Response Journal (20% of final grade):

As part of this class, you are expected to submit five response journal entries relevant to the class readings and lectures. The journal topics will be distributed at the lectures and are due the following week at the beginning of the seminar sessions. Keep these dates in mind so that you have adequate time to prepare a well-thought-out response. Use the journal to set down your observations from the lectures and the readings and the insights, questions, and comments that you develop on the topic. Your journal entry should be *at least* two double-sided pages long (about 500 words total, given 250 words per page in 12-point font), but can be longer if you wish to write more.

While not a research paper *per se*, if you use ideas or information that are not your original thoughts or observations, you are expected to document them using the citation method of your choice. You may choose any system of citation from those described in class (Modern Language Association, American Psychological Association, University of Chicago/Turabian, etc.) as long as you are CONSISTENT and THOROUGH. All papers should utilize, when appropriate, footnotes, endnotes, or citations within the text, and should include a works cited list (a.k.a. bibliography) at the end.

This writing will serve several purposes. First, it will help you get your thoughts together in order to better contribute to the discussion or activity at hand during our seminar meetings, which we will begin by addressing the issues raised by the journal topic. Second, this will serve as an indicator for you and the instructors of how critically you are analyzing the materials and resources assigned for this class and how useful they are as a whole. Thirdly, you can use the journal as a vehicle to write out some thoughts relevant to your poster topic for instructor feedback, providing that the information you have found corresponds to that of the journal topic as well.

A Note on Prepared Writing Assignments in General:

Each writing assignment is listed with a due date in the Course Schedule. These due dates are real; firm due dates enable you – and us – to plan. <u>Assignments must be turned in at the beginning of class on the days listed</u>, and any paper handed in after that point will be counted as <u>late</u>. Without a *genuine* excuse (preferably approved ahead of time by your seminar leader), late assignments will be penalized a letter grade (10 points from the rubric, so e.g. from an 95/A to an 85/B, 80/B-to 70/C-) for each class session they are overdue. Any assignment handed in more than 4 classes late (when you would receive an F for an otherwise A paper) will receive no higher grade than a 64, and may be accorded less points according to its quality.

Good, documented writing is what being a scholar is all about. For all writing assignments prepared outside of class you MUST document all information that is not your original thought, interpretation, analysis, or synthesis. This includes both direct quotes (phrases or sentences taken from another source, surrounded by quotation marks: "blah blah blah") and paraphrases (rewordings and summaries of ideas or analyses that are not yours: that really boring statement that illustrates this point).

Plagiarism—passing off someone else's work as your own—is not just a violation of academic integrity or basic ethics—*it is a crime*. The *SUNY-IT Student Handbook*, available in print and online, states clearly that the instructor may assess a reasonable penalty for plagiarism (22 and ff.). Penalties can include failure for the assignment, the permanent placement of a letter describing the incident in your file, or even failure for the course (students may challenge these decisions before the Academic Conduct Board). To be clear, our procedure for dealing with plagiarism is as follows:

- 1. The first assignment found to contain significant amounts of copied material (more than the occasional missed quotation mark or forgotten footnote) will receive an F grade, equaling 0% in the final tally.
- 2. Then, we will give the writer the opportunity to rewrite the journal entry with proper documentation. This assignment MUST be handed in one week from the date of the return of the paper. The highest grade that paper can receive will be a B- (=80), but can be lower according to its quality. If the rewrite is not handed in by that date, or if it does not meet adequate standards for the class (missing citations, poor writing), the F=0 grade will remain. No late alternate assignments will be accepted.
- 3. If any other incidence of plagiarism should follow these first two actions, the student will receive an F for the course, and a letter of explanation will be placed in the student's file.

But please do not despair—proper documentation is not hard to do, and strengthens your writing! Guides for different systems can be found in the SUNY-IT library at the reference desk, and are also available online at the Learning Center's website: <u>http://www.sunyit.edu/academics/offices/lc/</u>. We'll discuss academic integrity and documentation issues in class, too. We encourage you to seek advice from the campus librarians or from the Learning Center (Donovan G155, x7310) as you write your papers. Of course, we also encourage you to contact your seminar leaders.

For that matter, the Learning Center offers workshops on plagiarism several times throughout the semester; we will announce the dates in class. We encourage you to attend one if you are not familiar with academic writing or documentation.

Should you need additional assistance or support, we also encourage you to utilize the facilities at the campus counseling center (Campus Center 208, x7160, <u>http://www.sunyit.edu/saf/offices/counseling</u>). The counselors there can offer advice on dealing with the pressure of long-term and voluminous assignments along with other classes, jobs, and/or family; suspected learning disabilities, how to work with them, and how to notify your instructors about them while maintaining confidentiality; and other issues that might interfere with your studies. Official communications from the director, Mary Brown-DePass, have official weight for faculty, including us.

Grading rubric for response journal entries						
Points	5	4	3	2	1	0
Relevance to assigned topic	Writing clearly pertains to topic and details are explained well.	Writing clearly pertains to topic.	Writing relates to topic.	Somewhat clear why information is there, but writing needs development.	Points in writing are loosely related to topic—needs interpretation.	Most information extraneous, not related to topic.
Clarity of writing	Excellent grammar, spelling, punctuation, organization; meanings clear.	Good grammar, spelling, punctuation, organization; meanings clear.	Average grammar, spelling, punctuation, organization.	Writing mechanics need some improvement, some points need clarification.	Writing mechanics fair to poor, points not well developed.	Lacks basic grammatical structure, meaning of writing difficult to ascertain.
Use of evidence from given resources	Evidence from diverse outside sources is cited and integrated into original analysis.	Evidence from outside sources is cited as support for arguments.	Some evidence from outside sources is used to support arguments.	Evidence is brought in occasionally to support arguments.	Minimal use of evidence other than author's opinion.	No use of evidence other than author's opinion when needed.
Documentation of resources used	All references to data or conclusions not belonging to the author are cited completely and correctly in the text and in a concluding works cited list.	References to data or conclusions not belonging to the author are cited in the text and in a concluding works cited list with only minimal omissions.	References to data or conclusions not belonging to the author are cited in the text and in a concluding works cited list with some omissions.	Some references to data or conclusions not belonging to the author are cited, with several noticeable gaps.	Some references to data or conclusions not belonging to the author are made, but with significant omissions.	No use of scholarly documentation when needed.
300 possible	X10	X10	X10	X10	X10	X10