FREE COUNSELING

A licensed, personal counselor, Katie MacGillivray, is on campus to help you help with stress management, time management, etc. Everything is confidential and free of charge. You may email the counselor directly to schedule an appointment: kmacgillivray@lcad.edu

LEARNING DISABILITIES

We have a Coordinator of Students with Disabilities, Lisa Villanueva (lvillanueva@lcad.edu), who can also be contacted via Laura Patrick. They can advise as to what accommodations can be given (accommodations vary, depending on the specific disability of each student; some are required by law).

THE ENVIRONMENT

College is not like High School (of course!) and many students are surprised to learn that what may have been allowed in previous classrooms is not appropriate behavior in the college classroom. Please remember: while you may not be bothered by someone nearby you texting or playing a game or drawing during a lecture, many of your classmates are. (They complain about it.) They do not want to be distracted, and neither do your instructors. The point is, you may do something you think is no big deal, when really it is being disrespectful. Nobody wants that. So then, in the spirit of helping you and your classmates to further succeed at college, here are some basic guidelines for proper conduct at LCAD.

Please Respect The Environment In Your Classroom...

- Arrive to class on time. Coming in late distracts. Expect attendance to be taken at the very start of class.

- Do not send a message, Tweet, or e-mail during class, and don’t browse the Internet unless the instructor allows you to (but ask first). Usually, the instructor wants your full attention on what’s being said. When you text or surf, you tune out the class and miss things you should be paying attention to, plus you cause others to miss things by distracting them. That’s disrespectful. You should also make it a habit to turn all phones, pagers, and watch alarms to the silent mode before the start of class. If you have an emergency situation and are expecting an important message, let the instructor know you’ll need to leave the room to answer it, and so do quietly without much commotion.

- Listen attentively while others are talking in class. Don’t come to class to sleep, or audibly yawn, or act bored—and never work on an assignment for a different class other than the one you are sitting in. Never (without permission) sit and sketch during a Liberal Arts class.

- We encourage you to share your original point of view, and want you to join in the academic discourse. When you do participate, however, do your best to keep an open mind: Be tolerant and respectful of others’ opinions, even when disagreeing.
...and Elsewhere

- Don't enter classes that you are not enrolled in (unless invited).
- Don't be loud or boisterous immediately outside of any class in session.
- Be respectful of others' property: Be careful not to damage library books by setting your drinks on them, folding pages, tracing with a heavy hand, etc. Likewise, try to discourage others from damaging or stealing school property.
- Please do not park in the area designated for Staff Parking. (You may be towed.)
- If you smoke, smoke only in designated areas! Apart from courtesy, this is a major safety issue as well: We are surrounded by a protected wilderness area, which is also a high risk area for wildfires.
- Please help to keep our campus clean. Don't litter, and please pick up trash that you may see. Let's respect the physical campus environment too!

WRITING LAB

We have a free (hoo-ray!) Writing Lab where you can get free help with your writing and learn how to become a better self-editor and writer. English writing faculty are on staff to work one-on-one with you. Personalized tutors may be assigned to work beyond lab hours for those in need. Again, there is no charge for any of these services. You may bring in any writing, for any class, and you may visit the lab as often as you like. In fact we encourage it! That's a great way to both improve as a writer and build confidence. Countless LCAD students have credited the LCAD Writing Lab for helping them grow from poor writers who hated writing to good writers who actually enjoyed the art and craft of writing. (Yes, writing is indeed an art form—one that can inform your visual art, as well as deepen your vision and experience as an artist overall.)

A student should come to the Writing Lab prepared with the following:

1) A copy of the assignment instructions
2) His or her latest draft of that assignment
3) Any previous drafts, especially those bearing instructor comments

Please don't come without writing to show us! If you're having problems getting started, you should discuss this with your instructor. The Writing Lab operates on a first-come, first-served basis, so early arrival is highly recommended, especially during those weeks before essays are due. We have expanded hours during those busy times but there are often lines, so plan to arrive early during those weeks to make sure you get in. Here's another valuable tip: Before coming to the Lab, write down specific questions or issues you have about your writing. This will ensure that you don't forget to discuss these things, and will make for more efficient use of your time while you're there. The Writing Lab is located just off the main courtyard on Main Campus. For more information, please contact the Writing Lab Director Mike Stice at mstice@lcad.edu
MLA STYLE MANUAL

For all written assignments at LCAD, we ask that you follow the standards set forth in the MLA Handbook, which is available in most libraries and always available in the LCAD library’s reserve section. It is the authority that you are expected to consult for any questions having to do with writing assignment formatting and the documentation of sources. For your convenience, we have provided an “MLA TEMPLATE AND CITATION GUIDE” to cover the most common formatting issues. Many websites also explain the MLA guidelines. Please don’t assume helplessness by asking your instructor how to cite or format without trying to find the answer first. If you do need to ask your instructor for clarification, be sure to have a copy of the MLA Handbook in hand or a Xerox of the passage in question. All written assignments for Liberal Arts courses at LCAD require that you document your research by citing your sources in-text and providing a corresponding MLA formatted Works Cited page. In addition, your teacher may require a hard copy (Xerox/print out) of each source listed on your Works Cited page.

PLAGIARISM

Getting help with your writing is a good thing—in fact, almost all writers rely on others for feedback and advice; even professional writers ask others for constructive criticism of their work. What they do not do is allow others to do their writing or thinking for them. Students want to turn in the best work possible, of course, but many don’t realize that it’s not okay to have someone else correct their grammar for them (some students have always had a parent or sibling “fix” their writing, for instance). If you were to have someone correct your writing for you and you turn it in, you would be guilty of plagiarism. Why? Because it represents work that is not your own. Since plagiarism is such a serious offense and can even get you kicked out of school (no kidding!), it is very important to understand exactly what kind of help is acceptable and what’s not.

Often a student will ask a friend for help and the friend unknowingly offers bad advice (which is why feedback from a qualified teacher or tutor is really the best way to teach you how to improve as a writer). We need to know what areas you are having trouble with so we can help you learn how to become a better writer and self-editor. So you need to go to our Writing Lab for help with your writing. Also, if someone from the outside changes things, your teacher would be grading other people’s work and not yours. Even if someone else shows you how to fix things, when you merely copy what others have corrected for you, you don’t learn how to avoid the errors in the first place.

Your writing and editing is your responsibility: LCAD instructors and tutors in the LCAD Writing Lab are not allowed to “fix” your writing errors for you—nor is anyone, in fact. Likewise, a teacher, tutor, or friend should not inject his or her own wording or syntax or ideas into your writing either. What others are allowed to do is go over your paper with you and point out troublesome writing, including grammatical errors. They are even allowed to “passively collaborate” with you on revising small selections of text: offering broad suggestions and then prompting you to come up with the better text by asking you pertinent questions and leading you to see and correct the problems yourself. Even with this, however, the actual wording, grammar, and ideas in the assignment must reflect the student’s own original work (meaning that others may not “actively” co-author by injecting words, syntax, or ideas into your writing). General help is completely okay and is even encouraged; specific changing of words or grammar by others is not.

Here’s a specific breakdown of what feedback is acceptable and what is not:
YOU MAY:
• Ask others to point out places in your writing that are unclear.
• Ask others to share questions that they have about your organization.
• Ask others to alert you to any general problems they see.
• Ask others whether they think your writing fulfills the assignment requirements.
• Use others as a sounding board for ideas you have, to see if they make sense.

YOU MAY NOT:
• Allow others to correct parts of your writing for you.
• Allow others to substitute or insert any words that they came up with.
• Allow others to change your spelling, your words, or your phrasing—or insert alternate words or phrasing that they came up with.
• Present another’s ideas or words (no matter how few) as your own.

Getting improper help with specific editing is the most common form of plagiarism, but it is just one example. Other examples of plagiarism include, but are not limited to:

- Presenting someone else’s wording without giving proper credit
- Presenting someone else’s idea without giving proper credit
- Presenting someone else’s phrasing or syntax as your own
- Submitting research that someone else collected and/or previously turned in
- Submitting assignments that you did not write in whole or in part (even drafts)

In addition, whenever you include any information that is not “common knowledge” to your audience, then you are supposed to cite a source that verifies such information (even if it is common knowledge to you).

YOU HAVE PLAGIARIZED IF YOU:

➢ Took notes without differentiating between summaries, paraphrases, or quotations from others’ works, and then presented the exact wording from a text, without quotation marks, as if it were your own.

➢ Copied text or graphics from the web and pasted it into your paper without quotation marks or citation.

➢ Presented facts not considered general knowledge without saying where you found them. The exact dollar amount of the current budget deficit would need a source citation, for example, whereas the date that the Declaration of Independence was signed would not.

➢ Paraphrased someone’s wording without acknowledgment. Changed a word or two of a direct quotation without changing the overall sentence structure of the original and presented it as a paraphrase.

➢ Co-opted someone’s unique or particularly apt phrase without acknowledgment.

➢ Summarized someone’s argument or presented someone’s line of thought without acknowledgment.
- Bought or otherwise acquired an essay (from a roommate, family member, or paid service) and submitted it (in whole or in part) as if it were your own.

- Took words that were originally generated by friends, family members, or tutors and used them as your own.

Instructors are obligated to turn in any case of plagiarism that they find. LCAD has a formal committee that regularly reviews suspected plagiarism cases and issues appropriate penalties.

A student accused of plagiarism or cheating shall be subject to an academic hearing by committee. Findings against the student may result in the student being placed on academic probation up to and including academic dismissal. If dismissal occurs, refunds will not be made. Students found guilty of plagiarism are subject to the provisions of the Student Code of Conduct as listed in the current Student Handbook. Although you may not hear of it, we catch and punish plagiarists every year.

Why are we making such a big deal out of this? Polls show that a high percentage of students admit that they have plagiarized, and a majority say that they don’t think it’s a big deal to do so. Make no mistake: Plagiarism is theft. It is an attempt to deceive. It is a violation of trust and academic honesty and is an expellable offense. That said, you have the power to have it not be an issue in your life. Simply give proper credit for all borrowed information and don’t let others “fix” your writing for you. It’s as simple as that.

<Parts of this were adapted, with permission, from A Student Guide to Writing at UCI; Grant Hier, editor.>

TURN IT IN

All formal writing assignments for all Liberal Arts courses are to be uploaded to TurnItIn.com. You must first set up a personal account with Turn It In and establish a personal password to sign in. From there, you will log in to your specific class using a CLASS ID number and Class Password, which your instructor will provide.

Turnitin is a great tool for making sure you have properly documented your sources before the assignment due date. We strongly encourage you to upload your draft before the due date and consult the "Originality Report" — the Turnitin software will color code all of your Works Cited entries and indicate any passages within your text that are not properly attributed. Fix those, and re-upload your paper before its due to avoid plagiarism.

ENGLISH PORTFOLIO REVIEW

Just as with your studio classes, all English classes at LCAD have a mandatory portfolio review process. The Portfolio Review is a "checks-and-balances" device to ensure that a fair assessment of student writing is maintained and that a campus-wide, uniform standard for writing is upheld. Moreover, this enables LCAD to maintain accreditation with certifying boards: a standard of writing proficiency deemed appropriate for the college level must be met by students before being awarded higher degrees. Therefore, matriculation out of any LCAD English course requires a grade of "C" or better and a vote of approval/advancement from an English Portfolio Review Committee (PRC). The PRC’s decision is to be based strictly upon the work uploaded to Turnitin.com during the semester.
LCAD WRITING STANDARDS

Please refer to the separate document on LCAD Writing Standards.

THE GRADING OF WRITING

All writing is a balance of content and craft—that is, a balance between the message (ideas/thesis) and the mechanics (language/craft). The message is conveyed via the language, of course, so when it comes to the grading of a written piece, both the content and the craft must be factored.

For a piece of writing to be worthy of a passing grade, both the content and craft must be passing.

It is important to realize that a non-passing paper might be brilliant in some ways, but if it fails to meet any of the standards required to pass, it necessarily will not pass. For instance, if the language or grammar of a written piece is below passing—that is, below what is deemed appropriate for the college level—then the overall grade of that piece must be below passing, regardless of any ideas therein. Likewise, writing that has passing language but is empty of content or development of ideas must receive a non-passing grade.

In grading any piece of writing, the instructor will consider these four factors:

1) Whether or not the text addresses the assignment (content)
2) Whether or not there are enough original ideas sufficiently developed (content)
3) Whether or not the grammar and editing is acceptable (craft)
4) Whether or not the language and organization is clear enough for adequate communication (craft)

If one or more of these factors is below passing, then the work necessarily cannot receive a passing grade. If each of these four factors is passing, then the grade will be passing. In either case, once these criteria have been used to decide if the work passes or not, then the writing will be subject to further evaluation to determine the level of the grade above or below passing.

The reasoning here should be self evident, though it is often overlooked due to other factors such as time spent or talent displayed in other areas. There may be other assignments that are designed to reward process (exploratory journals, rough drafts, etc.) and knowledge retained (multiple choice tests, fill in the blanks, etc.), but any formal piece of writing must be graded primarily on the finished piece and not the journey taken to get there. Otherwise, a student who works five times longer on an essay than anyone in the class would get an “A” grade, even if the writing was incomprehensible. Writing is not graded according to the time spent on it, or the effort exerted.

<Parts of this were adapted, with permission, from A Student Guide to Writing at UCI; Grant Hier, editor.>

WRITING TIP: ANALYZE WHAT YOU CITE

You should always elaborate on cited material by explaining, in your own words, the significance of why you are including it.
That is, immediately before or after you cite material, analyze what that information means and explain, in your own words, what the relevance is to your own thesis.

Simply plopping a quotation or visual into your essay without commenting on it is not good practice.

Also, simply inserting a citation at the end of a paragraph of text makes it look like the entire paragraph was borrowed, and that you added nothing of your own.

The point is, you need to make a clear transition from the borrowed material to your own voice (e.g., “What this means is...” or “Jung is implying...”). Whether you are quoting verbatim or summarizing, your reader should have no doubt as to what are the author’s thoughts and words and what is borrowed. A writer can best accomplish this via transitions.

A good rule of thumb:

*There should be much more ink dedicated to your own original analysis and explanation of the citation than on cited material itself.*

An easy formula for citing:

**ACES YOU WIN!**

**ACES** = Author, Credibility, Excerpt, Source

According to Edgar Degas, a pioneer in the illusion of motion in oil painting, “art is not what you see, but what you make others see” (Degas qtd. Salisbury).

**YOU** = Your Own Understanding → of what that cited material means

Implicit in this is the idea that “art” actually exists within the viewer, not on the canvas.

**WIN** = Why Included Now → Why this information is relevant to your point

This is a key distinction, differing from R. G. Collingwood and others who embrace the “Idealist Theory,” that art is an idea or emotion in the artist’s mind, not the viewer’s (Warburton 155). Instead, Degas feels that...

! = Exclaim to the reader throughout, via transitions like the above examples, what words and ideas are being borrowed from others, and which are your own. The reader should have no doubt.

*This Syllabus Addendum is to be distributed with all syllabi for all Liberal Arts courses (including Art History courses) and stands as official LCAD policy.*