

## PPD 225: Public Policy and Management 4 Units - Fall 2014

**Dates/Times/Location:** Monday/Wednesday  
10:00am-11:50am  
RGL 101

**Instructor:** Professor Nicole Esparza  
**Office:** RGL 208  
**Office Hours:** Monday 2:00-3:30 pm or by  
appointment  
**Email:** [neesparz@usc.edu](mailto:neesparz@usc.edu)

**Teaching Assistants:** Yusun Cho [yusuncho@usc.edu](mailto:yusuncho@usc.edu)  
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RGL 105

Janet Shamilian [jshamili@usc.edu](mailto:jshamili@usc.edu)  
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LiteraTea

### Course Description

This course will introduce students to the institutions and processes involved with making and managing public policy in the United States. The class will begin with the theoretical and political frameworks in which policymaking occurs. Students will learn the policymaking process including agenda setting, formation and design, adoption, implementation and evaluation. Because public policy choices are only as effective as the managerial processes that implement them, this course also focuses on America's "unofficial fourth branch," the public bureaucracy. Students will learn about what it is like to organize, lead, and deliver services to the public. Throughout the course, students will be asked to think critically about specific policies, such as housing, education, and the environment. What is the policy or program, how and to whom do these policies effect, and most especially, *why* does it work this way.

*\* PPD 225 serves as part of the core curriculum for the undergraduate degree in the School of Policy, Planning and Development.*

### Textbook

B. Guy Peters. 2009. *American Public Policy: Promise and Performance*, 9th Edition. CQ Press.

### Course Reading

All other readings will be on Blackboard.

### Videos, Cases, and Instructions for Class-Exercises

They will be provided by the instructor in class.

### **Recommended site for policy issues**

<http://library.cqpress.com/cqresearcher/>

## **Course Requirements**

**Class Participation:** We will have several in-class cases and exercises applying the ideas and arguments in the reading. Your participation is essential. You are expected to come to class ready to engage the reading and your fellow classmates. The date next to the readings indicates when they should be completed. You should read the assigned readings for class on that day.

**Quizzes:** There will be seven quizzes given on unannounced times. Only the top five scores from these quizzes will be counted. No make-ups will be given unless you have a pre-authorized and scheduled absence.

**Group project:** Groups (3-4 persons each) will work on one of eight possible topics. Each group will do a 20 minute presentation on the topic in class, and submit at the time of the presentation a 1-2 page, single-spaced (about 700 words), essay that summarizes the main contents of the presentation. You are allowed to do the presentation using Powerpoint, but the number of slides should not exceed ten. See Appendix I for the list of topics.

**A mid-term and a final:** There are two exams. The exams will include a combination of multiple choice, short answer, and essay questions. Make-up exams will only be given if you notify the instructor before the time of the exam and you have a verifiable excuse. If you have a verified disability that allows you extra time on the exam, you must arrange this PRIOR to the exam.

**Learning and Surprises Paper.** This paper is to be a summary and reflective analysis of what you consider the most important and surprising about what you have learned in your work in this course from reading, discussions, lectures, groups, interviews, exams, and papers. It is especially an identification of what you most want to remember and use from what you have learned in this class. This paper should be between 2-3 pages, single spaced in length. Your learning and surprises paper is due on *December 3*.

**Policy Position Paper:** You will write a position paper on a specific public policy or current management issue of your choosing. In general, the paper should provide a brief summary of the problem on which the issue is focused and the context within which that problem is set; a review of the pros and cons of the major alternative choices that are feasible; and some of the necessary implementing steps that would be needed to achieve the recommendation's accomplishment. The paper length is 3 (maximum 4) pages, single spaced (not including appendices). We will discuss papers in class so be prepared. A great place to start to find information on your topic is CQ Researcher. This is a legitimate source for information, unlike say, Wikipedia.

<http://library.cqpress.com/cqresearcher/>

## **Grade Breakdown**

The final course grade will be computed as follows:

Class participation	5%
In class quizzes	10%
Mid-term Exam	25%
Group project	10%
Policy position paper	20%
Learning & Surprises	5%
Final examination	25%

## **Grading:**

The final course grade is determined according to the following scale:

Excellent: A = 100-96; A- = 95-90  
Good: B+ = 89-87; B = 86-84; B- = 83-80  
Average: C+ = 79-77; C = 76-74; C- = 73-70  
Poor: D+ = 69-67; C = 66-64; C- = 63-60  
F = 59 and below

“Excellent” means that clear understanding of the class material is coupled with original and creative insight; “good” means that the class material has been understood clearly; “average” means that the class material has been generally understood, but gaps in understanding remain; “poor” means that there are identifiable gaps in the understanding of class material; “failure” means that gaps in the completion of work is coupled with poor understanding of class material.

## **Policy Regarding Disability Services and Programs**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## **Statement on Academic Integrity:**

(Source: USC Center for Excellence in Teaching)

General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles.

Academic dishonesty includes four general types of activity: cheating, dishonest conduct, plagiarism, and collusion. Academic dishonesty is not limited to the following examples:

***Cheating:***

- Copying from others during an examination.
- Communicating exam answers with another student during an examination.
- Offering another person's work as one's own.
- Taking an examination for another student or having someone take an examination for oneself.
- Sharing answers for a take-home examination unless specifically authorized by the instructor.
- Tampering with an examination after it has been corrected, then returning it for more credit.
- Using unauthorized materials, prepared answers, written notes or information concealed in a bluebook or elsewhere during an examination.
- Allowing others to do research and writing of an assigned paper (including use of the services of a commercial term-paper company).

***Dishonest Conduct:***

- Stealing or attempting to steal an examination or answer key from the instructor.
- Changing or attempting to change official academic records without proper sanction.
- Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
- Forging add/drop/change cards and other enrollment documents, or altering such documents after signatures have been obtained.
- Intentionally impairing, in class, the concentration of other students and/or the instructor.

***Plagiarism:***

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two forms, which are clearly related:

- To steal or pass off as one's own the idea or words of another.
- To use a creative production without crediting the source.

***Collusion:***

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is guilty of collusion.

## Course Schedule

### The Study of Public Policy and Management

8/25 Introduction

8/27 B. Guy Peters. *American Public Policy*, Chapter 1: What is Public Policy?

Malcolm Gladwell. 2006. "Million-Dollar Murray." *The New Yorker* (Blackboard)

9/1 **Labor Day - No Class**

9/3 James Q. Wilson, Chapter 1: "Armies, Prisons, Schools" (Blackboard)

James Q. Wilson, Chapter 2: "Organization Matters" (Blackboard)

**In-Class Exercise:** Think about this class (PPD 225) as an organization. Drawing on insights from James Q. Wilson, prepare a list of critical factors for the success of the class? Your list must reflect a good understanding of the principles of organization James Q. Wilson discusses in chapters 1 and 2 of his book.

### Structure of Government and Policy Making: The Federal System

9/8 B. Guy Peters. *American Public Policy*, Chapter 2: "The Structure of Policy Making in American Government"

*The Federalist Papers*, No. 10 & No. 51 (Blackboard)

Chris Good. 2010. "Marijuana Legalization: A States' Rights Showdown." *The Atlantic Monthly* (Blackboard)

**In-Class Video:** *The Storm*

**Case:** "King Making and the Courts" (Blackboard)

### Local and Regional Government

9/10 David R. Morgan, Robert E. England, and John P. Pelissero. 2007. "Urban Political Structure" in his their *Managing Urban America*, 6<sup>th</sup> edition, Washington, DC: CQ Press. (Blackboard)

Gerald E. Frug and David J. Barron. 2008. "Education" and "The Regional City" in *City Bound: How States Stifle Urban Innovation*. Cornell University Press. (Blackboard)

**Case:** "Profile in ICE?"

9/15 Housing Policy

Cochran and Malone. 2005. "The Crisis in Housing Policy" in *Public Policy Perspectives and Choices*, 3<sup>rd</sup> edition. (Blackboard)

Paul Knox. 2007. "Schlock and Awe: The American Dream, Bought and Sold," *The American Interest* March/April, pp. 58-67. (Blackboard)

**Case:** "Shootout at the Zoning Commission" (Blackboard)

### **The Policy Process 1: Explaining Policy Choices**

9/17 B. Guy Peters. *American Public Policy*, Chapter 3: "Explaining Policy Choices"

9/22 **Group Topic 1:** Pick a specific policy issue or problem in Los Angeles and explain how it is related to federal or state policy. How do the different layers of government deal with the issue?

### **The Policy Process 2: Agenda Setting and Policy Formulation**

9/24 B. Guy Peters. *American Public Policy*, Chapter 4: Agenda Setting and Public Policy (pgs. 63-78)

Jack Shafer. 2006. "Democracy for Dummies." *Slate* (Blackboard)

Policy Issue: CQ Researcher. 2012. "Celebrity Advocacy" (Blackboard)

Policy Issue: CQ Researcher. 2012. "Social Media and Politics" (Blackboard)

9/29 B. Guy Peters. *American Public Policy*, Chapter 4: Agenda Setting and Public Policy (pgs. 78-91)

Paul Light. 2000. "The Presidential Policy Stream" in *Public Policy: The Essential Readings* (Blackboard)

Policy Issue: CQ Researcher. 2014. "Regulating Lobbying" (Blackboard)

- 10/1    **Group Topic 2:** Pick a policy issue and identify if an iron triangle (or a specific network of stakeholders) is at work in shaping policy choices for the issue. The issue you pick may be at the national, state, or local level.

### **The Policy Process 3: Policy Legitimation**

- 10/6    B. Guy Peters. *American Public Policy*, Chapter 5: Legitimizing Policy Choices

John B. Judis. 2010. "The Quiet Revolution." *The New Republic* (Blackboard)

**Case:** "A city-owned long-term care facility" (Blackboard)

- 10/8    B. Guy Peters. *American Public Policy*, Chapter 14: Energy and the Environment

Policy Issue: CQ Researcher. 2013. "Climate Change" (Blackboard)

Policy Issue: CQ Researcher. 2011. "Fracking Controversy" (Blackboard)

- 10/13   **Group Topic 3:** Environment Policy

- 10/15   \*\*\***In-Class Midterm**\*\*\*

- 10/20   Criminal Justice Policy

Dye, Chapter 4: Criminal Justice: Rationality and Irrationality (Blackboard)

Pater Katel. 2007. "Prison Reform" (on Blackboard)

- 10/22   Guest Lecture: Danielle Williams

M. Lagos. 2014, August 12. "'Ban the Box' takes effect for private employers on Wednesday." *SFGate*. (Blackboard)

Deva Pager. 2003. "The mark of a criminal record." *American Journal of Sociology*. (Blackboard)

Mark Peters. 2014, May 13. "Ex-convicts: Out of Jail but still barred. *The Wall Street Journal*.

**Group Topic 4:** Juvenile Justice

## **Management: Organizing and Decision-Making**

10/27 B. Guy Peters. *American Public Policy*, Chapter 6: “Organizations and Implementation”

Grover Starling. 2005. “Organizing” in *Managing the Public Sector* (Blackboard)

Max Weber. “Bureaucracy” (Blackboard)

10/29 William Poundstone. 1992. “Prisoner's Dilemma,” in his *Prisoner's Dilemma*, New York: Doubleday. (Blackboard)

Malcolm Gladwell. 2002. “The Power of Context (Part One): Bernie Coetz and the Rise and Fall of New York City Crime” in his *The Tipping Point*, New York: Little, Brown and Company. (Blackboard)

Charles Lindblom. 1959. “The Science of 'Muddling Through,'” *Public Administration Review* Vol. 19, No. 2, pp. 79-88. (Blackboard)

Malcolm Gladwell. 2005. “Paul Van Viper’s Big Victory: Creating Structure for Spontaneity,” in his *Blink: The Power of Thinking without Thinking*, New York: Little, Brown and Company. (Blackboard)

**Case:** “Pay to Spray?” (Blackboard)

## **Management: Motivations and Incentives**

11/3 Gregory B. Lewis and Sue A. Frank. 2004. “Who Wants to Work for the Government?” *Public Administrative Review* July/August: 395-404. (Blackboard)

Les Silverman and Lynn Taliento. 2006. “What Business Execs Don’t Know –but should—about Nonprofits” *Stanford Social Innovation Review* Summer: 37-43. (Blackboard)

James E. Swiss. 2005. “A Framework for Assessing Incentives in Results-Based Management,” *Public Administration Review* 65(5): 592-602. (Blackboard)

**Group Topic 5:** Identify an existing or proposed incentive-for-performance system in either public or nonprofit organizations. Explain the reason(s) behind the need for the incentive and evaluate its effectiveness.



11/5 Education Policy

B. Guy Peters. *American Public Policy*, Chapter 13: Education Policy

Policy Issue: CQ Researcher. 2014. "Paying College Athletes"

**Group Topic 6:** Secondary Education

### **Delivering Service To Citizens 1: Cross-sectoral and Collaborative**

11/10 Innes, Judith E. and David E. Booher. 2003. "Collaborative policymaking: governance through dialogue," in Maarten Hajer and Hendrik Wagenaar, eds. *Deliberative Policy Analysis: Understanding Governance in the Network Society*, New York: Cambridge University Press. (Blackboard)

Joop F.M. Koppenjan and Bert Enserlink. 2009. "Public-Private Partnerships in Urban Infrastructures: Reconciling Private Sector Participation and Sustainability" *Public Administration Review* March/April: 284-296. (Blackboard)

11/12 Guest Lecture: Matt Young

Policy Issue: CQ Researcher. 2013. "Big Data and Privacy" (Blackboard)

**Group Project 7:** Identify an example of collaboration among public, private, and nonprofit organizations for solving a public problem. Explain the nature of the public problem in question, how the inter-sectoral collaboration is initiated and organized, major challenges faced by the collaboration, and its outcomes.

### **Delivering Service To Citizens 2: Street-level Bureaucrats**

11/17 Social Welfare Policy

B. Guy Peters. *American Public Policy*, Chapter 12: Income Maintenance: Social Security and Welfare

**\*\*\*Policy Position Papers Due\*\*\***

11/19 Michael Lipsky. 1980. "The Critical Role of Street-Level Bureaucrats" and "Street-Level Bureaucrats as Policy Makers" in *Street Level Bureaucracy* (Blackboard)

Maynard-Moody and Musheno. 2003. "Who Are the Worthy," "Responding to the Worthy," "Getting the Bad Guys" in *Cops, Teachers, Counselors* (Blackboard)

### **Policy Evaluation and Social Change**

11/24 Robert D. Putnam. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* Vol. 6, No. 1, pp. 65-78. (Blackboard)

Thomas H. Sander and Robert D. Putnam. 2010. "Stilling Bowling Alone? The Post-9/11 Split" *Journal of Democracy* 19(2): 79-88. (Blackboard)

Malcolm Gladwell "The Power of Context (Part Two): The Magic Number of One Hundred and Fifty" in his *The Tipping Point*, New York: Little, Brown and Company. (Blackboard)

11/26 **Thanksgiving - No Class**

12/1 B. Guy Peters. *American Public Policy*, Chapter 8: "Evaluation and Policy Change"

Social Life Policy

B. Guy Peters. *American Public Policy*, Chapter 16: "Culture Wars in American Politics: Regulating Social Life"

11/28 **Group Topic 8:** Identify a social issue or policy that is under going social change. Why do you think it is pressured to change now?

12/3 Wrap up & Review for Final

**\*\*\*Learning and Surprises Paper Due\*\*\***

**\*\*\* DEC 15 FINAL EXAM 8-10:00am\*\*\***

## **Appendix I Group Project**

Each group (3 persons each) will work on one of eight possible topics. Each group will do a **20 minute presentation** on the topic in class, and submit at the time of the presentation a 1-2 page, single-spaced (about 700 words), **essay** that summarizes the main contents of the presentation. You are allowed to do the presentation using Powerpoint, but the number of slides should not exceed ten.

**In preparing your essay, make sure that you use credible sources, fully document them, and avoid plagiarism according to the guideline listed in Appendix III. You will be held accountable to that guideline.**

The following is the list of project topics.

**Group Topic 1:** Pick a specific policy issue or problem in Los Angeles and explain how it is related to federal or state policy. How do the different layers of government deal with the issue? **(Sept 22).**

**Group Topic 2:** Pick a policy issue and identify if an iron triangle (or a specific network of stakeholders) is at work in shaping policy choices for the issue. The issue you pick may be at the national, state, or local level **(Oct 1).**

**Group Topic 3:** The group presentation is designed to examine a particular topic in greater depth. - Environment Policy **(Oct 13).**

**Group Topic 4:** The group presentation is designed to examine a particular topic in greater depth. – Juvenile Justice **(Oct 22).**

**Group Topic 5:** Identify an existing or proposed incentive-for-performance system in either public or nonprofit organizations. Explain the reason(s) behind the need for the incentive and evaluate its effectiveness **(Nov 3).**

**Group Topic 6:** The group presentation is designed to examine a particular topic in greater depth. – Secondary Education **(Nov 5).**

**Group Topic 7:** Identify an example of collaboration among public, private, and nonprofit organizations for solving a public problem. Explain the nature of the public problem in question, how the inter-sectoral collaboration is initiated and organized, major challenges faced by the collaboration, and its outcomes **(Nov 12).**

**Group Topic 8:** Identify a social issue or policy that is under going social change. Why do you think it is pressured to change now? **(Nov 28).**

## Appendix II Policy Position Papers

### From syllabus:

You will write a position paper on a specific public policy or current management issue of your choosing. In general, the paper should provide a brief summary of the problem on which the issue is focused and the context within which that problem is set; a review of the pros and cons of the major alternative choices that are feasible; and some of the necessary implementing steps that would be needed to achieve the recommendation's accomplishment. The paper length is 3 (maximum 4) pages, single-spaced (not including appendices).

You can write on any issue, but if it is one that was covered in class or in Peters' *American Public Policy: Promise and Performance*, then it needs to be something *more* specific. It is also much easier to write on something narrow and specific. For instance, instead of something broad like health policy, it could be a position paper on childhood obesity or something even more specific like nutrition policy in schools.

The paper length is 3 (maximum 4) pages, single spaced (not including appendices). You should have a space between the paragraphs. It is due on **Monday, November 17 by 10am**. You will upload the papers on Blackboard and bring a hard copy to class.

*Papers will be graded late by 10:15am. All late papers will be deducted 20% for each class session that it is late.*

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Any policy issue, from a decision to use or not use nuclear weapons to the type of solid waste disposal plan to adopt in Los Angeles, may be addressed in a policy position paper. A policy position paper addresses a social problem facing policy-maker(s). The objective of a policy position paper is to bring the reader round to your way of thinking – so the argument needs to be clear, succinct and persuasive, backed up with appropriate evidence.

A policy position paper should summarize the proposals you wish to advocate. In the real world it is based on the research you have undertaken and where you provide detailed evidence for your arguments. Bear in mind that the content will depend on the point at which the policy has reached in the policy formulation process. If a public policy already exists, and you want to change it, then you will need to look at the policy, and its impact. If it is a proposal for a new public policy, then you need to have some more background information so you can propose policy solutions.

Here are some ways you can ensure the quality of the final policy position paper:

- Be clear about the purpose of the paper. Keep it focused. Keep it simple. Think clearly what message you want to communicate.
- Outline your paper first. (I am happy to look over outlines).
- Ensure that you take the reader logically through the argument. Your policy options and recommendations should flow from evidence.

## **Position Paper Format**

### **I. Executive Summary**

### **II. Issue History**

- A. Statement and Impact of the Issue
- B. Background and Current Status of the Issue

### **III. Alternative Solutions/Policies**

- A. Description of 3 Policy Options  
Within each option please include any constraints, including political

### **IV. Conclusion: Recommendations and Justifications**

- A. Include a plan for implementation

### **V. End Material**

- A. References
- B. Appendices

## **The Content**

The following checklist will help you to think about the structure and the content:

### **I. Executive Summary**

Start with an opening paragraph which goes straight to the point, summarizing the issue and summarizing the recommendation(s) – like a good newspaper article, you should aim to grab the reader's attention straight away and encourage them to want to read on.

### **II. Issue History (this should be about 1/3 of the paper)**

#### **A. Statement and Impact of the Issue**

Clearly define the issue or problem. Explain why you think it's a problem. Keep your issue narrow. It will be easier that way. Describe the impact of current public policy on whomever (it might be multiple group) it affects. If there is no policy in place, consider the consequence of the government continuing to doing nothing about the issue.

#### **B. Background and Current Status of the Issue**

Provide some history of the issue. Use relevant data and statistics to explain the extent of this problem. Describe the development of policies on the issue. Who are the opponents and proponents of these policies? Tell a little about where the issue is now. If there is a current policy already in place, explain the policy and what the government is doing about it and why? If it's a state or local policy, you can make comparisons to other places. If it's a federal policy and an international comparison is appropriate, you can write about that too.

### **III. Alternative Solutions/Policies (this should be about 1/3 of the paper)**

#### **A. Description of 3 Policies**

Give three policy options. One may be “continue what we’re doing” or if you think we should do less, then one could be “do nothing” or you can provide three totally different policy options than what we are doing now.

One way to write it is to give three totally different policies and then advocate for one. Another way to write it is to give three complementary policies and advocate for them all. Consider each option (or explain why some options have been omitted) in terms of costs and benefits, and in terms of implications for society, interest groups, etc. Within each option explain if there are constraints on the choice of option, including political constraints.

### **IV. Recommendations and Justifications (this is your conclusion)**

Which of your three do you recommend or do you recommend all three? You need to justify your recommendation(s). Your justification can be made on financial, moral, or political, or any other bases you think is relevant.

#### **A. Provide a plan for implementation.**

There are many instances when it is necessary to provide a plan or a timescale or to identify the responsible people, agencies that would carry out your policies. You may also want to make suggestions for particular activities to be undertaken by the government to monitor the implementation or activities of the policy.

### **V. End Material**

#### **A. References**

You **MUST** have citations in the paper. Most of your citations will be in the issue history section where you provide me with facts about your issue. You can use information from the Peters book, newspaper articles, news magazines, and the internet—as long as you cite it. You should check out government websites, interest groups, and think tanks that work on your issue.

You can use either MLA or APA style to cite your references.

#### **B. Appendices (this is NOT counted in the page or word count)**

You can have appendices if you like, but you don’t have to. Appendices include any supporting information like tables or figures.

## **Appendix III**

### **GUIDE TO AVOIDING PLAGIARISM**

(Source: USC Office for Student Conduct)

#### ***Introduction***

The following information, with minor modifications, is excerpted from the [\*Student Guide to the Expository Writing Program\*](#) (1996-97). Students should assume these general principles apply to all courses at USC unless an individual instructor gives explicit alternate instructions for his or her assignment.

By its very nature, writing involves both individual and collaborative activity. Even when a piece of writing has but one author, that author employs a language system that is shared with others and draws upon ideas and values that are not his or hers alone. Indeed, one of the most important parts of becoming a writer within the academic community is learning how to balance the obligations of individuality and collaboration. As a college writer, you are expected to use writing to develop and assert your own ideas and beliefs -- to think for yourself. But at the same time you are expected in college writing to engage the thinking of others, to place your own writing within the context of academic discourse by using or criticizing arguments from that discourse. This double obligation provides a framework in which to discuss plagiarism.

#### ***Plagiarism***

Plagiarism is the unacknowledged and inappropriate use of the ideas or wording of another writer. Plagiarism undermines the intellectual collaboration -- the exchange of ideas -- that should mark academic discourse because it permits the writer to avoid any genuine involvement with the concepts or opinions of others. Because the false discourse of plagiarism corrupts values to which the university community is fundamentally committed -- the pursuit of knowledge, intellectual honesty -- plagiarism is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe (sanctions recommended by the university range from a grade of "F" in the course to suspension from the university). Most simply, plagiarism can be characterized as "academic theft."

As defined in the University Student Conduct Code (published in the current [\*SCampus\*](#)), plagiarism includes:

- "The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near verbatim form;"
- "The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style;" and
- "Improper acknowledgment of sources in essays or papers." (§11.11)

#### ***Avoiding Plagiarism***

Because of the serious penalties for plagiarism, you should insure that any writing you submit represents your own assertions and abilities and incorporates other texts in an open and honest manner. The best way to avoid plagiarism is to be careful to document your sources, even when you are only making use of data or ideas rather than an actual quotation. In academic assignments, writing is assumed to be the original words and thoughts of the student unless told otherwise (i.e.: material from other sources is clearly and properly cited).

#### ***When to Document Outside Sources***

##### **Example 1**

##### **Repeating Another's Words Without Acknowledgment**

##### **Original Source**

(From Neil Postman. *Amusing Ourselves to Death*. New York: Penguin, 1985. 127-128.)

The television commercial is the most peculiar and pervasive form of communication to issue forth from the electric plug....The move away from the use of propositions in commercial advertising began at the end of the nineteenth century. But it was not until the 1950's that the television commercial made linguistic discourse obsolete as the basis for product decisions. By substituting images for claims, the pictorial commercial made emotional appeal, not tests of truth, the basis of consumer decisions.

### Plagiarized Version

*(essentially verbatim)*

Television commercials have made language obsolete as a basis for making decisions about products. The pictorial commercial has substituted images for claims and thereby made emotional appeal, rather than tests of truth, the basis of consumer decisions.

*Although the writer has changed, rearranged, and deleted words in the version above, the text is essentially the same as the original source. In paraphrasing, you take the writer's ideas and put them in your own words. It is **not** a process of substituting synonyms or rearranging the order of words. Even if the version above gave credit to Postman for his ideas, the passage would be considered plagiarized.*

### Correctly Paraphrased and Documented Version

Postman argues that television commercials do not use language or "test of truth" to help viewers decide whether to buy a product. Instead, they relay on images to create an emotional appeal that influences consumers' decisions (127-128).

*In the correctly paraphrased and documented version above, **most of the ideas** have been paraphrased or restated in the writer's own words. Quotation marks have been placed around a key phrase that is taken directly from the original source. In addition, the name of the author refers readers to a corresponding entry in the Works Cited page, and the page number indicates the location of the information in the source cited.*

### Example 2

#### Presenting Another Writer's Argument or Point of View Without Acknowledgment

##### Original Source

(From Arlene Skolnick. *Embattled Paradise*. New York: Basic Books, 1991. 11.)

The changes in larger society, as well as their reverberations in the family, call into question basic assumptions about the nature of American society, its family arrangements, and Americans themselves. A "Cultural struggle" ensues as people debate the meaning of change. One of these periods of cultural upheaval occurred in the early decades of the nineteenth century; a second occurred in the decades just before and after the turn of the twentieth century. For the last thirty years, we have been living through another such wave of social change.

Three related structural changes seem to have set the current cycle of family change in motion: first, the shift into a "postindustrial" information and service economy; second, a demographic revolution that not only created mass longevity but reshaped the individual and family life course, creating life stages and circumstances unknown to earlier generations; third, a process I call "psychological gentrification," which involves an introspective approach to experience, a greater sense of one's own individuality and subjectivity, a concern with self-fulfillment and self-development. This is the change misdiagnosed as narcissism.

##### Plagiarized Version

Three periods of cultural upheaval in the nineteenth and twentieth centuries have caused major changes in American society. The first occurred during the beginning of the nineteenth century, the second during the decades before and after 1900, and the third has been underway for the last thirty years. Three structural changes occurring during the current upheaval are primarily responsible for changes in American families. These include the development of a postindustrial information and service economy, demographics changes (including longer life spans that have created new and different life stages), and an increased sense of individuality including a desire for self-fulfillment and self development.

*The writer of the passage above correctly paraphrases Skolnick's ideas but does not give her credit for her ideas or line of argument. The version below eliminates the plagiarism by attributing the ideas to Skolnick.*

##### Correctly Documented Version

According to Skolnick, three periods of cultural upheaval in the nineteenth and twentieth centuries have caused major changes in American society. The first occurred during the beginning of the nineteenth century, the second during the decades before and after 1900, and the third has been underway for the last thirty years. Three structural changes occurring during the current upheaval are primarily responsible for changes in American families. These include the development of a postindustrial information and service economy, demographics changes (including longer life spans that have created new and different life stages), and an increased sense of individuality including a desire for self-fulfillment and self development (11).

*In the version above, a reader would be able to locate the source by finding the title of Skolnick's book in the Works Cited page and looking on page 11, the number indicated at the end of the paragraph.*



### **Example 3**

#### **Repeating Another Writer's Particularly Apt Phrase or Term Without Acknowledgment**

##### **Original Source**

(From Arlene Skolnick. *Embattled Paradise*. New York: Basic Books, 1991. 11.)

Three related structural changes seem to have set the current cycle of family change in motion: first, the shift into a "postindustrial" information and service economy; second, a demographic revolution that not only created mass longevity but reshaped the individual and family life course, creating life stages and circumstances unknown to early generations; third, a process I call "psychological gentrification," which involves an introspective approach to experience, a greater sense of one's own individuality and subjectivity, a concern with self-fulfillment and self-development. This is the change misdiagnosed as narcissism.

##### **Plagiarized Version**

The large number of "self-help" books published each year attest to Americans' concern with self-improvement and achieving more fulfilling lives. This process might be described as "psychological gentrification."

##### **Correctly Documented Version**

The large number of self-help books published each year attest to Americans' concern with self-improvement and their desire to have a more fulfilling life. Skolnick labels this process as "psychological gentrification" (11).

*As the example above illustrates, putting quotation marks around a borrowed word or phrase is not sufficient documentation. You must also acknowledge the author and give the page numbers so a reader would be able to consult the original source and locate the word or phrase. In the original source, Skolnick takes credit ("a process I call") for coining the term "psychological gentrification." Quotation marks in the original appear to be used for emphasis. Phrases in quotations should be cited unless they have become common usage (e.g., "postindustrial" in the original source above).*

##### **Summary**

Students should be aware that the above information addresses general standards taught by the Expository Writing Program concerning plagiarism and citation of sources. Individual instructors in all university courses may specify additional requirements for their assignments, and the instructor responsible for an assignment should be consulted when students have questions regarding standards for that assignment.

##### **Resources**

*Your professor.*

Instructors may require more specific standards for documenting source materials in written assignments. Any questions or uncertainty about citation should be addressed to the instructor for the course, either during established office hours or by arrangement.

*The Writing Center.*

Part of the Expository Writing Program, the [Writing Center](#) (THH-310, 740-3691) offers tutoring for writing papers and improving writing skills for students at all levels.

*SCampus.*

All students should have received a copy of this student guidebook which contains the Student Conduct Code, other policies applicable to students, and information about university resources available to assist students in their pursuit of academic success. The [SCampus](#) is available in printed form at Topping Student Center.

Return to [Student Conduct homepage](#)

**Office for Student Conduct**  
**FIG-107**  
**740-6666**

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