# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 3000-01C</td>
<td>2</td>
</tr>
<tr>
<td>Contact Information</td>
<td>2</td>
</tr>
<tr>
<td>Office Hours</td>
<td>2</td>
</tr>
<tr>
<td>Required Materials</td>
<td>2</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>2</td>
</tr>
<tr>
<td>Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Student Learning Outcomes April 27, 2011</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Student Learning Outcomes April 27, 2011</td>
<td>3</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>Emergency Instruction Plan</td>
<td>5</td>
</tr>
<tr>
<td>Late Work/Make-up Policy</td>
<td>5</td>
</tr>
<tr>
<td>Cheating and/or Poor Conduct</td>
<td>5</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>5</td>
</tr>
<tr>
<td>Other Course Policies</td>
<td>6</td>
</tr>
<tr>
<td>DISABILITY SUPPORT SERVICES: (Revised July 30, 2014)</td>
<td>7</td>
</tr>
<tr>
<td>Drop/Withdrawal Policy Revised June 25, 2007</td>
<td>7</td>
</tr>
<tr>
<td>Complete Course Withdrawal Revised June 25, 2007</td>
<td>7</td>
</tr>
<tr>
<td>Suggested Syllabus Language for Course using Turnitin.com</td>
<td>9</td>
</tr>
<tr>
<td>1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM</td>
<td>9</td>
</tr>
<tr>
<td>2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM</td>
<td>9</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>11</td>
</tr>
</tbody>
</table>
English 3000-01C
TR 9:25-10:40
Fall 2016

Contact Information
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


Catalog Description
Prerequisite: ENGL 1102 with a C or better.
Focuses on principles, practices, and strategies for writing clear, effective, audience-driven communications in a variety of academic and professional situations in the real world. Assignments include case studies, reports, proposals, and legal briefs.

Course Description
Focuses on principles, practices, and strategies for writing clear, effective, audience-driven documents in a variety of academic and professional situations in the real world. Assignments include reviews of related research, reports, proposals, and critical analyses of published articles. Students will learn to make effective presentations supported by documented evidence and visual aids. The course explores more advanced rhetorical forms and methods in the development of writing for academic and professional audiences. Emphasis is placed on the conventions of grammar, writing mechanics, discourse situations, invention of ideas, clear arrangement of data and research using APA style, sentence style, revision of drafts, editing skills, and visual aids with Power Point.
(B.A. English majors should take this course only if they wish to learn how to use and prepare documents in APA style.) (Added 2/15/16.)

While the required documentation format for all essays in this course is APA, many professors in
Criminal Justice, Social Sciences, and Nursing have their own formatting preferences beyond those of standard APA requirements. When taking other classes and relying upon APA or any other documentation format, be sure to check with each professor so that you understand his or her personal preferences and guidelines (i.e., 2 spaces after each period; extra spacing between paragraphs; no running header; no introduction of sources; etc.). (Added 2/15/16)

**Student Learning Outcomes April 27, 2011**

**Outcome 1:** Students will demonstrate their grammatical skills for writing grammatically correct documents.

**Outcome 2:** Students will demonstrate their rhetorical composition skills for accurate and effective expository writing.

**Outcome 3:** Students will demonstrate the ability to select and cite sources from research using American Psychological Association (APA) documentation style in their researched and documented essays of the term.

**Outcome 4:** Students will adapt their oral presentations to a highly audience driven, context-sensitive field.

**Assessment of Student Learning Outcomes April 27, 2011**

1. Eighty percent of the students will demonstrate competency by earning a 80% or better on their writing assignments.

2. Eighty percent of students who complete English 3000 will earn a grade of 80% or higher on their writing assignments.

3. Eighty percent of students who complete English 3000 will earn a grade of 80% or higher on their oral presentations.

4. Eighty percent of students who complete English 3000 will earn a grade of 80% or higher on a major research paper and correctly site sources using APA style.

**NOTE:** Eating, drinking, smoking, or chewing tobacco are NOT class activities and are NOT allowed in class. Disable any beepers, phones, chiming watches, and anything that makes a sound that would disrupt the class.

**Course Requirements**

Assignments (Each writing assignment must be 550 words, except the major research paper which is 1,100 words.)
Week 1  Introduction to course, Review of Type I Errors

Week 2  APA style, Chapters 2, 3, and 12
         Personal Research Paper

Week 3  APA style, Article Analysis
         Personal Research Paper

Weeks 4-5  Personal Research Paper
          Chapters 4-5, 8, and 13
          Commas

Weeks 6-7  Analytical Research Paper
          Chapters 6-7, 9

Week 8  Chapter 9
         Major Research Paper topics

Week 9  Fall Break – October 10-11
         Group research paper

Week 10  Group work

Weeks 11-12  Chapter 17
             Literature Review
             Drop Deadline – October 25, 2016
             Annotated bibs due

Weeks 13-14  Presentation instructions
              Conferences
              Literature Reviews Due

Weeks 15-16  Thanksgiving Break – November 23-25
             Oral Presentations with PowerPoint (15-20 minutes)

Last Day of Classes  December 1

Final Exam  Thursday, December 8 @ 8:00 a.m.

**Evaluation**

Five written assignments and one oral report: 65% of the course grade
An APA documentation and format test toward the end of the semester: 15% of the course grade (Added 2/15/16)
Research Paper (1,000 words): 20% of the grade

**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.

*(Revised from the August minutes)*
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.

**Late Work/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 papers 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. Assignments (especially papers) 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 College Catalog, which contains the Student Handbook, addresses the topics of dishonest and disruptive behavior; the individual instructor may specify more specific penalties.

**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. Failure to attend a conference with me also counts as an absence.

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.

Other Course Policies

Unless otherwise indicated, ALL writing assignments are to be submitted on turnitin.com AND as hard copies in class. Failure to submit work both electronically and printed will result in point deduction from the final grade.
Texting is **not** allowed. Students who are seen or heard using their cell phones during class will be asked to leave.

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.

**DISABILITY SUPPORT SERVICES: (Revised July 30, 2014)**

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](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](mailto: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.

**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.

**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
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
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
Suggested Syllabus Language for Course using Turnitin.com

© 2007 Board of Regents of the University System of Georgia

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 ENGL 3000-01 is 9262943; the enrollment password is "Englishrocks". The class ID for ENGL 3000-02 is 9262959; the enrollment password is "snowdays".

   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](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 _plagiarius_ (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 _plagiarius_ (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 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 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