

HISTORY DEPARTMENT - GENERAL POLICY STATEMENT

ACADEMIC HONESTY The guidelines for academic honesty are part of responsible academic life. Our Statement on Scholastic Honesty (q.v.) is adapted from one issued by the Dean of Students, University of Texas. We further expect students to follow all St. Stephen's library rules, noting in particular that reference books, magazines, and reserve books are never to be taken from the library without the knowledge and permission of the librarian. A student's failure to live up to the standards for academic honesty and library responsibility, as specified, is regarded most seriously. Offenses are punishable by a grade penalty to be determined by the teacher and the department head. More serious offenses will be addressed in a meeting that will include the Academic Dean Kim Garey and/or Head of Upper School Doug Dickson.

PARAGRAPH AND ESSAY WRITING

Writing of essay answers and papers will be part of each course in the Department. Both in-class and out-of-class essays are to be written in formal or standard English.

Honors

The thesis paragraph clearly outlines the over-all structure of the paper. Further, the thesis is an arguable assertion. The thesis is supported with evidence demonstrating exhaustive reading of the sources studied and ability to evaluate the relative importance of facts. The student defines terms where necessary to the reader's understanding, and uses evidence with respect to the bias of its source. The essay moves smoothly to its conclusion, without distracting the reader by tangential material.

Very Good

The thesis paragraph clearly outlines the over-all structure of the paper. Further, the thesis is an arguable assertion. The evidence is more than adequate; in addition, it is well-chosen. When using evidence, the student is sensitive to the possible bias of the sources, and defines key terms explicitly, or uses them so as to make their meaning clear. The essay is satisfactory in organization and style.

Good

The thesis paragraph indicates some, but not necessarily all, of the points that will be made in successive paragraphs. The thesis should, of course be arguable; however, the thesis of a G paper is likely to have a less complex argument. The evidence in support of the thesis is almost always accurate and is sufficient, though not ample. The student does not stray from the topic, and devotes time and space to a piece of evidence in some proportion to its importance. The student's use of evidence reflects awareness of obvious bias, and key terms are defined, explicitly or implicitly.

Pass

The thesis paragraph partially, but not adequately, reflects the course the paper will take. Further, the thesis maybe close to being a re-statement of the obvious. The evidence is pertinent to the thesis; most of the evidence is accurate. Key terms are defined or used so as to make their meaning clear.

Unsatisfactory

The thesis is not apparent; or, is apparent, but does not pertain to the topic being investigated. More often than not, evidence is inaccurate; or, evidence is accurate, but insufficient. Key terms are used so as to leave the writer's understanding of them in doubt.

Seriously Failing

Same as description of "Unsatisfactory," except that the paper is so brief or superficial that it reflects the student's poor use of the time available. Further, a failing grade will be given to any research paper with: (1) citations that are inadequate, whether because there are too few of them, or because of a pattern of inaccuracy; (2) a pattern of use of an author's words without proper acknowledgment in the form of both quotation marks and citations. Any research paper characterized by the above will be reviewed in a conference that will include (but is not limited to) the teacher, the department head, and the student.

Grades

Essay writing is at the heart of the history department's curriculum and grading is done within these standards. Teachers determine overall grades, which include daily work as well as major grades on debates, tests, papers, and projects, with the following department weights on grades.

WEIGHTING OF MARKING PERIOD GRADES AND TERM EXAMS

Couse	Daily grades	Tests, Papers, Projects	Fall & Spring Exams
Geography (6 th)	40%	60%	no exams
American Studies (7 th)	30%	70%	1/5
Anthropology (8 th)	30%	70%	1/5
World History	20%	80%	1/5
U.S. History, Beginnings To 1900	20%	80%	1/4 (fall) 1/3 (spring)
U.S. History and The World		20%	80% 1/4 (fall) 1/3 (spring)

EXTRA CREDIT Extra credit projects in the History Department occur within a prescribed curriculum and count at most two to three daily grades. There are no "retakes" allowed for assignments, quizzes, and tests.

UNEXCUSED LATE PAPERS Ten points will be subtracted for each 24-hour period (all or part) that elapses beyond the due time and date. The 24-hour period begins at the time the paper is due. No term grade will be given in cases where a paper has not been turned in.

UNEXCUSED ABSENCES ON DAY OF QUIZ OR EXAM Students will receive a grade of zero for missing a quiz due to an unexcused absence and will receive a grade of 30% for missing a test due to an unexcused absence.

IMPORTANCE OF THE SPRING TERM Any student who fails the spring term, regardless of grades from the previous terms, will be subject to individual evaluation, with respect to the student's readiness for the next year's work. (See Faculty Handbook, "Readiness Clause").

STATEMENT ON SCHOLASTIC HONESTY '00-'01

Honesty in academic work is expected of all students at St. Stephen's. We have divided scholastic dishonesty into 3 types.

1. **CHEATING** on an examination, test, or quiz: Giving or receiving, offering or asking for any information for an exam, test, or quiz.

2. **PLAGIARISM**: The appropriation of passages, either word for word or in substance, from the writings of another and the incorporation of those passages as one's own. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and correct citations. Note: Plagiarism may come about through carelessness or ignorance. Every student, however, may free himself or herself from uncertainties on this score by observing the special practice suggested by each teacher, and by the following general rules listed below:

direct quotation - When the exact words of an author are used, **EVERY QUOTED PASSAGE MUST BE PLACED WITHIN QUOTATION MARKS** and be followed by citation of the source and its page number.

indirect quotation - When summarizing or paraphrasing the words of an author, give a citation of the source and its page number.

general acknowledgment of indebtedness - When general use is made of the thoughts, ideas, or information to be found in another person's work, always include citations directing the reader to the appropriate sources and their page numbers.

correct form for citations - citations should appear within the body of the text, directly after the passage where indebtedness must be acknowledged. Explanatory material may appear in footnotes or endnotes. See MLA format in Diana Hacker's A Writer's Reference.

bibliography - Append to each paper a complete list of all authorities (books, magazines, encyclopedias, etc.) which have been cited in the paper. This list should be titled "Works Cited" (MLA format)

3. **COLLUSION**: Consulting or working with another person in the preparation or editing of notes, work sheets, workbooks, notebooks, papers, or other assigned work, unless such collaboration is specifically approved in advance by the teacher.

(University of Texas, Dean of Students - adapted)

We hope discussions about historical and current events are part of your dorm and family life, as well as your life in the classroom. In certain situations, however, signing your name to a piece of work should indicate that the work is your own, excepting, of course, those parts that are acknowledged by means of citations. In writing a paper, every step from the thesis to the final proofreading is your responsibility, and other people should become involved only as sources to whom you give full credit, in standard form for citations. Your teacher, of course, will help you.

If you have any questions about the fine line between a legitimate discussion and collusion, ask your teacher.

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