

4 January 2008

Dear Advanced Composition Scholars:

Because Moodle is helping extend our discussions outside the classroom and because I have already experienced awesome responses from students to the questions on the forums at Moodle, pages 2 and 6 of your syllabus have been amended in the following sections, to allow you to receive more credit for your full Moodle participation:

(Page 2) 3 Edits on Moodle (100 points each) (Due by last day of class, 4/17/08) 300 points

(Page 6)

- Writing Assignments: Your focus all semester long will be on writing and rewriting, with the aim of composing publishable work. You'll e-mail your writing assignments to me at [cbutcher\(at\)shorter.edu](mailto:cbutcher@shorter.edu) or post on Moodle (300 points), and you'll edit work for required class credit on Moodle (300 points). We're going paperless!

They now read as follows, taking effect retroactively to January 1, 2008, to include all work that students have already done on Moodle!

(Page 2) Participation in all Moodle discussions, assignments, and editing projects (various points each) (Cut-off date for this work is the last day of class, 4/17/08) 300 points total

(Page 6)

- Writing Assignments: Your focus all semester long will be on writing and rewriting, with the aim of composing publishable work. You'll e-mail your writing assignments to me at [cbutcher\(at\)shorter.edu](mailto:cbutcher@shorter.edu) or post on Moodle (300 points), and you'll participate in all discussions and other assignments listed on Moodle, as well as edit work for required class credit on Moodle (300 points total). We're going paperless! Assignments must be posted on Moodle or e-mailed to me by the times announced on the calendar at Moodle. Thanks!

Best wishes,

Dr. Butcher

**HONOR CODE (English 3280 with Dr. Carmen Acevedo Butcher, Spring 2008):**

I will seek to maintain a high standard of honesty and truthfulness for myself and for the College. I will neither give nor receive any unauthorized aid in my academic work nor will I permit such action by any member of this community. I will respect the persons and property of the community, and I will not condone discourteous or dishonest treatment of these by my peers.

Signed: \_\_\_\_\_

\_\_\_\_\_  
Printed Name

Please sign and turn in the first day of class. Thanks!

**SCHOLAR'S CONTACT INFORMATION**

I ask for your contact information for various reasons, all for your good and because I care. Sometimes during the semester, I must get in touch with you, and I need genuinely active numbers and addresses to do so. Please give me these below. Thanks! **Please print your answers below neatly.**

Your Name:

Your Daily E-mail (the one you really use and check daily):

Your Cell Phone Number:

Your Shorter E-mail Address:

Are We Facebook Friends?

Your Physical Address During the Semester:

Why are you taking this class? And what do you hope to learn?

Your Major and Year (Freshman, Sophomore, Junior, Senior):

Your Favorite Author:

Note: The college attendance policy as outlined in the *Shorter College Catalog* stipulates that students must attend two-thirds of the total class meetings, or they will be automatically dropped from the class. This Tuesday/Thursday class has twenty-seven (27) meetings; therefore, two-thirds of that number is eighteen (18). That means that you must attend eighteen class meetings, and if a student misses nine (9) class meetings for whatever reason, excused or unexcused, that the student must be dropped from the class. This is the college attendance policy as outlined in the *Shorter College Catalog* and is not an individual pedagogical policy but is valid campus-wide.

**GRADE DISTRIBUTION:**

3 Pieces (Reviews/Essays/Narratives) (100 points each) 300 points  
 3 Edits on Moodle (100 points each) (Due by last day of class, 4/17/08) 300 points  
 Final Portfolio 400 points  
 (The 400-point final portfolio allows for improvement to count the most possible points.)

[+1 Attend Dr. Butcher’s Lecture on 2-5 at 11:00 a.m. and type a review 100 possible extra credit points, 50 for attending the lecture and up to 50 for writing a review]

**GRADING SCALE:** A 900-1000 points; B 800-899 points; C 700-799 points; D 600-699 points; F 0-599

Advanced Composition Schedule

[*Advanced*: c.1230, from O.Fr. *avancer* "move forward," from V.L. *\*abanteare*, from L.L. *abante* "from before," composed of *ab-* "from" + *ante* "before, in front of, against," from PIE *\*anti* "against," locative singular of *\*ant-* "front, forehead." The *-d-* was inserted 16c. on mistaken notion that initial *a-* was L. *ad-*.] and [*Composition*: 1475, from O.Fr. *composer* "put together, arrange" (12c.), from *com-* "with" + *poser* "to place," from L.L. *pausare* "to cease, lay down," ult. from L. *ponere* "to put, place" (see *position*).]

January	Monday	Tuesday	Wednesday	Thursday	Friday
	7—1 <sup>st</sup> day	8—Class	9	10—Class	11
	14	15—Class	16	17—Class	18
MLK Jr.	21—☺ Off	22—Class	23	24— Class	25
	28	29—Class	30	31—Class—Piece #1 Due	
February	Monday	Tuesday	Wednesday	Thursday	Friday
	4	5—Class— & Dr. B. speaks in Chapel at 11:00 a.m. — Attend and write about for 100 possible extra credit points. Reviews due on 2-26.	6	7—Class— & Melissa Kendrick’s Memorial Service is at 11:00 a.m., Chapel.	8
Wtr. Holidays	11—☺ Off	12—☺ Off	13	14—Class	15
	18	19—Class (We go to Dr. Parton’s class.)	20	21—Class (We go to Dr. Parton’s class.)	22—Mid-term (& Faculty Retreat)
	25	26—Class (Dr. Parton’s class comes to us.) Reviews of Dr. B.’s 2-5 lecture due! (100 possible extra credit pts.)	27	28—Class (Dr. Parton’s class comes to us.)	29
March	Monday	Tuesday	Wednesday	Thursday	Friday
	3	4—Class—	5	6—Class—	7

Spring Break ***	10 SPRING 17	11 BREAK 18—Class	12 SPRING 19	13 BREAK 20—Dr. B. has a speaking engagement—no class. ***	14 YEAH! 21☺ Off—Good Friday ***
	24	25—Class	26	27—Class— Piece #2 Due	28
30-Sun.@SC	31				
<b>April</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		1—Celebrate SC!	2	3—Class	4
	7	8—Class	9	10—Class—Piece # 3 Due	11
Pre-Exam Wk.	14	15—Class	16	17—Last Class— All editing work (300 points total) must be completed by today. No exceptions.	18
22-29 Finals	21	22—Finals	23—Finals	24—Finals	25—Finals
	28—Finals	29—Finals	30		
<b>May</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
				1	2—Baccalaureate 6:30 p.m. & Sat. Commencement

**ENGLISH 3280: ADVANCED COMPOSITION  
(Nonfiction)**

**Dr. Carmen Acevedo Butcher**

Rome Hall 211 / 706.233.7252

[www.facebook.com](http://www.facebook.com/CarmenB) “Carmen B”

**Office hours: Tuesday and Thursday from 11:00 a.m.-2:00 p.m.,  
and always by appointment**

**cbutcher(at)shorter.edu**

**This syllabus and more required information is found in cyberspace  
at [www.carmenbutcher.com](http://www.carmenbutcher.com)**

**COURSE DESCRIPTION:** A writing course that takes an intense approach to nonfiction and its organization, styles, and mastery of language. The goal is to achieve a clear, graceful communication of ideas. Students will analyze these elements in representative works. The course is required of English majors.

**REQUIRED TEXTBOOKS:**

- 1) Cheney, Theodore A. Rees. *Getting the Words Right: 39 Ways to Improve Your Writing*. Writer’s Digest Books, 2005. **ISBN: 1-58297-358-X**.
- 2) Lukeman, Noah. *A Dash of Style: The Art and Mastery of Punctuation*. W. W. Norton, 2007. **ISBN-13: 978-0393329803**.
- 3) Prose, Francine. *Reading Like a Writer*. Harper, 2007. **ISBN: 978-0-06-077705-0**.
- 4) Zinsser, William. *Inventing the Truth: The Art and Craft of Memoir*. Mariner Books, 1998. **ISBN-13: 978-0395901502**.
- 5) Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction 30<sup>th</sup> Anniversary Ed.* HarperCollins, 2006. **ISBN-13: 978-0060891541**

## **REQUIRED INTERNET RESOURCES:**

Check your professor's website. First, explore it to discover the many resources there. You'll find excellent student work, tried-and-true handouts, new handouts, recommended links, and other helps! Also check it daily for updates and assignments. It's at [www.carmenbutcher.com](http://www.carmenbutcher.com). Click on the "Moodle" link (on the left-hand side). Because writing to publish no longer requires paper (every book and article I've published has been done without it), we'll work to make this course paperless. Please join me in this adventure. We'll also aim together to make this course useful and fun. In other words, we'll write with an eye to publishing. You want to be read. We'll explore the craft of writing and all of its practical skills and will also be concerned with aesthetics. We'll work on developing an eye to "what works." I don't mean merely "what is 'correct'" or "what works" for your teacher, but what always works for an intelligent readership. Don't forget that nonfiction can be humorous. Ask Krystin Fain if you wonder what I mean. (She is a fan of Thurber.) We'll investigate writing's principles, so when you leave here, you can always dig your own wells—no bottled water for you!

*Oxford English Dictionary* online. <http://www.oed.com/>. Free access is available through the Shorter College portal. We will discuss how to get there and what to do once there. Consider how the *OED* online differs from the print *OED*.

## **REQUIRED INTERNET RESOURCES (CONTINUED):**

The Guide to Grammar and Writing, sponsored by the Capital Community College Foundation. <http://www.ccc.commnet.edu/grammar/>

The Grammar Slammer. <http://englishplus.com/grammar/>

Hughes, Anthony. The Online English Grammar.  
<http://www.edufind.com/english/grammar/>

The University College London Internet Grammar of English.  
<http://www.ucl.ac.uk/internet-grammar/home.htm>

Leicester University English Grammar Project. By Julie Coleman. A favorite.  
<http://www.le.ac.uk/ee/jmc21/legp/index.html>

Linguistics Websites Lists. <http://web.indstate.edu/fll/websites-bsp.html>

Linguistics Resources Online. <http://www.blackwellpublishing.com/linguist/Default.asp>

Dictionaries, thesauruses, and etymologies online: <http://dictionary.reference.com/>, <http://dictionary.cambridge.org/>, <http://www.m-w.com/>, <http://www.bartleby.com/61/>, <http://thesaurus.reference.com/>, <http://www.etymonline.com/> and many more

Warning: Information on the Internet is not vetted; therefore, you get multiple opportunities to use your fine brains in assessing whether or not the information you are reading is cogent and reliable. If you're still not sure, ask a librarian, or come see me.

## **OTHER STRONGLY SUGGESTED BOOKS:**

John C. Hodges, et al. *The Harbrace College Handbook*. 15th edition. (with InfoTrac)

See website: [http://www.newtexts.com/newtexts/book.cfm?book\\_id=1616](http://www.newtexts.com/newtexts/book.cfm?book_id=1616)

Joos, Martin. *The Five Clocks: A Linguistic Excursion into the Five Styles of*

*English Usage*. New York: Harcourt, 1967. *International Journal of American Linguistics*.  
*Merriam-Webster's Collegiate Dictionary*. 11<sup>th</sup> edition.  
Truss, Lynne. *Eats, Shoots, and Leaves: The Zero Tolerance Approach to Punctuation*.  
Gotham Books, 2004. ISBN: 1861976127

## **GENERAL POLICIES:**

Attendance is crucial. I reiterate. Students are required to attend 2/3 of the class meetings each term. Failure to attend 2/3 of the meetings for any reason (unexcused and excused) will result in the student's being dropped without notice from the class with a WF (Withdrawn Failing), regardless of the grade earned in the class. See the Shorter College Catalog for a description of this school-wide policy. The remaining 1/3 of the meetings constitute sick leave, vacation time, and personal leave, much as one would receive in a job setting. However, students are warned against assuming that this time should be taken, and students are responsible for any work missed, for additional assignments, for changes in dates, etc. It is not necessary for the student to bring an excuse note for their absence to the instructor. The student is responsible for contacting another student for notes. The professor will not re-teach a student's missed classes during her office hours. Office hours are designated for helping students who have come to class and who have questions about the material covered or about their work. Again, please see the *Shorter College General Catalog*. See these rules also as they are posted on SCHOLAR.

Tardy: Students who are not present when the roll is called are considered absent, not tardy. Each occurrence constitutes an absence, and it is counted in the total absences as defined in the preceding section.

Make-up Policy: Make-up tests are the exception and not the rule, and are given at the discretion of the professor. Students who have conflicts because of Shorter College sponsored events are required to notify the professor at least one (1) week ahead of the announced test date. Failure to do so will forfeit the student's opportunity for an alternate exam date. Only in extreme circumstances will make-up tests be given for other reasons. Extreme circumstances are illness, death in the family, accident, etc. To be eligible for a makeup/extension due to extreme circumstance, the student must observe the following requirements: Contact the professor within 24 hours of the missed deadline and provide a written excuse from an appropriate health, academic, or other professional (medical doctor, therapist, college counselor, police officer, etc.) within 24 hours of resuming his/her academic schedule. In addition to announced examinations, there may be pop tests. Missed pop tests may not be made up, for any reason. Missed homework assignments that are taken up by the professor and graded also cannot be made up.

Please note that the schedule included in this syllabus is tentative in nature and subject to change. It is the responsibility of the student to make themselves aware of any changes should they miss a class. Check Moodle daily at [www.carmenbutcher.com](http://www.carmenbutcher.com). Thanks!

## **SPECIAL NEEDS:**

I am always happy to help students who need accommodations. Please arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. Bring a copy of your Accommodation Memo to the meeting. If you do not have one but need accommodations, please see Mrs. Michele Turner, FSU 219, 233-7323.

## COURSE REQUIREMENTS:

- Speak up in class. Please do not be shy. Catie Eisel is a good model in this respect. Be prepared (as Catie always was), so you have something solid to say (as Catie always did). Also, be polite. Don't disrupt the class with chit-chat—the worst sort of interruption. The Golden Rule of Discourse is this: When someone else is talking in class, let them talk, and don't talk with your neighbor while anyone else in class is talking. (It's my job as teacher to moderate such interruptions so discussion can flow smoothly, with mutual respect.)
- Never use three words if one will do. Never use an adverb if a verb will do. Never use an adjective unless your life depends on it. Eschew expletives unless you can't breathe without them. Throw passive voice out the window. If it crawls back in, consider it ruefully. Use it as sparingly and with as much discipline as criticism. Writing is revision. Always be specific. Give examples.
- Read all materials assigned, take notes, look up unfamiliar terms, and come to class prepared to ask questions and discuss the material.
- Use your dictionary daily and joyfully! Look up words you already know the definitions to. Also look up words you do not know. Learn the nuances of words and the joy of contemplating them. Become best friends with good lexicons.
- Don't stew and wonder with questions. Come see me, or ask me in class. E-mail me or Facebook me. Shove a note under my door. I'm available.
- Writing Assignments: Your focus all semester long will be on writing and rewriting, with the aim of composing publishable work. You'll e-mail your writing assignments to me at [cbutcher\(at\)shorter.edu](mailto:cbutcher@shorter.edu) or post on Moodle (300 points), and you'll edit work for required class credit on Moodle (300 points). We're going paperless!
- I've been asked to give a lecture on Dorothy Day (biographical genre) in Brookes Chapel on February 5<sup>th</sup> (Tuesday) at 11:00 a.m. For extra credit, attend this lecture (50 certain points—you must sign in), and you must write a review (50 possible points) of this lecture. This review must include a brief but vibrant account of who Dorothy Day was, what she did, and what she said, and also what my lecture was like. Was it any good? This review must be two double-spaced pages. Keep to this length, or points are deducted. See the schedule for the review's due date. E-mail your review to me by that date, or post it on Moodle.
- You will be asked to write three (3) three-to-five-page double-spaced nonfiction pieces to turn in for review. I will read each of these three thorough times. First, I read for content. Then, I read and mark your work. Finally, I read, mark again, and grade your work. I will use the Microsoft editing program and will e-mail your edited work back to you, as is done in the real world of publishing. Please note that you have wide latitude in choosing your topics. That's because I want you extremely interested in them! These are also practice runs for your portfolio. I will say it throughout the semester: Revision is writing, and writing is revision. Due dates for these three (3) pieces are also on the schedule. Again, these will be e-mailed to me. Remember—we're trying to be paperless! Here are the genres from which you may choose: One review of a textbook we've read or are reading, one first-person narrative piece (as from a future memoir you might want to write), one argumentative essay, one interview with anyone you wish, one descriptive essay of any thing or of any concept, one travel essay, one essay about food, one biographical essay, or one essay in literary journalism.

- The three edits will be done on Moodle. These editing exercises will be done on three of your current pieces-in-progress OR may be done on three of someone else's works-in-progress. OR I may post a piece on Moodle for you to edit. There are no fixed dates for these, but they **MUST** be done by Thursday, April 17<sup>th</sup> (the last day of class for us)—no exceptions.
- **THE PORTFOLIO:**
  1. For your final exam, you will create a cogent, thought-provoking, and well-written nonfiction portfolio, containing between ten and twenty pages of double-spaced content—no more and no less. The cover page does not count. Because publications have serious length requirements for pieces turned in to them, we will practice this discipline: Serious points will be deducted for any portfolio containing more than twenty *or* less than ten pages. Ten (10) points will be deducted per page over or under the well-announced and required ten-to-twenty-page portfolio length. See me if you have questions.
  2. Longer is not necessarily better. Ten pages of cogent, chiseled writing are far better than twenty garrulous pages of undisciplined, sloppy prose. Think reduced spaghetti sauce.
  3. Your portfolio must contain any **four** of the following pieces:
    - One review (of a textbook we've read)
    - One first-person narrative piece (as from a memoir, perhaps)
    - One argumentative essay
    - One interview with anyone you wish
    - One descriptive essay
    - One travel essay
    - One essay about food
    - One biographical essay
    - One essay in literary journalism
  4. You are also being informed on the first day of class (or earlier, if you checked my website before the semester started!) that this portfolio is due on the day of your final exam, at the beginning of the final exam hour. That requirement means that if the final is at 9:00 a.m., the portfolio is due at 9:00 a.m.; if the final is at 2:00 p.m., the portfolio is due at 2:00 p.m., no exceptions. Points are deducted at the rate of five (5) points taken off per minute (1 minute) your portfolio is late. For example, if you deliver your portfolio at 9:05 a.m. when it is due at 9:00 a.m., twenty-five points (25) are deducted. Finals must be graded in twenty-four hours, or less, when seniors are involved; I read each essay or piece that you write at least three times. The first time I read it for content. The second time I mark it, and the third time I read comprehensively, with an eye to the grade it has earned. This process requires time, so this deadline must be observed.
    - Your portfolio must also be e-mailed to me at [cbutcher\(at\)shorter.edu](mailto:cbutcher@shorter.edu).
- There may be other assignments and/or tests as needed. These will usually be writing and/or editing assignments, of course, but they may also be outright tests asking you questions about the material we have covered.
- Extra credit is also available in the following form, throughout the entire semester. Bring in some fine nonfiction to share with the class. Let the sample be short. Don't bore us by going overlong. I will gently but firmly stop long-winded



presentations, always. Learn the discipline of speaking with style and concision. Remember that one double-spaced typed page takes two minutes to read. Do a test run at home to see how long your extra credit “presentation” is. Read your nonfiction “find” to us, tell us who the author is, and then analyze why the piece works. What makes it beautiful? Why did it engage you? Let both the reading and your analysis of it hit about five minutes. Be cogent, short and to the point. For each of these, you might earn a possible ten extra points on your final portfolio grade. These can be done at any time.

- Note: Yes, extra credit will also be available during the semester, but it won’t rescue a grade riddled with zeroes, so count on doing your best and doing it all and learning even more through extra credit exercises that may arise.

### **HELPFUL HINTS:**

Reading excellent writing is the best way to learn to write well. Professional sluggers have innate talent, yes, but they also spent a lot of time watching baseball games growing up. Reading fine literature is one way to “practice” writing. Ask any Hank Aaron. Read. Read the backs of cereal packages, read the newspaper in print and online (I especially recommend *The New York Times* online), read your textbooks, read novels, read the instructions that come with the iron you just bought, and read your e-mails. Read. Read every two seconds you have free. It works wonders. Also, you have to revise a lot. Those lonely, disciplined hours pay off in the World Series. Batting practice and revision are quite similar. Practicing in the batter’s cage can lead to home runs just as revision can lead to wonderfully written essays. Concert pianists know this to be true, too. Hours spent alone with that black Steinway lead to stunning, musical concerts in front of hundreds or even millions.

- Remember that when you write, God is in the details.
- Remember this axiom above all: Good writing is not written—it’s rewritten.
- Proofread. Use both spell-check on your computer and your wonderful naked eye.
- Do your work daily. Don’t let yourself get behind. Manage your time so it doesn’t manage you. Rewriting is never easy. It takes time and patience, like fishing.
- You’re bright and diligent. Sometimes writing makes a person feel stupid because it’s hard work and challenges your very soul. Rise to the challenge. Embrace the doubts that are a necessary part of the process. Tell yourself, “I’m not stupid. I’m in the process of writing well.” I know this from experience!
- Consider Advanced Comp an opportunity to learn to express yourself cogently.
- If you can, use one word instead of three. Eschew wordiness. Yes, I repeat myself.

Go to [www.carmenbutcher.com](http://www.carmenbutcher.com), click on “Handouts,” and download all of the helpful handouts on writing made available there by Dr. Butcher. Study these! Ask questions!

### **ACADEMIC RESOURCES CENTER (ARC):**

If a student scores below a C on a test, homework assignment, or quiz, the student is required to go to the ARC sessions for tutoring until the next assignment or test. If the grade improves, the student does not have to attend ARC. ARC is free to all students who need some extra help in any academic subject, and the schedule with the tutor’s name(s) will be printed in the *Hawkeyes*. Go to <http://www.shorter.edu/> and click on the icon “ACADEMIC SERVICES” in the bottom right-hand corner of the web page. Many student support services are available, such as the excellent writing center, helpful GRAB tutoring, and much more!

## **CELL PHONES:**

No cell phones or blackberries are allowed in the classroom unless they are in silent mode or off. Any student checking IM or other text messages or using any technology during classtime will be asked to leave that hardware at home. Thanks!

## **STUDENT BEHAVIOR:**

Students are expected to conduct themselves in a professional manner. Should a student's behavior become disruptive to the class and the learning process, the professor has the right to ask the student to leave or to drop the student from the class. Students will be treated with respect and kindness. This course is a learning community; people who make it impossible for others to learn will not be welcome members of that community. This professor especially finds it rude if students are talking when she begins to call roll, if students talk while another student is making a point in class, or if the professor is talking. Be polite. Do not bring any kind of food or drink to class. Do not bring your cell phone to class, except on silent. If you bring your computer to class, don't use it to Facebook, IM, or play solitaire. Turn your brain on.

## **SARTORIAL EXPECTATIONS:**

While professional dress is not required, students are expected to wear clothing that is appropriate.

## **ACADEMIC INTEGRITY POLICY:**

Shorter College considers the principle of academic integrity to be essential to the functioning of the educational programs of the college. Violations of academic integrity are serious offenses, infractions which may carry academic as well as disciplinary consequences. It is your responsibility to be thoroughly familiar with the complete Academic Integrity Policy. For your ease of reference, this information can be found at your professor's website, [www.carmenbutcher.com](http://www.carmenbutcher.com), under "Handouts," classified alphabetically under "Honesty."

Academic dishonesty may take numerous forms, some of which are outlined below.

### **CHEATING ON TESTS/QUIZZES**

1. Copying answers from another student's test/quiz.
2. Permitting someone else to copy answers from one's own test/quiz.
3. Using books, class notes, or any other means or devices to obtain answers.
4. Preparing answers/essays in advance and submitting these rather than work completed during the test/quiz time.
5. Taking an exam or quiz for someone else or permitting someone else to be tested on one's behalf.

### **CHEATING ON ASSIGNMENTS**

1. Inventing data, materials, or sources for assignments.

2. Submitting another person's work as if it were one's own, including take-home assignments, tests, research papers, etc.
3. Falsely claiming to have completed a clinical, internship, or field experience.
4. Failing to do one's agreed-upon share or work in group projects.

## PLAGIARISM

1. Copying words, phrases, sentences, or passages from a text (such as a book, magazine, newspaper, pamphlet, internet site, or work prepared by anyone other than the one who submits the paper) without indicating the source of those words, sentences, or passages using the method required by the instructor.
2. Using quotations without copying them exactly or failing to punctuate them correctly with quotation marks and internal punctuation in the text itself.
3. Paraphrasing or summarizing another writer's ideas, even if one does not quote the writer directly, without giving credit to the writer.
4. Failing to give adequate bibliographical information to the reader who may need to refer to the source the writer of the paper has used (for example, page numbers).
5. Using charts, graphs, tables, or other printed or visual aids without giving credit to the source.
6. Citing information not taken from the source indicated.
7. Inventing information or sources.

## ACTIONS AND PENALTIES

Because breaches of academic integrity vary in degree and seriousness, actions taken against violations begin with the individual instructor.

### PROCEDURE ONE

When an instructor discovers a violation of academic integrity but is not convinced that the violation was an intentional act of deception, the instructor will meet with the student within ten days to discuss the violation and the action that will be taken. Possible actions that can be taken include, but are not limited to, the following:

1. A lower letter grade on the exam, paper, project, etc.
2. A grade of "F" or "zero" on the exam, paper, project, etc.
3. A lower letter grade for the course.

The instructor will submit to the student, the Department Chair, the appropriate School Dean, and the Provost, in writing, a description of the violation and the action to be taken. All relevant documents will be included. If all parties are satisfied with the outcome, the process ends here.

### PROCEDURE TWO

When an instructor believes that a student committed an intentional act of academic dishonesty, the instructor should encourage the student to self-report to the Honor Council. If the student fails to self-report, then the instructor should submit the following

signed and dated statement to the President of the Honor Council and the procedures as stipulated in the Honor Code of the college should follow.

*Statement: Although I provided written guidelines and oral instruction in ways to avoid academic dishonesty, I believe that (Name of student) willfully committed an act of academic dishonesty with the intent to deceive.*

*Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

Note: If a student is disciplined for academic dishonesty, a record of the offense shall be included in his or her academic file. The record will be expunged from the file following graduation.

## **HONOR CODE—ADOPTED BY SHORTER COLLEGE FACULTY, APRIL 2005**

“On my honor, I will abstain from all deceit. I will neither give, receive, nor use any unauthorized aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community, and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the College.”

All academic work at Shorter College is governed by the Shorter College Honor System. Quizzes, tests, examinations, projects, and papers to be graded must be accompanied by the pledge:

“On my honor, I pledge that I have neither given, received, nor used any unauthorized aid on this assignment.”

For further explanation of the Shorter College Honor Code, see pages 34-43 of the 2006-2007 *Catalog*. I will ask you to write down and sign the following pledge—“On my honor, I pledge that I have neither given nor received any unauthorized aid on this assignment”—for all writing assignments and any and all exams.

**Note:** I reserve the right to amend or modify anything on this statement by means of future handouts.

### **STUDENT OUTCOMES:**

- Students will practice writing clear, concise, and effective nonfiction, and they will also practice editing their own work and that of their peers. (Educational Principle III, D1, TPP I-1, 4, 5, 6)
- Students will write and revise nonfiction compositions using standard grammar, punctuation, and diction. (Educational Principle III, D1, TPP I-1, 4, 5, 6 and TPP IV-6)
- Students will develop critical thinking skills by reading sample classic works of nonfiction and analyzing them for their respective rhetorical devices. (Educational Principles I and II, D2 and D3, TPP I-1, 3, 4, 5, 6)
- Students will learn to write nonfiction with an eye to practicality, to publishing, and to truly holding the interest of their reader with Aristotelian principles of rhetoric. (Educational Principle III, D1, TPP I-1, 3, 4, 5, 6)
- Students will learn to integrate their knowledge of writing with their knowledge of other subject areas. (Educational Principle IV, D1 and D3, TPP I-2, 4, 6).