



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
CELESTE S KINGINGER	cxk37	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(APLNG 220) Multilingual Lives: Stories of Language and Culture Learning

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Multilingual Lives
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Applied Linguistics (UPLA_APLNG)
Effective Semester:	FA 2017
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

Part One

Reading and analysis of narratives chosen by the instructor and illustrating varieties of multilingual experience as well as major theories and constructs from social science research in applied linguistics and language education.

Varieties of experience:

- 1) Immigration
- 2) Bilingual or multilingual families
- 3) Foreign language learning in classrooms and immersion settings

Social science constructs:

- 1) Theories of second language acquisition and attrition
- 2) Linguistic relativity
- 3) Individual differences (e.g., age, motivation, aptitude, learning styles and strategies, learner beliefs)
- 4) Identity (e.g., gender, ethnicity, language affiliation, social class)
- 5) Language and intercultural competence

For each narrative, analysis will proceed at three levels:

- 1) Situating the work in its historical and ideological context
- 2) Identifying literary tropes, narrative templates, and popular myths exploited by the author (e.g., the hero's quest, the redemptive self)
- 3) Studying how the works illustrate, illuminate, or contest social theories and constructs from social science research

Part Two

Independent, small group reading, viewing, and discussion of a thematic set of 2-3 books or films about multilingual lives, chosen by the students from a list of suggestions. Discussion will be initiated in class and then continue in an online forum or blog setting, monitored by the instructor. Students will be required to produce a jointly composed, critical review of the works they have studied demonstrating their ability to situate the texts in sociohistorical contexts, identify their literary qualities, and show how they relate to social science constructs. Each group will also provide an in-class presentation of the works under consideration highlighting the main foci of their discussion and insights to be gleaned from the texts while also demonstrating mastery of the analytic process developed in Part One.

Part Three

A community outreach project in which small groups of students will collect, analyze, and present oral histories or other stories from multilinguals who may be members of their own families, language learners, heritage learners, or parents of bilingual children. In this part of the course students will apply the analytic process, previously explored in relation to literary texts, to stories of everyday experience recounted by multilinguals in a variety of settings. The stories collected may be spoken or written, but preferably will include audio-visual components in addition to text. Having collected an oral history or other story, student will then be expected to analyze the story through the three lenses of the course: sociohistorical context, aesthetic literary qualities, and relation to social science constructs. Presentation of findings may take various forms, such as public poster sessions (e.g., "Multilingual State College"), digital narratives, or contributions to oral history archives (e.g., welisten@psu.edu).

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Individual faculty members teaching this course will have leeway to choose the specific materials chosen in Part One, either independently or based on a list developed by the department, as long as they address a variety of multilingual experiences and social science constructs. A sample outline is provided below:

Part One

- 1) Immigration (3 weeks)

Reading and analysis of Eva Hoffman's *Lost in Translation*, with focus on theories of second language acquisition and attrition, learner strategies, linguistic relativity, and social class

2) Bilingual families (3 weeks)

Reading and analysis of selected short stories by Amy Tan, with focus on linguistic relativity, gender, ethnicity, and language affiliation

3) Foreign language learning (3 weeks)

Reading and analysis of Richard Watson's *The Philosopher's Demise*, with focus on age and the critical period hypothesis, motivation, and aptitude

4) Learning language and culture abroad (3 weeks)

Reading and analysis of Michael Levy's *Kosher Chinese*, with focus on language and intercultural competence

Part Two

Independent reading and analysis classroom presentations (2 weeks)

Part Three

Community outreach (2 weeks)

Course Description:

In recent years Applied Linguistics has witnessed a narrative turn, with growing interest in complementing its logico-scientific core with analysis of stories about multilingual experiences. This course will explore how the intersection of knowledge domains from the social sciences and the humanities can enrich our understanding and appreciation of multilingualism, including its challenges and its intellectual benefits. The class will first read and analyze stories about growing up in bi- or multilingual families, immigration in childhood or adulthood, and voluntary learning of languages at home or abroad. Along the way, we will encounter questions about the relationship between language, culture and personal identity as well as questions about the ways in which gender, power, and social class influence our pathways in pursuit of a satisfying sense of self. The stories we read will be interspersed with formal inquiry in second language acquisition, bi- and multilingualism, and language education, such as: How can we understand the processes of language acquisition and attrition? How do individual differences such as age or motivation influence learning? What are the documented cognitive benefits of bilingualism? The class will then conduct a community outreach project, collecting and analyzing stories from multilinguals who may be members of their own families, recent or longer-term immigrants, international students, scholars or retirees, foreign language learners, heritage learners, or parents of bilingual children. This project will encourage students to interrogate lived experiences as objects of study. Presentation of findings may take various forms, e.g., public poster sessions, digital narratives, or contributions to oral history archives (e.g., welisten@psu.edu).

The name(s) of the faculty member(s) responsible for the development of the course:

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Title: PROF APP LING & FR

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Address: 0208 SPARKS BLDG

Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Firstly, students in this course will pursue integrative thinking, synthesizing knowledge across the humanities and the social sciences by requiring students to approach texts and to draw conclusions about these texts from both perspectives. Secondly, the students in this course will practice critical and analytic thinking; throughout, and with gradually increasing independence, students will be expected to analyze texts before reaching conclusions about these texts. This analysis will include consideration of the text's historical and cultural context, inquiry into the aesthetic qualities of the text and how these relate to the context, and consideration of the extent to which the texts illustrate, illuminate, or contest constructs from social science as employed in applied linguistics research. A final major goal of the course is to promote global learning. Narratives of multilingual lives are inherently about analysis of similarities and differences among cultures. They also raise questions about identity and power, and illustrate the triumphs, vicissitudes, enthusiasms and ambivalence associated with competence in multiple languages. Learning about the complexity of being and becoming multilingual can have benefits for all students. Those who are already multilingual will develop greater awareness of their own experience, and become better able to explain and defend the value of multilingualism in terms of the global mindset it conveys. Those who have yet to achieve significant competence in another language will develop a stronger rationale for this endeavor as well as more sophisticated understanding of the processes involved.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

For each of the four modules in Part One, students will submit a written reaction paper demonstrating their ability to analyze narratives for their literary qualities and for the extent to which they support or challenge social science constructs. In Part Two, they will write an independent book or film review and also report on this review in class using presentation applications. In Part Three they will be expected to collect, analyze and present in audio-visual digital format the narratives they collect during their community outreach project. Each of these assignments will be evaluated with a holistic rating scale clearly announcing the criteria for success in writing, speaking, digital research and presentation, and critical analysis.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

While there is no formal linkage to other courses, students in this course may be inspired to continue their study of applied linguistics, comparative literature, or the psychology of second language acquisition. There will also be informal links to other Applied Linguistics courses such as APLNG 200, and to foreign language courses

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course will contribute to the Applied Linguistics Minor in Teaching English as a Second Language. This minor attracts students from a wide variety of backgrounds and major fields of study who have an active interest in global citizenship, have a multilingual background or affiliation, and may pursue work overseas in a variety of professional and volunteer capacities.

A description of any special facilities:

For the final project, students will require access to equipment and assistance in developing digital audio-visual presentation of their findings.

Frequency of Offering and Enrollment:

This course will be offered once per semester, with an enrollment cap of 24.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Critical and analytic thinking: Throughout this course, and with gradually increasing independence, students will be expected to analyze texts before reaching conclusions about these texts. This analysis will include consideration of the text's historical and cultural context, inquiry into the aesthetic qualities of the text and how these relate to the context, and consideration of the extent to which the texts illustrate, illuminate, or contest constructs from social science as employed in applied linguistics research.

Integrative thinking: This course will illustrate the value of synthesizing knowledge across the humanities and the social sciences by requiring students to approach texts and to draw conclusions about these texts from both perspectives.

Global learning: Narratives of multilingual lives are inherently about analysis of similarities and differences among cultures. They also raise questions about identity and power, and illustrate the triumphs, vicissitudes, enthusiasms and ambivalence associated with competence in multiple languages. Learning about the complexity of being and becoming multilingual can have benefits for all students. Those who are already multilingual will develop greater awareness of their own experience, and become better able to explain and defend the value of multilingualism in terms of the global mindset it conveys. For this reason, international students, immigrant students, and Generation 1.5 students will be particularly welcomed in this course. Those who have yet to achieve significant competence in another language will develop a stronger rationale for this endeavor as well as more sophisticated understanding of the processes involved.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Assessment of the Learning Objectives of General Education will be woven into each aspect of student performance in the course. Part One will focus on learning how to apply critical and analytic thinking to texts chosen by the instructor to address a variety of global and multilingual experiences. Students will learn to consider how texts of this type draw on literary aesthetics and local social, historical, and ideological contexts while also reflecting or contesting related social science constructs. The four reaction papers to be written in this phase of the course will be evaluated on the extent to which they reflect growth in guided critical and integrated thinking about the personal aspects of multiculturalism and multilingualism. Part Two will involve the students in independent inquiry of the same kind practiced in Part One, but with texts chosen by the students. The book or film reviews to be completed in this section will be evaluated on the extent to which students demonstrate independent abilities to participate in global learning through critical and integrative thinking. Part Three will require the students to apply the skills learned in the previous sections of the course to stories elicited from multilingual people in their immediate or accessible entourage. Final projects will be evaluated on the extent to which students demonstrate the ability to engage in critical, integrative thinking during their encounters with multilingual people in everyday life as well as the extent to which understanding the challenges and vicissitudes of multilingualism has helped them toward a global mindset in interactions with others. Each of these assignments will be evaluated with a holistic rating scale clearly announcing criteria for success.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

This course meets the criteria for education in the Humanities by:

- 1) Developing competence in critical thinking about narratives of multilingual lives, including both published memoirs and other works, and everyday stories of local multilingual people.
 - 2) Acquainting students with the contributions of multilingual writers and filmmakers to the contemporary American literary landscape.
 - 3) Familiarizing the students with influential writers and filmmakers whose works express the values and worldviews of their communities.
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GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

This course meets the criteria for education in the Social and Behavior Sciences by:

- 1) Introducing the major methods and constructs of inquiry into Second Language Acquisition (SLA) and language education, demonstrating how related research questions can be addressed through the study of narratives about multilingual lives.
 - 2) Exploring foundational theories of SLA and language education and considering how these theoretical constructs are illustrated, expanded, or contested in narratives of multilingual lives.
 - 3) Considering the value of theoretical constructs from SLA for addressing social justice-related problems in education and in society, while also
 - 4) examining the extent to which these constructs can capture the wide variety of factors influencing the process of becoming multilingual and the experience of multilingualism.
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Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Students in this course will first read and critically analyze a pre-selected series of literary narratives illustrating various aspects of Second Language Acquisition (SLA), multilingualism, and related issues. Concurrently, they will read various materials acquainting

Applied Linguistics 220

Multilingual Lives: Stories of Language and Culture Learning

[Semester]
TH 3:05-4:20

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Overview

This course will explore how the intersection of knowledge domains from the social sciences and the humanities can enrich our understanding and appreciation of multilingualism, including its challenges and its intellectual benefits. The class will first read and analyze stories about growing up in bi- or multilingual families, immigration in childhood or adulthood, and voluntary learning of languages at home or abroad. Along the way, we will encounter questions about the relationship between language, culture and personal identity as well as questions about the ways in which gender, power, and social class influence our pathways in pursuit of a satisfying sense of self. The stories we read will be interspersed with formal inquiry in second language acquisition, bi- and multilingualism, and language education, such as: How can we understand the processes of language acquisition and attrition? How do individual differences such as age or motivation influence learning? What are the documented cognitive benefits of bilingualism? The class will then conduct a community outreach project, collecting and analyzing stories from multilinguals who may be members of their own families, recent or longer-term immigrants, international students, scholars or retirees, foreign language learners, heritage learners, or parents of bilingual children. Presentation of findings may take various forms, e.g., public poster sessions, digital narratives, or contributions to oral history archives (e.g., welisten@psu.edu).

Requirements and evaluation

Attendance Regular attendance in class and participation in class discussions; coming to class having completed assigned readings or other homework assignments (20 points). The use of cell phones and other electronic devices during class is not permitted unless these devices are used to support the activity taking place during class. If you must be absent from class, please make every attempt to notify the instructor in advance.

Assignments

* Written, reflective responses (2-3 pages, double spaced) to the materials read by the entire class. Prompts for these responses will be provided by the instructor. (10 points each, 40 points)

The above assignments will be graded on the following 10-point scale:

Excellent: 9-10 points

Good: 7-8 points

Average: 4-6 points

Below average: 2-3 points

Poor: 1 point

* A small group project involving reading or viewing of a series of works about multilingual lives, followed by a written book/ film review (4 -5 pages, double spaced) and a 10-15 minute in-class presentation. This assignment is for a review, and not just a report. It should include a summary of the content and a critical evaluation of the work, for example, its style, any bias in the presentation of the content, who the ideal audience for the work would be, how it fits into or challenges social science constructs related to multilingualism. A list of suggested books will be available, but you may select any relevant work with the instructor's approval. (20 points, 10 for each aspect of the assignment) (20 points)

* A community outreach project in which small groups of students will collect, analyze, and

Materials

Hoffman, E. (1989). *Lost in translation: A life in a new language*. New York: Penguin.

Levy, M. (2011). *Kosher Chinese*. New York: Henry Holt.

Lightbown, P. & Spada, N. (2013). *How languages are learned*. New York: Oxford.

Tan, A. (1989). *The Joy Luck Club*. New York: Penguin Books.

Watson, R. (1995). *The philosopher's demise: Learning to speak French*. Boston: David R. Godine.

Additional readings made available on the course CANVAS resource

present oral histories or other stories from multilinguals who may be members of their own families, language learners, heritage learners, or parents of bilingual children. The stories collected may be spoken or written, but preferably will include audio-visual components in addition to text. Presentation of findings may take various forms, such as public poster sessions (e.g., "Multilingual State College"), digital narratives, or contributions to oral history archives (e.g., welisten@psu.edu). (20 points)

Schedule

WEEK	TOPIC	READINGS	ASSIGNMENTS	OTHER
1	Introduction and Immigration/ First language acquisition and attrition	Hoffman (1989); Lightbown & Spada (2013), 1, Language learning in early childhood		
2	Immigration/ Second language acquisition	Lightbown & Spada (2013), 2, Second language learning		
3	Immigration/ Linguistic relativity	Pullum (1989)	Due: Reaction paper 1	
4	Bilingual families/ Gender and language	Tan (1989); Cameron (2009)		
5	Bilingual families/ The bilingual advantage	Bhattacharjee, (2012)		
6	Bilingual families/ Language and identity	Norton-Pierce (1995)	Due: Reaction paper 2	Guest speakers: Penn State WORDS
7	Foreign language	Watson (1995)		

	learning/ Age and the Critical Period Hypothesis	Lightbown & Spada (2013), 3, Individual differences in language learning		
8	Foreign language learning/ Individual differences	Lightbown & Spada (2013), 3, Explaining second language learning	Due: Proposal for book/film review project	
9	Foreign language learning/ Identity and study abroad	Kinginger (2013)	Due: Reaction paper 3	
10	Learning language and culture abroad/ Intercultural competence	Levy (2011)		
11	Learning language and culture abroad/ Language teaching	Lightbown & Spada (2013), 5, Observing learning and teaching	Due: Proposal for community outreach project	Guest speakers on the TESL certificate, study abroad
12	Learning language and culture abroad/ Language teaching	Lightbown & Spada (2013), 6, Second language learning in the classroom	Due: Reaction paper 4	
13	Independent readings			
14			Due:	

	Independent readings		Independent book/ film review	
15	Community outreach			
16	Community outreach		Due: Presentation of community outreach findings	

Additional readings

Bhattacharjee, Y. (2012). Why bilinguals are smarter. *New York Times*, March 17.

http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0

Cameron, D. (2009). Sex/gender and the new biologism. *Applied Linguistics*, 31, 173 – 192.

Kinginger, C. (2013). Identity and language learning in study abroad. *Foreign Language Annals*, 46, 339–358.

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29 (1), 9-31.

Pullum, G. (1989). The great Eskimo vocabulary hoax. *Natural Language and Linguistic Theory*, 7, 275-281.

Miscellaneous Policies

University policies related to academic matters (for example, rules against academic dishonesty) are upheld in this course. Final grades are assigned according to the University Grading Policy:

95 and above	A
90 – 94.9	A-
87.7 – 89.9	B+
83.3 – 87.6	B

80 – 83.32	B-
75 – 79.9	C+
70 – 74.9	C
60 – 69.9	D
59.9 and below	F

Americans With Disabilities Act

With the passage of federal legislation entitled the “American With Disabilities Act” (ADA), pursuant to section 504 of the Rehabilitation Act of 1973 Public Law 93112, there is renewed focus on affording students with disabilities the same opportunities enjoyed by all citizens. In this spirit, Penn State “encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities” (Policy, College of Liberal Arts, PSU).

Therefore, all members of the Penn State faculty are required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility rests with informing me, as your professor, at the beginning of the semester and in providing me with authorized documentation through designated administrative channels. For information, contact Penn State’s Office of Student Disabilities Services (OSDS). Any “unofficial” or “informal” requests for accommodations (i.e., those not recorded by OSDS) cannot be honored.

If you have a disability that might influence your performance in this course, you must inform your professors in writing (e-mail is fine) and you must officially register at OSDS. You would also need to present a current accommodation verification letter from OSDS to your professors before accommodations can be made. For additional information, contact the OSDS at <http://www.equity.psu.edu/ods/> . Questions about disability access can be referred to Jennifer Morris at jxm2@psu.edu or (814) 863-5538

Plagiarism and Academic Integrity

Plagiarism or any breach of academic integrity is not *necessarily* the result of laziness or “dishonesty” on the part of students. It is often the result of many factors, such as the following: problems with time management and study skills; difficulty in comprehending texts fully; misunderstanding teacher expectations for written assignments; lower proficiency in the English language; lack of confidence in establishing a confident writer’s voice; and, differences in socio-cultural orientations to the nature of academic texts.

While plagiarism can be a difficult concept to define, if you present someone else's words, thoughts or data as your own, you are engaging in plagiarism. Therefore, quoting, paraphrasing and citing the words and ideas of others accurately using page numbers and in-text citation (e.g., “John Smith states that...”) when needed is extremely important. Such strategies help to nurture in you not only a scholarly respect for the words and ideas of others, but also an

appreciation for how fellow scholars necessarily shape, and are shaped by, the healthy exchange of ideas in an academic community.

From the perspective of University policy, though, you should know that students caught plagiarizing can face negative disciplinary consequences. Here is what Penn State has to say about all breaches of academic integrity, including plagiarism:

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

http://www.la.psu.edu/CLA-Deans_Area/Preparingyoursyllabus.shtml

Questions about academic integrity can be referred to Ashley Tarbet at aet143@psu.edu or (814) 865-1070