

# Syllabus

## COR 101 Cornerstone Seminar: Foundations in the Liberal Arts Tradition

**Section 15: Developing Leaders Through Discovering and Exercising One's Strengths in Community**  
M W F, 10:30am, FALL

**Brandon Hill, PhD**

**Matt Schroeder**  
**Student Assistant**

*"The keystone of high achievement and happiness is exercising your strengths, not correcting your weaknesses" – Martin E. P. Seligman.*

### **Greenville College Identity**

We are a Christian community committed to challenging and nurturing students. We are dedicated to excellence in higher education grounded in both the liberal arts tradition and a rich Wesleyan heritage. We provide an education characterized by open inquiry into all creation and guided by the authority of Scripture, tradition, reason, and experience.

### **Greenville College Mission**

Greenville College transforms students for lives of character and service through a Christ-centered education in the liberating arts and sciences.

### **Course Description**

Cornerstone Seminars introduce students to the rigors and rewards of the college experience. Faculty from all academic departments design these seminars, and they develop topics that will lead first-year students into college-level study and reflection. As students explore the seminar's topic, they develop and refine critical academic skills and the habits of mind necessary for success in college. While students choose from course topics that vary with each professor, all Cornerstone Seminars are unified through their pursuit of common educational goals. **The primary goal of COR 101 is to help students begin a pilgrimage of curiosity-driven, transformational learning in a Christian liberal arts community.**

Each seminar's limited enrollment of sixteen allows for substantial dialogue between teacher and students, student-to-student interaction, and experimentation with

teaching/learning methods. Throughout the course, students will explore, explain, and analyze the seminar topic through expository writing.

All first-year students arrive on Greenville's campus for orientation knowing what Cornerstone Seminar they will join. The seminar groups first meet in the orientation period so that students are introduced to the academic life of the college at the same time that they learn to find their way into a new social environment. COR 101 instructors also serve as the faculty advisor for the seminar members as they develop vocational vision and academic plans during their freshman year.

### **Common Course Goals**

In order to achieve the desired course outcome of helping first-year students become active scholars who own and shape their learning and education, each COR 101 seminar is designed to achieve the following goals and objectives:

Common Goal #1:

The Cornerstone Seminar will help students explore, analyze, and explain the broadly integrative nature of the Christian liberal arts tradition and Greenville College's specific commitment to education for character and service.

Common Goal #2:

The Cornerstone Seminar will help students begin to develop and refine the foundational critical and creative thinking, reading, speaking, writing and technological skills necessary for success in any academic discipline.

Common Goal #3:

The Cornerstone Seminar will help students build bridges from their previous experience to the religious values, social matrix, and academic culture of Greenville College in order to help them create plans to shape and achieve life goals.

### **Educational Objectives**

COR 101 will enable a student to:

- A. Explain what a "worldview" is and how it affects them in the process of their spiritual formation and lifelong learning, and be able to identify the elements of a Christian worldview.
- B. Explain in their own words the value of approaching a problem from a variety of disciplinary perspectives.
- C. Recognize and articulate relationships between the Christian faith, the intellectual life, human creativity, and vocational vision.
- D. Begin to demonstrate competence in creative expression in the arts and sciences.
- E. Demonstrate competence in the foundational skills of active reading and annotation.

- F. Begin to demonstrate competence in critical thinking skills:
  - a. Through identifying and developing their personal learning and thinking patterns
  - b. Through employing strategies of invention, inquiry, and problem-solving
  - c. Through evaluating the logic of an argument.
- G. Begin to demonstrate competence in their oral communication skills in class discussion, informal small group interaction, and formal class presentations
- H. Begin to demonstrate competence in the expository writing skills of summary, analysis, and synthesis
- I. Demonstrate foundational skills and critical discernment in the use of technological tools such as e-mail communication and the World Wide Web.
- J. Demonstrate the value of integrity in the academic community of Greenville College.
- K. Identify behaviors and tasks that will help them to succeed in college, and formulate and implement a plan (using those behaviors and tasks) to integrate themselves into the academic and social fabric of the college.
- L. Articulate their unique God-given gifts and strengths, and to begin to explore a life calling or vocation based on these gifts and strengths.

### **Enabling Activities**

- A. Each student will participate in New Student Orientation and a service-learning experience that calls for both active engagement in a “real world” problem and thoughtful reflection about both the problem and the experience.
- B. At least two individual advising sessions with one of the COR101 instructors.
- C. Attend two “Special Topics Seminars” during the semester.
- D. Attend three “Freshman Convocation” Chapels.

## Semester Course Schedule

### Wednesday 4 September 2002

- A. Assignments Due - None
- B. Activities
  - a. StrengthsQuest Session 1 - Introduction
- C. Assignments
  - a. Read Preface, and Chapters 1 and 2 – SQ
  - b. Take StrengthsQuest Instrument
  - c. Verifying Your Signature Themes Worksheet – Due Monday 9 Sept.
  - d. Table Tent – Due Monday 9 Sept.

### Friday 6 September 2002

- A. Assignments Due – None
- B. Activities
  - a. Introduction to Course
  - b. Integrity in an academic community
  - c. Explanation of Portfolio
- C. Assignments
  - a. Determine a group or organization to be part of (Opportunities fair – Tuesday Sept 10<sup>th</sup>) – Due Wednesday September 11<sup>th</sup>.

### Monday 9 September 2002

- A. Assignments Due
  - a. Table Tent.
  - b. Verifying Your Signature Themes Worksheet.
- B. Activities
  - a. StrengthsQuest Session 2A – Understanding Your Strengths
- C. Assignments
  - a. Read SQ Chapter 3

### Wednesday 11 September 2002

- A. Assignments Due
  - a. Paragraph on Chosen Organization and rationale
- B. Activities
  - a. StrengthsQuest Session 2B – Understanding Your Strengths
- C. Assignments
  - a. Read SQ Ch 4

### Friday 13 September 2002

- A. Assignments Due – None
- B. Activities
  - a. StrengthsQuest Session 3 – Understanding the Strengths of Others
- C. Assignments
  - a. Read SQ Ch 5 and 6
  - b. Strengths Analysis of your roommate – Due September 30<sup>th</sup>, 2002.

**Monday 16 September 2002**

- A. Assignments Due – None
- B. Activities
  - a. StrengthsQuest Session 4 – Educational Planning
- C. Assignments
  - a. Read SQ 7 and 8
  - b. Educational Planning Grid - Due Wednesday 18 September.
  - c. Attend All College Hike – write reflection paper – Due Friday 20 September.

**Wednesday 18 September 2002**

- A. Assignments Due
  - a. Educational Planning Grid
- B. Activities
  - a. StrengthsQuest Session 5A – Using the Greatest Strengths in Your Life: Academics
- C. Assignments
  - a. Read SQ Ch 9

**Friday 20 September 2002**

- A. Assignments Due
  - a. All College Hike Reflection Paper
- B. Activities
  - a. Reflect on Freshman Chapel
  - b. StrengthsQuest Session 5B – Strengths and Leadership
- C. Assignment
  - a. Sign up for Advisement Session with Brandon
  - b. Read SQ Ch 10 and 11

**Monday 23 September, Wednesday 25 September, Friday 27 September 2002**

- A. Assignments Due - None
- B. Activities
  - a. Strengths Workshops with Dr Chip Anderson on **Wednesday and Friday** and attend at least 1 night session.
  - b. Meet with Brandon for Advisement Session.
- C. Assignments - None

**Monday 30 September 2002**

- A. Assignments Due
  - a. Roommate StrengthsQuest Analysis paper.
- B. Activities
  - a. StrengthsQuest Session 6B – Career Planning and Decision Making
- B. Assignments
  - a. Read SQ Ch 12
  - b. Career Interview Report and Exercise – Due Monday October 7, 2002

**Wednesday 2 October 2002**

- A. Assignments Due - None
- B. Activities
  - a. StrengthsQuest Session 7 – Strengths and Relationships
- C. Assignments
  - a. Personal Symbol/Statement of Strength – Due Friday Oct 4th

**Friday 4 October 2002**

- A. Assignments Due
  - a. Personal Symbol/Statement of Strength
- B. Activities
  - a. StrengthsQuest Session 8 – Sharing our Strengths
- C. Assignments
  - a. Read “Chip’s” Christians and Strengths Thoughts and write a summary – Due Monday October 7th

**Monday 7 October 2001**

- A. Assignments Due
  - a. Chip’s Summary
  - b. Career Interview Report and Exercise.
- B. Activities
  - a. God and Strengths
  - b. Christian Worldview.
- C. Assignments
  - a. Study for Strengths Exam
  - b. Departmental Chapels on Wednesday – Important for you to go to them.

**Wednesday 9 October 2002**

- A. Assignments Due - None
- B. Activities
  - a. Strengths Exam
- C. Assignments - None

**Friday 11 October 2002**

- A. Assignments Due - None
- B. Activities
  - a. Four Year Plan
  - b. Mission Statement (Review of 7 habits)
- C. Assignments
  - a. Assign Presentation Chapters and Dates
  - b. Four Year Plan and Mission Statement Paper – Due November 1<sup>st</sup>, 2002

**Monday 14 October 2002 – No Class – Fall Break**

**Wednesday 16 October 2002**

- A. Assignments Due - None
- B. Activities
  - a. Career Planning – Leslie Lantow – Career Services
- C. Assignments - None

**Friday 18 October 2002**

- A. Assignments Due – None
- B. Activities
  - a. Library Research – Georgeann Kurtz-Shaw
- C. Assignments
  - a. Historical Leader Research Paper – Due Wednesday 6 November, 2002
  - b. Sign up for Advisement Session for next week with Brandon

**Monday 21 October 2002**

- A. Assignments Due - None
- B. Activities
  - a. Servant Leadership
- C. Assignments
  - a. Being of Service Strength Exercise

**Wednesday 23 October 2002**

- A. Assignments Due
  - a. Being of Service Strength Exercise
- B. Activities
  - a. Decide on Service Project
  - b. Sign up for Advisement Appointments
- C. Assignments
  - a. Service Project Report and Exercise – Due ??

**Friday 25 October (FREE DAY)**

**Monday 28 October (FREE DAY)**

**Wednesday 30 October**

Attend a self-selected Seminar

**Friday 1 November 2002**

- A. Assignments Due
  - a. Four Year Plan and Mission Statement
- B. Activities
  - a. Guest Speaker –President Mannoia – GC Mission Statement
- C. Assignments
  - a. Analysis and Critique of GC Mission Statement – Due Monday November 4, 2002.

**Monday 4 November 2002**

- A. Assignments Due
  - a. GC Mission Statement Analysis and Critique
- B. Activities
  - a. Election Discussion
- C. Assignments - None

**Wednesday 6 November 2001**

- A. Assignments Due
  - a. Historical Leader Paper Due
- B. Activities
  - a. 21 Laws – Law 1 and 2
- C. Assignments
  - a. Read 21 Laws 1 and 2 – Journal Entries

**Friday 8 November 2002**

- A. Assignments Due - None
- B. Activities
  - a. Law 3 and 4
- C. Assignments
  - a. Read Laws 3 and 4 – Journal Entries

**Monday 11 November 2002**

- A. Assignments Due - None
- B. Activities
  - a. Laws 5 and 6
- C. Assignments
  - a. Read Laws 5 and 6 – Journal Entries

**Wednesday 13 November 2001**

- A. Assignments Due – None
- B. Activities
  - a. Laws 7 and 8
- C. Assignments
  - a. Read Laws 7 and 8 – Journal Entries

**Friday 15 November 2002**

- A. Assignments Due – None
- B. Activities
  - a. Laws 9 and 10
- C. Assignments
  - a. Read Laws 9 and 10 – Journal Entries

**Monday 18 November 2001**

- A. Assignments Due - None
- B. Activities
  - a. Laws 11 and 12
- C. Assignment
  - a. Read Laws 11 and 12 – Journal Entries

**Wednesday 20 November 2002**

- A. Assignments Due – None
- B. Activities
  - a. Laws 13 and 14
- C. Assignments
  - a. Read Laws 13 and 14 – Journal Entries

**Friday 22 November 2001**

- A. Assignments Due - None
- B. Activities
  - a. Laws 15 and 16
- C. Assignments
  - a. Read Laws 15 and 16 – Journal Entries

**Monday 25 November 2001**

- A. Assignments Due – None
- B. Activities
  - a. Laws 17 and 18
- C. Assignments
  - a. Read Laws 17 and 18 – Journal Entries

**Wednesday 27 and Friday 29 November 2002  
Thanksgiving Break**

**Monday 2 December 2002**

- A. Assignments Due
  - a. Draft of Leadership Paper
- B. Activities
  - a. Laws 19 and 20
- C. Assignments
  - a. Read Laws 19 and 20 – Journal Entries

**Wednesday 4 December 2002**

- A. Assignments Due - None
- B. Activities
  - a. Women in Leadership
- C. Assignments - None

**Friday 6 December 2002**

- A. Assignments Due – None
- B. Activities
  - a. Thoughts from Matt (T.A.)
- C. Assignments - None

**Monday 9 December 2001**

- A. Assignments Due – None
- B. Activities
  - a. Law 21
- C. Assignments
  - a. Read Law 21 – Journal Entries

**Wednesday 11 December 2002**

- A. Assignments Due – None
- B. Activities
  - a. Guest Speaker
- C. Assignments – None

**Friday 13 December 2002**

- A. Assignment Due
  - a. 21 Laws Journal
  - b. Philosophy of Leadership and Self Evaluation Paper
- B. Activities
  - a. Guest Speaker
- C. Assignments
  - a. Study for Final

**Monday 16 December 2002**

**Review for Final Exam**

**Wednesday 18 December 2002**

Final Exam – 9:30am to 11:20am

## **Policies and Expectations**

### **Attendance**

Your attendance in class is critical. I hope that you will attend class regularly in order to interact with your classmates by sharing your thoughts and ideas. We will have in-class information that you will need for exams and papers. While I do not assign points for attendance, we will subtract 10 points for each unexcused absence. You are expected to call me PRIOR to any class that you will be unable to attend, including excused absences for field trips and athletic events. I also expect that you will be on time to class – get up early!

### **Student Assistant**

Matt Schroeder is the student assistant for this class. His role is to help facilitate class discussions, to help you with projects outside of class, keep you up-to-date on campus activities, and share his experiences with you as a college student. Please get to know him. He lives downstairs on First Joy in room 114.

### **Study Time**

A college student is expected to study for 2 to 3 hours outside of class for every hour of classroom time. This time includes reading texts, preparing for projects and papers, and studying for exams. I have created a very detailed syllabus that details the homework assigned each day. I encourage you to work ahead on major projects and papers, but please try and do the readings as assigned. It will be best to have the material fresh in your mind for class.

### **Assignments**

All work must be turned in at the beginning of class on the due date. I do not accept late work. If you are going to be gone for an excused absence turn your work in early. Please do not plan to be absent on scheduled exam days. Part of being a college student and a student leader is planning ahead.

All assignments must be typed on a computer, and printed to paper. I do not accept assignments by email. Please save your work to disk, as you may need it later in this course, for other courses, or for your portfolio.

### **Office**

I am usually available in my apartment in Joy Hall during the day and evenings. Please do not hesitate to stop, call, or email if you have questions or concerns.

## **Required Textbooks**

Strengths Quest – I have given this book to you.

*The 21 Irrefutable Laws of Leadership* – Maxwell – ISBN 0-7852-7431-6

These books are available in the bookstore if you have not already purchased them.

## **Other Suggested Readings and Resources**

*Now, Discover Your Strengths* – Buckingham and Clifton – ISBN 0-743-20114-0

*The 7 Habits of Highly Effective People* – Covey – ISBN 0-671-70863-5

*First Things First* – Covey, Merrill, and Merrill – ISBN 0-684-80203-1

*Living the 7 Habits* – Covey – ISBN 0-684-84664-0

*Developing the Leader Within You* – Maxwell – ISBN 0-8407-6744-7

*Becoming a Person of Influence* – Maxwell and Dornan – ISBN 0-7852-7100-7

*Failing Forward* – Maxwell – ISBN 0-7852-7430-8

*Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*

- Gary L. McIntosh, Samuel D. Rima – ISBN 0801090474

*Roaring Lambs* - Bob Briner – ISBN 0310591112

*Jesus CEO: Using Ancient Wisdom for Visionary Leadership* - Laurie Beth Jones – ISBN 0786860626

<http://www.injoy.com/>

<http://www.leadership-development.com/p-profiles.html>

## **Academic Portfolio**

During your four years at Greenville College, you are expected to develop an academic portfolio, which will provide an ongoing record of your college work. In your Senior COR class you will be expected to present academic papers, projects, notes, journals, materials, missions and goals, and an academic and professional resume. Start on this project now by keeping work that we return to you. We also encourage you to keep extra-curricular materials such as pictures from trips, athletic event memorabilia, music and drama programs, and volunteer work memories.

<b>Assignment Points</b>	<b>Due Date</b>		
StrengthsQuest Table Tent	Sept 9	25	_____
Verifying Your Themes Worksheet	Sept 9	25	_____
Selection of Organization Paper	Sept 11	25	_____
Educational Planning Grid	Sept 18	25	_____
All College Hike Reflection Paper	Sept 20	25	_____
Roommate StrengthsQuest Analysis Paper	Sept 30	100	_____
Symbol/Statement of Strength	Oct 4	25	_____
Chip Anderson Article Review	Oct 7	50	_____
Career Interview Report	Oct 7	100	_____
Mid Term Exam – Strengths	Oct 9	100	_____
21 Laws Presentation		200	_____
Community Service Project and Reflection Paper		100	_____
Movie Review Paper		100	_____
Four Year Plan and Mission Statement	Nov 1	200	_____
Analysis of GC Mission Statement	Nov 4	50	_____
Historical Leader Research Paper	Nov 6	200	_____
Draft of Leadership Phil. & Eval. Paper	Dec 2	0	_____
“21 Laws” Journal	Dec 13	50	_____
Leadership Philosophy and Eval. Paper	Dec 13	500	_____
Final Exam	Dec 18	100	_____
Total Points Available		2000	_____

### **Evaluation of Writing**

For the formal writing projects, criteria for each will be established and provided for the student well ahead of the time the paper is due. Provided below are brief descriptions of all formal written work, accompanied by the grades received for that work.

**A** Papers which receive an "A" have power and demonstrate sensitivity in the writer. The writing demonstrates vigor as well, and is energetic. The writer effectively addresses the topic, using every means to achieve the purpose. Mechanical errors do not detract from the writer's message or intent; in fact, mechanics may be utilized to achieve the writer's purpose in an effective manner. Excellent papers deal with a significant issue and explore it from a variety of perspectives in order to determine significant ramifications, consequences, and implications. All parts of the paper are unified to fulfill the writer's purpose.

**B** Papers which receive a "B" fulfill the writing assignment with few or no stylistic or mechanical errors. Good papers may deal with important issues but lack the vigor and power of the "A" paper. Good papers have a tendency to merely talk about an issue without exploring the significance of what is being reported. Unity in the paper is evident.

**C** Average papers usually contain some mechanical and/or stylistic errors which may detract slightly from the content of the paper, though not so many that the reader focuses on the errors rather than on the message reported. The paper may lack full development and/or not be organized as effectively as it should be, though the deficiency will be minor in either case. The introductory sentences or the conclusion may not fulfill its function as effectively as it should. Unity in the paper is evident, though minor coherence problems may be noted.

**D** In poor papers the errors and deficiencies of the average paper are compounded; also, each type of error and deficiency can be noted more often. Usually, both the introduction and conclusion lack effectiveness. In addition, the paper usually lacks unity. Adequate development and organization are seldom achieved in poor papers.

**F** A failing paper reflects either plagiarism or most of the following: (1.) mechanical and stylistic errors so severe and numerous as to make the paper unacceptable; (2.) severely inadequate development; (3.) disorganization and/or tangential writing; (4.) lack of unity; (5.) lack of purpose; (6.) lack of a thesis or position; (7.) inadequate introduction or lack of introduction; (8.) ineffective conclusion or lack thereof.

### **Grading Scale**

<b>Grade Points</b>	<b>Percentage</b>	<b>Grade Points</b>	<b>Percentage</b>		
A	1840 – 2000	92 – 100	C	1440 – 1559	72 – 77
A -	1800 – 1839	90 – 91	C-	1400 – 1439	70 – 71
B+	1760 – 1799	88 – 89	D+	1360 – 1399	68 – 69
B	1640 – 1759	82 – 87	D	1240 – 1359	62 – 67
B-	1600 – 1639	80 – 81	D-	1200 – 1239	60 – 61
C+	1560 – 1599	78 – 79	F	0 - 1199	0 - 59

### **Explanation of Assignments**

#### **1) Laws of Leadership Presentation – 200 Points**

The Student will present a 10 minute interactive presentation in class in which they explain the assigned Law of Leadership. The student should show an understanding of the law as well as examples of integrating this law into their personal lives, and suggestions for other students. The use of visual aids and creativity is highly encouraged for this assignment.

The presentation should at a minimum contain:

- b. A definition of the Law.
- c. Explanation of the Law.

- d. Description of the strengths which are most likely to adhere to this law, or which strengths might find this law difficult.
- e. Examples of prior use, or possible future use of this law.
- f. An interactive portion which engages the class in discussion.

Points:

Content – Understanding and integrating concepts	100
Presentation – poise, attention, grammar, format, keeping to time	50
Creativity – uniqueness of presentation and ideas	50

## **2) Roommate Strengths Analysis Paper – 100 points**

The student will discuss with their roommate’s StrengthsQuest results with their roommate and help them to understand and analyze the results.

Paper Requirements:

- g. Give a short biography of the person that you worked with.
- h. State and discuss the person’s StrengthsQuest results.
- i. What is unique about this person’s combination of strengths?
- j. Discuss the new insights that you gave them about themselves.
- k. Discuss new insights that they mentioned about themselves.
- l. What changes will they make to their lives? What suggestions would you give them? Academically? Socially? Choice of Major?
- m. Now that you know your strengths and theirs – will that aid in developing a better relationship with them? If so, how?

The paper should be a minimum of 3 pages and should follow the guidelines for writing a paper listed in the syllabus.

## **3) Four Year Plan and Personal Mission Statement – 200 points**

The paper should detail the Student’s Four Year College Plan, Personal Mission Statement, and the rationale and implementation of the plan and the mission.

The paper should be a minimum of 5 pages and should follow the guidelines for writing a paper listed in the syllabus.

## **4) Historical Leader Research Paper – 200 points**

The student must choose a historical figure that has been a leader and research their life and accomplishments. Students are encouraged, but not required, to choose minority, female, foreign, controversial, or infamous leaders.

Paper Requirements:

- a. Share a biography of the leader
- b. What were their goals? Did they have a personal mission statement?
- c. What did they accomplish? Did they have failures?
- d. What strengths did they exhibit?
- e. What were their weaknesses?
- f. What was their leadership style?
- g. What can you learn personally from this historical leader?

The paper should be a minimum of 5 pages and should follow the guidelines for writing a paper listed in the syllabus. The must be a minimum of 5 external resources, three of which should be books. At least one magazine or newspaper article, and one Internet resource must also be used.

**5) Leadership Philosophy and Self –Evaluation Paper – 500 points**

This is the pinnacle of the student’s achievements in this class. The student is expected to integrate all learning from this class into a paper that states and rationalizes the student’s personal leadership philosophy and style.

The paper should integrate the following:

- b. Self application of the 21 laws of leadership, discussing areas of accomplishment and potential growth areas and plans.
- c. Demonstration of understanding of how personal strengths affect leadership style.
- d. Personal thoughts and reflections to classroom discussions, COR chapels, and Class Guest speakers.
- e. Analysis of student’s experience in student organization.

The paper should be a minimum of 20 pages and should follow the guidelines for writing a paper listed in the syllabus.

Points:

Content –

Integration of StrengthsQuest Inventory	100
Integration of “The 21 Laws of Leadership”	350
Integration of speakers, classroom discussions, and COR chapels	50

A draft will be due in class on Monday December 2, 2002.

## **Academic Honesty Statement** (From the GC Student Catalog)

Students on a Christian college campus are expected to do all academic work with integrity. This means that they should practice academic honesty without exception. The College takes this so seriously we ask all incoming students to sign a statement guaranteeing that they understand the notion of academic integrity and will conform to the policies described below.

All forms of academic dishonesty, which include cheating and plagiarism, are inappropriate on our campus. Cheating and plagiarism are variations on a theme: both involve offering the work of another as one's own. Students cheat and/or plagiarize when they:

- Give or receive aid from another student or other person during a test, quiz, or homework assign meant when they were told to work alone.
- Use notes or books when taking a quiz or test (either in a class or on-line) unless an instructor has given permission to use them.
- Copy all or part of another student's work--an exam, worksheet, homework assignment, essay, speech, musical composition, web production, etc.--and submit it as their own work.
- Copy all or part of any published or copyrighted source such as a book, periodical article, or musical composition and submit it as their own work.
- "Cut and paste" information from a digital source such as a CD-ROM or web page and submit it as their own work.
- "Steal ideas or conceptual frameworks from another source and submit them as their own without giving proper credit to the source.
- "Submit other people's work as their own (e.g. a roommate's term paper or one purchased over the Internet).
- "Ask someone else to complete a writing project for them and revise and edit the work in such a way that they are not really the one responsible for the final document. (Please note: GC's faculty often encourage students to share their work in progress with others, in fact the College even pays writing tutors to help students think through revising an assignment. This is simply a good habit for any scholar that we fully endorse. What we don't want students to do is let another person take over and complete an academic task that is their own responsibility.)

This list is not exhaustive, but should give a clear idea of what constitutes academic dishonesty. In general terms, academic dishonesty occurs when people knowingly or unknowingly take credit for words or ideas that are not their own in work that is produced for a class, presentation, publication, or other public domain. All forms of cheating and plagiarism involve intellectual theft, and thou shalt not steal!

Students are responsible to use appropriate quotation marks whenever they use words from another source. They must cite sources for ideas that originated with others. They are responsible to learn the specific documentation methods required in their chosen

academic disciplines. Whenever they are in doubt about how to cite sources or use others' writings in their own, they should ask a professor.

At GC academic dishonesty has severe consequences. If instructors discover any instance of cheating or plagiarism, they are well within their rights to assign a failing grade for that assignment or for the course. Furthermore, they must report the student to the department head and the Office of Academic Affairs. This office will forward the information to the appropriate deans. If a second instance of academic dishonesty occurs, the student will receive a failing grade for the course, and the case will be forwarded to the Vice President of Academic Affairs for review and possible further disciplinary action. A student may be expelled from the institution for repeated or extreme violations of academic integrity. Appeals can be handled through the normal judicial process.

## **Guidelines for Writing a paper**

Greenville College is committed to helping students improve their writing skills. This course is considered a writing intensive course and you will have several writing assignments. All written assignments, whether one page or twenty, are expected to conform to these standards. If you are having difficulty writing please seek out a writing tutor at the Academic Enrichment Center (AEC) located on the main floor of the library.

Superior Quality Work is defined as:

- A. Grammatically correct and free of punctuation and spelling errors – Please have someone proof your papers. We deduct 1 point for every error, which can be detrimental on smaller assignments.
- B. Follows APA Style and reference format. See examples on the next page. Also, an online version of this style can be found at <http://www.english.uiuc.edu/cws/workshop/bibliography/apa/apamenu.htm>
- C. Clearly organized with:
  - a. A clearly stated thesis
  - b. Paragraphs with topic sentences
  - c. Clear support and development of the thesis
  - d. A strong and validated conclusion
- D. Having smooth transitions between different sections of the work
- E. Ideas are supported with well-research references where appropriate.
- F. Borrowed ideas are properly documented. **DO NOT** plagiarize – it will compromise your grade in this class and possibly your college career.

## APA Writing Style

Other Websites to use for resources:

<http://www.wooster.edu/psychology/apa-crib.html>

[http://webster.commnet.edu/apa/apa\\_index.htm](http://webster.commnet.edu/apa/apa_index.htm)

<http://dekalb.dc.peachnet.edu/~nreynold/apa-fmat.htm>

### Simple Instructions for Referencing:

#### Quotations:

##### Example 1:

Buckingham suggests that “you can be either an introvert or an extrovert, but never both” (Buckingham, 2001, p. 139).

##### Example 2:

Buckingham (2001) suggests that “you can be either an introvert or an extrovert, but never both” (p. 139).

##### Example 3:

Buckingham (2001) answers the following question:

Are any of the Themes “Opposites”? The answer to this question is no. Personality tests tend to be based on the assumption that many human traits are mutually exclusive. For example, you can be either an introvert or an extrovert, but never both. (p. 139)

#### Citations:

##### Example 1:

Buckingham (2001) believes that the StrengthsQuest Themes do not contain any opposites (p. 139).

##### Example 2:

In 2001 Buckingham stated that he did not believe that the StrengthFinder Themes contained any opposites (p. 139).

## **References:**

### **Periodical:**

Author, A.A., Author, B.B, & Author, C.C. (2001). Title of article. *Title of Periodical*,  
XX, XXX-XXX.

### **Non Periodical:**

Author, A.A. (2001). *Title of Work*. Location: Publisher.