

South College



Writing Across the Curriculum

Writing Lab Handbook

July 2008

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Welcome!

### *Welcome to the South College Writing Lab!*

During your time at South College, as in all colleges and universities, you will be doing a lot of writing. This handbook will help you understand the requirements of South College's **Writing Across the Curriculum** program and will also make you aware of the services the Writing Lab offers to help student writers. In this handbook, we have tried to explain the Writing Across the Curriculum program and the **Student Portfolio** as thoroughly as possible. For more details on the Writing Across the Curriculum program, visit South College's website through the student portal. Also, if anything in this handbook is unclear to you, or if you would like additional information about the Writing Across the Curriculum program, please feel free to contact David Houston, the WAC Coordinator, at [dhouston@southcollege.edu](mailto:dhouston@southcollege.edu) or Julia Watts, the Writing Lab Coordinator, at [jwatts@southcollege.edu](mailto:jwatts@southcollege.edu).

### What is the Writing Across the Curriculum program at South College?

The philosophy of the Writing Across the Curriculum is based on two principles:

- Writing is a way of learning.
- Your development as a writer does not stop once you finish your English composition courses.

During your time at South College, you will take numerous "W" courses—courses in which writing is an especially important component. Some "W" courses will fulfill General Studies' requirements, but others will be courses in your major field of study. In all "W" courses, emphasis will be placed on writing as a process. Your instructors will take an interest in your writing projects from the initial planning stage through the middle drafting stage up to the final revision. The Writing Across the Curriculum program strives to ensure that you will graduate from South College not only with knowledge of how to write a competent English paper but also how to write effectively in your own field of study and in other disciplines as well. During your coursework at South College, you will **learn to write and write to learn**.

At this point you may be saying, "Why all the emphasis on writing? I didn't come to college to be an English major." Contrary to popular belief, the importance of good writing skills is not limited to only one field of study. Writing is communication, and in every field of study and every job, effective communication is vitally important. Employers in all the major fields of study offered at South College say that good written communication is one of the main strengths they look for in potential employees.

**The Writing Across the Curriculum program is designed to help you develop the written communication skills which employers value.**

## "W" courses

### What are the "W" courses at South College?

The "W" courses at South College are designed to build your writing skills by requiring a number of writing assignments and by emphasizing the process of writing. True to the philosophy of Writing Across the Curriculum, not all "W" courses are English courses. While the first "W" courses you take will probably be English courses, you will also take "W" courses in other areas, including your major. **The "W" courses at South College are divided into three categories:**

#### 1) Writing Focused courses (WF)

The first category, the Writing Focused (WF) courses, consists of the two required English Composition courses. In these courses, you will write 3,000+ words over the course of five papers. Both English composition courses require you to write four essays of 650+ words each and one summary of 250+ words. ENG 1200, the first composition course, focuses on the basics of English and personal writing and does not require a research paper. In ENG 1210, two of the papers you write will be research papers documented in the APA style. The WF courses at South College are:

##### WF—Writing Focused courses:

ENG 1200 English Composition  
ENG 1210 English Composition with Research

#### 2) Writing Intensive courses (WI)

The second category of "W" courses, the Writing Intensive (WI) courses, consists of non-composition courses offered by the General Studies department. In your WI courses, you will be required to write 2,000+ words. In some courses, this 2,000+ word writing requirement may be fulfilled by writing three papers of approximately 675 words. In others, the requirement may be fulfilled by writing two 675-word papers plus several shorter writing assignments such as paragraphs, abstracts, and short reports. The WI courses at South College are:

##### WI—Writing Intensive courses:

ART 1010 Art Appreciation  
ENG 2350 Introduction to  
Literature  
ENG 2380 World Literature  
ENG 2390 Major Authors  
ENG 2400 Language and Society  
ENG 2410 Literature for the Child  
and Young Adolescent  
HIS 1010 American History

HIS 1020 World History  
PHI 2000 Critical Thinking  
POL 2760 American Government  
PSY 1810 General Psychology  
PSY 1820 Human Growth and  
Development  
PSY 2800 Abnormal Psychology  
SOC 1860 Introduction to  
Sociology

### 3) Writing in the Discipline courses (WID)

The third category of “W” courses, the Writing in the Discipline (WID) courses, consists of courses within your major; in these courses you will write 2,000+ words. This 2,000-word writing requirement may be fulfilled by writing three papers of 675 words or two papers of 675 words, plus several brief writing assignments such as paragraphs, abstracts, and short reports. The type of writing you do for your WID courses will depend upon your chosen major; however, the 2,000+ word requirement is the same for all majors.

#### “W” course requirements

#### What are the “W” course requirements for my program?

All South College Students are required to take a certain number of “W” courses; however, the number you are required to take varies according to the degree you are seeking. Below are the “W” requirements for each type of degree:

##### Certificate Program Requirements:

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**One WID**, Writing in the Discipline course

##### Associate Degree Program Requirements:

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**One WI**, Writing Intensive course (General Studies, WI, non-composition courses, listed above)

**One WID**, Writing in the Discipline course

##### Bachelor’s Degree Program Requirements:

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**Two WID**, Writing in the Discipline courses, one in your junior year and one in your senior year.

## **“W” courses by programs: The “W” courses you need to take**

### **1. School of Business**

#### **❑ ASSOCIATE OF SCIENCE in ACCOUNTING**

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**One WID**: ACC 2500 Accounting Information Systems

#### **❑ ASSOCIATE OF SCIENCE in BUSINESS ADMINISTRATION**

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**One WID**: BUS 2600 Business Policy

#### **❑ BACHELOR'S DEGREE of BUSINESS ADMINISTRATION**

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**, BBA 3080 Managing Business Ethics

**WID #2**, BBA 4120 Strategic Management

#### **❑ BACHELOR'S DEGREE of BUSINESS ADMINISTRATION WITH CONCENTRATION IN ACCOUNTING**

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**, BBA 3080 Managing Business Ethics

**WID #2**, BBA 4120 Strategic Management

### **2. Department of Network Administration**

#### **❑ ASSOCIATE OF SCIENCE in NETWORK ADMINISTRATION & SECURITY**

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**One WID**: CST 2660 Information Security Principles

### **3. School of Education**

#### **❑ BACHELOR'S DEGREE of ELEMENTARY EDUCATION**

**Two WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

**Two WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**, Junior Level: EDU 3010 Foundations of Education

**WID #2**, Senior Level: EDU 4050 Reflective Teaching and Action Research

continued

## 4. Department of Medical Assisting

### ❑ PROFESSIONAL MEDICAL CODING CERTIFICATE

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

One **WID**: AHS 2110 Pharmacology I

### ❑ ASSOCIATE OF SCIENCE in MEDICAL ASSISTING

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

One **WID**: AHS 1860 Pharmacology I

## 5. Department of Nursing

### ❑ BACHELOR'S OF SCIENCE DEGREE in NURSING

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**, Junior Level: NSG 3271 Nursing Research

**WID #2**, Senior Level: NSG 4521 Policy and Politics

## 6. Department of Physical Therapy Assistant

### ❑ ASSOCIATE OF SCIENCE in PHYSICAL THERAPY ASSISTANT

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**: PTA 1010 Introduction to PTA

**WID #2**: PTA 2460 Advanced Habilitation/Rehabilitation

## 7. Imaging Sciences

### ❑ ASSOCIATE OF SCIENCE in RADIOGRAPHY

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

One **WID**: RAD 2530 Clinical Education IV

### ❑ BACHELOR'S OF SCIENCE DEGREE in HEALTH SCIENCE with Concentration in Radiography or Nuclear Medicine

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**, Junior Level: HSC 4110 Health Science Research

**WID #2**, Senior Level: HSC 4210 Current Trends / Issues in Radiography

continued

## 8. School of Legal Studies

### ❑ ASSOCIATE OF SCIENCE in CRIMINAL JUSTICE

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

One **WID**: CMJ 2240 Criminal Investigations I

### ❑ ASSOCIATE OF SCIENCE in PARALEGAL STUDIES

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

One **WID**: LGS 2060 Legal Research and Writing II

### ❑ BACHELOR'S OF SCIENCE DEGREE in LEGAL STUDIES

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

Two **WI**, Writing Intensive courses (General Studies, WI, non-composition courses, listed above)

**WID #1**, Junior Level: LGS 3050 American and Tennessee Legal Systems

**WID #2**, Senior Level: LGS 4120 Special Topics in Legal Research

## 9. Certificate Program – with WAC Requirements

### ❑ PROFESSIONAL MEDICAL CODING CERTIFICATE PROGRAM:

Two **WF**, Writing Focused courses (ENG 1200 English Composition, ENG 1210 English Composition with Research)

One **WID**: AHS 2990 Medical Transcription II

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End of W Requirements by Programs



## Transfer students

**Transfer students** should take as many “W” courses required for their program as possible but are not required to retake “W” courses for which transfer credit has been given by South College. Transfer students are required to keep a student portfolio, including assignments from all “W” courses taken at South College as well as many additional Portfolio elements as reasonable, given the student’s period of enrollment at South College. Each transfer student will receive a Requirement Exemption Form (R.E.F.) from the Registrar signifying that the student is exempt from taking a required W course (or courses). The Registrar will also send a copy of the R.E.F. to the Writing Lab to be kept in the student’s portfolio.

## Students who pass challenge exams

Students may challenge out of “WF” Courses (ENG 1200, English Composition, and ENG 1210, English Composition with Research). Such students should see the Registrar for a Requirement Exemption Form (R.E.F.). A copy of the R.E.F. is to be sent to the Writing Lab to be kept in the student’s portfolio.

## Your writing portfolio

**What is the student portfolio all about?**

**The Portfolio Program: Your personal portfolio and the Writing Lab’s copy of your portfolio**

Over the course of your time at South College, you will be required to develop a Student Writing Portfolio, which will contain samples of your writing from your time at South College. The portfolio will help you see how your writing has improved and where your writing needs improvement. The portfolio will also be useful after graduation when you want to show potential employers samples of your work.

**Two portfolios with your name on them.** There will be two copies of your Student Writing Portfolio. One will be your personal copy (**personal portfolio**) that you keep with you and the other will be one kept by the Writing Lab (**WL portfolio**). Both of these portfolios will contain all your writing assignments (“W” assignments). After your original writing assignments have been graded and returned to you for review, you will return these original writing assignments to your instructor who will send them to the Writing Lab to be included in the Writing Lab’s portfolio. At the same time you should make copies of your “W” assignments for your personal portfolio. (The Writing Lab will be happy to make copies of these assignments if you like.)

**Don’t forget to resubmit your “W” assignments to your instructor.** If you do not do a required “W” assignment or if you forget to resubmit the original “W” assignment, a “W Incompletion Form” will be placed in your Writing Lab portfolio. Since an Incompletion Form in your portfolio will affect the final assessment of your Writing Lab portfolio, please don’t forget to return your “W” assignments to your instructor. Your Student Writing Portfolio will serve as your official portfolio and will be stored in a secure location in the Writing Lab. Please make sure you keep your personal portfolio up to date and keep copies of all your original assignments in your personal portfolio.

## What will be kept in your portfolio?

Here, briefly, is an overview of what your Student Writing Portfolio will contain:

1. **An initial timed writing sample.** During Student Orientation, you will be asked to take fifteen minutes and write a paragraph on an assigned topic. This paragraph will not be used for placement; however, it will go in your Writing Lab portfolio as the first example of the writing you did at South College. If you would like a copy of this paragraph for your personal portfolio (or any other item in your Writing Lab Portfolio), contact the Writing Lab.
2. **Graded assignments (usually two) from each “W” class taken at South College.** When your instructor grades one of your “W” assignments, he or she will use his or her own **rubric** (or **checklist**) as well as the South College Core Writing Rubric. A rubric sheet will be attached to your paper and graded. At the end of the quarter, your instructor will ask you to return these original graded “W” assignments to be put in your Student Writing Portfolio. Some instructors may help you choose which assignments to include; others will leave the choice up to you. Once the instructor has the assignments, he or she will send them to the Writing Lab, where they will be put into your Writing Lab portfolio. And again, be sure to keep copies of all the “W” assignments for your personal portfolio. Remember, if you fail to do a “W” assignment or fail to return a “W” assignment to your instructor before the end of a course, an Incompletion Form will be placed in your Writing Lab portfolio. This will affect the final evaluation of your official portfolio.
3. **Three assessment paragraphs.** At the beginning of your last quarter, you will need to write three paragraphs that evaluate your portfolio’s contents and your writing experience.
4. **Copies of Writing Lab conference forms.** This is not essential, but your portfolio might also track your use of the Writing Lab. Whenever you use the services of the Writing Lab, you and the WL staff member will fill out a conference form. These forms may be kept in your Writing Lab portfolio. Writing Lab staff members will also make copies of these forms for your personal portfolio if you wish.

**It is important for you to know that having a completed Student Writing Portfolio is a requirement for graduation.** Once your portfolio is complete, the Portfolio Evaluation Committee will meet and decide whether or not your portfolio meets the requirements for an acceptable portfolio. The Portfolio Evaluation Committee rates student portfolios on the following scale: Excellent, Good, Acceptable, or Unacceptable. Students whose portfolios are rated Unacceptable will be referred to the Executive Vice President and to the Dean of Academic Support and Student Services. **IMPORTANT: Grades will be withheld from students who do not do their portfolio wrap-up paragraph assessments.**

### What kind of help will I have with my writing assignments?

**Writing help from your instructor and the syllabus.** Instructors will explain ahead of time how to do a good job on your “W” assignments. Often, these instructions will be included in your course syllabus. Read these instructions carefully. If you don’t see instructions, ask the instructor for information about how to write the assignment. If the instructions are in the syllabus but you still aren’t sure about something, be sure to ask your instructor. Also be sure you know exactly when the “W” assignment is due so that you can work on it way before the assignment’s due-date approaches.

**Writing help from the Writing Lab.** Besides asking your instructor for help, you are also strongly encouraged to ask for help from the Writing Lab. Hours are posted in the monthly Southern Digest newsletter as well as on the window of the Writing Lab. If you are unable to make the scheduled hours, you may set up a special appointment by contacting Ms. Julia Watts ( [jwatts@southcollegetn.edu](mailto:jwatts@southcollegetn.edu) / 865-251-1723 ) or Ms. Caroline Malone ( [cmalone@southcollegetn.edu](mailto:cmalone@southcollegetn.edu) / 865-251-1724 ).

### How will my “W” assignments be graded?

**The “70%” rubric.** The course syllabus for every “W” course will have a checklist (rubric) to show you how the instructor will grade your “W” assignment. Studying this rubric will be a big help in getting a good grade on the assignment—you will know from the beginning of the course exactly what your instructor will consider when grading your assignment. Take advantage of this by studying the rubric carefully at the beginning of the course and by asking your instructor about the rubric if you have any questions. In most classes, the “W” course rubric will be worth about 70% of the grade for a particular “W” assignment. Sometimes this “W” rubric will be worth 40, 50, or 60%. The syllabus will give you the exact percentage for this rubric.

### Where will the remaining percentage of the assignment grade come from?

**The “30%” rubric—The Core Writing Rubric.** Nearly all “W” courses will also use what’s called a “30%” rubric. This rubric-checklist will pretty much be the same for every “W” class. Over the course of your time at South College you will become familiar with this 30% rubric. Learning what this 30% rubric is all about will be a very helpful way for you to improve your writing. In the first Writing Focused (WF) class, ENG 1200 English Composition, you will learn specifically about this writing checklist. Also, note that this 30% rubric is also called the Core Writing Rubric. It will be a very helpful checklist for all of your writing; that is why it is called the Core Writing Rubric.

What does the 30% Core Writing Rubric look like? Here it is . . .

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**South College**  
**Basic 30% Core Writing Rubric**

1. \_\_\_\_ The assignment has a strong thesis statement that clearly presents the assignment's main purpose. *Harbrace Handbook* (16<sup>th</sup> ed.) 399
2. \_\_\_\_ The assignment has an effective introduction and conclusion. 422
3. \_\_\_\_ Paragraphs have effective topic sentences. 429
4. \_\_\_\_ Paragraphs are unified and fully developed with appropriate and sufficient details that support the topic. 431
5. \_\_\_\_ Paragraphs have coherence: ideas are arranged properly and connected effectively with transitional (or signal) words and phrases. 432
6. \_\_\_\_ The student has avoided agreement problems, such as subject-verb agreement and pronoun-antecedent agreement. 99
7. \_\_\_\_ The student has used a variety of well-constructed sentence patterns. 354
8. \_\_\_\_ The student has edited for correct punctuation. The student has avoided comma splices, run-on sentences, and inappropriate fragments. 203
9. \_\_\_\_ The word choice (diction, vocabulary) is appropriate for the assignment's purpose. Also, the student has eliminated spelling errors and problems with capitalization. 270, 259, 171
10. \_\_\_\_ The student has submitted a professional-looking assignment that is properly formatted.

**Total points/ percentage grade:** \_\_\_\_\_

*This represents 30% of the final grade for the "W" assignment.*

\_\_\_\_\_end of Core Writing Rubric

**A little help!**

*I need help figuring out what these 10 items on this rubric mean.*

To help students understand each of these 10 items on the Core Writing Rubric, we have broken down each item for you in this next version of the Core Writing Rubric. In the following "Expanded 30% Core Writing Rubric" you will see specifically what each item is about. This rubric might not make much sense right now, but as you take your composition classes and visit the Writing Lab for help, you will gradually become very familiar with these items. For now, just know that this Writing Lab Handbook provides you with a basic and an expanded version of this rubric. These two are the same rubrics; one is just more detailed.

Here's an "expanded" version of the 30% Core Writing Rubric:

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Expanded 30% Core Writing Rubric

Students receive up to 30% total on the first page of this rubric. 0-3 for each category.

1. \_\_\_\_\_ The assignment has a strong thesis statement that clearly presents the assignment's main purpose. *Harbrace Handbook* (16<sup>th</sup> ed.), 399
  - 0 – The assignment has no thesis statement or statement of the assignment's main purpose.
  - 1 – A thesis statement or purpose statement is presented, but it does not adequately prepare the reader for the purpose of the assignment. The statement is confusing or doesn't cover the assignment's material very well.
  - 2 – A thesis statement or purpose statement presents the main purpose fairly well, but lacks some clarity.
  - 3 – The assignment has a strong thesis or purpose statement that clearly and effectively presents the assignment's purpose.
  
2. \_\_\_\_\_ The assignment has an effective introduction and conclusion. 422
  - 0 – The assignment is missing an introduction and a conclusion.
  - 1 – The assignment has an introduction and a conclusion, but both are inadequate.
  - 2 – The assignment has both an introduction and a conclusion, but one is inadequate.
  - 3 – The assignment has an effective introduction that strives to interest the reader in the assignment and leads in to the rest of the assignment. The assignment also has an effective conclusion that both sums up the content or main purpose of the assignment and provides closure to the assignment.
  
3. \_\_\_\_\_ Paragraphs have effective topic sentences. 429
  - 0 – The body paragraphs have no or very poor topic sentences.
  - 1 – Some paragraphs have topic sentences, but most paragraphs are not unified by clear statements of the paragraph's purpose.
  - 2 – Most paragraphs have clear topic sentences, but some paragraphs do not have topic sentences or some topic sentences are not adequate statements of the paragraph's main idea or purpose.
  - 3 – All body paragraphs have effective topic sentences. These topic sentences clearly state the main idea or purpose of the paragraph and are clearly connected to the main idea of the assignment (thesis or purpose statement). In addition, effective topic sentences generate interest in the main idea of the paragraph and may also provide a link to the ideas in the previous paragraph.
  
4. \_\_\_\_\_ Paragraphs are unified and fully developed with appropriate and sufficient details that support the topic. 431
  - 0 – Paragraphs include unrelated material without enough details to develop the topics of the paragraphs.
  - 1 – Some paragraphs are unified in content but the details are insufficient in most paragraphs; or many details are unrelated to the main idea or topic.
  - 2 – The details in each paragraph are clearly related to the paragraph's main topic, but some paragraphs are undeveloped.
  - 3 – All body paragraphs are developed sufficiently by details that are appropriate to the topic.
  
5. \_\_\_\_\_ Paragraphs have coherence: ideas are arranged properly and connected effectively with transitional (or signal) words and phrases. 432
  - 0 – The paragraphs are incoherent because they are unorganized, rambling, and hard to follow. The student has neither arranged details logically nor provided transitions to guide the reader through the paragraphs' ideas.
  - 1 – Some paragraphs are coherent and use transitions, but most ideas in paragraphs are hard to follow.
  - 2 – Most but not all paragraphs are well organized, with appropriate and sufficient transition words and phrases to guide the reader through the paragraphs' ideas.
  - 3 – All body paragraphs contain details that are logically organized and provide the reader with appropriate and sufficient transition words and phrases to guide the reader through the paragraphs' ideas.

continued

6. \_\_\_\_\_ The student has avoided agreement problems, such as subject-verb agreement and pronoun-antecedent agreement. 99
- 0 – The assignment includes far too many subject-verb agreement and pronoun agreement problems.
  - 1 – The assignment has some agreement problems.
  - 2 – The assignment has very few agreement problems.
  - 3 – The assignment is free of agreement problems. For example, singular subjects are followed by singular verbs and pronouns agree with their antecedents: "Everyone is doing his or her part."
7. \_\_\_\_\_ The student has used a variety of well-constructed sentence patterns. 354
- 0 – No attempt has been made to provide a variety of well-constructed sentence patterns.
  - 1 – Some attempt has been made to vary sentence patterns, but most sentences are awkward and poorly constructed.
  - 2 – Most sentences are well constructed, and the student has provided a variety of interesting and effective sentence patterns. Some sentences, however, need revision, such as for better parallel structure.
  - 3 – The student has composed a variety of well-constructed sentences so that the ideas in the assignment are carried along clearly and smoothly. The sentence patterns reveal a mature writing style, showing that the student knows how to employ the right sentence pattern for the concept.
8. \_\_\_\_\_ The student has edited for correct punctuation. The student has avoided comma splices, run-on (fused) sentences, and inappropriate fragments. 203
- 0 – Punctuation problems are very distracting.
  - 1 – While many sentences are punctuated correctly, punctuation problems are found in most paragraphs.
  - 2 – The student has obviously edited for punctuation, but some punctuation problems are evident.
  - 3 – The assignment is free of punctuation errors.
9. \_\_\_\_\_ The word choice (diction, vocabulary) is appropriate for the assignment's purpose. Also, the student has eliminated spelling errors and problems with capitalization. 270, 259, 171
- 0 – Diction, spelling, and/or capitalization problems are found throughout the assignment.
  - 1 – The assignment shows little editing for appropriate vocabulary, spelling, and/or capitalization.
  - 2 – While the assignment shows careful attention to appropriate vocabulary, spelling, and/or capitalization, a few errors have been made.
  - 3 – The assignment shows very careful editing for appropriate vocabulary, spelling, and/or capitalization.
10. \_\_\_\_\_ The student has submitted a professional-looking assignment that is properly formatted.
- 0 – The assignment is not formatted properly.
  - 1 – An attempt has been made to format some of the assignment correctly, but other parts of the assignment need careful attention.
  - 2 – The assignment is generally formatted properly, but some problems still exist.
  - 3 – The assignment is formatted properly, showing careful attention to proper arrangement, presentation, and style.

Percentage grade for Core Writing Rubric (up to 30%): \_\_\_\_\_

\_\_\_\_\_end of Expanded 30% Core Writing Rubric

### How else can I learn about how the 30% Core Writing Rubric works?

**From the Writing Lab staff.** Since 30% is a big portion of your assignment grade, learning the items in the 30% Core Writing Rubric will be very helpful in doing well on all of your "W" assignments—and on ANY writing assignments. The Writing Lab staff will be more than happy to go over all of the 10 items on the 30% Core Writing Rubric. In fact, you might want to meet with the Writing Lab staff several times so you can divide up this Core Writing Rubric into manageable sections, learning a few items at a time.

**From studying the *Harbrace Handbook*.** You will see that each item on the 30% Core Writing Rubric has page numbers at the end. For example, item number 1 lists information that begins on page 399 of the *Harbrace Handbook (16<sup>th</sup> edition)*. These are pages in the *Harbrace Handbook* that will help you specifically with developing a good thesis statement.

**From checking out grammar-writing websites.** The Internet has hundreds of grammar-writing websites. If you have any difficulty finding a website that suits you, ask the Writing Lab for suggestions.

**From looking at other composition handbooks.** Many other writing handbooks, including some that you might already have, explain these same 10 items. You can find other handbooks in our library or at a new or used bookstore. If you get a used handbook, try to find one with a recent copyright date. You don't want to get an edition of a handbook that was published several years ago. Get the most current one you can find.

### Where can I get a *Harbrace Handbook*?

You will need to purchase a *Harbrace Handbook* for your first composition class, ENG 1200 English Composition. Visit South College's bookstore and pick up a copy whenever you want (depending on availability of the *Harbrace Handbook*). You will find the *Harbrace* helpful for *your whole career* at South College and even after you graduate. **This book will be a good resource for any kind of writing, whether in college or on the job.**

### How else can I learn about how the 30% Core Writing Rubric works?

Here are some tips and explanations. Use these tips to help you learn about the 10 items in the Core Rubric.

## Core Writing Rubric Tips and Exercises

Here are some tips and exercises to help you understand each item of the Core Writing Rubric. If you would like to check your answers on these exercises or have the items more fully explained, please drop by the Writing Lab for assistance.

## Core Rubric Item # 1 Thesis Statements / Item # 2 Topic Sentences

*From the Core Writing Rubric:*

*Item 1. The assignment has a strong thesis statement that clearly presents the assignment's main purpose.*

*Item 3. Paragraphs have effective topic sentences.*

*Note: Thesis statements and topics sentences can be phrased exactly alike. The difference is that thesis statements control essays (articles, books) while topic sentences control paragraphs.*

### A. What Thesis Statements Are (usually).

In some disciplines, a thesis statement (topic sentence) tells the reader **WHAT (topic) the paper is about and HOW THE WRITER FEELS (attitude) about the subject.** (Of course, writing in your discipline might require avoiding personal opinions altogether, in which case your instructor should explain how the thesis should be expressed.)

1. *A thesis statement is the "bottom line," the foundation sentence of your writing.* "South College should not allow a student pub on campus."
2. *A thesis statement is the main point.* "Banning handguns is the first step toward controlling crime in America."
3. *A thesis statement is what the writing is about.* "Allocating handguns to every citizen will make America safe."
4. *A thesis statement provides unity.* "The aging of the American population will eventually create a health-care crisis."
5. *A thesis statement is a simple statement.* "The Social Security system needs to be fixed soon." or "The Social Security system is not in crisis."

### B. What Thesis Statements Are Not (sometimes).

1. Thesis Statements shouldn't be too opinionated: "Our mayor is crazy as a loon."
2. Thesis Statements shouldn't be an announcement (usually): "My paper will be about air pollution."
3. Thesis Statements shouldn't just be a fact: "Cars cause pollution." "Movies are often violent."
4. Thesis Statements shouldn't be too general or too broad: "Students studying medical arts need to know anatomy."

### C. Where are thesis statements placed?

*Thesis Statements are usually placed at the end of your introductory paragraph. But check with your instructor. Some assignments need to have your thesis (your purpose) stated immediately.*

### D. Where are topic sentences placed?

Usually the first sentence of a paragraph.



## Core Rubric Item # 2 Introductions & Conclusions

*From the Core Writing Rubric:*

*Item 2.. The assignment has an effective introduction and conclusion.*

**An introduction has three main purposes:** to arouse the reader's interest, to introduce the subject, and to present the thesis. A paper without an introduction leaves both the writer and reader without a sense of direction. Here is an example of an **introduction** that fulfills all three purposes:

South College can rightly be proud of its new Parkside campus. Much thought has gone into providing an atmosphere designed to promote learning by providing a comfortable environment for everyone. Whether one is a receptionist, admissions representative, librarian, student, instructor, or member of the administration, the building is a beautiful place to be about the important work of education.

[Notice that the final sentence in this introduction above is a good thesis statement since it tells the reader very clearly what the essay will be about and gives the writer's opinion about the topic.]

**A conclusion is also necessary to a well-written assignment.** A conclusion is usually brief, summarizes key ideas, and leaves readers with a final thought. The main purpose, though, of a conclusion is to make the assignment "feel finished." Here is an example of an effective **conclusion**:

South College's Parkside campus building, therefore, deserves an architectural award. Few schools in the area can boast such an orderly arrangement of classrooms and offices, and few schools have an atrium that is so well landscaped with a variety of eye-catching plants and illuminated by a skylight that lets in light yet keeps out glare and summer heat. We're lucky to be able to learn in this beautiful environment.

## Core Rubric Item # 4 Unified and Fully Developed Paragraphs

*From the Core Writing Rubric:*

*Item 4. Paragraphs are unified and fully developed with appropriate and sufficient details that support the topic.*

When a paragraph is **unified**, it sticks to **one topic** and develops that one topic thoroughly. Read the following paragraph. Notice where the paragraph loses unity. The underlined sentences wander off the topic and destroy the unity.

Every April, Knoxville's Rossini Festival takes over the streets and draws many different types of artists and festival-goers to Gay Street and its tributaries. The event, sponsored by the Knoxville Opera Company, is designed to promote a weekend of opera by Gioacchino Rossini, the 19<sup>th</sup> century Italian

composer of such great operas as *The Barber of Seville*, *Cinderella*, and *William Tell*. *The Barber of Seville*, by the way, is based on a famous play by Beaumarché, the revolutionary playwright who helped stir up the French to revolt against the aristocrats who had been bleeding the people for centuries. Rossini, however, was far from revolutionary. Even though his operas rank among the best, they are very traditional. The Rossini Festival is fast becoming a popular tradition in the city. While opera is the main reason for the festival, other arts and crafts vie for attention, such as painting, pottery, weaving, woodworking, photography. Many other creative skills are also on display and draw a wide range of shoppers for that special item or work of art. Food-lovers are never disappointed either since cooks and chefs of many different cuisines fire up their grills to keep the crowds well fed. At the same time, musicians of many styles fill the streets with the *umpapa's* of brass instruments, the drone of bagpipes, the enticing rhythm of a drum kit, and the strum of classical or the screech of electric guitars. It should be mentioned that rock and jazz are just as important to our culture as opera; in fact, these two types of music were born in America, whereas opera is an Italian creation. Just as the music doesn't have to be classical, nor does the dance, which can include Appalachian clogging, Irish high-stepping, or West African harvest dancing. In other words, variety is the theme of the Rossini Festival, and one imagines the fun-loving, though maybe a little traditional, Rossini, would approve.

Paragraphs must also be fully developed with sufficient details, examples, and facts to support the writer's argument. Read the following paragraph. You will notice that this middle (detail) paragraph isn't fully developed. It has a fine topic sentence (sentence # 1), but the details that would explain and develop that topic are woefully absent.

South College's new Parkside building is just plain beautiful. Located in West Knoxville near Cedar Bluff, the interior of the two-storey building is a masterpiece of contemporary architecture. The administration offices, located mainly on the first floor, are well designed, as are the classrooms and faculty offices on the second floor. The library is also notable for its design and functionality. Finally, the student center is a wonderful place to relax.

#### Core Rubric Item # 5 Coherence / transitional & signal words and phrases

*From the Core Writing Rubric:*

*Item 5. Paragraphs have coherence: ideas are arranged properly and connected effectively with transitional (or signal) words and phrases.*

**What does "coherence" mean?**

Well, let's compare "unity" and "coherence" first.

Unity means that the assignment is about **one** thing.

**Coherence** means that these unified ideas *cohere*; that is, that the ideas are well connected in a clear, logical order. Writing that is coherent is *understandable*. When you say someone is *incoherent*, you are saying that the person is not making much sense.

First, we achieve coherence through . . .

**Order.** Arrange your details in an orderly way so that the details are easy to follow.

We also achieve coherence through . . .

**Repetition.** Repeat what you are talking about frequently. For example, we are talking about “coherence” now, so we keep repeating the word “coherence.”

Finally, we achieve coherence through . . .

**Signal words and transitional words.** Signal and transitional words connect and highlight ideas.

Transitions act like bridges, connecting ideas (“however,” “therefore”).

Signal words point to what’s coming up (“next,” “finally”) or emphasize (“especially,” “in fact”).

Here are some transitional and signal words and phrases. Your writing will be much improved if you get in the habit of using these words. Take some time now just to read them and circle a few that you might like to use in your writing.

TO ADD: Also, and, and then, as well, besides, beyond that, first, second, third, last (and so on), for one thing, furthermore, in addition, moreover, in addition, next

TO COMPARE: As well, both, neither, in the same way, likewise, similarly

TO CONTRAST: Although, be that as it may, even though, however, in contrast, nevertheless, on the contrary, on the other hand, whereas, yet

TO CONCEDE A POINT: Certainly, granted that, of course, no doubt, to be sure

TO EMPHASIZE: Above all, especially, indeed, in fact, in particular, one such, yet another

TO ILLUSTRATE: As a case in point, as an illustration, for example, for instance, one such, yet another

TO PLACE: Above, below, beside, beyond, farther, here, inside, nearby, next to, opposite, outside, to the east (south, and so on)

TO QUALIFY: Perhaps, maybe

GIVE A REASON As, because, for, since

TO SHOW A RESULT OR EFFECT: And so, as a consequence, as a result, because of this, consequently, for this reason, hence, so, therefore, thus

TO SUMMARIZE: All in all, finally, in brief, in other words, lastly, on the whole, to sum up

TO PLACE IN TIME: After a while, afterward, at last, at present, briefly, currently, during, eventually, finally, first (second, and so on), gradually, immediately, in the future, later, meanwhile, next, now, recently, soon, suddenly, then

**Practice:** Insert the most appropriate **transitions and signal words** from the list above into the blanks in the following paragraph. The type of transition you should use is in parentheses after each blank space.

### Poe's Personal Tragedies

Edgar Allan Poe's personal tragedies influenced his dark and haunting writing. \_\_\_\_\_ (illustration, signal word), the first personal tragedy he endured was the death of his mother from tuberculosis when he was a small child. \_\_\_\_\_ (time, signal word) when Poe was an older child, he lost his best friend to tuberculosis. \_\_\_\_\_ (to add, signal word), when Poe was an adult, his beloved wife and cousin Virginia Clem contracted tuberculosis and died after a long illness. \_\_\_\_\_ (signal word, to show a result or effect), the theme of untimely death runs throughout Poe's stories and poems such as "The Masque of the Red Death" and "Annabel Lee." In addition to losing many loved ones, Poe also lived most of his life in poverty. His poem "The Raven" was an international sensation; \_\_\_\_\_ (signal word, to contrast), he earned only \$14.00 from its publication.

### Core Rubric Item # 6 Agreement

*From the Core Writing Rubric:*

*Item 6. The student has avoided agreement problems, such as subject-verb agreement and pronoun antecedent agreement.*

A. Subjects and verbs **must agree** (match) **in number** (singular with singular; plural with plural). Notice the agreement errors in the sentences below.

Wrong: The human spinal column, with its circular discs, resemble a stack of wobbly poker chips.

[Notice that the subject "spinal column" is singular, but the verb "resemble" is plural. The correct verb should be "resembles."]

Wrong: A strong, secure bond between parent and child are formed when parents responds quickly and consistently to their babies' needs.

[Notice that the subject "bond" is singular, but the verb "are formed" is plural. The correct verb should be "is formed." Also note that "between parent and child" is a *prepositional phrase*. Prepositional phrases cannot be subjects; that is, they cannot control verbs.]

B. A pronoun also must agree with its antecedent\* in person and number. Notice the agreement errors in the sentences below.

Wrong "person": The nature guide told us you should not pet the Tasmanian devil unless you were wearing full body armor.

[Notice that the pronoun "us" is in the first person, but the following pronoun "you" is second person. In this case, pronouns that refer to "us" should also be in the first person: Instead of "you," the pronoun should be "we."]

Wrong "number": Someone left their fingerprints on my velvet Elvis painting.

[Notice that the subject "Someone" is singular, but the following pronoun "their" is plural. The correct pronoun should be the singular construction "his or her": Someone left his or her fingerprints on my velvet Elvis painting.

\*The antecedent of "their," by the way, is "Someone." Antecedents are words that "go before" the pronouns they are connected to.]

<b>Core Rubric Item # 7 Sentence Variety—however that's interpreted in your discipline (program)</b>
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*From the Core Writing Rubric:*

*Item 7. The student has used a variety of well-constructed sentence patterns.*

1. Vary your sentences by mixing long and short sentences.
2. Vary your sentences by making sentences economical (don't waste words).
3. Vary your sentences by delete weak and wordy phrases . . . and substitute more direct words:

Replace "due to the fact that" with "because."

Replace "regardless of the fact that" with "although."

Replace "at the present time" with "now."

6. Vary the type of sentences.

a. **Simple sentence:** Unlike most mammals, birds and fish see color.

b. **Compound sentences (two or more independent – "I" – clauses):**

**I ; I**      Yesterday, editorials attacked the plan; a week ago, they praised it.

**I, 7 I** Chimpanzees and gorillas can learn sign language, *and* they have been seen teaching this language to others.

(7 = the seven coordinating conjunction: for, and, nor, but, or, yet, so—"fanboys")

**I; ca, I** Every year billions of U.S. dollars go to researching AIDS; *however*, recent studies show that a large percentage of the money has been mismanaged.

(ca = conjunctive adverb: moreover, in fact, then, consequently, however, furthermore, indeed, therefore, in addition, nevertheless, etc.)

**c. Complex sentences:**

**ID:** Independent clause (strong) followed by dependent clause (weak)  
(Strong before weak, comma delete.)

**Specialty magazines tend to be expensive** *since they have small circulations*. [No comma needed in this complex sentence.]

**D,I:** Dependent clause, Independent clause  
(Weak before strong, comma goes along.)

*Since they have small circulations*, **specialty magazines tend to be expensive**. [A comma is needed in this complex sentence.]

7. To help your sentences, avoid misplaced and confusing modifiers. The confusing modifiers are underlined in these sentences.

I sold the toy cars to a toy dealer that I found in the basement.

[Was the toy dealer in the basement? This sentence needs to be rewritten. "I sold the toy cars that I found in the basement to the toy dealer."]

Dripping inside the refrigerator, Bob was unaware that the ice cream was melting.

[Was Bob dripping and melting inside the refrigerator?]

## Core Rubric Item # 8 Correct Punctuation

*From the Core Writing Rubric:*

*Item 8. The student has edited for correct punctuation. The student has avoided comma splices, run-on (fused) sentences, and inappropriate fragments.*

Three common punctuation errors are run-on sentences, comma splices, and sentence fragments.

**1) Run-On (fused) Sentence:** an error that occurs when two independent clauses (word groups which could stand alone as sentences) are joined together with **no** punctuation

Example of a run-on sentence: Willa Cather was a very popular novelist at the beginning of the twentieth century *My Antonia* is one of her best novels. [We have fused two "sentences" here. This is a run-on or fused sentence.]

**2) Comma Splice:** an error that occurs when two independent clauses are joined together with only a comma to separate them. A comma is not strong enough to join two **independent** clauses.]

Example of a comma splice: Willa Cather was a very popular novelist at the beginning of the twentieth century, *My Antonia* is one of her best novels. [A comma is not strong enough to join two "sentences." One solution is to add a coordinating conjunction after the comma. Here are seven coordinating conjunctions: **for, and, nor, but, or, yet, so**. The acronym "fanboys" is an aid for remembering these coordinating conjunctions.]

**3) Sentence Fragment:** an error that occurs when an incomplete sentence is punctuated as though it were a complete sentence. Remember that in order to be complete, a sentence must have not only a subject and a verb, but it must also express a complete thought.

Example of a sentence fragment: When Willa Cather was writing years ago. [This does have a subject (Willa Cather) and a verb (was writing), but because of the addition of the subordinating conjunction "when," the clause is "weakened," so it cannot stand alone as a complete thought.]

For help in correcting these sentence errors, visit the Writing Lab or consult *The Harbrace Handbook. Evergreen*, another required text for English Composition, also contains a helpful chapter on this subject called "Avoiding Sentence Errors."

## Core Rubric Item # 9 Words, Diction, Spelling, Capitalization

*From the Core Writing Rubric:*

*Item 9. The word choice (diction, vocabulary) is appropriate for the assignment's purpose. Also the student has eliminated spelling errors and problems with capitalization.*

1. Use words consistent with your **tone** (the main mood of your writing). Most writing has an objective, serious, or formal tone.

In formal diction, the writing avoids contractions (can't, isn't) and is clear and objective.

In informal diction, the writing might use expressions such as "freaked out" rather than "lost control" or "was upset."

Note: When writing in your major discipline, make sure you use the correct terminology for the field.

2. Avoid words that **overstate** or **understate**.

*Overstating:* "The Highway Patrol is halting excessively accelerating vehicles." (A grandiose way of saying "stopping speeding cars.")

*Understating* (euphemisms): A hospital report referred to an **accidental death** due to staff negligence as "an unanticipated therapeutic misadventure."

*Understating* (euphemisms): A bloody fight that sends both parties to the emergency room can be underplayed by calling it "a simple misunderstanding."

3. Use specific rather than general words.

4. Use concrete rather than abstract words (if appropriate to your discipline).

5. Use strong verbs (if appropriate to your discipline).

6. Change passive verbs (I was informed) to active verbs (She informed me).

7. Delete unnecessary adjectives and adverbs.

8. Avoid clichés: light as a feather, pretty as a picture, right as rain.

9. Avoid sexist language; use "people" instead of "men" when referring to a mixed group, for example.

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## Only one spelling rule . . .

When asked if she were a good speller, Marilyn vos Savant, a writer for *Parade* magazine and a person who has one of the highest IQs recorded, said that she was a good speller because whenever she wasn't sure about a word, she would always look it up. If you are unsure about a word's spelling, look it up in the dictionary. If you're typing a paper, using spell-check is helpful, but spell-check alone cannot eliminate all your spelling errors. Remember that the "spell-check program" is not reading your paper and does not know what you really mean. For that reason, if you write the word "their" when you really mean "there," spell-check will see no problem. Spell-check is useful, but it offers no protection against spelling errors of the "look alike, sound alike" variety.

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### . . . which also applies to capitalization:

If you are not sure whether a word should be capitalized or not, look it up. *The Harbrace Handbook*, *Evergreen*, and most writing guides have sections on which words should be capitalized, usually under the heading of "Mechanics."

<b>Core Rubric Item # 10 Formatting your assignment</b>
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*From the Core Writing Rubric:*

*Item 10. The student has submitted a professional-looking assignment that is properly formatted.*

This requirement will vary depending on the instructor, your discipline (the program you are in), and the assignment. Be sure to check our library's homepage for links to some of the different styles, such as the American Psychological Association (APA), the American Medical Association (AMA), or the Modern Language Association (MLA) style sheets. Legal studies students will need to refer to the Blue Book requirements for producing documents.

## Writing Lab Services

The South College Writing Lab is open at least 25 hours per week. Writing Lab hours are posted each quarter outside the door of Writing Lab, on the bulletin boards on campus, and in each issue of *The Southern Digest*.

The Writing Lab offers a variety of services to students. However, please be aware that the Writing Lab should not be used as a proofreading service. The job of the Writing Lab tutors is not to find and fix grammatical errors on your paper for you, but we will be happy to show you how to find and fix your own grammatical errors.

At the Writing Lab, we will:

Help you get started on a paper when you're experiencing writer's block

Help you develop a workable thesis statement

Help you figure out how to best organize a paper

Help you improve the coherence and unity of a paper

Help you come up with details to make your writing more specific

Help you understand grammar rules that you find difficult

Help you smoothly incorporate outside sources into your writing

Help you avoid accidental plagiarism

Help you understand and use the APA and MLA documentation styles

Help you learn how to proofread your own writing effectively

In addition to one-on-one tutoring, the Writing Lab offers other resources. The Writing Lab's display rack contains a variety of handouts on subjects such as grammar, documentation, and thesis statements. You are welcome to help yourself to these handouts at any time.

The Writing Lab also contains computers and a seminar-style seating arrangement, so that whether you prefer to type or write by hand, you can come to the Writing Lab to work on your writing projects. Also available on the computers in the Writing Lab is a helpful list of links to writing and grammar websites that provide exercises and information on a variety of writing and research-related subjects.

Writing Lab staff members have also worked closely with the South College library staff to put together a collection of student-centered books on writing and Writing Across the Curriculum. Books on how to improve your writing are available at both the library and the Writing Lab.

## We're here to help!

We at the South College Writing Lab wish you every success with your college career and with the Writing Across the Curriculum program. The Writing Across the Curriculum program has been designed with your success in mind, and South College's faculty and staff are devoted to your success. For that reason, never be afraid to ask for help from instructors or Writing Lab staff. Sometimes students feel that asking questions or requesting help will make instructors think less of them, but the opposite is true. Your questions and concerns about assignments show us that you are a hard-working, dedicated student. And by putting forth your best effort in the Writing Across the Curriculum program, your hard work and dedication will pay off by helping you to become a successful writer in your chosen career field.

## Appendix—Important Information

### ❑ *At the beginning of the final quarter of your program . . .*

**Don't forget** to contact the Writing Lab Coordinator **at the beginning of your final quarter**. The Writing Lab Coordinator will help you with your three assessment paragraphs. These need to be done by the second week of your final quarter at South College.

You will assess

- (1) the quality of one "W" assignment and the overall quality of your portfolio,
- (2) the overall quality of your portfolio, and
- (3) your writing experience in general at South College.

The Writing Lab Coordinator will help you complete these important but simple final assessment paragraphs.

**Remember**, at the very beginning of your final quarter, contact Ms. Julia Watts ( [jwatts@southcollegetn.edu](mailto:jwatts@southcollegetn.edu) / 865-251-1723 )

## Plagiarism—not giving credit where credit is due

Sometimes people plagiarize (copy without giving credit) without knowing it. Don't let that happen to you. Study the following section to get a better idea of what is and what is not plagiarism.

### Plagiarism is copying *without giving credit*.

There are two main types of copying without giving credit:

- **copying words** exactly without giving credit
- **copying ideas** (in your own words) without giving credit (paraphrasing)

### What does it mean to “give credit”?

Giving credit means telling your reader . . .

- who wrote the words that you copied or
- who gave you the original ideas that you put in your own words

You inform the reader about who wrote the words by putting the copied words in “quotation marks”. Here is an example of quoting directly:

Plagiarism infects the academic community. As Dr. Sally Smith (2004) wrote, “Plagiarism is a disease” (p. 35).

This example above follows the American Psychological Association (APA) method for quoting. When you quote like this in your paper, you have “cited” (referred to your source, the author and/or title that you are copying from). This, therefore, is called a citation. Notice that APA formatting requires you to give the publication year (2004) and page number in your citation.

You inform the reader about the author who gave you the original ideas (that you put in your own words) by mentioning the author’s name and year of publication—and sometimes by mentioning the title of the work as well. This is called paraphrasing, putting someone’s ideas in your own words. Paraphrasing is allowed and encouraged *as long as you give credit*.

In APA style, you don’t have to give page numbers when you cite this way (through paraphrasing). Here’s an example of paraphrasing:

Dr. Sally Smith (2004) compares copying someone’s words without giving the author credit to a disease.

We don’t use quotations marks here because we aren’t copying someone’s exact words. Still, we have to inform our reader where the original ideas came from.

This is giving credit where credit is due. When you give credit, you aren’t plagiarizing.



