University of North Florida
Master of Public Administration program
Course syllabus, Summer 2019
PAD 6164 Nonprofit stakeholder relations

Instructor: George Candler
Day/Time: Class: June 25, July 2, and August 1, 6:10-9:45.
Online between 24 June and 3 August
Location: Building 51, room 1101
Office hours: Tuesday, 2-7pm, and any time by appointment
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Course Objective:
Greetings, and welcome to PAD 6164 Nonprofit stakeholder relations. The catalog description for this course is the following:
Identification of, and relations with, major stakeholders of nonprofit organizations. Major topics include: human resources; volunteer management; board of directors; performance measurement; accountability and legitimacy; and administrative communication.

Consistent with the mission of the UNF MPA program, the objectives of this course include to enhance your ability:
• to lead and manage in public governance;
• to participate in and contribute to the policy process;
• to analyze, synthesize, think critically, solve problems and make decisions;
• to articulate and apply a public service perspective;
• to communicate and interact productively with a diverse and changing workforce and citizenry; and
• to understand local governance in a global context.

Course structure:
This is an academic course offered in hybrid, six-week format, in a graduate professional program.

• Hybrid. This class meets only three times in a six-week summer semester. As a result, a great deal of student self-direction is necessary. This class also features a combination of synchronous and asynchronous formats. It is synchronous in that each week is a separate unit, and work must be done during that week. It is asynchronous in that students can complete their work during that week as convenient. The class will, though, require multiple visits to Canvas each week.
• Six-week. This is a three-credit class, just like those offered in the traditional, 15-16 week semester format. As the same amount of material is covered, the six-week classes require a great deal of your time: taking this class will require about the same time as at least two normal classes.
• Academic. The MPA program focuses heavily on critical thinking and professional writing, with this demonstrated in class papers and, in this class, Canvas discussion.
• Graduate professional. Standards are high!
The purpose of the first two meetings is to ensure that we are all broadly on the same page regarding expectations, to get a foundation for this study of nonprofits, and to establish some sort of human contact which, hopefully, will reduce the likelihood of rude internet behavior.

Required text:

To contain further student expenditure, we will also make use of (free) electronic materials available on line, through two media. First, EBSCO Host Research Databases, available on the Carpenter Library system. To see if you can access these, try to click on the following:

- Young, Dennis (2011). “The prospective role of economic stakeholders in the governance of nonprofit organizations.” *Voluntas* 22(4), pp. 566-86. [JSTOR link](https://www.jstor.org/)

Second, there is a lot of useful stuff available just through normal web links. Try, for instance,

- [United Nations Non-governmental Liaison Service](https://www.un.org)
- [American Society for Public Administration](https://www.aspap.org)
- [National Council of Nonprofits](https://www.ncn.org)
- [Nonprofit Times](https://www.nonprofittimes.com)
- [Independent Sector](https://www.indsector.org)
- [BoardSource](https://www.boardsource.org)
- [Nonprofit Quarterly](https://www.nonprofitquarterly.org)

Assignments, grading
There will be a number of assignments listed, with expectations, in the 'Assignments' section below. The usual 90+ = As, 80-90 = Bs, etc. grade distribution will apply, unless I need to curve up to get a normal graduate class grade distribution. In order to earn a grade of ‘B’ students do, however, need to engage readings, follow instructions, and respond to feedback.

Class Policies:
Obligations - You can expect me to be prepared, to explain the course material clearly, and to work to ensure that this course proceeds as smoothly and coherently as possible. In addition to office hours and ready email access, I will make myself available to help you outside of class or office hour times if necessary. For your part, pay attention to course requirements, learn, and to paraphrase former colleague James Hayes-Bohanon, remember that this is not 17th grade.

Late assignments/make-up exams - Late assignments and missed exams will incur a penalty, and will be accepted only if I am contacted prior to the due date. If similar circumstances lead you to request an incomplete, I've historically been liberal with these, but see [campus policy regarding incompletes](https://www.unf.edu/). In addition, it is your obligation to submit unfinished coursework.

Course communications - students have an obligation to activate and monitor their UNF email account. This account will be used for out-of-class communication. It is your obligation to get
assignments to me, and to keep copies of all assignments submitted in the event that they don't get to me. When emailing, adopt a professional format.

Disability -- Students with disabilities who seek reasonable accommodations in the classroom or other aspects of their coursework must first register with the UNF Disability Resource Center (DRC), Building 57, Room 1500. DRC staff work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws, including the Americans with Disabilities Act. After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drrexsams@unf.edu, or visit the DRC website www.unf.edu/drc. Military and veteran students may need both physical and academic accommodations and may contact the DRC to find further information. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. Contact Military and Veterans Resource Center by phone (904) 620-2655 or e-mail mvrc@unf.edu.

Academic misconduct - This is a 'seminar' class: free-flowing dialogue is encouraged. While this is meant to be informal; be polite, respectful and professional. Do not disrupt the class, whether through ringing cell phones, cell phone or other side conversations, web surfing, rude outbursts, or similar behavior. Each student is responsible for understanding the University's Academic Integrity Code. This can be found in the Academic Integrity section of the online UNF Catalog, in the Student Handbook (page S8) or Graduate Student Handbook, (which may be temporarily unavailable) and separately in the university’s Academic Misconduct Policy. Procedures described in this document will be followed in dealing with any cases of academic dishonesty. I do make an effort to catch students who cheat, and have been successful in this in the past. Students caught plagiarizing coursework have generally been awarded a grade of F for the class.

Readings

Date -- Topic (Readings)

**Week one: 23-29 June, with meeting on 25 June**
Intro to the course
- Salamon, “The Resilient Sector...”, in Salamon (ch. 1), and will be emailed.
- Gittins, Ross (2019). “Like teens we all signal our virtues, the economy relies on it,” *Sydney Morning Herald*, 22 April, available online.

– Two dimensions of accountability

**Stakeholders**

**Week two: 30 June-6 July, with meeting on 2 July**
Week three: 7-13 July

– Partners & allies
  • Abramson and McCarthy, “Infrastructure organizations,” in Salamon (ch. 11).

Government

Public & media
• Boris and Maronik, “Civic participation and advocacy,” in Salamon (ch. 10).

**Accountability ‘for what’**

**Week four: 14-20 July**

16 July – Paper #2 due
– Procedural accountability
  • Gray and Schlesinger, “Health care,” in Salamon (ch. 2).
– Reputational and social capital
  • Wyland, Michael (2013). “Changes at Heritage Foundation Threaten Its Reputation.” *Nonprofit Quarterly* 25 October, [available online](#).
  • Frumkin, Peter (2015). “The Eight Building Blocks of Strong Nonprofit Brands.” *Nonprofit Quarterly* 2 October, [available online](#).

**Week five: 21-27 July**

– Policy impact
  • Lowder, Brian (2011). “Subsidized hate: Why the Westboro Baptist Church remains tax exempt.” *Slate*, 4 March. [Online link](#).
  • Boris and Maronik, “Civic participation and advocacy,” in Salamon (ch. 10). Note: you already read this in week seven.
– Finances & volunteers
  • Brown and Martin, “Individual giving and volunteering,” in Salamon (ch. 13).
– Goods & services

• Toepler and Wyszomirski, “Arts and culture,” in Salamon (ch. 5).

• Young, Salamon and Grinsfelder, “Commercialization, social ventures, and for-profit competition,” in Salamon (ch. 14).

**Week six: 28 July – 3 August**

11 June – Paper #3 due

– Communication (and conclusion)


• Twersky, Fay, Phil Buchanan and Valerie Threlfall (2013). “Listening to Those Who Matter Most, the beneficiaries.” *Stanford Social innovation Review* Spring. [Online link](https://www.stanfordreview.org/)

• Joassart-Marcelli, “For whom and for what?...” in Salamon, ch. 19.

1 August **MEETING, Building 51, room 1101**

--- Final exam!

**Assignments**

**Readings:**
In order to cover as much material as possible, keeping up with the readings is essential. Readings will be used to supplement lectures - lectures will not necessarily be structured by the readings.

‘Attendance/participation’ – 30 points

As indicated, regular participation on the Canvas discussion forum is mandatory. Inadequate participation will result in zero points for this item. Participation will involve both reactions to the week’s material, as well as participation in broader discussions. For this hybrid class, in each week, each student will do each of the following *(italicized points are especially important)*:

1. Weekly posts reacting to readings. These are due on the Tuesday of the week in which the readings are assigned (except for week one, which is due on Friday, 28 June). These:
   - *can not* simply be summaries of the readings,
   - *do* have to be comprehensive, addressing major issues raised in the readings,
   - *do* have to close with a ‘Discussion’ section, which reflects thoughtful engagement with the materials, with this evident in criticism, agreement, elaboration, questions, etc. Do this naturally: read the material, marshal your thoughts, sit down at the computer, and express your thoughts/impressions, and
   - *cite readings and page numbers that your comments refer to.*
   - *The emphasis should be on quality not quantity:* they must be at least 300 words, but no more than 500 words.
   - *The usual rules (see below) for professional writing apply,* except that referencing can be less formal: for course readings: author name, year and page number is fine (e.g. Candler and Dumont 2010, p. 260), without needing to include the full reference in a list of works cited. When you bring in new material, cite this fully.
2. Engaged, informed, interested interaction, to continue (for grade) through the Tuesday of the following week. This interaction (of no more than 250 words per post) may take a variety of forms:
   o Thoughtful responses to other posts (weekly student posts, instructor responses, student reactions to your posts, etc.). Simple agreement (“Dude!”), does not count.
   o Thoughtful reactions to contemporary news items related to course themes.
   o Avoid personal experience. Focus, instead, on course readings.
   o You must respond to questions or critical comments raised by the instructor.
3. Reasonable standards of professional writing: no misspellings, grammatical errors, etc.

Note that these criteria are vaguely worded in terms of operationalizing terms like 'engaged, informed, interested', and 'thoughtful'. This is to prevent students 'working to the measure'. Feedback in the first week or two will help clarify things.

There will be a maximum of 6 points available for each of the first five weeks of the class. Again, failing to satisfy any of the three items above may result in a weekly score of zero.

**Research papers**
The papers have a number of goals:
- To deepen understanding of course materials.
- To develop the student's ability to research, analyze, synthesize, think critically, solve problems and make decisions.
- To develop the student's written communication skills.

**Grading criteria:** A consistent grading schema will be used for all research papers, with the points available for the various assignments apportioned among a number of criteria. These will include the following (and are further elaborated below):
- Systematic, comprehensive research (30%)
- Write professionally (30%)
- Cite sources in text, correctly (10%)
- Logical, coherent, balanced argument (30%)
- Well used tables/ graphs (bonus)
- Follow instructions (debits)

**Paper #1 -- 10 points**
Students will write a paper of at least 500 words, submitted electronically by 2 July. The paper will be on the following topic:
   Given the overview of the nonprofit sector provided by the Salamon reading (as well as your further research), discuss the importance of nonprofit accountability, as presented by Kearns, and by Candler/Dumont. (As indicated in grading criteria below, note that a response that fails to engage Salamon, Kearns, and Candler/Dumont will lose five points, and be returned for rewriting.)

**Paper #2 – 20 points**
Students will write a paper of at least 1000 words, submitted in class or electronically on 16 July. The paper will be on the following topic:
Course readings have suggested a number of stakeholders nonprofits need to be accountable to. Drawing on these readings, as well as your further research, discuss each, and assess the relative importance of these various stakeholders as a focus of nonprofit accountability.

Paper # 3 -- 20 points
Students will write a paper of at least 1000 words, submitted in class or electronically on 30 July. The paper will be on the following topic:

Course readings have suggested a number of things that nonprofits need to be accountable for. Drawing on these readings, as well as your further research, assess the relative importance of these various ‘for what’ elements of nonprofit accountability.

Exams

Final exam – 20 points
There will be a final exam on 1 August. The exam will take the format of an informal round table discussion, and will consist of two parts.

Written exam: The first part (10%) will be a powerpoint presentation. The presentation will be emailed to me by 30 July, and will be no more than six slides, including title page, conclusion and/or sources.

Oral exam: The second part of the exam (10%) will be oral. Students will present (3-5 minutes) their powerpoint presentations in class. Each presentation will be followed by a 2-3 minute discussion period. Students are expected to participate in this, commenting on other students’ presentations.

Exam question (two parts): You will be assigned a nonprofit organization by 16 July. Given what you can find out about the organization from its website and web searches, and especially given what course readings have discussed regarding nonprofit accountability for that type of organization, prepare an accountability plan for your nonprofit. This will include

- a matrix, indicating both what the organization needs to be accountable for, to individual types of stakeholders, and
- what media the organization should use for each accountability relationship.

The presentation must be no shorter than 3 minutes, and no longer than five.

Written (powerpoint) exam grading criteria:

- Systematic, comprehensive research (25%)
- Professional powerpoint presentation (25%)
- Logical, coherent, balanced argument (25%)
- Well used tables/ graphs (25%)
- Follow instructions (debits)

Oral exam grading criteria:

- State the main theme
- Adequate oral presentation (i.e. don’t recite)
- Logical, coherent, balanced argument
- Engagement with other student presentations (think in terms of at least one comment on another student’s presentation)
- Well used tables/ graphs (bonus)
Follow instructions (debits)

Grading:
A multi-step process (if necessary) is used to determine final class grades:

1. The usual grading schema is applied, with 90%+ = A’s, 80-89 = B’s, 70-79 = C’s, 50-69 = D’s. If all students score 90%+, all students will receive A’s.
2. If step #1 does not result in a normal grade curve (more or less 25% each for A, A-, B+ and B for graduate classes), the grade curve above is recalculated based on the highest score in the class. So if the highest combined score is 95%, ‘A’ grades will range from 85.5 (.9 x .95) to 95, etc.
3. If step #2 does not result in a normal grade curve, the grade scale may be ‘curved’ further downwards, as appropriate. The floor for passing grades is at that point where students a) do not demonstrate engagement with course materials, b) do not follow instructions, and c) do not respond to feedback.

Note: I give 'meaningful' grades, based on the assessment criteria indicated above, which means that I have almost invariably applied step #3.

Extra credit: just as in life, no extra credit opportunities will be afforded.

Grading criteria further elaborated: Following is a collection of standard rules for professional (or academic) writing, and common mistakes by students. These will be applied in grading assignments. If you disagree with some of this, are confused, or require clarification: raise your concerns now.

Grading rubric. All assignments, including the component parts below, are graded on the following rubric:

- Mastery: above normal requirements for professional work (100% of possible points).
- Adequate: at a level appropriate for professional work (75-95% of possible points).
- Insufficient minor: for professional work, requires minor improvement (50-70% of possible points).
- Insufficient major: for professional work, requires considerable improvement (0-45% of possible points).

Systematic, comprehensive research
- Common mistake #1: engage course materials (cite course readings liberally). You are allowed, even encouraged, to challenge course readings and lectures, if you provide better evidence than that provided in course readings and lectures. You cannot, though, ignore course materials. 'Course materials' includes relevant materials listed on the readings page, with the assigned course text especially important.
- While you cannot ignore the weekly lecture notes, cite these only if they provide information not supported by references that you can follow up, as citing the lecture notes demonstrates no research on your part (lecture notes are my research).
- By all means cite sources referred to in course materials (lecture notes or readings), but do not copy quotations or references of others and cite this from the original source, or just rephrase the reference. Instead, go to the original source yourself to ensure that you understand the context, expand the quote a bit, then you can cite the original source.
• Common mistake #2: demonstrate command of course materials, as relevant. Beyond answering the assigned question, demonstrate that you understand course materials.

• Beware the internet! Only use web information from a well-known, respected source. Wikipedia is of too uneven quality to be used in academic/professional work (example).

• Remember that this program is about nonprofit administration, not elected politicians, or the management of business firms or even public agencies.

• Do not give dictionary definitions (and cite these), as you can assume that your reader is familiar with standard English. Similarly, do not use encyclopedias.

Write professionally

• Common mistake #3: use a professional tone. Don't force it: always try to expand your vocabulary, but don't use words if you are not certain of the meaning. Some specific common mistakes:
  o Do not use first person (e.g. I, my, we, our), or second person (you, your). Use third person. In a professional context you most often are not writing for yourself, you are writing on behalf of an organization, to an impersonal audience.
  o Learn the difference between there, they're, and their; your and you're; and its and it's. There is no such word as ['its'].
  o Learn the difference between threw, through and though; too, to and two; who’s and whose; and where, wear, we’re and were.
  o Learn the difference between possessive apostrophes and plural.
  o Learn the difference between colons and semicolons.
  o Beware singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their paper).
  o Do not use contractions (e.g. don't).
  o Avoid rhetorical questions (e.g. Why is this the case?).
  o Avoid starting a sentence with a conjunction or preposition (e.g. The paper was bad. And she started a sentence with a conjunction.). This often results in a sentence fragment.
  o Get used to gender neutral usage.

• Write for an informed lay person on the street, rather than for experts, the uninformed, or your class professor. So do not assume that your reader is in this class, and will know who Professor Candler is, or what was discussed in week three.

• Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic. As a rule of thumb, no more than 10% of your work should be direct quotations.

• See George Orwell’s ‘six rules for writing’.

• Why it matters. Some perspectives:
  • “I won’t hire people who use poor grammar. Here’s why.” Link.
  • “Graduates failing bosses.” Link.
  • Finally, this from a COJ hiring officer:
    “We have about 10 applications so far for the new... position. A few look promising. Sadly, some of the people have very poor writing skills and actually submit letters with spelling and grammatical errors. If you can’t pull it together for a cover letter for a job, what kind of work product would you produce?”

• Format:
- I prefer electronic submission (as an email attachment). It is your responsibility to get the paper to me, and to keep a copy of it. I will acknowledge email receipt of your paper. If you don't get such an acknowledgement within two working days, email me again.

- Save paper. Include your name, course number, assignment name, title of the paper and all that at the beginning of the paper, but you needn't do this on a separate page. Similarly, the works cited do not need to start on a new page.
  - Especially if you submit the paper electronically, feel free to single space. I will use the comment function in MS Word to insert comments.
  - When emailing in general, adopt a professional format. All emails should have a title, and a message with a salutation, a body (however brief) and be ‘signed’.

Cite sources correctly, in text and in the bibliography
  - Cite your sources. If you lack credible sources to support what you are writing: don't write it.
  - You may use any of the standard citation methods. Key points:
    - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or footnote), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
      - This means give page numbers!
    - Alphabetize sources.
      - This also means that if you cite something as (Smith 1776, p. 477) in the narrative, the source should be listed under ‘S’ (Smith) in the works cited.
  - You must have a list of works cited. Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
  - References must be complete, and informative on their own.
  - References should be included any time you need to let your reader know where you got the information that supports your argument.
    - However, you don't need a quotation every time you include a citation.
  - Cite only sources that you actually sight! If a source you have read specifically quotes, or refers to another, cite that other source in the source you read (e.g.: Smith, as cited in Jones 2009), then list only the source you accessed in your works cited. Do not cite sources that you have not read, as you did not access this original source.
  - Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...' Do not write, 'James L. Perry, in his chapter titled “Effective enterprises, effective administrators” in his 1996 book Handbook of Public Administration, argues...' In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use. But more analytical work doesn't typically do this, and I want you to practice this usage.
  - Don't cite a single source repeatedly in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a paragraph, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45). The exception to this rule is direct quotes, all of which need to be sourced, with page number.
  - Include the intext citation in the sentence it is a part of. Like this:
    ...the world is round (Columbus 1492).
  - Not like this:
    ...the world is round. (Columbus 1492)
or like this:
   ...the world is round. (Columbus 1492).

- Don't include the intext citation in quotation marks. Like this:
  "The world is round" (Columbus 1492).
Not like this:
  "The world is round (Columbus 1492)."
and certainly not like this:
  "The world is round. (Columbus 1492)."

- For web sources:
  o Don’t cite urls in the narrative of the paper.
  o In your works cited, listing a url is not enough, as your reader should get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
  o Instead, give all the normal information that you would use when citing a book or article, as available: author, document title, publisher, year/date.
  o You should list the url where you found the article, as well as the date you accessed it.
  o For an example, see the 'Referencing' section at the end of the course Research page.
  o Many articles are available on the proprietary databases that UNF has access to. Especially when these contain pdf files of articles, they are essentially copies as the article appeared in the original journal or magazine. Therefore you can just cite them directly, without acknowledging that you accessed it through JSTOR, or EBSCO, etc.
- Note, again, the admonishment against plagiarism, and UNF's Academic Integrity Policy.

Logical, coherent, balanced argument
- Your argument should have logical structure, and be easy to follow.
  - Common mistake #4: identify the issue, state the question, identify the main theme, etc.
    Tell your reader in the first paragraph, if not the first line, your purpose: *what is the central message of the paper*. If you can't identify a central message, rethink the paper! Do this as clearly as possible, with a "This paper will..." statement, if necessary.
  - Also, close the introduction with a brief summary of how the argument will proceed.
    o The main body of the argument should be consistent with what you told your reader you were going to do in the "brief summary" in the introduction.
    o Make economical use of subheadings, or clear transition sentences, to signal to your reader you are shifting focus, again consistent with your opening 'brief summary'.
    o The conclusion should be consistent with the introduction, and with the main body.
    o Remember that your reader is not inside your head, and so may not know where you are going, or why you are going there, if you do not make this clear.
- These are not opinion pieces. Be detached, analytical, and use credible research.
  o Present fairly the relevant credible perspectives on the issue. It is not necessary (indeed is discouraged) to choose a 'solution' to the issue which you are addressing. That is for politicians. Simply present the evidence and the options.
  o Avoid logical fallacies. For some examples, see this, and this.
  o You are being trained to work in mainstream America, so
    - engage mainstream evidence, and
• avoid sources with an ideological bias, fringe views, or populist conspiracy theories. Especially do not use an openly ideological source to support an argument consistent with that source’s ideology.
  o Instead, practice counter-ideological sourcing: if your argument is consistent with a particular ideological perspective, seek supporting evidence from a source outside that ideological orbit (click for an ironic confirmation of the validity of this). If you can’t find such support, rethink your argument.
  o In short: all opinions are not equal, and there are not two sides (‘a’ Republican view, and ‘a’ Democratic view) to every issue. Instead, there are myriad perspectives. More important, there is an underlying reality that can be discerned, to greater or lesser degree, through detached research. Even if this reality is discerned to a ‘lesser’ degree, a detached analysis seeking to identify that reality will always be more accurate, and therefore more useful for public policy, than partisan spin, ideological dogma, or public opinion.

Well used tables/ graphics (bonus)
• Note the ‘well used’. Few people do this well, so this requirement encourages development of this skill. This does not mean produce a large, gaudily colored pie chart when it would be easier to simply write “55% of Vermon ters remain opposed to the civil unions law.”
  o It especially doesn’t mean reproduce a table, diagram, or figure that you find elsewhere. It must be original.
• All tables and graphics need to be self-contained, including both a title, and acknowledgment of the source from which you got your data. They also need to be incorporated into the narrative of your paper: “as shown in Figure 4 below...”, “The table also illustrates...”
• Tables and graphics should be professionally presented.

Follow instructions (debits)
• Pay attention to the various course requirements, including specifics of assignment questions, and format instructions.
• Length requirements are net of quotations. If you submit a 1200 word paper for a 1000 word assignment, but 600 of your words are direct quotes, you have only written 600 words.
• As a general rule, the paper should not be longer than 50% more than the minimum length requirement.
• All written assignments will receive feedback. Do not repeat mistakes made on earlier assignments, in this or in previous classes that you have had with me. If earlier feedback is unclear, ask for clarification.
• Papers inconsistent with the assignment requirements (including the assigned topic) may have a penalty assigned to them (generally the smaller of a 50% or 10 point reduction), and will be returned for rewriting and resubmission. If not rewritten, a grade of zero will result. Especially later in the semester, this rewrite option may not be available.
• Especially note UNF’s Academic Integrity and Academic Misconduct Policies. An online plagiarism tutorial can be found here. Examples of plagiarism will likely result in a report being filed in accordance with these policies, often with a recommendation that the student fail the course. For a definition and discussion of plagiarism, see: “Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one’s own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use
of quotation marks and a precise reference to the original source in a work presented as
the author's own research and scholarship. Continuous paraphrasing without serious
interaction with another person's views, by way of argument or the addition of new
material and insights, is a form of plagiarism in academic work.”

Irving Hexham

Three especially common forms of plagiarism:

1. Copying something written by someone else, and pasting (or transcribing) it into your
work, without both putting the words in quotation marks, and citing the source.

2. Copying something written by someone else, and pasting (or transcribing) it into your
work, without putting the words in quotation marks, even if you cite the source. By doing
this, you are implying that you wrote those words, based on information included in the
source you cite. This is not the case: you copied the words of others.

3. Copying something written by someone else, and pasting (or transcribing) it into your
work after making a few minor changes. This is called paraphrasing and, again, you did
not write it.