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World Literature I

Marta Moore

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COURSE SYLLABUS: WORLD LITERATURE I

COURSE INFORMATION

Course Number: ENGL 2332

Course Title: World Literature I

Course Description: This course introduces the student to a multiplicity of literary histories beginning with the classical Greek period through the seventeenth century with an emphasis in written analysis. Students will read representative selections, analyze, and discuss philosophies, societal mores, social milieus, and social concerns.

Course Credit Hours:
Lecture Hours: 3

Prerequisite: English 1302

Student Learning Outcomes:

1. Demonstrate awareness and understanding of the scope and variety of works or genres from each literary period.
2. Demonstrate an understanding of literature as expressions of individual and human values within the social, political, cultural, and religious overtones of each literary period.
3. Demonstrate critical thinking skills in oral and written discussion and argumentative analysis.
4. Demonstrate an understanding of correct MLA documentation conventions.
5. Show that the student can relate literature to his/her own experiences.

Withdrawal Policy: Last day to withdraw is March 22.

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, or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

6.24 Repeating Courses

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Student Handbook, p. 69

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Marta Moore
Office Number: BB-214, SCC
Office Hours: TR 1:15-4:15 p.m.
Phone Number: 972-881-5821
Email: mmoore@collin.edu
Course website: <http://iws.collin.edu/mmoore>

Class Information:
Section Number: S01
Meeting Times: TR 8:30-9:45 a.m.
Meeting Location: BB-231

Course Resources:

Required:

Baines, John, et. al. *The Norton Anthology of World Literature*. Vols. A,B,C, 4th edition.
ISBN: 978-0-393-60281-4

Recommended:

MLA Handbook for Writers of Research Papers, 8th edition.
Hult, Christine, and Thomas Huckin. *The Brief New Century Handbook*
Harmon, William, and Hugh Holman. *A Handbook to Literature*. 12th edition, New York: Prentice Hall, 2008.

Recommended:

Grande, Reyna. *The Distance Between Us*

- You should plan to purchase your textbook online or in the new **Barnes and Noble Bookstore** on campus right away because I make reading assignments at the beginning of the semester. Barnes and Noble will match some prices. (I have also reserved a copy at the Spring Creek library.)

Supplies: Blue books for exams.

Important Note:

A student may repeat this course only once after receiving a grade, including W. **If you find that the course is not right for you, please drop before the census date.** Doing so will ensure that you are not penalized in regard to the repeat policy or the State mandate that denies your attendance at a state university after six W's on your transcript. If you withdraw from the course after the census date, a grade of W will be posted to your transcript and count as one attempt toward the repeat policy. Final drop date is March 22.

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

Paper format. All formal papers must be typed, double spaced, with an MLA-format heading. Use 10- or 12-point type. It is your responsibility to keep back-ups of computer files.

COURSE REQUIREMENTS:

Throughout the course of the semester, you will be required to complete three essays: Two in-class analytical essays and one research essay. You are required to take a midterm exam

10%	—Essay #1: Analysis (written in class)
20%	—Essay #2: Midterm exam (written in class)
10%	—Essay #3: Analysis (written in class)
20%	—Essay #4: Research (written outside class) + Oral report

The research essay is due 5/2 (8-10 pages, typed, double spaced)

This segment consists of two parts: one written and one oral: The research paper will include 5 secondary sources (literary criticism from the textbook, or a website, or any other periodical, magazine, or book) works cited, and **MLA-style documentation**. You can choose a topic relating to any of the assigned readings, authors, or the time period that we have covered. I will help you find a topic. The oral presentation of your research paper must be at least 10 minutes long.

Final Exam (20%) consists of two parts:

- 1. Online Grammar and Punctuation Exam***
- 2. In-class essay and quiz***

Bring a bluebook on the day of the final exam. You *must* take the exam in class on the date assigned to your class period (see schedule). ***This exam cannot be made up. If you do not take it at the appointed time, you will forfeit 20% of your course grade.***

Daily quizzes over readings

Primary material (literature) and secondary materials (introductions, biographies)

“Quick Writing”

Throughout the semester, you will do “Quick Writings” (in class) of one page on readings assigned for the day. These writings will ask for a thoughtful response to one or two of the readings and will take about 10 minutes to write. I will give you prompts.

Discussion Posts in Canvas:

Students will participate in exploration of topics posted in **Discussions**. You will need to consult the **Course Calendar** to find the **reading assignments** that will be related to the questions posted for discussion

NOTE: IN ORDER TO RECEIVE CREDIT FOR DISCUSSION RESPONSES, YOU MUST COMPLETE THEM BEFORE THE DUE DATE

The due dates for discussion posts are the same as the due dates for concurrent essay assignments.

You must respond to **ALL five ASSIGNMENTS POSTED FOR DISCUSSION** and **respond to at least one student post per assignment** (that means you will have at least two entries per assignment) to earn full credit for discussions. You do not need to respond to the introduction. The length of each discussion post may vary, and you should be attentive to instructions for each discussion. Unless otherwise instructed, **each post should be presented in a paragraph of at least 100 words.**

Discussion 1: Introduce Yourself

Discussion 2: Women in the *Epic of Gilgamesh*

Discussion 3: Literature and Politics

Discussion 4: Literature and Religion

Discussion 5: Encounter with the Unknown

In-class Multimedia Presentations

A group presentation will also count as part of your final grade. During the first week of class, I will give you a **list of topics**, and you and your classmates will sign up for the date and topic that you want to present. **Each student** will give a presentation on an assigned reading or author. I will provide a list of authors and topics to choose from.

The requirements for the presentations are as follows:

1. **Each student** must provide a handout to the class highlighting the main points of his/her presentation;
2. Each presentation must be ten to twenty minutes long;
3. **Each student** must use at least two sources for this presentation (not including the textbook);
4. **Each student** must show 5 PowerPoint slides; email me the PowerPoint slides on the day of your presentation.
5. It must be obvious that you and all of your group members have done an equal share of the work, and everyone must talk at some point during the presentation;
6. **Each student must turn in to Canvas a written summary of his/her presentation (3-5 pages, double spaced). Please turn in to me a receipt and hard copy of your presentation.**
7. **Your presentation may include photographs, paintings, film clips, YouTube videos, TED Talks, diagrams, screen captures from Web sites, literary quotations, dictionary entries, timelines, captions, and tweets etc.**

Response Journals

You are expected to keep a journal throughout the semester, responding to the assigned readings. **In other words, after each reading assignment, you will write a response journal regarding some aspect of the reading.** I will assign specific topics during class for students to explore. We will use these response journals to prompt class discussion. **Journal writing, consequently, will occur both in as well as out of class.** No research is necessary—and there are no ‘right’ or ‘wrong’ responses. **The journals are graded on a credit/no credit basis.** Each journal entry must be at least one page in length and typed, double spaced, 12 point Times New Roman font. **A minimum of 10 pages is required by the end of the semester.**

All journal entries are due on May 9.

As an alternative to journals, or for extra credit you can engage in Service-Learning:
Define the learning outcome
Define the problem/need
Research the problem/need
Identify main issues
Establish Community Partner
Establish Goals for the Project

GRAMMAR EXERCISES:

For exercises that will help you learn grammar and punctuation read the assigned chapters in the **Brief New Century Handbook**, and visit the following Web link:

<http://owl.english.purdue.edu/owl/>

- Once there, click on “General Writing.”
- In that category, you will find “Mechanics,” “Grammar,” and “Punctuation.”
- Review areas of difficulty for you. Explore that site.
- You must refine your mechanics, grammar and punctuation skills for your papers.
- Each essay assignment will test your growing knowledge of grammar and punctuation,
- For more information on grammar assignments, consult the Grammar Web links. You do not have to submit the exercises to me, but you will have to take the FINAL EXAM and apply the concepts assigned in the lab component throughout the semester. Grading will be comprehensive on the **final exam essay**. I will grade your paper according to what you have learned on the Grammar Assignments.

GRADING STANDARDS: Assignments will be evaluated using the grading standards for composition courses described under “Grading Standards for Courses in Rhetoric.”

Canvas

All **essays must** be turned in to **Canvas** to ensure they are plagiarism free. You also **must** turn in a **hard copy and a receipt**. Assignments are due to me. Please do not drop off assignments in the Division Office.

I will not grade essays that have not been submitted to **Canvas**, nor will I grade essays without a hard copy.

I will post grades on Canvas

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

For technical support with computer problems, ask for help through the Help Desk at 972-377-1777.

If you need assistance with Canvas, contact the **Distance Learning Hotline** at 972-881-5870.

You must create your own user profile

Please do not drop off your essays in the Division Office.

Class name is English 2332.S01

Class participation: Successful class participation includes completing all assigned readings and homework assignments before coming to class, bringing textbooks to every class meeting, taking notes, asking relevant questions, and engaging in class discussions. You must arrive on time and should not leave before the scheduled class time has ended. Silence all electronic devices and refrain from calling or texting during class.

Late Work and Make-up Work: Being absent does not excuse you from turning in any assignment on time, and more than three absences will jeopardize your grade for daily work. Assignments and papers are due at the beginning of class on the specified day, and late work will be accepted only with the prior permission of the instructor and only for partial credit. In general, homework, class work, and quizzes may not be submitted late. Therefore, failure to turn in assignments on the due dates or to take quizzes will lower your daily grade. Quizzes are usually given during the first ten minutes of class. **A late essay will lose one letter grade. No late work will be taken a week after the due date.**

For each extra credit assignment completed two points will be added to your participation grade.

Scholastic Dishonesty: From the Collin College Student Code of Conduct 7-2.3

The College District 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 as 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, and/or falsifying academic records.

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, illicitly obtaining 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 aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, faculty are requested to delay posting a grade, for the academic work in question, until the Dean of Students Office renders an administrative decision in the case. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The professor will determine the appropriate academic penalty.

Civility in the Classroom: You must treat your fellow students and me with respect at all times. If your behavior in class is disruptive, I will ask you to leave and report your behavior to the Dean of Students.

Writing Center: The Writing Center offers in person and online writing assistance and other resources. You should visit the Writing Center at least once this semester, and I may request that you visit the Writing Center for help with specific writing concerns. The Writing Center also hosts several free workshops each semester.

Conferences with Writing Center (optional): Students who wish individual tutoring are encouraged to make an appointment with one of the Collin Writing Centers.

Writing Center conferences with a writing professional may be held at a campus close to you in Frisco (Preston Ridge Campus), McKinney (Central Park Campus), or Plano (Spring Creek Campus). Locations and phone numbers of the various Writing Centers can be found online at www.collin.edu/writingcenter/. The Writing Center will send me a report of your visits

OWL: Online Writing Lab. A Writing Center professional will also review and offer helpful comments on drafts of essays in progress for students who click “Online Review” on the Writing Center web site. Your grade on the writing assignment will likely improve because of the comments and suggestions that you receive.

Writing Workshops: Several Writing Workshops will be held each semester to address specific areas of the writing and research process.

These workshops address topics such as sentence structure, MLA documentation, writing a literary analysis, essay organization, ESL issues, how to spot and correct common writing errors, etc. If you attend a workshop, please let me know.

- **Tutoring services are also available to students free of charge.** Students must submit a tutor request form available on Collin’s website.
- In addition to *The Brief New Century Handbook*, help may be found at the following websites:
<http://webster.comnet.edu/grammar/>
<http://www.wmiCh.edu/english/tchg/lit/adv/lit.papers.html>

Personal Support: Counseling Services supports and assists enrolled students who have personal issues that impact their college experience. Individual appointments with Licensed Professional Counselors may be scheduled by contacting our office by phone or email. Sessions are confidential and at no cost to students. Counseling Services does accept walk-in's during regular business hours. Evening appointments may be scheduled based on counselor availability. For more information, visit <http://www.collin.edu/studentresources/counseling/index.html> or call 972-881-5126.

Withdrawal. If you are unable to complete this course, it is your responsibility to withdraw from it. Failure to do so will result in a performance grade of *F*. ***The last day to withdraw from this course with a W is Friday, March 22.***

Notes:

The new location of the ACCESS office is in D-140.

Make sure you register with CougarAlert.

Disclaimer: The contents of this syllabus are subject to change during the semester. You will be notified in class of any changes.

Class Schedule
(Subject to change at the discretion of the professor)

Average reading for class will be approximately 20-30 pages. You are responsible for coming to class prepared to discuss the readings and to ask questions about readings. Unless otherwise noted, all reading assignments are for *The Norton Anthology of World Literature I (Vols. A, B, C)*

WEEK ONE: CULTURAL EXCHANGE

1/22 Introduction to class
Discussion of presentations

1/24 “Ancient Mediterranean and Near Eastern Literature” (3-21) and “Creation and the Cosmos” (21-23)
The Epic of Gilgamesh (89-145)

WEEK TWO: QUEST FOR IMMORTALITY

1/29 Finish *Gilgamesh*
Journal #1

1/31 Selections from *the Hebrew Bible* (145-187)
DUE TO CANVAS BY 11:30 PM: DISCUSSION #1: INTRODUCE YOURSELF

WEEK THREE: UNCOVERING THE TRUTH

2/5 “Ancient Athenian Drama” (624-630)
Sophocles’ *Oedipus the King* (681-725)

2/7 *Oedipus*
Presentation#1: Greek Politics and Government

WEEK FOUR: INSIDER VS. OUTSIDER

2/12 *Oedipus*
Journal #2
Presentation#2: Aristotle’s From *Poetics* (Vol. A, 1102-1106)

2/14 Euripides’ *Medea* (783-823)
Journal #3
Presentation#3: Sappho of Lesbos and its Relevance Today (Vol. A, 613-623)

WEEK FIVE: ANALYTICAL ESSAY #1

2/19 *Medea*
Presentation#4: Why has Confucius’s vision been extraordinarily influential over the past two and a half millennia? (1326-1340)

2/21 #1 In-class Analytical Essay. Turn in Essay to Canvas and print receipt.
DUE TO CANVAS BY 11:30 PM: DISCUSSION #2: WOMEN IN THE *EPIC OF GILGAMESH*

WEEK SIX: ANCIENT KARMA

2/26 “India’s Ancient Epics and Tales” (1113-1122)

The Jataka (1294-1304)

Ramayana of Valmiki (1122-1185)

Journal #4

Presentation#5: Classical Tamil Lyric and Contemporary Love Poetry (Vol. B, 969-981)

2/28 Attend Texas Center for Working-Class Studies Conference, Plano Campus. Class meets in Conference Center.

Ramayana of Valmiki (1122-1185)

WEEK SEVEN: IMPERIAL ROME

3/5 Finish *Ramayana*

Journal #5

Presentation#6: Mahatma Ghandi and *Ramayana*

Presentation#7: Women in India

3/7 “Travel and Conquest” (871-873)

Ovid’s *Metamorphoses* (1026-1063)

Read *Creation, Apollo and Daphne, Io and Jove, Europa and Jove, Iphis and Isis, Pygmalion.*

Journal #6

Presentation#8 Buddhism and Pema Chodron

Spring Break

WEEK EIGHT: MIDTERM

3/19 Midterm Exam

DUE TO CANVAS BY 11:30 PM: DISCUSSION# 3: LITERATURE AND POLITICS

3/21 “Circling the Mediterranean: Europe and the Islamic World” (Vol. B, 3-18)

The Christian Bible: The New Testament (18-34)

Presentation#9: Corruption of the Roman Empire: Petronius’ *The Satyricon*

WEEK NINE: THE FIRST AUTOBIOGRAPHY

3/26 Augustine’s *Confessions* (45-57)

Journal #7

Presentation#10: Christianity in Rome

3/28

Augustine’s *Confessions* (58-71)

WEEK TEN: SUBMISSION TO THE DIVINE WILL

4/2 *The Qur'an* (73-118)

Journal #8

Presentation#11: Abolqasem Ferdowsi, From *Shahnameh* (195-218)

Presentation#12: Women in the Qur'an

4/4 *The Thousand and One Nights* (597-708)

Journal #9

WEEK ELEVEN: ISLAMIC LITERARY TRADITIONS

4/9 *The Thousand and One Nights*—**Library visit: how to do research**

Class meets in L-110

4/11 Jaloddin Rumi (381-387)

Journal #10

Presentation#13: Sufism: Rumi and Mafhouz

WEEK TWELVE: ANALYTICAL ESSAY #2

4/16 #2 In-class Analytical Essay. Turn in Essay to Canvas and print receipt.

DUE TO CANVAS BY 11:30 PM: DISCUSSION #4: LITERATURE AND RELIGION

4/18 “Humanism and the Rediscovery of the Classical Past” (Vol. C, 121-123)

Michel De Montaigne’s *Essays* (318-356)

Extra credit: Francis Petrarch (151-158)

WEEK THIRTEEN: THE WORLD “OUT OF JOINT”

4/23 Attend Undergraduate Interdisciplinary Student Research Conference, Plano Campus Class meets in Conference Center Michel de Montaigne’s *Essays* and Shakespeare’s *Hamlet* (651-655)

4/25 Shakespeare’s *Hamlet*

Presentation#14: Globe Theatre

WEEK FOURTEEN: RESEARCH ESSAY

4/30 Shakespeare’s *Hamlet*

Presentation#15: The Treatment of Women in *Hamlet*.

Peer review of research essay

5/2 Research essay is due. Turn in your essay to Canvas and print out a receipt and a paper copy.

Presentations of Research essays

DUE TO CANVAS BY 11:30 PM: DISCUSSION #5: ENCOUNTER WITH THE UNKNOWN

WEEK FIFTEEN: MULTIMEDIA PRESENTATIONS

5/7 Presentations of research essays

5/9 Presentations of research essays. Journals due.

WEEK SIXTEEN: FINAL EXAM

Final Exam Week:

English 2332. S01 May16, Thursday 8:30 a.m.

Grammar and Punctuation Exam is available online in Canvas 5/9-5/16, until 11:30 pm

IMPORTANT: The following grammar and punctuation assignments give you a large number of sites that will help you prepare for your essays. Learn as you go by visiting them daily (if possible). Egregious punctuation and grammar errors can lower your paper grades by as much as a full letter grade (see your [Syllabus for the Grading Standards](#) and the example of my essay evaluation process). Do not be discouraged by the number of sites, however. You can work on the issues shown on the sites throughout the semester. Return as often as necessary to learn the information. **WORK ON YOUR LABS THROUGHOUT THE SEMESTER.**

Grammar and Punctuation Assignment: (use the sites throughout the semester):

- Review **comma usage**. Check out the following web link to study **end punctuation, the semicolon, colon, apostrophe, quotation marks, and italics/ underlining**: http://grammar.ccc.commnet.edu/grammar/quiz_list.htm (excellent illustrated guide and quizzes that you should use throughout the semester). Each section offers excellent web links for exercises and quizzes.
- Review “**Clarity & Conciseness**.” Click on <http://writing.wisc.edu/Handbook/ClearConciseSentences.html> for a helpful guide to concise writing. **ONE OF THE BEST SITES FOR IMPROVING YOUR WRITING.**
- For **non-sexist language**, study this site: <http://owl.english.purdue.edu/owl/resource/608/05/>
- Review “**Misplaced Modifiers**” and “**Faulty Shifts**.” Check out the Web link and <http://grammar.ccc.commnet.edu/grammar/quizzes/niu/niu9.htm> for information on misplaced and dangling modifiers. And for "Faulty Shifts" click here: <http://www.towson.edu/ows/shifts.htm>. **Learn the information on faulty shifts well!**
- Also click on <https://owl.english.purdue.edu/owl/resource/601/04/> Learn how to avoid **inappropriate shifts of verb tense**. To get to the exercises, scroll down to the bottom of the index at the left of your screen. You'll find the OWL exercises there. Select the category you need.
- **I REPEAT: Study all assignments to learn punctuation and grammar rules for writing your essays. It will also prepare you for the final exam. IN PARTICULAR, SPEND TIME ON THE NOTORIOUS CONFUSABLES BY CLICKING ON ALL CHOICES OF WORDS. Here is quick access to that site:** <http://grammar.ccc.commet.edu/grammar/notorious.htm>

You are responsible for all information in all of these assignments by the end of the semester. **MAKE A HABIT OF STUDYING THE SITES DAILY, IF POSSIBLE. Your papers will reflect your understanding gained in these assignments.**

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 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: Collin 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:

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 plagiarism to the Dean of Students.

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

I have carefully read through the course syllabus and understand what is required of me.

I have also 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)