

**English 200-705**  
**An Introduction to Literature Online**  
**Fall 2024**

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<b>Office</b>	Cherry Hall 20D
<b>Office Hours</b>	By appointment
<b>Class Format</b>	Asynchronous web course

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**Welcome to our syllabus!**

English 200 is one of my favorite classes to teach. I chose literature that I hope students will find compelling. I look forward to working with you.

**Blackboard Information**

Our course will use the Ultra version of Blackboard.

**Textbook Information**

All the readings will be available via PDFs in Blackboard. If you do not like reading material via a computer screen, which I completely understand, then I recommend printing off the PDFs or switching to a different ENG 200 course that uses a textbook.

**Required Materials**

Because computer/internet failure will not be an excuse to turn in something late, the course requires the following things:

- ✓ **Easy access to a computer:** I do not want you to have to rely on a computer lab to be open/available. Other types of devices will not be compatible with Respondus, which is free software available via Blackboard that is needed to take quizzes and exams in the class. **If you don't own a computer, you may rent a laptop for the semester via Topper Tech:** <https://www.wku.edu/its/toppertech/>.
- ✓ **Access to a fast, secure internet connection:** I do not want you to be frustrated if you are booted out of quizzes and end up with zeros.
- ✓ **Microsoft Word:** You are required to upload essays as Word documents. If you are taking this class with me, you are considered a WKU student and can obtain Microsoft Office 365 (which includes Word) for free. Go to WKU's main page, type "Microsoft Office 365" in the search box, and follow the directions.
- ✓ **Schedule (found on Blackboard under the Syllabus/Schedule folder): I highly recommend that you print off the Schedule and cross each assignment off as you complete it.** All the assignments for the entire course are spelled out here, along with due dates and times. This document is critical to your success. Do not just click around on Blackboard and hope that you are finding all the assignments because you will miss valuable material. In addition, please watch the welcome video where I discuss the schedule in the Videos folder.

## Communication

How, when, and where we communicate is a very important part of the course. I will communicate with the class using the Announcements page (and I will also send a copy of the announcement to your WKU email). I ask that you check the Announcements page of our Bb site/your WKU email once a day during the week.

### Email

**When you email me, please be sure to use [Megan.Miller@wku.edu](mailto:Megan.Miller@wku.edu). If you reply to a Blackboard announcement, then I may not receive your email. Make sure my correct email is in the appropriate area on Outlook.**

Feel free to email me anytime. Please allow 48 hours for a response during the work week. I do not check my email on weekends/holidays.

Due to privacy concerns, I can only communicate with you via your WKU email (not Gmail, etc.) because I need to make sure I am really communicating with you, especially about private matters, like your grade.

### Email Etiquette

In a college-level setting, an email needs to be formal; proper grammar, punctuation, and spelling are expected.

Please include English 200 Online along with a general idea of what your email entails in the subject line.

In addition, please use the following format:

Professor Miller,

I am in your [insert course name/section here].

Then make your request or ask your question.

When you sign off, close with:

Thank you,

[Insert your name]

Put your best self forward and reread and revise your email for typical writing issues.

Everyone (definitely including myself on this matter ☺) makes errors and typos, but there is a difference between “Hey. Did I miss any thing n class 2day?” and a minor typo or an accidental misspelling in an email.

### Discussions

I will post my thoughts concerning class assignments, exams/quizzes, and terms/readings on Blackboard in Discussions, which will be titled “Feedback Area.” The Discussions area is located on the top toolbar of Blackboard.

## Course Description

### Catalogue Description

Introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect human experience. Substantial student writing about literature will be required.

### Colonnade Learning Outcomes Met by This Course

English 200 helps to fulfill the Arts and Humanities (AH) Colonnade requirement. Upon

completion of this English 200, students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.
6. Read, comprehend, and analyze primary texts independently and proficiently.

## **Course Policies and Information**

### **Blackboard Access**

To access Blackboard, go to MyWKU.edu, and you will find a link for Blackboard on that page. Click the word “Courses” to find our class.

Blackboard tends to work best with Mozilla Firefox.

### **ITS Service Desk**

The ITS Service Desk can help you with a variety of technical problems via <https://www.wku.edu/its/service-desk/>. I am here to help you with English; they are there to help you with technology.

### **Attendance**

You are responsible for all course information, reading, and activities. If you are “missing in action,” meaning you have not contributed to our course for two weeks, you will earn an automatic **F**.

University policy states, “Registration in a course obligates the student to be regular and *punctual* in class attendance.” Students who are absent/not participating for a total of two weeks of class assignments must either withdraw by the official withdraw date or expect an **F/FN** for the semester.

### **Participation**

In an online class, if you aren’t participating, you can’t earn a grade. There is a difference in excited, informed, and engaged participation verses slapping words up on a discussion board to meet a deadline. This class is about human concerns (not necessarily always your own), so interacting through postings and assignments over the readings are essential to your learning.

### **Late Work Policy**

Since this course is planned out in advance and students know when and what they are expected to turn in, I do not anticipate late work to be a problem. Our “days” end at 11:59 p.m. (end of the day) Central Standard Time.

Please see the **Schedule** (located in the Syllabus/Schedule folder) in Blackboard to see all the assignments, due dates, and times. I strongly recommend printing this document out and crossing off each assignment as you complete it. This step will help you to stay on

top of the course. ***Be sure to turn your work in on time because I do not accept late work.***

### **Special Requests**

My goal is to be completely fair across the board to all students. I do not grant special requests or give special treatment to any student. By signing up for and staying in this course, students are agreeing to these terms. If students ask for special request/treatment, they will be referred to this syllabus.

## **Course Content**

### **Description of Group Discussion Board (GDB) Weekly Postings**

In this course, I consider GDB postings to be a form of serious, thoughtful, text-supported writing. These postings are mini-essays – basically, literary arguments on a small scale that will give you a chance to practice writing about literature on low-stake assignments to help prepare you for writing extended formal essays with high point values. **Because of these expectations, I grade these postings extremely closely, so please take great care in creating your responses.**

Questions will be posted for you and your classmates to discuss in your group discussion boards. **I will be looking for the date and time of your postings as well as the quality of both postings to give credit.**

Use the following information as a checklist for your work.

### **Directions/Grading for Group Discussion Board (GDB) Weekly Postings**

To be successful in these assignments be sure to answer a new (meaning no one has attempted to answer it yet) question in your Group Discussion Board. If a question has already been answered, and you answer it again – even if your answer is different, you will earn a zero. Take the time to read the posts that are already there before selecting your question. I do not want anyone to go through the trouble of constructing a beautiful response to a question and then earning a zero because someone already responded to that question...☹

Here are my guidelines for Discussion Board Postings:

1. **New and Properly Labeled:** The student responds to a question that no one else has attempted answering yet. Always begin your post with the question number and a copy and paste of the question you are answering above your answer in the response box. (Doing so will help everyone stay organized and prevent anyone from accidentally answering a question that has already been answered, thus earning a zero).
2. **Quantity:** The student has responded fully to a question on a particular reading. A student's first post/original answer to a question should be at least a 100-word response. The 100 words will **not** include any quotations you have used. The word count is for your original words only. A reply should be at least a 50-word response. Please address the student via his or her name when replying to the post because doing so helps me have context while grading. A simple "Hello [Insert Student Name Here]" is fine.
3. **Quality:** The student creates insightful and critically reflective comments about the questions, showing that he or she can analyze and interpret the author's meanings. There is a balance between the student's thoughts (the majority) and

the support (the minority). The student responds to one other student's post. The student's response should not be: Yes, I agree. Instead, the student needs to do one of the following:

- a) Respectfully disagree and tell us why or
- b) Agree and extend the argument with new information.

*Whenever possible, please try to reply to someone new, who has not gotten a reply yet. If everyone replies to the same person, it is not much of a discussion.*

4. **Support:** The student uses a supporting quotation. Quotations are introduced and properly punctuated, using MLA style, followed by an in-text citation. **Use the page numbers for fiction and drama provided on the PDFs (or if you hover above the PDF, it will give you page numbers as well), and the line numbers for poetry provided on the PDFs, please.** Summaries and paraphrases will not be accepted. IMPORTANT: Use the Guide to Integrating Quotations for Fiction, Drama, and Poetry, located in the Course Documents folder, to create properly formatted support for your work.
5. **Language Usage:** The student uses proper grammar, spelling, capitalization, and punctuation.
6. **Original Thought:** *Students use their own thoughts to develop the responses. The student does NOT consult or use any other sources other than the literature assigned; using outside sources when they are not asked for will violate the plagiarism policy for this class, and the student will fail the class for plagiarism.*

*Use of AI is strictly prohibited and will have the same consequences – class failure.*

*Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.*

**Plagiarism/AI detection software will be used on all work for the class.**

### **Grading Criteria/Issues with Postings on Discussion Board**

Needed to post by the due date = -10 (late work is not accepted)

Needed to make an original post = -6

Needed to reply to another student = -5

Needed to use a quote for support = -4

Needed to add a correct in-text citation = -2

Needed to correct an improperly formatted quote/in-text citation = -2 (Make sure to add an introductory phrase before each quotation. This could be a short phrase like 'The author writes,' added directly before the quotation and end the phrase with a comma. See the Guide to Introducing Quotations in the Course Docs folder for many different examples.)

Needed to use proper punctuation placement with an in-text citation = -1

Needed to address a student by name in the reply = -1

Needed to label the subject box with question number = -2

Needed to copy and paste the question in the message box = -2

### **Deductions Vary on These Issues:**

Needed to fulfill the word count (the word count does *not* include quotes)  
 Needed to focus on proofreading  
 Needed to answer the question fully  
 Needed to address something specific from the text  
 Needed to address a specific classmate/question  
 Needed to work on critical and insightful thoughts/comments and/or support your ideas further

### **The Mechanics of Posting on Group Discussion Board**

1. Go to the Discussions area of Blackboard, which is found on the top toolbar.
2. Scroll down to the title of the current literature we are working on.
3. Click the link/title of the literature, which will open the forum.
4. Read the list of questions inside the forum and anything else I have posted there, along with any responses completed by students.
5. Once you have selected a question that has not been answered yet, copy and paste the number of the question along with the question itself at the top of the Response area. By taking this step, you have secured the question as yours.
6. When you are ready to answer the question, click “reply” to yourself and answer the question.
7. When you are ready to reply to another student, use the reply button at the bottom of his or her response and remember to address that student by his or her name. I ask that you use the student’s name because it helps give me context when I grade. Thanks!

### **This Area Explains How to Deal with Errors**

**8. If you find that you have made an error in any GDB post, then click the three periods to that right of your post, and then click “edit.”**

9. If there is any type of issue I need to resolve in GDB, please email me the group name so I do not have to search for it.

### **Exams**

Each exam will require an essay with a specific word count along with additional material. You must download the Respondus software to access the exams. To download this software, go to Blackboard. *Before* you enter the course, there is a My WKU Bb link at the top left of the page. Then scroll down to the area titled Respondus and follow the directions. As I stated previously, Chromebooks, tablets, phones, etc. do not always work with Respondus.

**Exams will be given during a twelve-hour window from 8 a.m. to 8 p.m. so that the ITS Service Desk is open in case there are any problems.**

There will not be any extension of test dates for any reason. **If you miss the exam, expect a zero.** More specific information about the exams will be available on Blackboard.

### **Essays**

Students will write literary analyses of at least three different genres, with a total word count of at least 3600 for all formal writing in the course. See the Essay Information and Submission folder on Blackboard for more information. Once students have submitted essays as final drafts, I will *not* accept revisions for grade changes. Be sure to submit your best effort. **My goal is a two-week turnaround time on essay feedback/grading.**

### **How to Submit Your Essays on Blackboard**

Warning: You only have one attempt to upload your essays to Bb, so be sure that you are not uploading anything but the final draft as a **Word document only**. Please do **not** submit a PDF or anything other than a Word document.

If I cannot open your document or you upload the wrong document, you will be given a zero and not allowed to upload again.

In addition, be sure to begin the upload process early – at least 15 minutes before the due date and/or when the ITS Service Desk is open, in case there is an issue.

Go back into Bb to confirm that the upload was successful; you should be able to open your essay. Remember – late work will not be accepted. **Emailed essays will earn**

**zeros.**

1. Open your English 200 account on Blackboard.
2. Click the “Essay Info/Submission” folder on the left side of the screen.
3. Click on the area titled “Upload Final Copy of the Essay and/or View the Rubric.”
4. Scroll down to “Browse Local Files” or “Browse Cloud Service” and click on it.
5. Locate your essay and double click on it.
6. Under the “Browse Local Files” button, click on the box entitled “I agree to submit my paper(s) to the Global Reference Database.” **I will not accept your essay if this box is not checked.**
7. Click the “Submit” button (NOT the Save Draft button).

### **Peer Review Process**

Peer review is an important step in the writing process. Writing is an extremely personal thing, and because of that, many people feel vulnerable and self-conscious about exposing their writing to others. Please keep this information in mind when commenting on your peers' writing, which does not mean that you can't point out issues - it only means that when you are pointing out something that may need a little polishing, to do so politely. While I have not noticed anything that I personally would call impolite, remember that people are sensitive about their writing, so please use that as a frame of reference.

- 1) Go into Discussion and then scroll down to the Peer Review link for the essay we are currently working on.
- 2) Next, click in the Response box and attach your essay using the paperclip icon. Your peer review draft should be right at 500 words (it is fine to stop in the middle of a sentence) – no more, no less to earn full points. See the Essay Info folder on Blackboard for final essay length requirements.
- 6) Finally, you will review two classmates' drafts. In preparation, read the “Peer Review Guide” in Essay Info/Submission folder, as well as the rubric that is in that same folder, to help with creating your comments.
- 7) After you have uploaded your essay, find two essays that have not been reviewed yet. Once you have selected and read each essay, click on the Reply button and place your comments there. Be sure to critique the essays with a minimum of 100 words each for credit. Comments such as “Good work” or “Work on your grammar” will earn zero points.

## Quizzes

To help you be successful in this course, there are application/content quizzes over the literary terms (found in Terms to Study folder) and the literature. **The quizzes are timed (10 minutes) and prohibit backtracking, meaning once you have submitted an answer to a question, you cannot go back and change it. You must download the Respondus software to access the quizzes.** To download this software, go to Blackboard. *Before* you enter the course, there is a My WKU Bb link at the top left of the page. Then scroll down to the area titled Respondus and follow the directions. **If you need help with Respondus, please contact ITS at 270-745-7000 so that they can get on a screen sharing session with you, which I cannot do. Be sure to be in a quiet, internet secure location when attempting quizzes because once a quiz has been attempted, it cannot be retaken.**

## Course Schedule

**I will provide you with a complete, detailed schedule with due dates/times on Blackboard in the Syllabus/Schedule folder, but below is the general order we will follow.**

Module 1.0	Orientation
Module 1.1	Fiction
Module 1.2	Fiction
Module 1.3	Fiction
Module 1.4	Fiction Essay Exam
Module 1.5	Peer Review
Module 1.6	Fiction Essay Due
Module 2.1	Drama
Module 2.2	Drama
Module 2.3	Drama
Module 2.4	Drama
Module 2.5	Drama Essay Exam
Module 2.6	Peer Review
Module 2.7	Drama Essay Due
Module 3.1	Poetry
Module 3.2	Poetry
Module 3.3	Poetry



## **Course Grade Information**

### **Grading Scale**

100-90% = **A**   89-80% = **B**   79-70% = **C**   69-60% = **D**   59-0% = **F**

### **Grade Break Down** \*These are the approximate number of points.

Quizzes	110
Exams	150
Discussion Boards	110
Essays	200
Peer Reviews	50

### **Grade Policy**

I will offer two 10-point extra credit assignments during the semester. Because of this extra credit option, I will not drop any assignments in the class. For final grades, I will only round up to the next letter grade if your final grade is .5 or higher. I will not participate in grade negotiation. I will use Grade Center on Blackboard, but the formal, official, and final paper grade book will be in my office.

### **Incompletes**

Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise – for example, if a student is in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester – the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students in good standing (C or higher) in the course.

### **Resolving Complaints about Grades**

While final grades are non-negotiable, the first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. Please contact me if you think I have miscalculated your grade. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

## **University Information**

### **Important Dates**

August 26: Last day to add a class or drop a class without a grade  
 September 2: Labor Day  
 October 5-8: Fall Break  
 October 28: Last day to drop a full-semester class with a W  
 December 2-5: Final exam week  
 December 10: Final grades due at noon

### **Regular and Substantive Interaction**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and](#)

### Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Assessing or providing feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the course content or competency
- Setting assignments and assessment deadlines throughout the term of the class
- Interaction with students happens frequently and students grow to expect it.
- Assignments and assessment deadlines that are spread throughout the term of the class

### **Program Assessment Notice**

As part of a university-wide accreditation study, a small sample of papers will be collected from randomly selected individuals in all English classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

### **ADA Accommodation Notice**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Pregnant and Parenting Students Notice**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

### **Title IX, Discrimination, Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and the Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>. Under these policies, discrimination, harassment and/or sexual misconduct based on gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **Writing Center Assistance**

*The Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

*The WKU START Centers* will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).

## **Plagiarism/AI/Cheating**

Everyone enrolled in this class has taken or gotten credit for ENG 100, so plagiarism should not be a new concept to anyone in this course. I take plagiarism issues extremely seriously. Specifically, students should only use their own thoughts and the literature presented to them to create their essays and write their discussion boards.

If a student is struggling, please set up an appointment with The Writing Center (<https://www.wku.edu/writingcenter/>) or make an appointment with me via email. I am happy to help students in person or via Zoom/email. Please do not wait until the weekend before the essay is due to ask for help.

Students who plagiarize will fail the course, not just the essay or Group Discussion Board post. The safest and highly recommended course of action is not to peruse the internet for any information on the assigned literature. Once that step has been taken, the person

will not be able to gauge how much or how little that information will have shaped ideas and will be in the danger zone.

**There is zero tolerance for any Academic Dishonesty (such as cheating, plagiarizing, sharing quizzes or exams with others, using AI to develop work, etc.) in any form. If a student is found committing Academic Dishonesty (on essays, quizzes, discussion boards, or any assignment), that student will receive a failing grade for the course without the possibility of withdrawing from the course. Other disciplinary action, may occur, as well, including a referral to the Office of Student Conduct.**

**The above information also applies to AI generated writing. Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).**

**Other ramifications may pertain as well.**

**Plagiarism/AI detection software will be used on all work for the class.**

Please read the English Department's Frequently Asked Questions about Plagiarism listed below for more information. Once more, if students have questions about plagiarism or AI writing, please contact me. I am ready and willing to help, or students can go to one of the campus tutoring centers.

### **English Department's Frequently Asked Questions about Plagiarism**

#### **What does it mean to plagiarize?**

According to Webster's International Dictionary, the definition of plagiarism is "to steal or purloin and pass off as one's own the ideas, words, or artistic production of another; to use without credit the ideas, expressions, or productions of another."

Basically, plagiarism comes in three forms: "fraud," "patchwriting," and "insufficient or undocumented paraphrasing." In brief, each paper that you turn in and every sentence in it must be written completely by you, or you must give proper credit to the other writers for their ideas and words. In addition, most teachers consider handing in papers that were written for other classes to be a form of plagiarism. New papers should be written for each assignment unless your teacher indicates otherwise. Remember that writing teachers are experienced at picking out papers that contain plagiarism. Do not be tempted to download papers from the web or to "recycle" papers from other students.

#### **Why shouldn't I plagiarize?**

Most people consider plagiarism to be ethically and morally equivalent to lying, cheating, and stealing. When you plagiarize, you have stolen another's work. Further, you shortchange your own education and compromise your ethics. Additionally, you risk damaging your grade for the assignment or the course, and you risk damaging your GPA and your academic or professional career. Plagiarism is a very serious academic offense. In a way, the very foundation of the American educational system rests on the issue of trust, and this trust depends on an honest exchange between students and their teachers. Just as students need to trust that teachers are honest about grading, teaching, and

advising, teachers need to trust that students will be honest when taking tests and writing papers. Plagiarism, or any type of cheating, seriously undermines this foundation. This sort of dishonesty indicates that there may be serious questions about the offending student's ethics, and the stigma of this unethical behavior may follow the student for years—decreasing the student's chances of success in academic and professional work.

### **What can happen to me if I plagiarize?**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. Your instructor may be understanding and tolerant of “accidental” plagiarism; however, you should check with your teacher if you have any doubts about whether you are committing plagiarism in a paper.

### **What is “fraud”?**

Turning in a paper that was written or partially written by anyone else is “fraud.” In this case, “anyone else” includes everyone but you. You may not turn in a paper that was written or partially written by your parent, your boyfriend or girlfriend, your spouse, your sibling, a friend, a stranger, another student, a professional or amateur author, or anyone else.

### **What is “patchwriting”?**

“Patchwriting” is taking several other texts that were written by others, piecing together these ideas or words into a single paper, and turning in that paper as your own work.

### **What is “insufficient or undocumented paraphrasing”?**

“Insufficient paraphrasing” occurs when not enough of the original language and sentence structure of the source is changed for a paraphrase. To paraphrase correctly, major words and basic sentence structure should be changed from the original.

“Undocumented paraphrasing” is taking sections of another’s words or ideas and changing them into your own words without giving the writer proper credit. A paper should not be made up of a series of paraphrases. Use paraphrasing to support your own ideas and not to construct your paper.

### **Does this mean that I can’t get help writing my papers?**

You can. All successful writers rely on other readers to help make their writing better. In fact, going to the Writing Center or having another student or friend read your papers before you turn them in is generally a good idea. Often, classes will have “peer review” sessions that allow other students to read and comment on your papers. However, you should never let anyone else sit at the computer and type in words or hold the pen and write in words. Ask readers to limit their responses to letting you know where you might make changes (for example, word choice, spelling, confusing sentences, awkward structures, organization.) Even if you decide to take a reader’s advice, you should not let her or him make substantial changes to your work.

**Does that mean that I can't look at what other people have written to get ideas for my own paper?**

You can. However, if you write about what these other people have written on the subject or if you quote them, use their original ideas or language, or paraphrase, then you must give them credit in your paper. All sources, no matter how briefly used, must be cited.

**How do I do that?**

Part of the instruction in your writing classes is designed to teach you how to give credit properly to these other writers. If you plan to look at what other writers have said about a topic you have been assigned, you should check with your teacher to establish whether this is permitted for any particular assignment and ask to receive instruction in how to give proper credit in your paper.

\*This syllabus/course description is subject to change, with notice, as determined by the professor.

\*\*By remaining in this course, you agree to adhere to the syllabus in its entirety.