

METHOD OF EVALUATION:

See the instructor's grading policy.

ATTENDANCE POLICY:

See the instructor's attendance policy. Note: Each instructor will set his/her own realistic and reasonable attendance policy; that policy must be clearly stated on the syllabus given to students on the first class day. Please see the schedule of classes for the last day to withdraw.

RELIGIOUS HOLIDAYS:

In accordance with Section 51.911 of the Texas Education Code, CCCCD will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. 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. A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office.

AMERICANS WITH DISABILITIES ACT COMPLIANCE:

It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This 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 educational opportunity. It is the student's responsibility to contact the faculty member and/or the Services for Students with Disabilities at 881-5950 in a timely manner to arrange for appropriate accommodations.

ACADEMIC ETHICS:

See the Student Handbook and the English Department's policy on plagiarism.

GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES

To unify grading and to conform to nationally accepted standards, the CCCCD faculty subscribe to the guidelines below.

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 nonrepetitive 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 as 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: CCCCD faculty do not tolerate plagiarism. A paper containing plagiarism will earn a *failing grade*.

SCHOLASTIC DISHONESTY AND PLAGIARISM

Scholastic dishonesty and plagiarism are briefly defined in the "Student Code of Conduct" in the CCCC Student Handbook. Every student should read that information, but the CCCC 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 CCCC 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.

Faculty are advised to report cases of plagiarism to the Dean of Students.

******* PLEASE SIGN BELOW, DETACH, AND TURN IN TO INSTRUCTOR *******

I have read the above brief explanation of plagiarism. I understand what it is and I am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

DATE

SIGNATURE

ENGLISH Course/Section

NAME (PRINT)