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Composition II

Julie Sears

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COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hours: 1

Placement Assessment(s): Placement in ENGL1301; College-Level Reading

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes (teamwork).
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays (communication skills).
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence (critical thinking).
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action (communication skills).
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property.

Withdrawal Policy: See the current *Collin Registration Guide* for the last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*.

Americans with Disabilities Act: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Course Repeat Policy: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the Registration Guide for more information.

INSTRUCTOR INFORMATION

Instructor’s Name: Dr. Jules Sears

Office Number: A261e

Office Hours: 2:30-3:30 pm MW; 2:30-4:30 pm Tues/Thurs

Phone Number: 972-881-5852

Email: jsears@collin.edu During the work week, I will respond to emails within 24 hours.

During the weekend beginning Friday at 5 PM, I will respond to emails within 48 hours.

CLASS INFORMATION

Section Number: ENGL 1302.S34

Classroom Meeting Times: Tues/Thurs 10:00-11:15 AM

Meeting Location: B212

COURSE RESOURCES:

Crusius, Timothy W., and Carolyn E. Channell. *The Aims of Argument: A Text and Reader*. 8th ed. ISBN: 978-0-07-759220-2

ATTENDANCE POLICY: Students are expected to attend as many classes as possible; consequently, attendance will be taken at the beginning of every class period. **Tardy students, those who leave class early, and/or those who leave frequently may be counted as absent.** Attendance will be considered as part of your participation grade. **IF YOU HAVE MORE THAN 7 ABSENCES, YOU MAY FAIL THE COURSE.** That is, if you have **8 absences, every subsequent grade, including the lab grade, participation grade and final exam grade, will be a 0.** It is up to you to keep up with your attendance.

Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence if they need to miss class to observe religious holy days.

COURSE EVALUATION:

The final course grade will be based on the following:

Essay #1	20%
Essay #2	25%
Essay #3	25%
Essay #4 (Final Exam)—In-Class Essay	10%
Lab Assignments	10%
Participation/Classroom Civility Grade to Midterm	5%
Participation/Classroom Civility Grade to Final	5%

Students are expected to complete **ALL MAJOR OUT-OF-CLASS ASSIGNMENTS: ESSAY #1, ESSAY #2, and ESSAY #3. IF YOU FAIL TO TURN IN A MAJOR ASSIGNMENT, EVERY SUBSEQUENT GRADE, INCLUDING THE LAB GRADE, PARTICIPATION GRADE, AND FINAL EXAM GRADE, WILL BE A 0.**

GRADING SCALE:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

GRADING: For major assignments, I use rubrics to indicate how I assess the work. I do my best to evaluate major assignments by following the grading standards for composition courses described under “Grading Standards for Papers” towards the end of this document. After you receive a graded assignment, you should go over it carefully to ensure you understand your grade. Except when there is an obvious error (such as a mistake I made in adding up points on the rubric), you should wait until you have completely reviewed your work and my comments before asking me why you received a particular grade or requesting a grade change. I will only change a grade after I have had time to reassess the assignment privately; understand that this assignment may receive a lower grade.

TURNITIN

All **essays** must be turned in to **Turnitin within Canvas** to ensure they are plagiarism free. You also must turn in a **hard copy**.

I will not grade essays that have not been submitted to Turnitin, nor will I grade essays without a hard copy. See the late work policy for more information.

Turnitin accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats.

To access Turnitin, go to Canvas.

You **may not submit an essay that you have written for another course nor may you submit an essay that has in it a significant amount of material you wrote for another course**. If you do, you will receive a **zero** on the **essay**.

LAB ASSIGNMENTS: The lab component is an integral part of this writing course. Lab work is designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

LATE WORK: All assignments are due on the day specified in the syllabus. **AN ESSAY IS CONSIDERED LATE IF IT IS NOT SUBMITTED AS A HARD COPY AT THE BEGINNING OF CLASS ON THE DAY IT IS DUE AND IF IT IS NOT SUBMITTED TO TURNITIN BEFORE THAT CLASS PERIOD. I WILL ONLY ACCEPT AN ESSAY IF IT IS LATE BY ONE CLASS DAY.** That is, I will *not* accept these more than one class day after the due date. If you attempt to turn in your essay after this final date, even if you have turned it in as a hard copy on time but have not submitted it to Turnitin (or vice versa), I will not accept it, and you will receive a zero.

Late work will be penalized. If an essay is late by one class day, **either as a hard copy and/or on Turnitin, twenty points will be taken off the grade**. Essays submitted after that point will receive a zero. **Remember that FAILURE TO COMPLETE AN OUT-OF-CLASS ESSAY MEANS FAILING THE COURSE.**

MAKEUP WORK: I **do not accept makeup work**. If you turn in a revised essay after you have already received a grade on that essay, I will return it ungraded, and the original grade will stand.

ACADEMIC ETHICS: Plagiarism is a serious academic offense that can result in severe consequences. The English Department's policy on plagiarism as detailed in the sheet "Scholastic Dishonesty and Plagiarism" is strictly enforced in this course. The Dean of Students also advises instructors to report to them suspected cases of plagiarism; therefore, a case of plagiarism can negatively impact your academic career. I may give any work that **contains plagiarized material a zero. EGREGIOUS EXAMPLES OF PLAGIARISM WILL RESULT IN A FAILING GRADE IN THE CLASS.**

During exams, no computers, tablets, laptops, or cell phones should be on or visible. If they are, you may receive a failing grade on the exam.

PARTICIPATION/CLASSROOM CIVILITY GRADE: You will be graded on your ability to be civil and engaged in the classroom and online. **As the instructor, I shall have full discretion over what behavior is considered appropriate/inappropriate in the classroom.**

Students are expected to behave in a civil manner in class. This means you should not be talking while I am lecturing; I may ask students who talk to leave the classroom, and these students will receive a **zero participation grade**. Students must turn off all cell phones and lap tops before entering the classroom. Unless the Access Office has given you permission to use a computer, use of electronic devices is prohibited and may result in removal from the classroom and a **zero participation grade**. Engaging in disruptive activities may also result in removal. Even though I do not ask you to leave, if I see you sleeping, working on homework for another class, text-messaging, talking to your friend(s), reading a book, excessively leaving the classroom, or doing anything else unrelated to this class, you may be given a **zero on your participation grade**. Throughout the semester, I will give you in-class writing exercises, which I will take up and read. These will also contribute to your participation grade. The degree to which you take peer review seriously will be reflected in your participation/classroom civility grade. Finally, absences and other time spent out of the classroom (being late, leaving early, leaving frequently) will impact your participation/classroom civility grade.

See Section 6.1 under "Academic Etiquette and the College Experience" in the *Student Handbook* for more information on classroom civility.

If you have a problem that requires my attention, you must discuss this issue privately with me in my office or through email, not during class time. **Use the Canvas messaging system to email me.**

COURSE CALENDAR: Any changes in the following schedule will be announced in class. **All readings and assignments should be completed by the dates on which they are listed.** All readings except for those on Canvas are from *The Aims of Argument*.

Be sure you are registered with CougarAlert on CougarWeb—school closings will be announced through CougarAlert.

Week 1 Tuesday, January 22: Introduction to Course; Assign Essay 1: Inquiry Essay
Thursday, January 24: Reading: Chapter 1

Week 2 Tuesday, January 29: Reading: Chapters 1 and 2
Thursday, January 31: Reading: Chapter 2; **Lab 1 Due— Response to Reading**

MONDAY FEBRUARY 4: SPRING CENSUS DATE

Week 3 Tuesday, February 5: Reading: Chapter 8; **Lab 2 Due— Response to Reading**
Thursday, February 7: Reading: Chapter 16

Week 4 **Tuesday, February 12:** Reading: Chapter 14; **Lab 3 Due—Response to Reading**
Thursday, February 14: Field Research (96-97)

Week 5 **Tuesday, February 19:** Reading: Appendix A; Peer Review Essay 1; **Peer Review Draft of Essay 1 Due**
Thursday, February 21: **ESSAY 1 DUE**—Assign Essay 2—Argue to Convince; Intro to Research

Week 6 **Tuesday, February 26:** Reading: Chapter 9
Thursday, February 28: Working Class Studies Conference

Week 7 **Tuesday, March 5:** Chapter 9 Continued
Thursday, March 7: Reading: Chapter 6; **Lab 4 Due—Quiz over MLA Style**

MONDAY, MARCH 11- FRIDAY, MARCH 15: SPRING BREAK—NO CLASSES

Week 8 **Tuesday, March 19:** Reading: Chapter 7; **Lab 5 Due—Response to Reading**
Thursday, March 21: Reading: Chapter 13; **Lab 6 Due—Response to Reading;**
Participation Midterm Grade

FRIDAY, MARCH 22: LAST DAY TO WITHDRAW

Week 9 **Tuesday, March 26:** Chapter 13 Continued
Thursday, March 28: Reading: Appendix B

Week 10 **Tuesday, April 2:** Reading: “A White Heron” (on Canvas); **Lab 7 Due—Response to Reading**
Thursday, April 4: Peer Review Essay 2; **Peer Review Draft of Essay 2 Due**

Week 11 **Tuesday, April 9:** **ESSAY 2 DUE;** Assign Essay 3—Argue to Persuade
Thursday, April 11: Reading: Chapter 10; **Lab 8 Due—Response to Reading**

Week 12 **Tuesday, April 16:** Reading: Chapter 12; **Lab 9 Due—Response to Reading**
Thursday, April 18: Chapter 12 Continued

Week 13 **Tuesday, April 23:** Reading: Chapter 5; **Book-in-Common Labs Due**
Thursday, April 25: Chapter 5 Continued

Week 14 **Tuesday, April 30:** Reading: “Sonny’s Blues” (on Canvas); **Lab 10 Due—Response to Reading**
Thursday, May 2: Peer Review Essay 3; **Peer Review Draft of Essay 3 Due**

Week 15 **Tuesday, May 7:** **ESSAY 3 DUE;** Film
Thursday, May 9: **LAST DAY TO TURN IN ESSAY 3 and LAST DAY TO TURN IN LAB WORK WITHOUT A SPECIFIC DEADLINE;** Continue Film; Final Review; Reading: Chapter 11

Week 16 **Tuesday, May 14, 10am-12pm:** **ESSAY 4—IN-CLASS ESSAY**

LAB ASSIGNMENTS (10% of Final Grade)

Over the course of the semester, you will need to complete **8 SELECTIONS** from the list below. If you **complete 8 labs** and **receive a 100 on each lab**, you will get a **100** on your total lab grade.

You can do more labs to receive extra credit/make up for a low grade on an individual lab. The **highest total lab grade possible is 125**.

It is up to you to keep track of your labs and lab grades. Do not throw them away!

There are numerous options to choose from; you can do all of one kind of lab option available in the list below or you can ignore that option. **Most of these options must be submitted by a particular date**, which is on the course calendar above, and these options **must be submitted in class**. The last day to have an in-person Writing Center visit for Essay 3 is Monday, May 6. Any **other lab work must be completed by the last regular day of class (the last day of Week 15)**; this would include Writing Center Seminars and any Responses to Collin Events that occurred at the end of the semester. Collin Events/Writing Center Appointments and Seminars must not take place during the class period.

- **Responses to Readings** in *The Aims of Argument* and on **Canvas** (See information below under Responses to Readings—Due Dates on Course Calendar)
- **Out-of-class Quiz over MLA Style/Lab 4** (Quiz available on **Canvas**—Due Date on Course Calendar)
- **Writing Center Visit** (You must be working on a **major assignment for this class**. Visits may either be in person or through Virtual Muse; both in-person and Virtual Muse sessions must be completed **before the assignment is due** so that you receive feedback that you can use to revise your essay. The last day to have an in-person visit for Essay 3 is May 6)
- **Writing Center Seminar** (These are offered throughout the semester; a schedule is

available on the Writing Center homepage. You may attend more than one, but it cannot be the same seminar.)

- **Responses to Collin Events—one page, typed response due two weeks after** (If there is a way to sign in at the event or you receive a ticket for attendance, sign in/attach the ticket of attendance to your response. Avoid plot summary when responding to films and include references to any discussions after the film when these occur.)
- **Responses to *Death in the Air*—this year’s Book-in-Common** (See Information Below—All Due by Beginning of Week 13)

Responses to Readings:

These are **due at the beginning of class on the date assigned. LATE RESPONSES TO READINGS ARE NOT ACCEPTED. THEY WILL BE RETURNED WITH A ZERO. EMAIL RESPONSES ARE NOT ACCEPTED.**

Do the Following:

Read the work closely and actively.

To receive full credit (100), you must write at least a **full one-page, typed, double-spaced** response in **MLA style that demonstrates critical thinking about the reading.**

Introduce the work by giving the **author, title, and some rhetorical context** (see “Questions for Determining Rhetorical Context” on page 19 and “Context and Critique” on page 52).

Respond to the reading based on your prior knowledge and experience (see “Questions for Responding to an Argument” on page 31). **Focus on ideas** about the **entire reading**, not just a segment of it. Responses that address only part of the work will receive partial credit.

Finally, you **may choose to evaluate the reading.**

Some of these readings are in *The Aims of Argument*; the others are available on Canvas

Lab 1: Response to “Going Beyond Edgy—and Falling Off the Cliff” (465-466)

Lab 2: Response to **one** of the following: P.M. Forni “What Is Civility?” (455-458),

Elizabeth Bernstein “Why Are We so Rude Online?” (462-464), “Left Is Mean But Right Is Meaner” (467-469), “Can Political Rhetoric Be Too Civil?” (470-471), “Protest Isn’t Civil” (on Canvas), “Let the Trump Team Eat in Peace” (on Canvas), “The Lost Art of Shunning” (on Canvas), “Comedy in the Age of Outrage” (on Canvas), “Can We Talk about Free Speech on Campus?” (on Canvas), “The Dangerous Side of the Free Speech Debate” (on Canvas), “The Case for Hate Speech” (on Canvas), “Hate Speech Is Free Speech, Gov. Dean” (on Canvas), or “How College Campuses Can Uphold Free Speech” (on Canvas)

Lab 3: Response to **one** of the following: “Is It Time to Kill the Liberal Arts Degree?” (395-399), “A Liberal Arts Education Is Still Relevant” (399-401), “Should Everyone Go to College?” (On Canvas), “7 Major Misperceptions about the Liberal Arts” (on Canvas), “Are Too Many People Going to College?” (on Canvas), “College Debt: Necessary Evil or Ponzi Scheme?” (402-404), “Forgive Student Loans?” (405-407), “Waking Up and Taking Charge” (408-412), “A Radical Solution to the Student Debt Crisis” (on Canvas), “Five Reasons Why Student Debt Is Skyrocketing” (on Canvas), “The Reason Why College Costs More Than You Think” (on Canvas), or “From Public Good to Personal Pursuit: Historical Roots of the Student Debt Crisis” (on Canvas)

Lab 5: Response to chapter two from *So You’ve Been Publicly Shamed* (on Canvas)

Lab 6: Response to **one** of the following: “Text of the American College and University Presidents’ Climate Commitment” (344-347), “Global Warming: An Overview” (347-351), “Who’s ‘Most to Blame’ for Global Warming?” (353-358), “Some Convenient Truths” (358-361), “The Coal Paradox” (362-366), “Selling the Wind” (368-371), **or** “Consuming Earth’s Gifts” (375-378).

Lab 7: Response to “A White Heron” on Canvas

Lab 8: Response to “Consuming Faith” (239-242) **or** “The Factories of Lost Children” (243-245)

Lab 9: Response to **one** of the following: “The Tyranny of Happiness” (487-491), “Lance Armstrong and the Cult of Positive Thinking” (514-516), “The Aesthetic Imperative” (306-309), “In Defense of Consumerism” (310-312), “The Grill-Buying Guy” (312-314), “False Connections” (315-320), “Out-of-Body Image” (322-326), “X-Large Boys” (327-331), “Does Money Buy Happiness?” (331-336), **or** “The Happiness Conspiracy: What Does It Mean to Be Happy in a Modern Consumer Society?” (336-340)

Lab 10: Response to “Sonny’s Blues” on Canvas

Responses to Book-in-Common: Kate Winkler Dawson’s *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City*:

There are 5 labs assignments, designated as Lab 11, Lab 12, Lab 13, Lab 14, and Lab 15, which are all related to this book. To do these labs, you should go to Canvas and read over the document on them under Lab Options. You can do as many of these as you like and turn them in as you finish. The last day you can turn in these labs is Tuesday, April 23.

GRADING STANDARDS FOR PAPERS

I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

Grammar and Punctuation: correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.

Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

Diction: The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

Appearance: The C paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (D-F)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

Preparation: The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: Collin College faculty does not tolerate plagiarism. A paper containing plagiarism will earn a *zero*.

SCHOLASTIC DISHONESTY AND PLAGIARISM

Academic Ethics: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current *Collin Student Handbook* for additional information.

Every student should read that information, but the Collin English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the

pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.** Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic "F." Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

Instructors are advised to report cases of suspected plagiarism to the Dean of Students.