:
   - No essay for a credit grade may be shorter than 500 words.
   - No more than 2 essays for a credit grade may be 750 words.
   - Only 1 essay for a credit grade may be 1000-1500 words (usually containing a research and documentation component).
   - No essay for a credit grade may be longer than 1500 words.
2. The essays comprising the 3000 instructor-evaluated words count as 60-75% of the final course grade. The instructor determines the percentage within this range.

3. The instructor may or may not choose as one essay comprising the 3000 instructor-evaluated words a short non-literary research paper, provided that the instructor makes a commitment to spending at least one 75-minute class period teaching research and MLA documentation (excluding the library session conducted by a librarian) to ENGL 1101 students writing the research paper. (This option is strongly encouraged to prepare students for ENGL 1102.)

4. Homework, quizzes, library work, class participation, and other assignments as specified by the instructor count as 20% of the final course grade. Instructor determines percentage within this range.

5. The final exam counts as 10-20% of the final course grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five essays each worth 12%</td>
<td>60%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar exam</td>
<td>10%</td>
</tr>
<tr>
<td>Online exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

4. Final grades in English 1101 will be
   - **A** (90-100%)
   - **B** (80-89%)
   - **C** (70-79%)
   - **D** (60-69%) Student MUST repeat the course.
   - **F** (Below 60) Student MUST repeat the course.

5. Though it was decided in the August 2009 Department of Humanities meeting to discontinue collecting and filing student folders each semester, instructors must keep student’s final exams and any papers that were not returned to students in a folder to be shredded at the end of the following semester.

**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.

MAKE-UP WORK:

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.

**EMAIL:**

When you send me an email, be sure to include your name, class and section number, and a detailed message. If you missed a class, indicate which date you missed. Make it clear exactly what (if any) response you’re looking for.

**CHEATING AND/OR POOR CONDUCT:**

The College Catalog, which contains the Student Handbook, addresses the topics of dishonest and disruptive behavior; the individual instructor may specify more specific penalties.

**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.

**TENTATIVE SCHEDULE:**

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  
| Week 2 | Type I Errors  
| Week 3 | Type I Errors  
| Week 4 | No Class Monday, September 5  
|        | Turnitin.com  

Type I Errors

Week 5  
Essay structure  
Practice editing

Week 6  
Peer edit  
Essay #1 due  
Pronouns

Week 7  
Pronouns  
Parallel structure

Week 8  
Modifiers  
Essay #2

Week 9  
Fall Break October 10-11  
Commas  
Research topics

Week 10  
Punctuation  
Grammar review

Week 11  
Peer edit  
Essay #3  
Research  
Drop deadline – October 25

Week 12  
MLA and APA  
Grammar exam

Week 13  
Essay #4

Week 14  
Conferences

Week 15  
Research papers due  
Thanksgiving break

Week 16  
Extra Credit Opportunity

Week 17  
Last Day of Class – December 1 for ENGL 1101-02  
December 5 for ENGL 1101-05

Final Exam  
8:00-10:00 on December 6 for ENGL 1101-02  
8:00-10:00 on December 7 for ENGL 1101-05
COMMENTS, OBSERVATIONS, AGREEMENTS:

1. All English 1101 teachers have agreed to teach the Type I errors, preferably at the beginning of the course; the responsibility for other assignments lies with each instructor.

2. All instructors must teach outlining, the importance of specific details, and require revising. Revisions can be done out of class.

3. Students are to disable beeping watches or cellular phones when they are in the classroom.

4. Texting is not allowed. Students who are seen or heard using their cell phones during class will be asked to leave.

GRADING CRITERIA FOR ENGLISH 1101 ESSAYS:

Characteristics of a Passing Essay:

A passing essay meets only the basic grading criteria and those in a minimal way.

1. The essay has a thesis sentence with a central idea related directly to the assigned topic and presented with sufficient clarity that the reader is aware of the writer’s purpose.

2. Subtopics or supporting points are developed from the thesis sentence.

3. The organization of the essay’s paragraphs is clear enough for the reader to perceive the writer’s plan.

4. The paragraphs coherently present some evidence of concrete examples and specific details to develop substantially the thesis’s subtopics or supporting points.

5. A variety of concrete examples and specific details of acceptable quality support generalizations.

6. The writer uses ordinary, everyday words accurately and idiomatically and generally avoids both monotony created by a series of choppy, simple sentences and the incoherence caused by long, tangled sentences.

7. The essay has an adequate variety of clear, coherent, complex sentences.

8. The writer maintains a consistent voice and appropriate tone for the context of the essay’s topic and for the writer’s purpose.
9. Although the essay may contain two Type I errors and a few Type II or Type III errors, they are not of sufficient severity or frequency to obscure the writer’s intended meaning.

Characteristics of a Failing Essay:

A failing essay has any one of the following problems to an extraordinary degree, or it has several to a limited degree.

1. The essay lacks a thesis sentence with a central idea.
2. The essay does not relate directly to the assigned topic.
3. The essay’s paragraphs lack a clear organizational plan.
4. The essay does not develop its supporting points or subtopics or develops them in a repetitious, redundant, incoherent, or illogical way. There is a lack of concrete examples and specific details for support of generalizations.
5. The essay contains at least three Type I errors, an automatic failure.
6. The essay contains numerous Type II or Type III errors.
7. Ordinary, everyday words are used inaccurately and unidiomatically.
8. The essay contains a limited vocabulary so that the words chosen often do not serve the writer’s purpose.
9. Sentence structure is frequently rudimentary, monotonous, or tangled.
10. The essay lacks a consistent voice and an appropriate tone.
11. The essay is so brief that rater cannot make an accurate judgment of the writer’s ability.

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, aroberson@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.

**EMERGENCY INSTRUCTIONAL PLAN:**

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.

**COMPLETE COURSE WITHDRAWAL: Revised June 25, 2007**

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. Students who are assigned to the Academic Advising Center for advisement must meet with an advisor or staff member at the Academic Advising Center (107 Liberal Arts Building) to initiate the withdrawal process. All other students must meet with a staff member or advisor at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member or advisor, all students will then finalize the withdrawal process in the Financial Aid Office.

**Title IX Information: 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.)*

Tech Building, Upper Level, 706.272.4461. For the Online Sexual Assault Report, see [https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51](https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51).

**Dalton State Administration** *(This report is not confidential.)*


Report Student-on-Student Title IX Complaint in Person: Brittnie Lee, Dean of Students Office, Assistant Director, Student Conduct/ Deputy Title IX Coordinator, Pope 237, balee@daltonstate.edu, 706.272.2999.

Report Title IX Complaint Involving Faculty or Staff in Person: Lori McCarty, Human Resources, Director of Human Resources/Title IX Coordinator, Memorial 122, lmccarty@daltonstate.edu, 706.272.2034.

If you would like to talk with someone confidentially, contact Dalton State Counseling Center, 706.272.4430, counseling@daltonstate.edu.
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.
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* (A 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* (A 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 (Gilbaldi 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

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 Avoice© as narrator Achange 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, ATwain=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**