INSTRUCTORS
Tony Onwuegbuzie  Office # (813) 974-1163  Fax # (813) 974-4495  Home # (813) 632-9226  E-mail: tonyonwuegbuzie@aol.com
Li Jin  Office # (813) 974-1203  E-mail: lijin@mail.usf.edu
Ida L. Sutton  Office # (813) 966-0618  E-mail: isutton@mail.usf.edu
Ping Luo  Office # (813) 974-7413  E-mail: pluo@mail.usf.edu

REQUIRED MATERIALS

Additional readings of research articles will be assigned.

SUGGESTED MATERIALS


Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in...
mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed
between social representations of reconciliation and beliefs about Aboriginals. *Australian
QSR International Pty Ltd. (2002). *NVIVO: Reference guide.* Doncaster Victoria:
Australia: Author.
Ragin, C. C. (1989). The logic of the comparative method and the algebra of
& A. M. Hicks (Eds.), *The comparative political economy of the Welfare State: New
methodologies and approaches* (pp. 299–319). New York: Cambridge University Press.
In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) pp.
Blackwell.
Sandelowski, M. (2001). Real qualitative researchers don’t count: The use of
findings. *Nursing Research, 52*, 226-233.
Anthropologist, 70*, 1075-1095.
Shaffer, D. W., & Serlin, R. C. (2004). What good are statistics that don’t
Silverman, D. (2001). *Interpreting qualitative data: Methods for analyzing talk,
and Winston.
American Society for Information Science & Technology, 55*, 396-413.
CA: Sage.

**OFFICE HOURS:**
Tony’s office hours are Monday 3 pm – 5pm and Tuesday 3 pm – 5pm, or by appointment. If
you need to speak with Tony and can't find him, please leave a message either with his administrative assistant Lisa (813-974-3220), or on his office (24 hours daily) or home answer machine (between 10 am and 10 pm daily).

Ida Sutton is available by appointment (evenings after 4:00); however, you may leave a message on her cell (813-966-0618). Your call will be returned within 24 hours.

You may make an appointment with Ping Luo by email or phone. If you cannot reach her in her office, please contact her at 813-691-8092 or leave a message. Your call will be returned within 24 hours.

You may make an appointment with Li Jin by email or phone. Your email or call will be returned within 24 hours.

**ATTENDANCE:**
Students are to attend and participate in all classes. This behavior is expected of all students enrolled in graduate-level classes. The instructors reserve the right to deduct two points for each hour a student is late to class, 10 points for each class missed, and 2 points for each calendar day an assignment is late. Students who miss 20% or more of the classes are subject to dismissal from the course. If you miss additional classes, you must schedule an appointment with the instructor to discuss your continuation in the course. If you have to miss class, come to class late, or leave class early, it is your responsibility to find out what was covered and assigned. Remember, for every lesson that you fail to attend, you will miss coverage of several course objectives. Attendance on examination days (including any presentations) is compulsory. Non-attendance on examination days without an acceptable reason will result in a score of zero for that examination.

**ASSIGNMENTS:**
All assignments will be given deadlines. Contact us in advance if you are unable to turn in an assignment on time. Students are reminded that plagiarism (including copying work from another student, present or former) is strictly prohibited. Any student against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

**MAKE-UP EXAMS:**
Make up examinations will be given only in extreme circumstances. Contact us IN ADVANCE if you believe you need special consideration. NO MAKE-UP FINAL EXAMINATIONS WILL BE GIVEN.

**COURSE DESCRIPTION AND GOALS**
EDG 7931: Qualitative Research II is the second of two sequenced seminars designed to prepare graduate students to analyze and to interpret qualitative data using qualitative software (i.e., NVIVO). Attention will be focused on developing students' computer skills and the knowledge needed to undertake in-depth qualitative analyses of complex data that arise from diverse educational settings. The general goals of the course are to enable students to:

1. Understand the role of computer software in qualitative data analysis
2. Conceptualize and develop a qualitative research study for a problem in the field of
3. Critique the data analysis and results sections of qualitative research reports

**COURSE OBJECTIVES**
EDG 7931: Qualitative Research II is designed to introduce the student to the meaning and use of qualitative research in diverse educational settings. Attention will be focused upon developing the skills and knowledge needed to conduct critical evaluations and use the findings of published research in educational settings. Attention also will be given to the use of microcomputers for qualitative data analysis. All course objectives are designed to enhance the student's ability to become a consumer of qualitative research. By the end of the semester, the student will be able to:

1. Describe the philosophical underpinnings and logic of justification underlying the quantitative and qualitative data analyses
2. Identify the differences between the quantitative and qualitative data analyses
3. Define terms and concepts commonly utilized in qualitative data analyses
4. Understand and describe the steps involved in the qualitative data analysis process
5. Understand and use a variety of qualitative data analysis techniques
6. Align qualitative data analysis techniques to research purposes and research questions
7. Identify and describe the major threats to validity/trustworthiness/legitimation/truth value of qualitative research findings
8. Demonstrate knowledge of how to evaluate qualitative data analysis and results sections of research reports
9. Understand how to use NVIVO to undertake a variety of qualitative data analysis techniques
10. Present and discuss the data analysis process and results
11. Write up the results section pertaining to an array of qualitative data analysis techniques
12. Demonstrate skill in writing in the format of the American Psychological Association
13. Demonstrate basic skills with electronic information-retrieval systems
14. Demonstrate how to utilize effectively the library and its resources as part of the qualitative research process
15. Identify ethical and legal considerations involved in conducting and reporting qualitative data analyses
16. Apply guidelines for presenting qualitative research studies professionally
17. Understand the role of qualitative data analyses in mixed methods data analyses

**GRADING CRITERIA**

**ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY**
Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as PLAGIARISM. This behavior always has been, and still is, unacceptable and dishonest. Exact quotes must be cited according to the APA style manual (5th Ed.). Paraphrasing means to restate, therefore, the working must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in YOUR OWN words (Tomberlin, 1995). (More about plagiarism in this syllabus).

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by
succumbing to the dishonest production of required work—it will be dealt with swiftly.

**GENERAL ADVICE**

(i) READ the sections to be covered *before* class. READ all handouts *carefully*.

(ii) ASK questions if you do not understand the material presented or in the readings. If there is not enough time for questions during the class, please see us after the class, arrange to see us during our office hours, or contact us via telephone or e-mail.

(iii) READ and be accountable for all class assignments. **Each assignment covers a specified amount of information that may not be covered in class lectures**; however, the lectures and texts supplement and complement each other. **You are responsible for assigned readings, whether covered in class or not.** Attempt to complete fully all the assignments. If you have difficulties in any areas, please let us know.

**Please note:** We care very much about your future development. We will do EVERYTHING we can to prepare you to be an effective researcher and practitioner.
COURSE OUTLINE

TOPICS

WEEK (1-9)

1. Individual introductions
   Overview of syllabus, course, and textbooks
   Description of term projects
   Develop pairs for interview data collection
   Develop interview questions
   Develop research teams
   Develop research question(s) for each research team
   Begin planning research design for each research team

Assignment for Week THREE:
*Read
   Miles and Huberman (1994):
   Chapter 1: Introduction
   Chapter 2: Focusing and Bounding the Collection of Data: The Substantive Start

   Denzin and Lincoln (2000):
   Chapter 29: Data Management and Analysis Methods
   Chapter 30: Software and Qualitative Research
   Chapter 31: Analyzing Talk and Text

   Spradley (1997):
   Chapter 1: Locating an Informant
   Chapter 2: Interviewing an Informant
   Chapter 3: Making an Ethnographic Record
   Chapter 4: Asking Descriptive Questions

   Chapter 1: Introduction
   Chapter 2: Building Tasks
   Chapter 3: Tools of Inquiry and Discourses
   Chapter 4: Social Languages, Conversations, and Intertextuality
Ethical Issues in Qualitative Data Analysis: Miles and Huberman (1994):
Chapter 11: Ethical Issues in Analysis

*Read ahead as much as possible

WEEK (1-16)
2.

NO CLASS—DR. MARTIN LUTHER KING DAY

WEEK (1-23)
3.

Miles and Huberman (1994):
Chapter 1: Introduction
Chapter 2: Focusing and Bounding the Collection of Data: The Substantive Start

Denzin and Lincoln (2000):
Chapter 29: Data Management and Analysis Methods
Chapter 30: Software and Qualitative Research
Chapter 31: Analyzing Talk and Text

Spradley (1997):
Chapter 1: Locating an Informant
Chapter 2: Interviewing an Informant
Chapter 3: Making an Ethnographic Record
Chapter 4: Asking Descriptive Questions

Chapter 1: Introduction
Chapter 2: Building Tasks
Chapter 3: Tools of Inquiry and Discourses
Chapter 4: Social Languages, Conversations, and Intertextuality

Ethical Issues in Qualitative Data Analysis: Miles and Huberman (1994):
Chapter 11: Ethical Issues in Analysis

Develop IRB application for qualitative studies conducted by each research team
Assignment for Week FOUR:
*Read
Miles and Huberman (1994):
  Chapter 3: Focusing and Bounding the Collection of Data: Further Design Issues
  Chapter 4: Early Steps in Analysis

Spradley (1997):
  Chapter 7: Asking Structural Questions
  Chapter 9: Asking Contrast Questions

Writing Up Results:
Miles and Huberman (1994):
  Chapter 12: Producing Reports

Spradley (1997):
  Chapter 12: Writing an Ethnography


Legitimation
Miles and Huberman (1994):
  Chapter 10: Making Good Sense: Drawing and Verifying Conclusions


*Bring Audio-tape recorders
WEEK (1-27)
3.

ALL STUDENTS ARE STRONGLY ENCOURAGED TO ATTEND MY 4-HOUR WORKSHOP ON LITERATURE REVIEWS ENTITLED:

Step-by-Step Guide to Conducting and Writing Rigorous, Comprehensive, and Insightful Literature Reviews: A Mixed Methods Approach

WEEK (1-30)
4.

Miles and Huberman (1994):
Chapter 3: Focusing and Bounding the Collection of Data: Further Design Issues
Chapter 4: Early Steps in Analysis

Spradley (1997):
Chapter 7: Asking Structural Questions
Chapter 9: Asking Contrast Questions

Writing Up Results:
Miles and Huberman (1994):
Chapter 12: Producing Reports

Spradley (1997):
Chapter 12: Writing an Ethnography


Legitimation:
Miles and Huberman (1994):
Chapter 10: Making Good Sense: Drawing and Verifying Conclusions

Pairwise 30-minute Interviews

**Assignment for Week Five:**

*Read*

Word Count, Key-Words-in-Context, Classical Content Analysis, and Analytic Induction:

Miles and Huberman (1994): pp. 252-254


*Transcribe 30-minute Interviews*

**WEEK (2-6)**

5.

Word Count, Key-Words-in-Context, Classical Content Analysis, and Analytic Induction:

worth and uses of inductive techniques and respondent validation.
Sociology, 12, 545-557.
content analysis and map analysis. In P. Marsden (Ed.), Sociological
methodology (pp. 75-126). Oxford: Blackwell.
Fathers and mothers describe their children. Cultural Anthropological
Methods Journal, 8(3), 13-16.
initiation of psychotropic prescribing in primary care settings: A content
analysis of audiotapes. Social Science and Medicine, 44, 541-548.

NVIVO:
Starting a Project
Preparing and Importing Documents
Opening an Existing Project
Browsing and Editing Documents
Managing Documents
Making and Using Memos
Coding at Nodes (Free Nodes and Tree Nodes)
Managing Nodes
Uncoding
Coding by Section
Autocoding
Coding the Results of a Search
Removing, Relocating, and Combining Nodes
Linking Data (DataBites, DocLinks, NodeLinks)
Creating Sets
Reporting Documents/Nodes
Searching

ASSIGNMENT DUE:

Electronic and Hard Copy of Transcriptions to Instructors and Member of Dyad

Assignment for WEEK SIX

Qualitative Notebook: Word Count/Key-Words-in-Context

*Read

Method of Constant Comparison:

Chapter 7: Analytic Tools  
Chapter 8: Open Coding  
Chapter 9: Axial Coding  
Chapter 10: Selective Coding


*Analyzing Interview Data:*  
Spradley (1997):  
Chapter 5: Analyzing Ethnographic Interviews

**WEEK (2-13)**

6.  

*Method of Constant Comparison:*  

Strauss and Corbin (1998):  
Chapter 7: Analytic Tools  
Chapter 8: Open Coding  
Chapter 9: Axial Coding  
Chapter 10: Selective Coding


*Analyzing Interview Data:*  
Spradley (1997):  
Chapter 5: Analyzing Ethnographic Interviews

**NVIVO:**  
Creating Attributes from Excel Table (Document Attributes, Node Attributes)  
Importing Attributes from Excel Table  
Creating Attributes from Inside NVIVO

Member Check of Transcribed Interview Data (i.e., Descriptive Validity)

**ASSIGNMENT DUE:**

Qualitative Notebook: Word Count/Key-Words-in-Context

**Assignment for WEEK SEVEN:**
Qualitative Notebook: Method of Constant Comparison

*Read

**Domain Analysis:**
Spradley (1997):
   Chapter 6: Making a Domain Analysis

**Taxonomic Analysis:**
Spradley (1997):
   Chapter 8: Making a Taxonomic Analysis

**Componential Analysis:**
Spradley (1997):
   Chapter 10: Making a Componential Analysis

**ASSIGNMENT DUE:**
Qualitative Notebook: Method of Constant Comparison

Assignment for WEEK EIGHT:
Qualitative Notebook: Domain Analysis

*Read

**Discourse Analysis:**
   Chapter 6: Discourse Models
   Chapter 7: Discourse Analysis
   Chapter 8: Processing and Organizing Language
   Chapter 9: Sample of Discourse Analysis
**WEEK (2-27)**

8.

*Discourse Analysis:*


Chapter 6: Discourse Models
Chapter 7: Discourse Analysis
Chapter 8: Processing and Organizing Language
Chapter 9: Sample of Discourse Analysis 1
Chapter 10: Sample of Discourse Analysis 2
Chapter 11: Sample of Discourse Analysis 3

**ASSIGNMENT DUE:**

Qualitative Notebook: Domain Analysis

**Assignment for WEEK NINE:**

Qualitative Notebook: Taxonomic Analysis

*Read*

*Within-Case Displays:*

Miles and Huberman (1994):

Chapter 5: Within-Case Displays: Exploring and Describing
Chapter 6: Within-Case Displays: Explaining and Predicting

**WEEK (3-6)**

9.

*Within-Case Displays:*

Miles and Huberman (1994):

Chapter 5: Within-Case Displays: Exploring and Describing

**ASSIGNMENT DUE:**

Qualitative Notebook: Taxonomic Analysis

**Assignment for WEEK ELEVEN:**
Qualitative Notebook: Componential Analysis
Qualitative Notebook: Discourse Analysis

*Read

*Read

*Read

Within-Case Displays:
Miles and Huberman (1994):
Chapter 6: Within-Case Displays: Explaining and Predicting

**WEEK (3-13)**

10.

SPRING BREAK HOLIDAY—NO FORMAL CLASS MEETING.

**WEEK (3-20)**

11.

Within-Case Displays:
Miles and Huberman (1994):
Chapter 6: Within-Case Displays: Explaining and Predicting

**ASSIGNMENT DUE:**

Qualitative Notebook: Componential Analysis
Qualitative Notebook: Discourse Analysis

Assignment for WEEK THIRTEEN:

Qualitative Notebook: Within-Case Displays: Exploring and Describing/Explaining and Predicting

Prepare Group Research Article

**WEEK (3-27)**

12.

CLASS LED BY IDA SUTTON, LI JIN, AND PING LUO

Introduction to Secondary Data Analyses
Research Teams work on Research Article

Assignment for WEEK THIRTEEN:
Qualitative Notebook: Within-Case Displays: Exploring and Describing/Explaining and Predicting

Prepare Group Research Article

*Read

Cross-Case Displays:
Miles and Huberman (1994):
Chapter 7: Cross-Case Displays: Exploring and Describing

ASSIGNMENT DUE:

Qualitative Notebook: Within-Case Displays: Exploring and Describing/Explaining and Predicting

Assignment for WEEK SIXTEEN:

Qualitative Notebook: Cross-Case Displays: Exploring and Describing/Ordering and Explaining

Prepare Group Research Article

*Read

Cross-Case Displays:
Miles and Huberman (1994):
Chapter 8: Cross-Case Displays: Ordering and Explaining
Chapter 9: Matrix Displays: Some Rules of Thumb
Chapter 10: Making Good Sense: Drawing and Verifying Conclusions

WEEK (4-10)

14.

Research Day

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (MSERA) CONFERENCE IN SAN FRANCISCO, CALIFORNIA—NO FORMAL CLASS MEETING. HOWEVER, ALL STUDENTS ARE EXPECTED TO WORK ON THEIR ASSIGNMENTS.

WEEK (4-17)
15. Cross-Case Displays:
   Miles and Huberman (1994):
   Chapter 8: Cross-Case Displays: Ordering and Explaining
   Chapter 9: Matrix Displays: Some Rules of Thumb
   Chapter 10: Making Good Sense: Drawing and Verifying
   Conclusions

**Assignment for WEEK SIXTEEN:**

Qualitative Notebook: Cross-Case Displays: Exploring and Describing/Ordering
and Explaining

Prepare Group Research Article

**WEEK (4-24)**

16. Group Work: Prepare Group Research Article

**ASSIGNMENT DUE:**

Qualitative Notebook: Cross-Case Displays: Exploring and Describing/Ordering
and Explaining

**Assignment for WEEK SEVENTEEN:**

Complete Group Research Article
Prepare Cooperative Learning Oral Presentation
Prepare Cooperative Learning Poster Presentation

**WEEK (5-1)**

17. Final Examination:
   Cooperative Learning Oral Presentation
   Cooperative Learning Poster Presentation

**ASSIGNMENT DUE:**

Group Research Article
Reflexive Journal
EVALUATION GUIDELINES

The final course total comprises three components. Each is described below.

1. Each student will maintain a qualitative notebook that will be handed on a weekly basis. In total, up to 8 qualitative notebooks will be assigned. Each qualitative notebook, which must be of the highest quality, also should contain a cover page and running head. Please note that your writing style (e.g., grammar, punctuation, clarity, and application of APA criteria) also will be assessed. **Please note that one point will be deducted for every missing, incomplete, or inconsistent reference.** The set of qualitative notebook assignments is worth 100 points. For every qualitative notebook report, evidence must be provided (i.e., NVIVO printout in the appendix) that a qualitative computer software was used to help analyze the data.

2. Each student will be assigned to a cooperative learning group comprising 4-6 students. Each group will submit a complete qualitative research report using real data collected by the students during the course. Each research report is worth 100 points. The goal is to allow students to practice conducting reviews of the literature, and collecting, analyzing, and interpreting real data using qualitative data-analytic techniques. That is, the research report should contain all the major elements of a research study. Each group is expected to use NVIVO to analyze their data. The research article, which must be of the highest quality, also should contain a cover page and running head. Please note that your writing style (e.g., grammar, punctuation, clarity, and application of APA criteria) also will be assessed. The research proposal should contain at least 20 complete and consistent references. The main body (i.e., including the cover/title page, but not including reference pages, tables, figures, and appendices) must not exceed 25 pages using 12-point font, 1-inch margins all around, and double spaces throughout. That is, the reference list page should not begin any later than on Page 26. Please note that one point will be deducted for every missing, incomplete, or inconsistent reference. It is expected that, upon completion of the research report, students will be familiar with EVERY aspect of the qualitative research process. As such, the research project will play a major role in demystifying the research process. A scoring rubric will be used.

3. Each group will conduct a 15-minute professional presentation of its qualitative research report. The goal is to give students an opportunity cooperatively to present their qualitative
research studies in a formal setting. The presentation is worth 50 points. Detailed feedback will be given, utilizing a scoring rubric.

4. Each group will participate in a poster session, which will be presented to faculty and/or students at the University of South Florida at a date to be specified. The goal is to give students an opportunity to share their research findings to fellow academicians. The poster presentation is worth 50 points.

5. Each student will maintain a reflexive journal. This journal labeled, "Qualitative Data Analysis Reflections," should be updated on at least a weekly basis. This journal must demonstrate depth of thoroughness of experiences, thoughts, reflections, and introspections, as well as personal and professional growth and application. These journals, which must be typed (e.g., Word document), are worth 50 points. All information will be kept confidential.

Optional Component:

6. All students who complete fully all the surveys administered during the semester will have their course averages adjusted positively by three percentage points (3%). Alternative ways are available for obtaining these three percentage points (e.g., extra credit short paper).

7. Students will be asked to complete the standard university course evaluation form and the instructors’ own open ended form(s).

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<thead>
<tr>
<th>GRADING SCALE for Nonparticipants of the Action Research Study</th>
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<td>315–350  =  A</td>
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<td>280–314  =  B</td>
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<td>245–279  =  C</td>
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<td>216–244  =  D</td>
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<tr>
<th>GRADING SCALE for Participants of the Action Research Study</th>
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<td>269.5–&lt;304.5  =  B</td>
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<td>234.5–&lt;269.5  =  C</td>
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<td>199.5–&lt;234.5  =  D</td>
</tr>
<tr>
<td>Below 199.5 =  F</td>
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**FINAL COMMENTS**

**ADA Statement:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office
must accompany this request.

**USF Policy on Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

**Web Portal Information:** Why are the NetID and helios account important to students? A helios account, which is the official USF e-mail account, is given to every USF student when enrolled. Every official USF correspondence to students will be sent to the helios account. More information about this and the USF Web Portal can be found at: [http://www.acomp.usf/portal.html](http://www.acomp.usf/portal.html).

**Academic Dishonesty:** Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

**PLAGIARISM: WHAT IT IS**

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, *Form and Style Theses, Reports, Term Papers* (7th ed.).

"Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

Plagiarism—the use of another person's ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be
documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes in the birth rate in China) should usually be documented." (p. 59).

In reference to note taking, Campbell, Ballou, and Slade (1986) state: "When you write a summary during note taking, you must be careful to avoid inadvertently using the author's wording. Changing an occasional word or reversing the order of phrases or sentences does not result in an adequate summary. A good discipline is to try to write a summary without looking at the source. After writing a summary, look at the original and make a critical comparison, checking for duplication of wording and accuracy in statement of the ideas. If you find that you have used more than two consecutive words from the original (with the exception of articles or prepositions), place them in quotation marks. Carelessness in writing a summary can result in unintentional plagiarism...Even though the summary contains your own words, you will want to give credit for the ideas if you use them in your paper. Be as careful about recording the author's name and page numbers for a summary or paraphrase as you would be for a direct quote." (p. 14-15).

Commenting about paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.

Automated Plagiarism Detection Service

The University of South Florida has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssignment, or 3) ask students to submit their assignments to SafeAssignment through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information about SafeAssignment and plagiarism, go to http://www.c21te.usf.edu. Click on Plagiarism Resources. For information about plagiarism in USF's Undergraduate Catalog, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

If there are any questions about SafeAssignment, please contact the Center's Assistant Director for Administration and Programs, Carol Harneit, charneit@admin.usf.edu.