



COURSE SYLLABUS
Spring SEMESTER 2011

Course and Prefix Number: COM 231 102 (NCIH & Web Assisted)
Course Title: Public Speaking
Class: 3 **Lab:** 0
Shop Clinical/Internship: 0 **Semester Credit Hours:** 3

COLLEGE MISSION STATEMENT:

HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.

INSTRUCTOR: S. Askew

OFFICE NUMBER(S): 112A

OFFICE HOURS: (TBA)

OFFICE PHONE: 252-536-6384

E-MAIL ADDRESS: askews@halifaxcc.edu **NOTE: Please send all emails to this address as Blackboard only sends to the g-mail address which is a secondary email address that I do not check daily. I will respond to email as soon as possible. Due to the number of students and duties, I may not be able to respond emails within 12 hours. Note, I do not guarantee to respond to email after evening hours or over the week-end. If you need immediate assistance, please send email before 5:00 pm and I will respond as soon as possible.**

INCLEMENT WEATHER: (252) 536-6351

ACADEMIC & STUDENT SERVICES INFO: <http://www.halifaxcc.edu> (Link=Catalog)

CLASS SECTION NUMBER: 102

CLASS MEETING DAYS & TIMES (if applicable): TTh 9:30-10:50 Rm. 143

COURSE DESCRIPTION:

The course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).

PREREQUISITES: None

COREQUISITES: None

HCC POLICY NOTE:

Students must notify the instructor and withdraw from the class if they do not have credit for the prerequisite course(s) listed above or if they are no longer enrolled in the co-requisite class.

TEXTBOOK(S), MATERIALS, AND WEB-ASSISTED RESOURCES:

Required: Text: [Invitation to Public Speaking](#). Third Edition.

Author: Cindy Griffin

Publisher: Thomson-Wadsworth

ISBN: 0-495-00655-6

Copyright: 2006

Web resources: www.wadsworth.com www.thomson.com/learning

STUDENT LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

- Prepare and deliver well-organized speeches
- Develop, improve and value his/her personal speaking and listening skills and
- Understand and develop appropriate usage of both verbal and nonverbal communication skills
- Utilize and integrate gained knowledge to enhance communication and relationships
- Develop skills in finding speech material
- Develop clear statements of purpose for his/her speech
- Develop thesis statements for speeches
- Identify strategies for adapting to audience expectations
- Understand the importance of gathering supporting materials from the internet, the library and personal interviews
- Explain the differences between spoken and written language
- Evaluate other speakers
- Participate in group discussions
- Deliver speeches for various types of situations and audiences
(GENERAL EDUCATION COURSE COMPETENCY).

COURSE EVALUATION CRITERIA:

There will be at least four major speeches that will be used as tests for the course and at least two written tests from materials covered in text or in class. Students are required to read each chapter by the assigned dates and to summarize each chapter and respond to the chapter review questions in a notebook that will be reviewed by instructor. Twenty chapters will be included with each chapter credited at five points.

Please be patient with the grading process. I will work diligently to have grades posted as soon as possible but in particular, prior to the due date of the next assignment. Because of the number of students having to deliver speeches, it is not possible to give speeches back the same week of delivery. I do not pass speeches back until class has presented as a whole. If you know that you have completed an assignment and did not receive a grade, please see me.

EVALUATION SCALE:

- 93-100 (A)
- 85-92 (B)
- 77-84 (C)
- 70-76 (D)
- 69 & below (F)

EVALUATION POLICIES:

ATTENDANCE:

Students will be withdrawn from the course by the instructor after five (5) consecutive days of absences, Two (2) missed assignments or a total of ten (10) days of absences. It is the student's responsibility to inform the instructor of any anticipated absences. If you decide that you cannot complete this course, it is recommended that you comply with the steps for withdrawal outlined below for otherwise it may affect one's academic and or financial aid assistance. Students who miss class on assigned assignment dates will not be allowed to make up that assignment unless an unforeseen emergency. Three tardies will account for an absence.

WITHDRAWING FROM THE CLASS:

Per HCC's Attendance Policy 506.00, students may withdraw from a course by completing a Drop/Add form and submitting it to their instructor, advisor, or Dean of Curriculum Programs. Students who do not submit the appropriate forms for withdrawal or attend classes within the guidelines outlined in this policy may have adverse transactions occur on their record, which may include removal from the course, or a grade of W, WF, or F in the course. Students who are withdrawn from all courses may further have adverse transactions occur with their financial aid status including owing a repayment of disbursed financial aid funds.

ACADEMIC INTEGRITY:

Plagiarism and cheating will not be tolerated. Halifax Community College is responsible as an accredited institution for guaranteeing academic integrity. Cheating and plagiarism destroy academic integrity.

Cheating is the intent to deceive the instructor in his or her effort to evaluate fairly an academic assignment. Cheating includes copying another student's homework, class work, or project (partly or entirely) and submitting it as his or her own; giving, receiving, offering, and/or soliciting information on a quiz, test, or exam; or plagiarism.

Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the essay or any written work of another student. Plagiarism occurs when a student uses direct quotations without proper credit and proper punctuation and when a student uses the ideas of another without giving proper credit.

PLEASE SEE ATTACHED DOCUMENT, LBJ WRITING CENTER. THIS BOOKLET IS ALSO ATTACHED IN BLACKBOARD Under Course Documents.

STUDENT RESPONSIBILITIES:

Campus Safety & Security

Safety drills will be conducted periodically. An announcement will be made using the speakers in hallways and classrooms. Please follow instructions carefully. You will be required to view a training video online and to take a short quiz to be sure you fully understand your responsibilities during an emergency on campus.

ID Badges

Students must wear their ID badges on campus.

Drugs, Alcohol, and Firearms

All state and federal laws apply on the HCC campus regarding the use, possession, sale, etc., of drugs, alcohol, or firearms. These items are not allowed on the campus or instructional sites of HCC. This includes cooperative work sites and clinical lab sites. If a student disrupts the educational process and is thought to be under the influence of drugs or alcohol, campus Security will be notified.

Use of College Computers

Use of HCC computers in classrooms or computer labs (with the exception of the ERC) is limited to use of software and Internet sites determined by the instructor to be appropriate. Accessing any website or using any software not authorized by the instructor is prohibited and will result in dismissal, referral to the Dean of Student Services, or both.

Children

HCC students are not permitted to bring children in classrooms while classes are in session. Please see the HCC Catalog for details.

Student Conduct

Students are expected to maintain student conduct consistent with Policy 510. These responsibilities include academic performance and social behavior consistent with the mission of the College.

Cell Phones

Cells phones are prohibited in this class and the utilization of cell phones could give grounds for being dropped from the course.

Dress Code

This is a public speaking course. Please do not wear pajamas, slouching or sagging pants or bedroom shoes to class or you will be asked to leave and to return the next session properly dressed.

Students with Disabilities

Halifax Community College is committed to providing equal educational opportunities for students with documented disabilities. Any student who thinks he or she will need academic accommodations is encouraged to speak with a Disability Services Counselor. The Counseling Center is located in Building 300, Suite 323. The hours of operation are: M-Th, 7:30 am - 6:30 pm, and Fridays 8:00 am - 5:00 pm. Counselors can be reached at 252.536.7207 or 252.536.7207. Accommodations are not retrospective; they begin at the time the student provides the appropriate documentation to the instructor, and, must be updated each semester

CAMPUS RESOURCES:

NOTE: Links to instructional services can be found at <http://www.halifaxcc.edu>.

Library (LRC): 200 Building

8:00 a.m. – 9:30 p.m. (Monday – Thursday); 8:00 a.m. – 4:00 p.m. (Friday)

Electronic Resources Center (ERC): Library (200) Building

8:00 a.m. – 9:30 p.m. (Monday – Thursday); 8:00 a.m. -- 4:00 p.m. (Friday)

Learning Assistance Center (LAC): 200 Building

8:00 a.m. – 9:00 p.m. (Monday – Thursday); 8:00 a.m. – 4 p.m. (Friday)

Student Support Center/TRIO (Offers tutoring in basic academic skills for qualifying students):
300 Building

Distance Learning: 200 Building; <http://www.halifaxcc.edu/online/>

Beth Gray-Robertson, Director of Distance Learning, robertsonb@halifaxcc.edu

COURSE SCHEDULE:

COURSE TOPICS AND/OR OUTLINE:

Why Speak in Public?

Entering the Public Dialogue with Confidence: Your First Speech

Effective Listening

Developing Your Speech Topic and Purpose

Your Audience and Speaking Environment

Gathering Supporting Materials

Developing and Supporting your Ideas

Reasoning

Organizing Your Speech

Introductions and Conclusions

Outlining Your Speech

Language

Delivering Your Speech

Visual Aids

Informative Speaking

Persuasive Speaking

Persuasion and Reasoning

Speaking on Special Occasions

Small Group Speaking

TENTATIVE COURSE SCHEDULE: (All research speeches/papers will require using Chicago formatting style. Please refer to the web assisted page listed in blackboard for the booklet entitled, "What is Plagiarism?" by LBJ Graduate Writing Center. The booklet is also listed at the end of this syllabus, but the print might be too small).

Week One- Introduction to Course and Ice Breaker

Week Two – Read and be prepared to discussion Chapters One and Two and answer review questions in notebook.

Week Three: Read and be prepared to discuss chapters 3-5 and answer review questions in notebook.

Week Four: First Speech will be due for this week.

Week Five: Read and be prepared to discuss chapters 6-7 and answer review questions in notebook.

Week Six: Be prepared for a quiz on chapters 1-7 for Monday. Read and be prepared to discuss chapters 8-9 and answer review questions in notebook.

Week Seven: Have News Article prepared to discuss/present to class for Monday. Read and be prepared to discuss chapters 10-11 and answer review questions in notebook.

Week Eight: Read and be prepared to discuss chapters 12-13 and answer review questions in notebook. Will also view and critique informative speeches on video.

Week Nine: View student informative speeches and take notes. Inform Speech will be due.

Week Ten : LAC for electronic resources workshop and Powerpoint workshop.

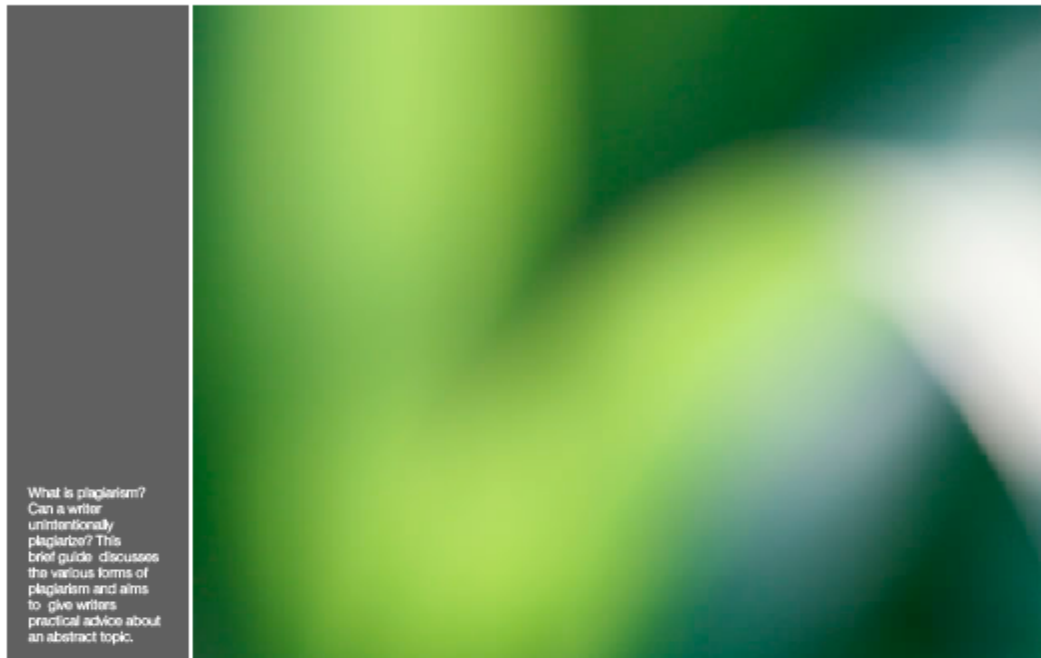
Week Eleven: Informative Speech Presentations continued.

Week Twelve: Will assign Career speech and Read and be prepared to discuss chapters 16-17 and answer review questions in notebook.

Week Thirteen: Career-Speech Due.

Week Fourteen: Discuss requirements of the persuasive speeches. View video of persuasive speeches.

LBJ Graduate Writing Center



A Brief Guide to Avoiding Plagiarism Get the facts

By: Talitha May

Plagiarism is the practice of intentionally or unintentionally using someone else's intellectual property without properly acknowledging the original source (Palmquist 173).

The University of Texas at Austin further explains "plagiarism" includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit" (*Catalog* sec. 11-802.d). To avoid plagiarism and its severe consequences, take the time to learn proper attribution.

Documenting your work far extends social conventions—it establishes your credibility as a trustworthy writer, researcher, and professional. A properly documented text demonstrates the

breadth and context of your research. Moreover, proper attribution helps readers easily research and interrogate potential misrepresentations.

This guide is by *no means comprehensive*; however, it serves a springboard to learn essential rules for proper attribution, review various forms of plagiarism and gain an overview about style guides.

LBJ Graduate Writing Center 1

Week Fifteen: Finals begin and goes through end of semester.

Understanding Plagiarism policies and guidelines

University of Texas at Austin

The University of Texas at Austin expects students to “maintain absolute integrity and a high standard of individual honor in scholastic work” (*Catalog* sec. 11–801). For official policies regarding scholastic dishonesty, please refer to *Chapter 11: Student Discipline and Conduct* of the *Institutional Rules on Student Services and Activities* located at <<http://www.utexas.edu/student/registrar/catalogs/gi05-06/app/appc11.html#Subchapter.11-800>>.

Student Judicial Services discusses the University’s standards of academic integrity at <http://deanofstudents.utexas.edu/sjs/acint_student.php>.

LBJ School of Public Affairs

Once per academic year, all LBJ School of Public Affairs graduate students are required to review the University of Texas at Austin and LBJ School of Public Affairs’ policies regarding academic integrity and professionalism. The graduate advisor notifies students when to satisfy the requirement. Please refer to the LBJ graduate advising website at <<http://www.utexas.edu/lbj/forms/form/1/>> for detailed instructions explaining how to meet the requirement. In addition to online assistance, the LBJ graduate writing center offers one seminar per semester addressing the different forms of plagiarism and how to properly attribute sources using the *Chicago Manual of Style*.

The LBJ School of Public Affairs has adopted Student Judicial Service’s suggested general statement regarding plagiarism:

Policy on Academic Integrity: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic honesty will be strictly enforced. For further information, please visit the Student Judicial Services web site: <http://deanofstudents.utexas.edu/sjs/acint_faculty_syllabus.php> (SJS, *Addressing* par. 2)

Consequences of Plagiarism

Not giving credit where credit is due will damage your reputation as a trustworthy researcher. Furthermore, you could face penalties that may negatively influence your academic and professional opportunities. In public service, for example, LBJ School of Public Affairs professor Dr. Robert Auerbach warns an academic disciplinary record may prevent you “from obtaining a security clearance.”

According to Andrea Lunsford, Director of the Program in Writing and Rhetoric at Stanford University, even “instructors who plagiarize, even inadvertently, have had their degrees revoked, their books withdrawn from publication” (396). Lunsford continues, “and outside academic life, eminent political, business, and scientific leaders have been stripped of candidacies, positions, and awards because of plagiarism” (396).

At the University of Texas at Austin, students may face severe sanctions. Please refer to “Consequences of Scholastic Dishonesty Can Be Severe!” at <http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php> for current university sanctions.

Rules for Proper Attribution

The LBJ School of Public Affairs offers LBJ students the following basic rules to avoid plagiarism:

- Acknowledge the source of any direct or partial quotation
- Acknowledge the source of any paraphrase, summary or idea
- Acknowledge the source of **any type** intellectual property you use. Plagiarism “can occur with all types of media” (SJS, *Plagiarism* par. 2)
- Acknowledge the source of “an organization or structure” (Lunsford 396; SJS, *Plagiarism* par. 3)
- “Acknowledge a source when your own analysis or conclusion builds upon that source” (LWI, *Rules* par. 4)
- Acknowledge the assistance of anyone who may give you significant ideas (Lunsford 395)
- Acknowledge authorized collaboration—collaboration is not allowed unless your instructor specifically approves collaboration (SJS, *Unauthorized* par. 4)
- Do not “submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s)” (SJS, *Multiple* par. 2)
- Acknowledge borrowed material even in a draft. Students “can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, and/or approval” (SJS, *Plagiarism* par. 2)
- Cite sources correctly according to your instructor’s preferred style manual
- When in doubt about how to acknowledge a source, consult either your instructor or the LBJ graduate writing center. Your instructors are always glad to offer assistance

Forms of Plagiarism

more than copy and paste

Plagiarism involves more than intentionally sampling a term paper from a friend or purchasing a text from a paper mill and presenting the text as your own research. Plagiarism also involves submitting the same assignments in two or more classes; and using another author's ideas and argumentative forms, direct quotations, phrases and unique terminology without proper attribution. Moreover, plagiarism involves paraphrasing and summarizing without using proper attribution.

The following examples illustrate how to avoid plagiarism using proper documentation from both the *MLA Style Manual and Guide to Scholarly Publishing*, 3^d edition and the sixteenth edition of the *Chicago Manual of Style* (notes and bibliography system).

Key (adapted from the *Chicago Manual of Style*, 16th edition)

- ▶ **P:** MLA parenthetical citation
- ▶ **B:** Bibliography entry
- ▶ **N:** Chicago documentation style note (footnote or endnote)

Note: Please consult an appropriate style manual for comprehensive documentation rules.

Multiple Submissions

If graduate students face a time crunch, what is the problem if they submit the same term paper they wrote for two different classes if the required topic is similar in both classes? The online *Catalog of the University of Texas at Austin: General Information* explains, "submission of essentially the same written assignment for two courses without the prior permission of the instructor" constitutes academic dishonesty [Section 11-802 (b)].

Student Judicial Services explains multiple submissions are problematic because they are "inherently deceptive" and give writers an "unfair academic advantage" over other students (*Multiple* par. 6; 8).

Writers who submit the same assignment multiple times also face an academic *disadvantage* by not seizing the opportunity to apply new concepts and improve their writing skills. Writing assignments and audience expectations vary significantly, so take the time to complete an assignment that meets the new requirements of your particular rhetorical context. With instructor approval, however, you may either "re-work or supplement previous work on a topic" for a new text (SJS, *Multiple* par. 3).

Never assume that you may use or supplement previous work for any of your courses or capstone projects such as the thesis or professional report (PR); instead, you must *always* obtain the approval of your instructor(s).

Although tempting, especially during time crunches, avoid multiple submissions—instead, take the time to manage your writing projects and specifically address your unique writing contexts. If you need assistance managing your writing projects, consult your instructors or the LBJ graduate writing center.

For comprehensive information regarding multiple submissions, please refer to the SJS *Multiple Submissions* discussion located at <http://deanofstudents.utexas.edu/sjs/scholdis_multisub.php>.

Improper Use of Ideas and Argumentative Forms

If you use someone else's ideas, "line of thinking," or even "organization or structure" without proper attribution, then you have plagiarized (Gibaldi *MLA Style* 151; Lunsford 396). Some students, for example, inadvertently plagiarize their professor's ideas from lectures and use the borrowed information in papers for other classes.

You can avoid instances of unintentional plagiarism by acknowledging the lecture and distinguishing your professor's ideas from your own by using proper attribution. The following examples, for instance, demonstrate how to cite a lecture and an idea derived from a book.

Using the *Chicago Manual of Style*, 16th ed., a writer can easily document an idea from a professor's lecture:

According to John Doe, well-written op-eds typically convey "unconventional wisdom and provoke public discussion."²

N: ² John Doe, "A Forum of Clashing Ideas." (lecture, University of Texas, Austin, TX, June 02, 2010).

B: Doe, John. "A Forum of Clashing Ideas." Lecture, University of Texas at Austin, TX, June 02, 2010.

When in doubt, cite err on side of caution

Example: Original Text

My argument broadly speaking, is that the category of the aesthetic assumes the importance it does in modern Europe because in speaking of art it speaks of these other matters too, which are at the heart of the middle class's struggle for political hegemony. The construction of the modern notion of the aesthetic artifact is thus inseparable from the construction of dominant ideological forms of modern class-society, and indeed from a whole new form of human subjectivity appropriate to that social order. In is on this account, rather than because men and women have suddenly awoken to the supreme value of painting or poetry, that aesthetics plays so obtrusive a role in the intellectual heritage of the present. But my argument is also that the aesthetic, understood in a certain sense, provides an unusually powerful challenge and alternative to these dominant ideological forms, and is in this sense an eminently contradictory phenomenon.
—Terry Eagleton, *The Ideology of the Aesthetic*, p. 9

Plagiarized Example

Aesthetics is a double-edged sword. It circulates dominant political ideologies, yet simultaneously challenges and actively criticizes them.

Explanation: The above example does not acknowledge Eagleton's assertion from the original text. Without proper attribution, the writer is simply passing Eagleton's ideas along as his or her original ideas.

Revision: Chicago

N: Terry Eagleton explains that aesthetics is a double-edged sword—it circulates dominant political ideologies, yet simultaneously challenges and actively criticizes them.²

² Terry Eagleton, *The Ideology of the Aesthetic* (Oxford: Blackwell, 1990), 9.

B: Eagleton, Terry. *The Ideology of the Aesthetic*. Oxford: Blackwell, 1990.

The revision includes a superscript number at the end of the sentence, indicating a borrowed idea. The superscript number corresponds to a note, which indicates complete publication information and the exact location of the borrowed idea. Even though the note provides complete publication information, the revision also provides a bibliographic entry. The format of a Chicago-style bibliographic entry differs slightly from the note format even though both provide essentially the same publication information.

Unlike a note, however, the bibliography provides the author's last name first (last name, first name); uses periods to separate elements; does not provide parenthesis around the location, publisher, and year; has a non-indented first line, yet indented subsequent lines; and is arranged alphabetically.

Even though the *Chicago Manual of Style* prefers including a bibliography, the manual indicates, "not all annotated works require a bibliography, since full details can be given in the notes" (612). As such, be sure to ask your instructors about whether or not they require a bibliography for class assignments—professors will typically require a bibliography for texts over four pages. Accordingly, most professors will find a bibliography unnecessary for a two page memo; notes are nonetheless still a requirement. As a word of caution, a bibliography is always a requirement for PR and thesis writers.

Revision: MLA

P: In *The Ideology of the Aesthetic*, Eagleton asserts that contemporary aesthetics is a double-edged sword because it circulates dominant political ideologies, yet simultaneously challenges and actively criticizes them (9).

B: Eagleton, Terry. *The Ideology of the Aesthetic*. Oxford: Blackwell, 1990. Print.

In this revised example, by including the title and the author's name, the writer refers the reader to the full description of the text in the bibliography. The parenthetical citation identifies the specific page number in which the reader may locate Eagleton's claim.

For more examples of "presenting a line of thinking," see Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th ed. "Paraphrasing an Argument or Presenting a Line of Thinking" pg. 72 (New York: MLA, 2003).

Improper Use

it's not worth the risk

Improper Use of Direct Quotations, Phrases, & Unique Terminology

If you use direct quotations, phrases, or unique terminology from a source without proper attribution, then you have plagiarized. You must surround the original text “you are quoting with quotation marks and identify the source and the page numbers (if any) on which the quotation can be found” and provide a bibliographic entry (Palmquist 167). Even if the text is factual, you must still use quotation marks.

When using the block quotation format, you do not need to use quotation marks; however, you must set the quotation off from the rest of the text and always include source attribution using an appropriate style. When using MLA documentation, for example, use a block quotation for text running longer than four lines (MLA 124). According to the 16th edition of the *Chicago Manual of Style*, however, “a hundred words or more (at least six to eight lines of text in a typical manuscript) can generally be set off as a block quotation” (623).

Consider the following quotation, for example, from Machiavelli’s text *The Prince* in MLA format. Machiavelli argues that people see what a prince *appears* to be rather than what he is:

Generally, men judge by the eye rather than the hand, for all men can see a thing, but few come close enough to touch it. All men will see what you seem to be; only a few will know what you are, and those few will not dare to oppose the many who have the majesty of the state on their side to defend them. (63–4).

To properly integrate quotations in your text, be sure to introduce the source and author using signal phrases (also known as introductory phrases) and signal verbs, which reflect the perspective the author is expressing. Examples of signal phrases include: according to Machiavelli, when Machiavelli says, in the words of Machiavelli, Machiavelli suggests, Machiavelli warns, and so forth.

For detailed information about proper quotation integration and introductory verb examples, visit the LBJ Graduate Writing Center.

Example: Original Text

Turning to some other of the aforementioned qualities, I say that every prince ought to be considered kind rather than cruel. —Machiavelli, *The Prince*, p.59

Plagiarized Example

According to Machiavelli, a prince should aim to be considered kind rather than cruel.

Explanation: Even though this example provides an introductory phrase (According to Machiavelli), it lacks attribution. Furthermore, the example lacks quotation marks surrounding the exact language (*to be considered kind rather than cruel*) borrowed from the original text.

Revision: Chicago

N: According to Machiavelli, a prince should aim “to be considered kind rather than cruel.”³

³ Niccolò Machiavelli, *The Prince*, trans. Daniel Donno (New York: Bantam Books, 1981), 59.

B: Machiavelli, Niccolò. *The Prince*. Trans. Daniel Donno. New York: Bantam Books, 1981.

In this revision, the author’s name and superscript number refer to a footnote, which identifies the specific page number of the borrowed text. The footnote also corresponds to a bibliographic entry. In addition, the revised example has quotation marks surrounding the borrowed language from the original text.

Revision: MLA

P: Machiavelli advises a prince should aim “to be considered kind rather than cruel” (*Prince* 59).

P: In *The Prince*, Machiavelli advises a prince should aim “to be considered kind rather than cruel” (59).

B: Machiavelli, Niccolò. *The Prince*. Trans. Daniel Donno. New York: Bantam Books, 1981. Print.

The above revisions do not only introduce the source and provide an appropriate signal verb (advises), but also provide quotation marks surrounding the exact language of the original source. The parenthetical citation identifies the specific page number of the quoted material, which corresponds to complete publication information in the bibliography.

Many forms of plagiarism... and many ways to cite

Improper Use of Indirect Sources

If you want to use a quotation from a work that quotes another source, then you must cite both sources in your text and bibliography or works cited list. Simply attributing the original quotation to the secondary source is dishonest. Moreover, do not trust that the author correctly quoted the original text.

Style manuals differ in terms of how to cite secondary sources. The *Chicago Manual of Style*, 16th ed. explains,

To cite a source from a secondary source ("quoted in...") is generally to be discouraged, since authors are expected to have examined the works they cite. If an original source is unavailable, however, both the original and the secondary source must be listed.

N: 1. Louis Zukofsky, "Sincerity and Objectification," *Poetry* 73 (February 1931): 269, quoted in Bonnie Costello, *Marianne Moore: Imaginary Possessions* (Cambridge, MA: Harvard University Press, 1981), 78. (764)

N: Alan D. Sokal, "A Physicist Experiments with Cultural Studies," *Lingua Franca* 6 (May–June 1996): 62, quoted in Wayne C. Booth, *The Rhetoric of Rhetoric: the Quest for Effective Communication* (Malden, MA: Blackwell Press, 2004), 20.

The third edition of the *MLA Style Manual and Guide to Scholarly Publishing* states,

Whenever you can, take material from the original source, not a secondhand one. [...] If what you quote or paraphrase is itself a quotation, put the abbreviation *qtd. in* ("quoted in") before the indirect source you cite in your parenthetical reference. (You may document the original source in a note; see 7.5.1.). (253)

Improper Paraphrasing

When writers paraphrase, they rephrase detailed information from a source using their own words and sentence structure. As such, paraphrases lack quotation marks; however, you must still include the author's name and page number, and provide publication information in your bibliography. Even though paraphrases are your restatements using your own words, paraphrases still derive from original sources, so you must always properly attribute.

Writers may treat paraphrases similar to quotations by including signal phrases. If in your paraphrase, you need to keep an author's phrase or specific terminology, then surround the quoted material with quotation marks and cite accordingly.

Example: Original Text

If your transcription of a quotation introduces careless variants of any kind, you are misrepresenting your source. —Gregory M. Scott and Stephen M. Garrison, *The Political Science Student Writer's Manual*, 4th ed., p. 147.

Plagiarized Example

If you transcribe a quotation with careless variants, then you are not accurately representing your source. As such, LBJ graduate students typically photocopy their sources and double-check the accuracy of their quotations.

Explanation: The above example is plagiarized because it omits a signal phrase indicating the source of the borrowed material and lacks a citation in the text and bibliography. The example also uses exact wording and follows the same sentence structure of the original text. Furthermore, the example includes a new idea not present in the original source thus making it impossible for the reader to distinguish idea ownership.

Revision: Chicago

N: Scott and Garrison point out that you can misrepresent and original source with sloppy note taking.² As such, LBJ graduate students usually double-check the accuracy of their quotations.

² Gregory M. Scott and Stephen M. Garrison, *The Political Science Student Writer's Manual*. (New Jersey: Prentice Hall, 2002), 147.

B: Scott, Gregory M., and Stephen M. Garrison. *The Political Science Student Writer's Manual*. 4th ed. New Jersey: Prentice Hall, 2002.

Explanation: The revised sentence not only differs in sentence structure, but provides a signal phrase, unique language and a note. Moreover, the example clearly distinguishes the paraphrase from the writer's assessment of why LBJ students double-check the accuracy of their notes.

Common Knowledge when uncertain, cite

Revision: MLA

P: According to Scott and Garrison, you can inaccurately represent an original source with sloppy note taking (147). As such, LBJ graduate students usually double-check the accuracy of their quotations.

B: Scott, Gregory M., and Stephen M. Garrison. *The Political Science Student Writer's Manual*. 4th ed. New Jersey: Prentice Hall, 2002. Print.

Explanation: The revised sentence not only differs in sentence structure, but also provides a signal phrase and identifies a specific page number. The example offers unique language and provides the complete citation in the works cited. Moreover, the paraphrase explains why LBJ students double-check the accuracy of their quotations.

Improper Summarizing

A summary is a condensation of a source's main ideas using your own words and sentence structure. Always indicate the source of your summary by referencing the author, specifying a page number, and including full bibliographic information.

Common Knowledge

Student Judicial Services explains that it may be difficult to differentiate "borrowed ideas (which must be cited) and 'common knowledge' (which generally requires no citation)" (SJS, *Common* par. 1).

For general guidelines regarding how to differentiate the two, visit "Common Knowledge: Whose Idea Is It, Anyway?" at <http://deanofstudents.utexas.edu/sjs/scholdis_avoid_ack_cn.php> or consult your instructor(s).

When you are uncertain about whether or not the information you want to borrow is common knowledge, then simply cite your source or seek assistance from your instructor. SJS also advises, "as you encounter particular facts or ideas, pay close attention to and note the sources." (SJS, *Common* par. 2).

Remember, if you borrow direct quotations, phrases, or unique terminology from a source without proper attribution, then you have plagiarized. You must surround the original text "you are quoting with quotation marks and identify the source and the page numbers (if any) on which the quotation can be found" and provide a bibliographic entry (Palmquist 167). Even if the borrowed text is factual and available in many sources, you must still use quotation marks.

Andrea Lunsford developed the following list to help writers determine whether or not they have to acknowledge sources (396). Although the list is not definitive, it allows you to see the range of possibilities:

Need to Acknowledge

- › Summaries or paraphrases of a source ideas you glean from a source
- › Facts that aren't widely known
- › Graphs, tables, and other statistical information taken or derived from a source
- › Photographs
- › Illustrations or other visuals you do not create
- › Experiments conducted by others
- › Opinions and judgments of others
- › Interviews that are not part of a survey
- › Video or sound taken from sources
- › Organization or structure taken from a source

Don't Need to Acknowledge

- › Your own words observations, surveys and so on
- › common knowledge
- › Facts available in many sources
- › Graphs or tables you create from statistics you compile on your own
- › Drawings you create (Lunsford 396).

Ways to Avoid Plagiarism

checklists

The following (non-comprehensive) checklist highlights some ways to avoid intentional and unintentional plagiarism:

Quoting

- ▶ Use quotation marks around full and partial quotations
- ▶ Use quotation marks around borrowed terminology and unique phrases
- ▶ Use verbs that express your author's viewpoint
- ▶ Use signal phrases (author tags) in addition to proper documentation
- ▶ Acknowledge your sources by including notes or in-text parenthetical citations and a bibliography
- ▶ Use an appropriate block quotation format:
MLA style: for quotations running longer than 4 lines (MLA 124)
Chicago-style: for "a hundred words or more—or at least eight lines" (447)
- ▶ Always cite your secondary sources

Paraphrasing

- ▶ Write paraphrases entirely in your own words and sentence structure
- ▶ Use signal phrases
- ▶ Use introductory verbs that characterize the author's viewpoint
- ▶ Cite the original source in the text of your document and bibliography using an appropriate style
- ▶ Use quotation marks around any words you retain from the original source
- ▶ Clearly differentiate your ideas/explanations from the original source
- ▶ Double-check the original source to make sure the paraphrase is accurate

Collaboration

- ▶ Collaborate on assignments only with instructor authorization
- ▶ Know your instructor's parameters for collaborative projects
- ▶ List the coauthors on a collaboratively written project. Gibaldi explains you may "state exactly who did what" or "acknowledge all concerned equally" (MLA Handbook 74)
- ▶ Acknowledge significant ideas/contributions from a conversation with instructors, classmates, and other reviewers (Lunsford 395)

Electronic Resources

- ▶ Attribute any information taken from electronic sources
- ▶ "When citing an article, always include the page range, if it is available, in the bibliography or reference list. If individual page numbers are not available, add a descriptive locator" (Chicago 696).
- ▶ Ask your instructor whenever in doubt about how to cite an electronic source—not finding a specific rule in a style guide does not give you the excuse to simply omit attribution
- ▶ Avoid copying and pasting passages from the Internet directly into your document without proper attribution

Documentation

- ▶ Consult a documentation guide and only use one type of documentation system consistently
- ▶ Acknowledge your sources by including notes or in-text parenthetical citations and a bibliography
- ▶ Acknowledge your sources for ideas even if you did not use their particular wording
- ▶ Ask permission to quote material from unpublished works
- ▶ Use proper attribution in all drafts that you submit to an instructor for "review, comments, and/or approval" (SJS, *Plagiarism* par. 4)

Intentional and Unintentional Plagiarism

- ▶ Avoid submitting previously written work
- ▶ Avoid turning in work from online resources that sell term papers for "research purposes" (Carbone, *Don'ts* par. 7)
- ▶ Double-check the accuracy of your notes and bibliographic information
- ▶ Use proper attribution in all drafts that you submit to an instructor for "review, comments, and/or approval" (SJS, *Plagiarism* par. 4)

Documentation style as social convention

Documenting your work establishes your credibility as a responsible writer and researcher. Proper documentation not only demonstrates to your readers that you have attempted to research your issue, but provides readers with a sense of context. Similar to motorists using turn signals in traffic and stopping at intersections, using proper documentation likewise consists of a shared set of consistent rules for communication. Style guides will differ depending upon the shared expectations and emphases of each field. Some guides, for example, highlight the date rather than the author to emphasize the timeliness of the information.

Style Manuals

Writers adopt a specific style guide depending on the demands of their field. Most style guides will not only provide documentation rules, but also grammar and usage rules. The following list highlights a few style manuals you may most likely use among your classes:

American Psychological Association (APA): used in psychology, sociology, and other behavioral social sciences

- ▶ American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington: Amer. Psychological Assn., 2009. Print.

Chicago Manual of Style (CMS): used in many fields including the social sciences and humanities

- ▶ *The Chicago Manual of Style*. 16th ed. Chicago: U of Chicago P, 2010. Print. (Consists of two styles.)

Modern Language Association (MLA): used typically in the humanities

- ▶ Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print. (Aimed at undergraduate students.)
- ▶ *MLA Style Manual and Guide to Scholarly Publishing*. 3^d ed. New York: MLA, 2008. Print. (Aimed at graduate students and professional writers.)

For a list of “other style manuals and author’s guides,” Gibaldi recommends to “see John Bruce Howell, *Style Manuals of the English-Speaking World* (Phoenix: Oryx, 1983)” (MLA Style 310).

The Chicago Manual of Style

Professors at the LBJ School may likely require you to use the *Chicago Manual of Style*, 16th ed. and use the notes and bibliography system. The notes and bibliography system does not use in-text parenthetical citations, but places a superscript number directly after any information requiring attribution. This superscript number corresponds to either a footnote or an endnote, which provides a specific page number. Footnotes are located at the bottom of the page whereas endnotes are located at the end of your text. Notes are “preferably” supplemented by a bibliography” (*Chicago* 594). Bibliographies are arranged alphabetically.

The following examples illustrate basic Chicago-style citations for a book. Note the treatment of Eagleton’s text:

Footnote or Endnote

¹ Terry Eagleton, *The Ideology of the Aesthetic* (Oxford: Blackwell, 1990), 200.

Subsequent reference to the same source on the same page. The abbreviation *ibid.* is from *ibidem*, “in the same place.”

² *Ibid.*

Subsequent reference to the same source but on a different page

³ *Ibid.*, 259.

⁴ *Ibid.*, 250.

Subsequent referent to the same source, but with intervening references

⁵ William McDonough and Michael Braungart, *Cradle to Cradle: Remaking the Way We Make Things*. (New York: North Point P, 2002), 67.

⁶ Eagleton, *Ideology*, 237.

⁷ Michael Pollan, *In Defense of Food: An Eater’s Manifesto*. (New York: Penguin Press, 2008), 58.

⁸ Eagleton, *Ideology*, 238.

⁹ Michael Pollan, *The Omnivore’s Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 26.

¹⁰ For further discussion of this problem, see Pollan, *Omnivore’s Dilemma*, 55.

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