LIT 2932: Plagiarism, Derivations, and Popularisms
Instructor: Linda Howell (lhowell@unf.edu)
Office: 8/2613
Office Hours: MW 10-11am and by appt.
Office Phone: 620-1259

Required Texts (available through the Campus Bookstore and online retailers):
Stolen Words: The Classical Book on Plagiarism. Thomas Mallon
My Word! Plagiarism and College Culture. Susan D. Blum
The Wow Climax! The Impact of Emotion on Popular Culture. Henry Jenkins
Tuck Everlasting. Natalie Babbitt
Twilight. Stephanie Meyer
New Moon. Stephanie Meyer
Other texts available on Blackboard

Course Goals:
This course is designed to use literature as an approach to writing studies, so the focus will be five-fold:
1. To use our texts as a way of defining and challenging concepts of writing that privilege originality in authorship over collaborative and/or derivative writing and learning.
2. To practice traditional and non-traditional forms of writing to better understand the process and non-process of composition.
3. To examine and construct significant questions and question-making techniques that follow UNF’s General Education Reflective Judgment Model.
4. To employ UNF Writes© rubrics as a guide for improving standards of writing assignments.

Course Outcomes:
When finished with this course students should be able to:
1. Define and discuss the challenges of plagiarism both within and without academic study.
2. Define, discuss, and practice logically structured writings.
3. Write coherent, cohesive, and classical arguments.
5. Practice and produce digital writing projects.
6. Produce a research-based writing assignment that applies accepted documentation rules and procedures.

Assignments:
Students will produce the following assignments to fulfill the minimum requirements for the course.

Group Assignments:
- Plagiarism Definition Essay 10%
- Practicing Plagiarism Assignment 10%
- Proposal to UNF on a College-Wide Statement on Plagiarism 15%
- Public Presentation of Proposal 10%

Individual Assignments:
- Online, hyper-text glossary of literary and rhetorical terms 15%
- Minimum of 10 blogs through blogspot.com (to be created in the first week of class) 10%
- Hyper-text annotated bibliography 10%
- Individual contribution to the class research project entitled Deriving Twilight 20%

Assignment Details
Plagiarism Definition Essay: You will work with your group members (groups formed the second week of the course) and produce a single-authored, collaborative essay that defines plagiarism as you move through the texts. This essay should be a formal argumentative essay. Each group member will present their definitions to the class in an INFORMAL presentation on the due date. This essay will be evaluated using the UNF Writes Rubrics.

Proposal for Plagiarism Statement: Your group will work on a semester long project that will result in a proposal length essay in which you propose a "statement" on plagiarism that you argue the university should adopt. Your group will be responsible for providing a professional level, well documented, and clearly argued thesis of approximately 10 pages in length. It will follow professional standards and rules for proposal writing, which we will review during the fifth week of the course.

Public Presentation of the Proposal: At the end of the semester, your group will present the proposal to an invited audience. The class, as a whole, will draft invitations to go to university personnel and will use visual aids for the presentation. The presentation is strictly professional, meaning you will be required to dress appropriately, speak clearly, and account for your audience’s expectations of professional conduct and information.

Literary Terms Glossary: You will create an online, hyper-linked glossary of literary terms and ideas. The glossary should contain at least 10 entries of one page per definition. This is an exercise in writing a technical definition. A technical definition is an extended definition that looks at the functional and epistemological aspects of a term. For this assignment, you will create not only hyper links but also image/texts to accompany your term. The image/text should be an interpretive representation of your term. Each definition will have its own page that is linked from a "glossary page." Your glossary will be evaluated on five rubrics: 1. Website Design; 2. Logical Coherence; 3. Grammar/Mechanics; 4. Image/Text; 5. Usability.

Blogs: You will create a blog on blogspot.com during the first week of class. The blogspot entries will be a link from your website homepage, when you create it. The blogs should be approximately one type-written page per entry. The blogs will constitute a "reading response" journal where you can record your observations, questions, confusions, and general impressions of the texts we are reading. You are REQUIRED to respond to another classmate’s blog at least FIVE times during the semester. I will evaluate and assess the blogs three times during the semester. You must show progress at each evaluation point or else you will receive a zero for that evaluation. Each blog should be tied directly to the readings. Your blogs will be evaluated using the UNF Writes Rubrics, which we will discuss during the first week of class.

Annotated Bibliography: You will create a hyper-text annotated bibliography of at least 7 entries. Your annotated bibliography must include 5 scholarly sources and 2 scholarly or non-scholarly sources that are "credible." You will establish credibility of the source with a small justification paragraph before the annotation that explains why you employed the source and why it is preferable to other sources you may have encountered. You will create a page for each source. The annotations should be no longer than 250-300 words; they will be a critical summary of the sources you are reviewing. It would be advisable to use the Tilley note format to record your observations for the annotations. Each annotation will be a link from a "main" bibliography page. Examples will be provided on my website for Tuck Everlasting. Your annotated bibliography will revolve around one or two works that you argue are texts from which Twilight and/or New Moon are derived. We will practice this process using Tuck Everlasting. Your annotated bibliography will be evaluated on four rubrics: 1. Annotation; 2. Coherence; 3. Grammar/Mechanics; 4. Intellectual Mastery

Deriving Twilight: This is the final assignment for the class. It will be a research essay in hypertext style, using images, text, and other web-based tools to make an argument for a text (of your choice and with my
permission) that you propose is a story or idea from which Twilight is derived. You will define "derivation" and explain the difference (if there is one) between derivation and plagiarism. More details will be available during the fourth week of class, as we move towards Tuck Everlasting.
Grade Distribution:
Each assignment will be graded on a 100 point scale. Each assignment, however, is weighed differently. I will not grade with pluses or minuses on individual assignments, just percentages.

At the end of the term, your grade will be as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-95%</td>
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<td>90-94%</td>
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<td>87-89%</td>
<td>B+</td>
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<td>74-76%</td>
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<td>60-73%</td>
<td>D</td>
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I will not grant incompletes, so be aware that the withdrawal date is November 6, 2009 for the fall 2009 term.

An incomplete on ANY assignment will result in failure of the course. You must complete all assignments, with a grade of C or better, to successfully complete the course.

Revisions: You will not be allowed to revise any assignment for a better grade.

Grade Rationale:
There are five levels of achievement in this course:

1. **F** – Incomplete assignment or assignments, lack of participation, error-filled completion of assignments, more than 5 absences
2. **D** – Complete but unskilled assignments, minimal participation, more than 4 absences
3. **C** – Complete and competent assignments (at least 2s on all of the rubrics), minimal participation, 3 or fewer absences
4. **B** – Complete and above competent assignments (3s on most of the rubrics), participation and engagement in class, consistent attendance
5. **A** – Excellent and complete assignments (4s on most of the rubrics), active participation, consistent attendance

NOTE: If you receive a 1 or 0 on any rubric, you will receive a failing grade for the assignment.
Classroom Expectations and Notes:

1. Education is a process of negotiating controversy. As a result, the classroom can be a controversial space. Given this potential, I warn you ahead of time that you may encounter conversations that you feel uncomfortable with or offended by. I only ask for civil discourse in my courses. I do not require agreement, nor do I expect capitulation. You are as entitled to your opinion as your classmates and I are entitled to ours. I do require, however, evidence and support for observations and/or arguments. My version of the education process, and yes I note that this is my version, involves setting aside opinion in favor of evidenced and reflected reasoning. Opinions often are emotionally driven, whereas discourse should be logically and ethically driven. If you feel that you do not want to encounter such conversations, I encourage you to drop the course. I will not have a conversation six weeks into the term about how you may feel or think about a conversation that you find offensive, nor will I have this discussion with your parents.

* FERPA Policies: Family Education Rights and Privacy Act (http://www.ed.gov/about/offices/list/ope/policy.html) guarantees a student and his/her parents a host of rights and privileges. The important policies for this classroom are as follows:

   a) I cannot, nor will I, discuss your grades with you via email. Email is a public document and cannot ensure privacy to the sender.
   b) I cannot, nor will I, discuss your grades and/or progress with your parents or any third party unless and until you have signed a waiver of your FERPA rights with One Stop. I will require proof that the waiver has been signed before I discuss anything with your parents.
   c) If you fail the course and are on financial aid, I am required by law to report the record of your attendance to the financial aid department.

2. We are in a computer classroom. I expect that you will be working on your assignments in class. Any pattern of misuse (checking email, facebook, or fantasy football scores) will result in removal of computer privileges. The computers are there to help limit the time you spend on assignments outside of class. But if you want to work more at home, that is up to you.

3. Taking phone calls or text messaging in class is not allowed. If you need to keep the phone on and it rings during class, please be courteous and leave the room to take the call.

4. All assignments are due on their published due dates. I will not accept late assignments. Late assignments will result in a zero for the assignment – no exceptions.

5. All documentation and format design of documents should follow IEEE documentation standards, which can be found here: http://standards.ieee.org/guides/style/2009_Style_Manual.pdf
6. Plagiarism: Plagiarism, which includes cutting and pasting from other sources without proper documentation/citation or copying wholesale another source, will result in a failure on the assignment. I reserve the right to fail you for the course as well. Plagiarism has been defined as a serious academic offense and an instance of academic dishonesty that should carry with it the full weight of the affective charge surrounding it. In other words, plagiarism turns the professor into the Hulk. Don’t anger the monster.

7. 24 Hour Waiting Period: After you receive your evaluated assignment, I require a 24 hour waiting period before discussing the grade with you. In addition, I will not discuss individual grades during class. If necessary, contact me after 24 hours and then make an appointment to speak with me.

8. Email policy: I receive many emails and I will answer yours as soon as I can, but do not expect a response before 24-48 hours have passed, excluding weekends. I will not answer student inquiries between 5pm Friday and 9am Monday.

9. Blackboard Gradebook: I do not use this option, so if you would like to discuss your overall grade with me at any point in the semester, then please make an appointment to speak to me.

10. I will return evaluated work to you no earlier than 2 weeks from the turn in date. All grades are subject to my interpretation of the rubrics, but also to the quality of work that goes beyond the rubrics. On any evaluation you will receive a summary of rubric scores, a brief commentary on the overall quality of the work, notes on the assignment’s strengths, and notes for improvement. If you would like more feedback, you are responsible for making an appointment to see me for more commentary. If you choose this option, you must bring the work in question to the meeting. I will meet with you before you hand in an assignment and at your request, I will comment on the first paragraph to page of the work, no more.

11. Participation is not a weighted part of the assignment grades, but I reserve the right to increase or decrease your grade based on attendance, classroom discussion, classroom behavior, lateness, in class assignments, and any other judgment that is informed by my authority and expertise.

12. This syllabus is tentative and can be changed at the instructor’s discretion.

Common Policies for General Education Writing Courses
To support the best learning and teaching conditions, the Department of English has adopted a minimal number of policies that govern all of its General Education writing courses

Absences
Students are required to attend the first class meeting of courses for which they registered. Registered students not attending the first day of the term may be dropped from the course at the discretion of the instructor. Students are expected to attend every class meeting, scheduled conference, and online activity to satisfy all academic objectives outlined by the instructor. Any absence will negatively affect a student’s performance in class.
In addition, absences of 20% of class meetings or more will result in a grade of F. Absences by students who are affiliated with university-authorized activities will be considered on a case-by-case basis.

You may have 3 “free” absences during the semester. These absences will not result in any penalty. You are responsible for turning in any work due, even if you are absent. I will not accept an electronic submission, except under extraordinary circumstances. Every absence after 3 will result in one letter grade deducted from your final score. Please sign the sign in sheet when you enter class. You will count as absent if you have not signed the sheet.

Civility and Tolerance
The Department of English affirms the UNF Student Conduct Code ([http://www.unf.edu/student-affairs/student-handbook.html](http://www.unf.edu/student-affairs/student-handbook.html)): “The Student Conduct Code is designed to promote responsible behavior for all students consistent with the welfare of the UNF community.”

1. Because writing courses rely heavily on the interaction of individual in both small and large groups, students and faculty must act in a manner respectful of different positions and perspectives. Civility and tolerance in this situation are clearly vital. To foster productive classroom and learning environments, instructors will act to reduce behaviors that may compromise such environments. These actions may range from informal conversations, to formal communications, to requested action by the Division of Student Affairs, or in the case of extreme classroom disruption, to contact with the University Police for assistance.

2. By definition, all of education depends on encountering new ideas and information. Some of these may conflict with individual’s existing knowledge or perspectives. The Department of English expects students to engage such materials thoughtfully, in ways that reflect the values and mission of the University of North Florida.

3. Students must respect the classroom environment. In class, all cell phones and personal electronic devices shall be turned off. Students shall refrain from any activity that disrespects the classroom environment and learning conditions for others.

4. Students should use professional email etiquette in communications with faculty and peers. [See http://owl.english.purdue.edu/owl/resource/636/01/]

Students with Disabilities
Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members 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 (ADA). 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 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, email (kwebb@unf.edu), or visit the DRC website ([http://www.unf.edu/dept/disabled-services](http://www.unf.edu/dept/disabled-services)).
Violation of Academic Integrity: Cheating, Fabrication, Multiple Submissions, and Plagiarism

The University of North Florida’s Academic Integrity Code “expects all members of the academic community to respect the principle of academic freedom and to behave with academic integrity” (http://www.unf.edu/student-affairs/student-handbook.html).

It is the student’s responsibility to read and understand this policy.

Violations of the Academic Integrity include among others:

- **Cheating**: Intentionally using or attempting to use unauthorized materials in any academic exercise.
- **Fabrication**: Intentional alteration of invention of any information, including citations, in an academic exercise.
- **Multiple submissions**: submitting substantial portions of the same academic work (including oral reports) more than once without authorization.
- **Plagiarism**: Intentionally presenting someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

[See http://www.unf.edu/student-affairs/student-handbook.html for the complete listing of academic integrity violations.]

Students who have violated academic integrity will receive an F on the specific assignment and may receive an F for the course. The instructor will inform the Chair of the English Department of violations of academic integrity.

Useful Student Resources

Many students experience stress while adjusting to college. The services below are available free to students. Contacts for the appropriate office are listed below—their staffs include trained, caring professionals who have experience helping students deal with specific academic, security, psychological, and emotional issues.

**ACE (Academic Center for Excellence) – Academic Advising and Tutoring**

[www.unf.edu/es/ace](http://www.unf.edu/es/ace)
Founder’s Hall, 2/2120, (904) 620-1012

**The UNF Counseling Center**

[http://www.unf.edu/dept/counseling_center](http://www.unf.edu/dept/counseling_center)
Founder’s Hall, 2/2068, (904) 620-2602

**UNF Campus Police**

[http://www.unf.edu/dept/upd/index.htm](http://www.unf.edu/dept/upd/index.htm)
Building 41, on UNF Drive across the street from the Information Booth

**Emergency Number**: (904) 620-2801

Note: Police officers are available 24 hours a day to provide safety escorts to any member of the University Community. To request an escort, contact the UPD at 620-2800.

**The Women’s Center** (and Victim Advocacy Program)
Student Life Center Building, 14/2623, (904) 620-2528, email: womenctr@unf.edu.
Evaluation Form (SAMPLE)

Rubric #1: Level ______
Rubric #2: Level ______
Rubric #3: Level ______
Rubric #4: Level ______
Rubric #5: Level ______

*NOTE: A level 1 or 0 on ANY rubric will result in the failure of the assignment.

Grade: ______

Overall Impressions:

Strengths:

Suggestions for Improvement:
Note Format (courtesy Allen Tilley: [www.unf.edu/~atilley/documents.htm](http://www.unf.edu/~atilley/documents.htm))

**A Note Format for Expository Prose**
(Expository prose covers textbooks, essays, and about every other piece of prose which does not tell a story.)

1. In one sentence, what is the main idea?

2. How is the main idea developed? Identify significant digressions from the main idea. Does the piece wish to persuade you of something? If so, what, and by what means? What are the points of any included stories? Is there anything interesting about the language—the style, the tone, the use of figurative language or of rhetorical forms?

3. Pick a short passage which is at the heart of your experience of the piece and say why you picked it.

4. With what do you associate this work? Why? If the piece is structured by its own meditative associations, describe the movement.

5. How did the piece make you feel? List any prominent value judgements it makes or implies. Record your own value judgements, questions, puzzlements, objections, and ideas. Use this section of the notes to go on a bit if you see something worthy of comment.
Tentative Schedule:

Week One:

Day 1 Introductions, Syllabus,
Day 2 UNF’s Plagiarism Statements, Definitions of Plagiarism
Day 3 Borges’ “Pierre Menard, the author of Don Quixote” (online at my website, under Texts link)

Week Two:

Day 1 Syllabus Quiz, Setting up your homepage (website)
Day 2 Plagiarism Definition Essay, Group Assignments, and Blog Set-up
Day 3 Mallon, Stolen Words (Chapter 1)

Week Three:

Day 1 Labor Day (No Class)
Day 2 Mallon, Stolen Words (Chapters 2-4)
Day 3 Finding Plagiarism, Hunting Plagiarists

Week Four:

Day 1 Mallon, Stolen Words (Chapter 5 and Postscript)
Day 2 Quiz: Mallon
Day 3 Plagiarism Definition Essay Due