

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of College of Education Date: August 2008

Department/Division offering course: Special Education & Rehabilitation Counseling

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the chair of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: FAM 255 Proposed prefix & number: IEC 255

4. Current Title Child Development

Proposed Title* N/A

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM (1) DISCUSSION () LABORATORY (2) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM (1) DISCUSSION () LABORATORY (2) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

11. Cross-listing: N/A or _____ / _____

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature

b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature

12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop

If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.

Internet/Web-based Interactive Video Extended Campus

13. Current prerequisites:

None

Proposed prerequisites:

N/A

14. Current Bulletin description:

An overview of the various aspects of development (physical, social, emotional, intellectual) in the social context for children prenatally through adolescence. Course will emphasize techniques of directed observation. Lecture, three hours, laboratory, one hour per week.

Proposed Bulletin description:

N/A

15. What has prompted this change?

The Department of Family Studies no longer has an early childhood focus and does not have qualified faculty to teach the course. They are dropping the course.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

17. Please list any other department that could be affected by the proposed change:

Family Studies

18. Will changing this course change the degree requirements for ANY program on campus? YES NO

If YES[‡], list below the programs that require this course:

[‡] In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the

IEC 255: CHILD DEVELOPMENT

3 credit hours

Syllabus

INSTRUCTOR INFORMATION

COURSE INFORMATION

COURSE DESCRIPTION: An overview of the various aspects of development (physical, social, emotional, intellectual) in the social context for children prenatally through adolescence. Course will emphasize techniques of directed observation. Lecture, three hours, laboratory, one hour per week (2008-2009 UK Bulletin).

LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- Gain an understanding of holistic development and the interrelationships among physical, social, emotional, and intellectual aspects of development of children prenatally through adolescence.
- Acquire knowledge of the sequence of development in young children and adolescents.
- Develop observation and recording skills.
- Apply theories of child development to directed observations of children.

REQUIRED TEXTBOOK

Rathus, S.A. (2008). *Childhood and adolescence: Voyages in development (3rd ed.)*. Belmont, CA: Thomson-Wadsworth.

COURSE REQUIREMENTS

All students are required to:

- Complete readings during the week in which they are assigned.
- Conduct **all** observations. Failure to do so constitutes an “E” in this course.
- Participate in class discussions and activities.
- Complete **all** assignments by their respective due dates. These assignments are sequential in nature, meaning that each assignment builds upon the other to aid in your understanding of child development as a holistic process. Therefore, you will need to carefully follow the course outline in terms of when assignments are due. Late assignments will incur a 5 point penalty for each day late. You may email assignments; however, keep in mind that email/internet glitches sometimes occur and the 5-point penalty remains in effect until I can open the document or until I receive it. (Do not put assignments under my office door or leave them in the office for me).
- Type and staple assignments. All assignments must be typed and stapled. Points will be deducted if there are spelling and grammar errors or if sentences are incomprehensible.
- Adhere to the policies stated in the *Students Rights and Responsibilities Handbook*.

COURSE EXPECTATIONS

It is expected that students:

- **Will not** leave the classroom to “feed the parking meter.” Disruptions such as these prohibit student learning and distract the instructor!

- **Will** turn off all cell phones, pagers, and text messaging devices upon entering the classroom. **NO TEXT MESSAGING DURING CLASS!**
- **Will not** read the newspaper or materials for any other courses during this class.

CLASSROOM BEHAVIOR, DECORUM, AND CIVILITY

In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally), and in some instances, a statement outlining standards of classroom civility and decorum may be in order. Such a statement might reference university (and college/department) commitments to respect the dignity of all and to value differences among members of our academic community. It might highlight the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception -and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, faculty have the right -and the responsibility-- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

PLAGIARISM

Please see the document attached to this syllabus, retrieved on May 14, 2008, from: <http://www.uky.edu/Ombud/Plagiarism.pdf>.

PROFESSIONAL PREPARATION

Instructors in professional preparation programs have a special responsibility to assist students learn what constitutes professionalism, ethical and professional behavior and conversely, what actions and forms of behavior would be deemed unprofessional, unethical or otherwise unacceptable within the profession for which they are preparing.

DISABILITIES ASSISTANCE

If you have a documented disability that requires accommodations, please see me as soon as possible. In order to receive accommodations in the course, you must provide me with a Letter of Accommodation from the Disability Resource Center (2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

CONCEPTUAL FRAMEWORK

The conceptual framework utilized in this course will follow the Reflective Decision Maker Model, which encourages reflective thinking, open mindedness, and the ability to challenge personal beliefs by continually seeking new information.

In addition, this course will utilize concepts of the Human Ecological Systems Perspective and Systems Theory, which emphasize the reciprocal influence of systems (i.e., individual, family, community, and the larger cultural world). Further emphasis will be placed on concepts of Developmental Theory and Constructivist Theory. The importance of active learning and personal meaning in the learning and developmental process will be stressed.

IECE STANDARDS

The Interdisciplinary Early Childhood Education (IECE) certification is designed around nine Teacher Standards that were developed as a result of the Kentucky Reform Act. The standards describe the skills that teachers certified in this area should have. This course places a specific emphasis on the four standards listed below.

Teacher Performance Standard I: Designs/Organizes

The extent to which the early childhood educator...

- links learning with cultural, social, and family diversity and
- demonstrates knowledge of child development theory/research.

Teacher Performance Standard II: Creates Climates/Environments

The extent to which the early childhood educator...

- recognizes diversity as a strength in children and families and
- operates within legal and ethical guidelines

Teacher Performance Standard III: Manages/Implements Instruction

The extent to which the early childhood educator...

- demonstrates knowledge of recommended practices and research in instructional strategies and management.

Teacher Performance Standard IV: Reflects On/Evaluates Program

The extent to which the early childhood educator...

- articulates and assesses the learning situation with respect to key elements
- evaluates impact of the program on child learning/development and
- demonstrates knowledge of recommended practices and research in program evaluation

ASSIGNMENTS

- ★ **UK Early Childhood Lab Observations:** During the designated weeks in the course outline (attached to this syllabus), you will spend a total of 6 hours (two hours per age group/one hour per week) in the observation booth at the UK Early Childhood Lab (UKECL) observing infants (birth-1 year), toddlers (2-3 years), and preschoolers (3-5 years). You will be given a specific set of questions that you will answer during and after your observation with each age group. You will only observe, not interact with these children. You must sign-in and sign-out at the office, observation booth, and any other location deemed appropriate by the instructor and/or UKECL staff. The sign-in/sign-out sheets from the ECL will be reviewed! You must make up any missed time in the lab in order to complete this course. If you do not sign in/sign out on the sheets I will post at

the UKECL, you must ask one of the teachers for a note stating that you observed a specific age group and the date/time that you were there. The UK Early Childhood Lab is located in the basement of Erikson Hall. You will not be allowed to conduct early childhood observations at any location other than the UKECL.

- ★ **Group Presentation:** Students will be divided into groups and will conduct a 10-15 minute presentation on a child development topic. Topics will be chosen in consultation with peers and instructor. The presentation must include evidence of scholarly research. You must turn in an outline and annotated bibliography prior to your presentation. The outline and your annotated bibliography will be turned in one week prior to your presentation. You must also provide outlines of your presentation to each student and the instructor on the day of your presentation. Presentations will be given at assigned times throughout the semester. Specific presentation guidelines and a grading rubric will be provided to you at the beginning of the semester.
- ★ **Exams:** There are three (3) exams in this course. Exam format consists of multiple choice, true/false, matching, and possibly short answer/essay questions.
- ★ **Attendance/Participation:** Your grade will be reduced by one letter grade for more than two (2) unexcused absences. It is YOUR responsibility to sign the attendance sheet when it is distributed each morning in class. Failure to sign the attendance sheet constitutes an absence! **NO EXCEPTIONS.**

GRADING

Assignments	Points
Infant Observations (2)	(25 pts. each) 50
Toddler Observations (2)	(25 pts. each) 50
Preschool Observations (2)	(25 pts. each) 50
Group Presentation	100
Exams 1, 2, and 3	(100 pts. each) 300
Attendance/Participation	> 2 unexcused absences = -1 letter grade
Total	550

- A = 550-495 (90-100%)
 B = 494-440 (80-89%)
 C = 439-385 (70-79%)
 D = 384-330(60-69%)
 E = < 330 (< 60%)

NOTE ON BLACKBOARD: I encourage you to check your Blackboard account often. I will post announcements, grades, and other pertinent class information on Blackboard. If you need technical assistance in using Blackboard, please contact the Help Desk at (859) 257-1300 or email helpdesk@uky.edu.

COURSE OUTLINE

This schedule is subject to change. Advance notice will be given whenever possible.
 (M = Monday, T = Tuesday, W = Wednesday, R = Thursday, F= Friday)

DATE	TOPIC	ASSIGNMENT	DUE DATE
R—	Introduction to course; syllabus; definition of child development		
T—	Chapter 1: History, Theories, and Methods		
R—	Chapter 1: History, Theories, and Methods		
T—	Chapter 2: Heredity and Conception; Chapter 3: Prenatal Development		
R—	Chapter 4: Birth and the Newborn Baby	Fall 2008 Schedule (due in class)	
T—	Exam #1		
R—	Discuss Observation Assignments; Discuss Group Presentations	Tentative Presentation Topics (due in class)	
DATE	TOPIC	ASSIGNMENT	DUE DATE
	INFANT OBS WEEK 1		
T—	NO CLASS	Use this week to work on your group presentations.	
R—	NO CLASS		
	INFANT OBS WEEK 2		
T—	Chapter 5: Infancy-Physical Development	Infant Observation #1 due	T—September 30

R—	Chapter 6: Infancy-Cognitive Development	Prenatal/Infant Group Presentation Outlines and Annotated Bibs due	R—October 2
	TODDLER OBS WEEK 1		
T—	Chapter 7: Infancy-Social & Emotional Development	Infant Observation #2 due	T—October 7
R—	PRENATAL/INFANT GROUP PRESENTATIONS		
	TODDLER OBS WEEK 2		
T—	Chapter 8: Early Childhood-Physical Development	Toddler Observation #1 due	T—October 14
R—	Chapter 9: Early Childhood-Cognitive Development		
	PRESCHOOL OBS WEEK 1		
T—	Chapter 10: Early Childhood-Social & Emotional Development	Toddler/Preschool Group Presentation Outlines and Annotated Bibs due Toddler Observation #2 due	T—October 21 T—October 21
R—	Exam #2		
	PRESCHOOL OBS WEEK 2		
T—	TODDLER/PRESCHOOL GROUP PRESENTATIONS	Preschool Observation #1 due	T—October 28
	DATE	TOPIC	ASSIGNMENT
R—	Chapter 11: Middle Childhood-Physical Development; Chapter 12: Middle Childhood-Cognitive Development	Middle Childhood Group Presentation Outlines and Annotated Bibs due	R—October 30
T—	UNIVERSITY HOLIDAY-NO CLASS	Cast Your Vote!	
R—	Chapter 13: Middle Childhood-Social & Emotional Development	Preschool Observation #2 due	R—November 6
T—	MIDDLE CHILDHOOD GROUP		

	PRESENTATIONS		
R—	Chapter 14: Adolescence-Physical Development		
T—	Chapter 15: Adolescence-Cognitive Development		
R—	Chapter 16: Adolescence-Social & Emotional Development	Adolescence Group Presentation Outlines and Annotated Bibs due	
T—	NO CLASS		
R—	NO CLASS	Happy Thanksgiving!	
T—	ADOLESCENCE GROUP PRESENTATIONS		
R—	Issues Affecting Teens; Course Conclusion		
T—	Guest Speaker: Florence Crittenton Home (Lexington, KY)		
R—	Career Center Presentation; Course Evaluations		
M—	Exam #3		

Grades will be submitted to the Registrar's Office by 4:00 p.m. on Monday, December 22. I will not release grades via email or telephone, so please check your Blackboard and MyUK account for FAM 255 grade information. I will have special office hours at the end of the semester. *I encourage you to take advantage of this time to ask any questions you may have about the course and/or your grade, and to pick up your graded final exam and other assignments that you might have missed during the semester.* More details will follow near the end of the semester regarding these office hours.

Plagiarism: What is it?

Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant

it or not, you can be found guilty of plagiarism whenever other people's language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay.

This is how the faculty and students at UK have defined plagiarism (from Senate Rule

6.3.1):

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression...

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever.

Plagiarism also includes the practice of employing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Plagiarism is found in all of the following examples:

- Purchasing or copying a paper from the Internet
- Borrowing your roommate's lab report and using his or her description of the experiment

to describe your findings

- Turning in a paper as your own that you didn't write

- Copying (cutting and pasting) material without acknowledging the source

- Using material when an author has been identified but not using quotation marks to

- reflect his or her original words

- Inadequate paraphrasing

Each of these points will be discussed below, but first let's consider why the academic

community is so opposed to plagiarism.

Unlike a factory that produces snow tires or surf boards, ideas are the product that faculty and their students produce. Sometimes these ideas become patented or copyrighted; they may become poems or novels; designs for stunning buildings or new medicines. When a faculty member assigns a paper or project, the expectation is that students will read and do research and ultimately come up with some individual way of demonstrating that they have used their minds to create an intellectual product of their own. Students who take shortcuts and pretend that someone else's work is their own, shortchange not only themselves but also commit an academic crime -- almost like selling a stolen laptop. Many faculty see the stealing of ideas and prose of others as just that serious. In most universities, plagiarism is viewed as an academic felony -- not a misdemeanor.

Question: Why is using material from the Internet without attribution so wrong? After all, web developers do it all the time.

Answer: When a student pretends that material is his or her own when it isn't, the student is deliberately misrepresenting -- lying about the authorship. Faculty hold students accountable because it is their job to do so. Students are held to a "higher standard" than web page developers.

Question: Why is using a lab partner or roommate's lab report to write my own lab report wrong?

Answer: It constitutes plagiarism because if you use the same words and sentences, then you didn't write your lab report. What faculty are trying to assess is what *you* learned from the experiment, what observations *you* made, what vocabulary terms *you* feel comfortable using. While you may feel at times that lab reports are busywork, their purpose is to help you learn. Using part of your lab partner or roommate's report as your own prevents the faculty member from getting an accurate assessment of what you gained from the experiment.

Pretending that you got something that you didn't is a form of cheating.

Question: Why is turning in a paper I didn't write so awful? After all, I know that I can write well -- I've always received good grades for my papers.

Answer: Let's suppose you are a surgeon. Further, you are an excellent surgeon and your patients always appreciate your skill. Let's say next week that you want to take the day off but scheduling conflicts prevent that because the operating rooms are already booked under your name. So let's say you allow another doctor to pose as you and perform the operations under your name. The legal issues aside, wouldn't that be morally wrong because of the deceit involved? Similarly, just because you believe you write well does not mean that you have the right to turn in a paper that someone else has written-- that is just as deceitful.

Question: Why are faculty so uptight about students always acknowledging their sources?

Answer: This question gets us back to faculty's responsibility to fairly evaluate your intellectual products. If you don't acknowledge your sources properly, then what happens is that the reader may think that you wrote something brilliant that you didn't. And how should a faculty grade you as a student for someone else's ideas? If you deliberately want your instructor to think that you wrote something that you didn't, then you are being dishonest.

Question: Why is it so important to use quotation marks -- especially when I've already identified the author earlier in a paragraph?

Answer: Any time you use the original words or ideas that you did not write or create yourself, you must acknowledge the author. The problem comes when the reader of your paper can not tell where your writing stops or starts -- when the reader can't tell what is original with you and what is original with another author. Quotation marks and double-indenting (with longer passages) are the mechanisms you must use as a skilled writer to let your reader identify the material that you didn't write. Sometimes you might not need quotation marks if you are able to paraphrase. More about that later.

Question: What is bad paraphrasing?

Answer: Bad paraphrasing is when the passage or material that you have borrowed and restated is too close to the original. That is, you are using too many of the original author's words: you didn't change them enough. Tips on how to avoid this problem are provided below.

Tips for Avoiding Plagiarism

1. Every time you print out material from the Internet, always make sure that you get the full source so that you can cite it later. If you use note cards when you read books and journal articles, take the time to list the full source including page numbers on the passages that you copy.
2. Whenever you cut and paste from the Internet into a document that you are creating, highlight it in another color so that it sticks out. Later, when you are polishing your draft, you can decide if you have too many direct quotations and can view the sections you have highlighted to see if some can be paraphrased.
3. Don't assume that there is some magical number of words or sentences that you can "borrow" without being caught or accused of plagiarism. Sometimes it is not the length of a passage but a clever phrasing that sticks out and gets imbedded in one's memory. For instance, in 1989 a writer by the name of Maeder for an article for the *Atlantic Monthly* used the phrase the "wounded healer" to discuss his thesis that many of those entering the helping professions may be attracted to careers in psychotherapy, nursing, the ministry and so forth because of less than healthy family functioning while they were children. If you used just those two words, *wounded healer*, and pretended that they were original with you, then you have committed plagiarism. Students are often attracted to terms and expressions that have a verbal punch or are expressed so eloquently that anyone would be glad to take credit for them. For those ideas or sentences, be especially careful to use quotation marks and full acknowledgment.
4. Don't misrepresent, pretend, or purport that ideas are yours when they aren't.
5. Don't copy material, say, three paragraphs, from an original source and indicate at the end of the third paragraph with a footnote that the material was borrowed. The reader must know at the beginning of the first sentence of the first paragraph that you are not the author of the next three paragraphs.
6. If you use material verbatim (the exact words), then use quotation marks and cite the source.
7. Before submitting your paper to an instructor (even a draft!) make sure that any outside

material you have inserted has been properly credited and that direct quotes contain quotation marks around them. Remember that graphs, tables, figures, formulae and other visual representations that you acquire must also be identified as to their source. Take the time to proofread and to look for errors!

Paraphrasing

Question: What is paraphrasing?

Answer: Paraphrasing is using your own words to express the ideas or thoughts contained in a passage that you have read. The notion here is that your unique way of speaking or writing will capture the essence of the passage without it sounding like the author.

Therefore, in good paraphrasing your organizational structure or lead-off sentence might not resemble the material that you are summarizing. A good paraphrase is more like an abstract than a mirror image of the original.

Question: What would be an example of a bad paraphrase?

Answer: In 1995 Thomas Childers wrote a book (*Wings of Morning: The Story of the Last American Bomber Shot Down Over Germany in World War II*) and he wrote this passage:

Up, up, up, groping through the clouds for what seemed like an eternity...No amount of practice could have prepared them for what they encountered, B-24s, glittering like mica, were popping up out of the clouds all over the sky.

In 2001 the historian Stephen Ambrose published his book (*The Wild Blue: The Men and*

Boys Who Flew the B-24s Over Germany) containing this passage:

Up, up, up, he went, until he got above the clouds. No amount of practice could have prepared the pilot and crew for what they encountered — B-24s, glittering like mica, were popping up out of clouds over here, over there, everywhere.

As you can see, although a few words have been changed, Ambrose's version is so

close to the original that he was accused of plagiarism. A bad paraphrase is plagiarism! (This

example came from Fred Barnes' article entitled, "Stephen Ambrose, Copycat" that appeared in

the *Daily Standard* and was retrieved from www.weeklystandard.com on 9/4/03.)

Question: What do you do when there is no good way to restate a passage that you

want to use in your paper?

Answer: When it is not possible to summarize a passage without losing its eloquence or

power or to phrase it differently to convey the same idea, then you should use direct quotation

marks and fully cite your source.

Question: If I paraphrase a passage, am I required to cite it as well?

Answer: Yes, if you paraphrase you still need to acknowledge the original source.

Good and Bad Paraphrasing Examples

Original:

"I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illumined by the lightning-life of the mind – then teaching is the finest work I know." Parker Palmer (1998), *The Courage to Teach*.

Bad Paraphrase:

Palmer says that he is a teacher at heart and that there are many moments when he can scarcely contain his joy. He believes teaching is the finest work he knows when he and his students discover uncharted territories to explore and they emerge out of some tangle --their pathway illumined by lightning-like discoveries of their minds.

Good Paraphrase:

For Palmer, teaching is immensely enjoyable. Especially when students and faculty are

able to work through conundrums, he says that "teaching is the finest work I know" (p.1).

Diana Hacker, the author of *The Bedford Handbook for Writers*, offers this piece of

advice on how to avoid plagiarizing an author. She says, "...close the book, write from memory,

and then open the book to check for accuracy" (p. 479). Using this approach will result in your

using your own words and your own natural writing style.

Hacker also recommends using "clear signal phrases" to indicate that you will be presenting outside material. Examples of signal phrases are:

"According to Prof. Smith..."

"In the words of nationally recognized expert Alan Smith..."

"Dr. Smith argues that..."

"Smith reports that..."

"Smith has concluded that..."

"Long-time researcher of this phenomenon, Alan Smith, has concluded that..."

Do I Have to Document Common Knowledge?

Common knowledge is best thought of as facts known to many, if not most, people. For instance, you would not have to document that Kentucky became a state in 1792, that 98.6 is considered the average temperature of healthy adults, or that skunks have black and white stripes. However, if you write this statement: "There are 65 species of animals that belong to the family Mustelidae which include weasels, martens, otters, and badgers" then you should provide appropriate documentation because the "count" of whether there are actually 64 or 66 species of animals in this family might be controversial. The number 65 might represent an earlier count that is no longer considered accurate. In other words, the exact count might depend upon which expert is speaking and therefore would not be common or conventional knowledge –something known to most Americans. If you are in doubt about whether to cite a source, then ask your instructor or someone whose judgment you trust about whether the material might be common knowledge.

What are the Penalties for Plagiarism at UK?

What Happens If I am Accused of Plagiarism?

Penalties range from a zero on an assignment to an E in the course. In some cases, suspension, dismissal or expulsion may be imposed. (A full discussion of penalties can be found in SR 6.4.3(3).

1. The faculty member makes a "discovery" of plagiarism. That is, the faculty member finds evidence that he or she feels could support the charge of plagiarism.
2. The student is informed of the charge and given an opportunity to state his or her case. At the meeting, the student is also informed of the possible penalties that may be imposed or recommended.
3. If the student cannot provide an acceptable explanation, the penalty is awarded.

Depending upon the circumstances, the chair and instructor may recommend to the Dean of the college that the student be suspended, dismissed or expelled.

4. If students feel that they have been unfairly charged with plagiarism and wish to contest the charge, they can meet with the Academic Ombud. All students have the right to present their cases to the University Appeals Board if they feel that they are not guilty. Please note that students cannot avoid a charge of plagiarism by withdrawing from the course.

Additional Help and Resource

Senate Rules which govern cheating and plagiarism as well as other guidelines pertaining to your rights as a student can be found by going to UK's home page then using the Site Index to select "Student Rights and Responsibilities." If you would like to talk with someone outside of your

department or College in a confidential setting about the academic integrity charges made against you, call the Academic Ombud at 257-3737.

Revised December 15, 2007