

PAGE ONE: CALENDAR

INQUIRY PROCESS: Research Unit Calendar

This is a schedule for *the research unit*. Whatever part of the daily assignment we don't cover in class, you will be responsible for at home that night. Be sure to refer to this calendar when you are absent. This is a long term assignment so the rules stated in your handbook apply.

Keep in mind that it is important to be prepared for these each day.

If you are having trouble with any part of your writing, it is imperative that you come to see me for extra help; once you get lost, it's hard to recover.

March/April 2011

Monday	Tuesday	Wednesday	Thursday	Friday
14 Odyssey Test Make-up Work for unit due	15 Finish viewing <i>The Odyssey</i> Introduction to Research <ul style="list-style-type: none"> • Contract • Topic Introduction • Assignment given 	16 Writing Workshop Brainstorm in class: How to create a poll Timeline of research HW: CONTRACT *Extra Credit Project due	17 Writing Workshop MLA Citations: How to Works Cited DUE: CONTRACT *Ithaca Times due	18 Writing Workshop Outlining and structuring TOPIC PROPOSAL DUE with primary research completed
21 Research Process Media Center	22 Research Process Media Center	23 Research Process Media Center	24 Research Process Media Center	25 Writing Workshop Back in classroom – work on sources and notecards due MONDAY
28 FIVE SOURCES DUE By 3:45	29 Writing Workshop	30 Writing Workshop Meet in computer lab H39	31 Writing Workshop Meet in computer lab H39	4/1 Writing Workshop Meet in computer lab H39 ROUGH DRAFT DUE
4 SPRING BREAK	5 SPRING BREAK	6 SPRING BREAK	7 SPRING BREAK	8 SPRING BREAK
11 Peer Edit Rough Drafts	12	13	14 Computer Lab	15 Computer Lab
18 FINAL DRAFT DUE	19	20	21	22

If you do not do this paper, you will fail this course!

PAGE TWO: DATES/REQUIREMENTS

- 3/18:** TOPIC PROPOSAL – 2 PARAGRAPHS : sufficiently narrowed
- 3/28:** HIGHLIGHTED Photocopies of 5 Sources with notecards – must include correct MLA citation on note-cards: one book, one journal article, poll, one educational website, and one source of choice
- 4/1:** At end of period: Rough Draft of Written Paper-With correct parenthetical (in-text) documentation
Works Cited page
- 4/18:** Final Packet DUE



REQUIREMENTS:

1. MANILA ENVELOPE

Purchase a 9 x 12 inch manila envelope to keep a parts of your research project together

2. NOTECARDS

Purchase 3 x 5 notecards to keep track of your sources

3. PRINTER/COPY MONEY

You will need money to copy/print your sources.

This project is worth a possible 300 points. It is worth 2 paper grades. The points break down as follows:

Steps of the Process:

- | | |
|-----------|---|
| 15 points | Topic – sufficiently narrowed and appropriate for classroom: 2 paragraphs that include primary research |
| 35 points | Photocopies of 5 Sources – with completed MLA citation information |
| 50 points | Rough Draft with all info cited in Works Cited Page |

Final Project & Presentation:

- | | |
|------------|---|
| 100 points | Typed Final Draft meets MLA format, including the citation of all sources used to turnitin.com |
| 10 points | Neatness – correctly stapled in a manila envelope/ Participation during writing workshops is appropriate, on task |
| 40 points | Typed Works Cited page in correct MLA format |
| 15 points | Five minute presentation: memorized quote and summary of research |
| 35 points | Highlighted Copies of all Sources (5minimum) and Rough Draft returned |



PAGE THREE: CONTRACT
9th Grade Lit/Comp – Rumfelt | Research Unit Contract

**This is your paper contract. You need to take this sheet out of your packet and make sure to fill out and sign/get signed.
Check your calendar for the due date of this contract!**

Name: _____ Period: _____

Students,

Your research packet in its entirety is due on 04/18/2011; the electronic final draft is due to turnitin.com on 04/18/2011 by 4PM . On the back of this sheet is a list of the required items. **In order for you to have access to the computers the day before your project is due, you MUST sign, and get your parents to sign this contract stating you understand the long-term assignment parameters outlined in your syllabus, student handbook, and in the project description.**

I understand that my project is due on the pre-assigned due date and **no late admittance, early release, computer malfunction, excused/ unexcused absence**, or any other reason for not turning my research packet in on the day it is due will be accepted. I also understand that the requirements outlined in this packet must all be included. I also know that if I do not complete this assignment and turn it in on the assigned due date, I will fail this course.

Student Signature

Date

Parents,

For the next six weeks, your student will work on an assigned a research paper. It is the responsibility of your student to make you aware of the long-term assignment rules. Please sign below indicating that you understand that your child's paper is due on the pre-assigned due date and that **no late admittance, early release, computer malfunction, excused/ unexcused absence, or any other reason for not turning his/her research packet in on the day it is due will be accepted**. If your child does not complete this paper and turn it on time, he/she will fail this course.

I understand that my student's project is due on the pre-assigned due date.

Parent Signature

Date

THIS SIGNATURE SHEET IS DUE BACK BY 03/17/2011.

PAGE FOUR: THE ORDER INSIDE THE ENVELOPE

Remember: I cannot accept your paper without a manila envelope.

- 1.** Rubric
 - 2.** Topic Proposal: 2 paragraphs
 - 3.** Final Draft with Works Cited
 - 4.** Rough Draft (All versions)
 - 5.** Outline
 - 6.** Peer Edit (all sheets)
 - 7.** Contract signed by both student and parent (this sheet)
 - 8.** Notecards
 - 9.** Photocopies of all 5 sources with material used highlighted
-

Georgia Performance Standards:

ELA9W2 The student demonstrates competence in a variety of genres. The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student:

- a. Engages the interest of the reader.
- b. Provides clear and purposeful information logically and correctly in order to address an intended audience appropriately.
- c. Uses appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- d. Uses varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- e. Provides detailed and accurate information or specifications to anticipate readers' problems, mistakes, and misunderstandings.
- f. Follows style conventions for specific types of documents (i.e., surveys or questionnaires, technical reports, research studies, proposals) and uses page formats, fonts, spacing, highlighting, and images that contribute to the readability and impact of the document.
- g. Combines text, images, and sound as well as other information from many sources (i.e., television broadcasts, videos, films, books, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- h. Polishes and refines documents using such aids as advanced publishing software and graphic programs

ELA9W3 The student uses research and technology to support writing. The student

- a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
- b. Uses supporting evidence from multiple sources to develop the main ideas within the body of an essay, composition, or technical document.
- c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, or technical documents).
- d. Integrates quotations and citations into a written text while maintaining the flow of ideas.
- e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the *Modern Language Association Handbook*, *The Chicago Manual of Style*, *Turabian*, *American Psychological Association*, etc.
- f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

PAGE FIVE: PROJECT DESCRIPTION

You are going to research a person of inspiration. The first step to this is to conduct some PRIMARY research of your own.

- You need to poll your fellow classmates, peers, adults, and community members about who has inspired them.
- I suggest setting up an online poll to accomplish this. Your findings will help fuel your research question. You will use this as one of your five sources.
- You will need to come up with your own research question to ask your audience, but it needs to focus on inspirational people.
- You can ask your audience how they feel about your chosen person OR perhaps who has influenced the people you are polling.

Your end goal is to conduct research about an inspirational person of choice, explain how/why this person is an inspiration to you, and memorize a quote of your inspirational figure.

You will present this quote to the class on _____. This is also the day your paper is due to turnitin.com by midnight.

Your paper will have several parts:

- Explain the personal history of this person: when/where they were born and raised; significant personal milestones; who inspired this person?
- Explain how this person is influential to society: who/what group they affected; how others view this person (perhaps your poll?);
- Explain why this person is a hero to you. This means you will be allowed to use first person. How can you relate to this figure? Why is (s)he a hero to you?
- Explain what quote you have chosen as your personal motto and why. When did this person say this? Why is it something you can live by? Why does all of society benefit from what this person said/did? How does your quote better all of mankind? How does it better you as an individual?

TOPIC: Part of your job in this process is to come up with a TOPIC PROPOSAL. CHECK YOUR CALENDAR TO SEE WHEN YOUR TOPIC PROPOSAL IS DUE.

Your topic proposal needs to consist of two paragraphs.

PARAGRAPH ONE: This paragraph needs to cite and summarize your primary research. What did you do? How did you poll? What were your findings? How did those findings affect your research topic decision? (IT NEEDS TO AFFECT IT SOME WAY). Make sure you cite your research using MLA guidelines.

PARAGRAPH TWO: This paragraph needs to explain who you are researching and what research questions you will use when examining sources. You will also need to explain why you decided to research this person. Make predictions about what you will find. You might want to treat this as a “what you know, what you want to know” situation. Come up with a thesis statement. **This should be the final sentence of your proposal.**

PAGE SIX: INSTRUCTIONS FOR TURNING IN PROCESS PARTS OF RESEARCH PAPER

- FOR EACH STEP OF THE PROCESS, YOU WILL RECEIVE A HOMEWORK GRADE. IF YOU DON'T HAVE IT ON THE DAY IT'S DUE, IT'S A ZERO.
- YOU HAVE THE OPPORTUNITY TO GO BACK AND FIX WHATEVER PART OF THE PROCESS YOU GOT WRONG TO AFFECT YOUR FINAL PROCESS GRADE. THIS WILL NOT CHANGE THE SMALLER HOMEWORK GRADE, BUT IT WILL ALLOW YOU TO FIX WHATEVER YOU DID INCORRECTLY THE FIRST TIME, SO THAT IT IS CORRECT WHEN YOU TURN IN THE FINAL PROCESS PAPER IN A MANILA ENVELOPE ON THE DUE DATE.
- ON THE OUTSIDE OF YOUR ENVELOPE, YOU NEED TO INCLUDE AN MLA HEADING AS WELL AS YOUR CLASS PERIOD.
- FOR EACH STEP OF THE PROCESS YOU NEED TO PUT THE RUBRIC PAGES (PAGE 7 AND 8) IN THE FRONT OF YOUR MANILA ENVELOPE.
- YOU MUST HAVE A MANILA ENVELOPE. I WILL NOT ACCEPT PROCESS PIECES WITHOUT THEM BEING IN AN ENVELOPE.
- YOU WILL ALSO BE GRADED ON WHETHER OR NOT YOU STAY ON TASK THROUGHOUT THIS PROCESS. IF YOU SEEM OFF TASK, YOU WILL BE ASKED TO EITHER LOG OFF THE COMPUTER OR SIT BY YOURSELF, AWAY FROM OTHER STUDENTS.
- REMEMBER, YOU NEED TO HAVE MEMORIZED A QUOTE FROM YOUR FAMOUS INDIVIDUAL BY THE DAY YOU TURN IN YOUR PAPER TO TURNITIN.COM. YOU WILL DO A 3-5 MINUTE PRESENTATION THAT INCLUDES YOUR MEMORIZED QUOTE AS WELL AS A BRIEF SUMMARY OF YOUR FINDINGS. THE RUBRIC THAT WILL BE USED TO GRADE THAT PRESENTATION IS BELOW:

Rubric for Presentation

GPS Standard(s) and Skill Description: *Style and Voice:* **ELA9LSV1.E:** Student uses appropriate, nonaggressive tone; **ELA9LSV1.H:** Student is able to clarify, illustrate or expand on ideas as needed; **ELA9RC2.B:** student responds to text in a variety of modes of discourse; **ELA9LSV2.D:** Student is able to use props, visual aids, and/or electronic media to enhance the appeal and accuracy of a presentation. *Reading and Context:* **ELA9LSV2.F:** Student formulates reasoned judgments about written and oral communication in various media genres. **ELA9RL2.B:** Student shows how author's words advance theme; **ELA9RC2.D:** Evaluates the merits of text; **ELA9RC2.E:** Student examines and conveys author's purpose in writing.

1	3	4	6	7	9	10	12	13	15
Presentation conveys few relevant facts or details about person of interest. Presentation does not attempt to convey how the individual's choice of words (quote) is important personally or socially. Information included in presentation may be confusing or irrelevant.		Presentation conveys one or two relevant facts or details about person of interest. Presentation may not appropriately convey how the individual's choice of words (quote) is important personally or socially. OR research summary may be confusing/ cursory .		Presentation conveys more than relevant facts or details about person of interest. Presentation may not effectively convey how the individual's choice of words (quote) is important personally or socially. OR it may be too vague/ hard too follow. Presenter may have difficulty conveying the quote's theme and purpose OR research summary may be disorganized or unpolished. Only a little evidence of practice evident.		Presentation conveys multiple relevant facts/ details about person of interest. Still, presentation may not effectively convey how the individual's choice of words (quote) is important personally or socially. OR it may seem to be slightly be unpracticed. Presenter may have difficulty conveying the quote's meaning OR research summary may be a little unpolished. Some evidence of practice evident.		Presentation clearly and concisely many relevant facts/ details about person of interest. Presentation skillfully pinpoints and conveys how the individual's choice of words (quote) is important personally or socially. Presenter thoroughly examines and conveys the research summary. Presentation is obviously practiced and all five minutes are used effectively.	

TOTAL SCORE: _____/15

PAGE SEVEN:RUBRIC FOR ROUGH DRAFT

:TOTAL _____ /50

ITEM	POINT VALUE	EARNED POINTS
Rubric	2 points	
Envelope	2 points	
In text citation	5 points	
Outline	5 points	
Rough draft	15 points (completeness)	
Works Cited	11 points (2 points per + one for centered Works Cited)	
5 Sources copied highlighted	10 points (2 per)	

Rubric for 9th Literature Research Project Packet Grade: (inside manila envelope)

3/18: TOPIC – sufficiently narrowed and appropriate for classroom: 2 paragraphs that incorporate poll _____ / 15
 ELA9W1.a; ELA9W2.b; ELA9W3.a ; ELA9W4.a; ELA9W4.b;

3/28: -SOURCES _____ / 35
 ELA9W1.g; ELA9W2.c; ELA9W3.b ; ELA9W3.c; ELA9W4.b; ELA9W3.d;

**Highlighted copies of 5 Sources with Source Info pages –
 must include correct MLA citations on notecard
 poll, one book, one journal article, one educational website, and one source of choice**

4/1: ROUGH DRAFT _____ / 50
 ELA9W1.a; ELA9W1.b; ELA9W1.c ; ELA9W1.e; ELA9W1.f; ELA9W4.a-e;

**Rough Draft of Written Paper -
 With correct parenthetical (in-text) documentation**

TOTAL: _____ /100

Mon. 4/18:

Final Packet: MUST BE IN A MANILA ENVELOPE

ELA9W1.a; ELA9W1.b; ELA9W1.c ; ELA9W1.e; ELA9W1.f; ELA9W4.a; ELA9W4.b; ELA9W4.d;

**Writing Workshop Use of time/ materials –
 manila envelope; neatness; peer editing; on-task behavior _____ / 10
 Works Cited page in MLA Format - _____ / 40
*Each error costs points – so a negative score is possible***

**Corrected Highlighted Copies of all Sources used (5 minimum)
 and Rough Draft returned _____ / 35
 3-5 minute presentation: memorized quote & summary _____ / 35**

TOTAL: _____ /100

PAGE EIGHT: FINAL DRAFT RUBRIC

/100

*A PAPER WITH NO WORKS CITED PAGE WILL FAIL.

ELA9W1.a , ELA9W2.b, ELA9W3.a, Structure: Final Draft _____ / 25

1 5	6 10	11 15	16 20	21 25
There is little or no sign of effort in the structure of the essay. Following the intent of the writer is extremely difficult or impossible. The outline and essay differ greatly. No obvious use of the expository-type of outline. Very little or no revision is seen	The essay is not well structured. There are significant gaps in the flow of the essay. The essay is short and does not follow any clear pattern. No obvious use of the expository-type of outline. Very little or no revision is seen	The essay has a structure but often loses focus. Sometimes the reader might be lost or unclear as to intent. The essay differs significantly from the outline. Strays from the expository-type of outline. Some revision is seen	The essay is well formed but lacks some cohesion. There are passages that seem out of place or elements left out. But overall the paper follows a consistent structure. May show some gaps in the expository-type of outline. Some revision is seen.	The essay is well formed and thought out. The paper follows the outline and is logical in presentation. The essay is not confusing at any point. Closely and carefully follows the expository-type of outline. Shows that he/she can revise word

ELA9W2.b;ELA9W3.b; ELA9W1.g; ELA9W1.c; ELA9W1.e Overall Content: Final Draft _____ / 50

5 10	15 20	25 30	35 40	45 50
There is no clear thesis statement AND/OR Includes 1 or fewer examples of data AND/OR Evidence and examples are NOT relevant AND/OR are not explained. OR writer does not clarify purpose. Pertinent evidence missing entirely. No source citation given	There is no clear thesis statement AND/OR Includes 1 or fewer examples of data or the data is present but very poor or irrelevant. Connection between process and evidence and examples may not be clearly relevant OR the links to the process are not explained. Little to no source citation given	A thesis statement is present, but may not clarify purpose. Includes 2 pieces of data that support the position statement, but examples may not be very logical. At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. Unclear source citation given	The thesis statement provides a clear statement of the author's topic. Includes 3 or more pieces of data that support the position statement, but incorporated quotes may need some work. Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's process. Mostly clear source citation given	The thesis provides a clear, strong statement of the author's topic and is supported throughout. includes 4 or more pieces of evidence that support the position statement. The writer successfully incorporates quotations. All of the research is purposeful and support author's expository goal. Clear source citation

ELA9W4.a, ELA9W4.b, Incorporated Quotations and Style: Final Draft _____ / 10

1 2	3 4	5 6	7 8	9 10
The essay is simplistic. Diction and sentence structure are not developed. The author does demonstrate control of language. OR Quotes are not appropriately incorporated.	The paper is simplistic in voice. The author too often uses simple sentence structure. Diction is simplistic. The author occasionally attempts to use advanced style. OR Quotes are not appropriately incorporated.	The author's voice is sometimes apparent, but usually follows a simple pattern. Sentences occasionally varied in structure. Some advanced diction is used. OR Quotes are not effectively incorporated.	The essay shows significant strength in voice. Many sentences show competency in varying structure. The author sometimes uses dull or simplistic style. Quotes are somewhat effectively incorporated.	The essay shows unique style and clear voice. Sentence structure and diction create a strong sense of the writer and purpose of essay. Quotes are effectively incorporated.

ELA9C1, ELA9C2.b; ELA9W3.e; ELA9W2.h MLA USE Mechanics Final Draft _____ / 15

1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
The paper contains many errors. These errors severely interrupt the flow of the essay. The author shows a serious deficiency in mechanics. Not typed; No MLA use (or improper MLA use)	The essay contained several errors. The author shows a deficiency in mechanics. This weakness makes the essay difficult to read. Typed with many typos; Improper MLA	Several errors were observed. The author demonstrates a weakness in his or her knowledge of mechanics. This weakness detracts from the impact of the essay; Typed with format errors; OR some MLA issues.	While the author shows control of mechanics several mistakes were observed. Grammatical or mechanical issues weaken the impact of the essay. MLA mostly correctly used. Some format errors; Little/no typos	Language and grammatical rules have been followed. Very few or no mistakes were observed. The author demonstrates comprehensive knowledge of mechanics. MLA correctly used. Little to no mistakes regarding MLA; few to no format errors. Less than 2 typos.

PAGE NINE: INSTRUCTIONS FOR Incorporating Direct Quotations

Quotations should be used selectively, and you should quote only information that is particularly interesting, vivid, or relevant to their research. Overusing quotations cannot only bore the readers, but can also bury the content that you have created to prove your points.

When using **direct quotations**, adhere to the following guidelines:

- Quote accurately – Pay attention to spelling and punctuation
- Enclose all quoted material in quotation marks – Don't change words or punctuation.
- Keep quoted passages brief – Quote no more than a few key lines.
- Introduce quoted passages with the author's name and other appropriate information to provide a context for the readers – Never let a long quotation rest by itself as a complete paragraph. Providing documentation at the end of the quotation is insufficient context for the readers. Identifying the author BEFORE quoting would clarify context.

EXAMPLES

WRONG WAY

“What a piece of work is man! He flushes fields, levels forests, covers waterways, creates swamps, drains swamps, changes the course of rivers. But at times is surgery on the land seems the work of a brilliant surgeon operating with a hatchet and buck knife; his mistakes and excuses sutured with leftover string” (Grove 159). It is true that we have destroyed a majority of this country's wetlands, but just maybe with our intelligence, we can find a way to restore some of the loss and repair some of the damage with more than leftover string.

RIGHT WAY

In developing this country, we have demonstrated great intelligence and skills. As ecological activist Noel Grove puts it, man “flushes fields, levels forests, [...] changes the course of rivers” (159). Unfortunately, we have also destroyed most of the country's wetlands; our “surgery on the land,” to use Grove's metaphor, “seems the work of a brilliant surgeon operating with a hatchet and buck knife” (159). We need to employ our surgical skills and knowledge of the patient to repair the damage to wetlands and restore some of the duck's lost habitats.

Form for Quotations—Words Added to Quoted Passages

1. Although quoted material must be reproduced exactly, any word added to make the meaning clear must be placed in brackets ([]).

Original

“The Vatican is officially silent on the latest disputes, which it considers a peculiar Western phenomenon. But a prelate explains that Rome does not want to blanket everything in the course of everyday life with the charge of sexism.”

Correct Quote

“The Vatican is officially silent on the latest disputes, which it considers a peculiar western phenomenon. But a prelate [high-ranking ecclesiastic or bishop] explains that Rome does not want to blanket everything in the course of everyday life with the charge of sexism.”

PAGE TEN: INSTRUCTIONS FOR Incorporating Direct Quotations, continued

Punctuation with Quoted Material

1. Place commas and periods inside the closing quotation mark. (This does not include parenthetical documentation.)

San Francisco Jesuit Joseph Fessio, editor of the Catholic World Report, is more direct: “If you change the language of the liturgy and prayers and feminize it, you’re ultimately changing the religion.”

2. Place colons and semi-colons outside the closing quotation mark.

Elsie Pamuk, a health statistician for the Nation Center for Health Statistics, believes that “if you’re concerned about your health, forget about your weight”; this is the public health message that should be sent out by physicians across the country.

Depending on the structure of your sentence, use a colon, a comma, or no punctuation before a quoted passage.

Colon	Scientist Michael Mead assuredly presents a valid reason for Venus’ unusual topography: “Resurfacing, due to lava flow, has undoubtedly taken place in Venus’ lowlands”: this is known to be true even though earlier images of the planet showed vast areas that are remarkably free of craters (250).
Comma	Scientist Michael Mead asserts, “Resurfacing, due to lava flow, has undoubtedly taken place in Venus’ lowlands” (250).
No punctuation	Scientist Michael Mead assuredly points out that “resurfacing, due to lava flow, has undoubtedly taken place in Venus’ lowlands” (250).

PAGE ELEVEN: ENGLISH DEPARTMENT PLAGIARISM STATEMENT

Plagiarism is the use of another's words or ideas and the presentation of them as though they were entirely one's own. Acts of plagiarism might include, but are not limited to:

- using words or ideas from a published source without proper documentation
- using the work of another student (e.g. copying homework, composition, or project)
- using excessive editing suggestions of another student, teacher, parent or paid editor

Students learn to write well by doing just that, writing. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student's own voice. When well-meaning parents, siblings, tutors, or others contribute their ideas, words, phrases, revisions, etc. to students' writing, student writers miss the opportunity to achieve literary self-reliance.

A Note about "Excessive Editing": What is helping, but is NOT excessive editing? The answer is: questioning and cueing. For example: "Is this word strong enough? Interesting enough? Specific enough?" "Can you think of another word that word fit better?" "Does this sentence seem awkward?" "What exactly do you mean?" "I don't understand what you are trying to say here; can you say it more clearly?" "This sentence has a powerful verb; can you find one as powerful for that other sentence?" These kinds of questions and statements allow the students to think and write independently. Students should be allowed to achieve their own voices and to develop their own writing skills.

Plagiarism on any project or paper will result in a zero for the assignment and an Honor Code Violation. Unless strictly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.