

**COOPERATIVE  
WORK  
EXPERIENCE**

**STUDENT  
HANDBOOK**

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## Program Guidelines

Cooperative Work Experience can provide a variety of opportunities for student: job experience, career exploration, community service and the pursuit of educational experiences beyond the campus.

To qualify, the student must be enrolled in a total of seven (7) units including Work Experience. A maximum of twelve (12) units in Cooperative Work Experience are allowed towards an AA/AS from any Community College in California and towards a BA/BS from any California State University, Units are determined as follows:

<u>Paid Hours/Semester</u>	<u>Units</u>
75 hours	1.0
150 hours	2.0
225 hours	3.0
300 hours	4.0

To enroll, a student must get work site approval with the Cooperative Work Experience Coordinator, 209.588.5244, prior to enrolling unless their job directly relates to their field of study, i.e., fire, business, child development, office occupants, etc. Upon approval of the worksite, the student will be assigned a section number and an access code to enroll on-line or on campus. Learning objectives for the job must be developed with the job supervisor with the Faculty Coordinator's approval. Forms will be distributed at the orientation sessions and will be available from the Faculty Coordinator and each faculty member. All forms must be returned to the Faculty Coordinator within two weeks of the beginning of the semester. Course requirement are outlined as follows:

### *Student Responsibilities*

- Meet with Work Experience Coordinator or work experience faculty for job approval, *if job does not relate to major*.
- Attend a mandatory orientation session at the beginning of the semester.
- Obtain the work experience forms from Work Experience Coordinator at the orientation or Faculty Coordinator at a separate orientation with faculty advisor.
- Verify your enrollment with the specific area faculty advisor within the first week of the semester.
- Make an appointment with the specific area faculty advisor within the first two weeks of the semester to assist in writing three job learning objectives. Objectives should include identifying learning on the job, application of previously learned skills or problem solving.
- Submit the fully completed and signed Application/Training Agreement and the Learning Objective forms to faculty by the second Friday of the semester or within two weeks of enrollment.
- Submit accurately completed and signed monthly time sheets to faculty for verification of hours. Forms must be sign by the work site supervisor and student.
- At the end of the semester, submit a final paper (four (4) page minimum). Guidelines are enclosed in the student materials packet.
- Student who do not complete above responsibility #4 will be dropped.

### *Employment Supervisor's Responsibilities*

- Assist in developing learning objectives toward which the student will work during the term. Objectives should include learning, problem solving, and skill application.
- Provide a beneficial educational experience through supervised on-site employment training.
- Approve the completed Time Summary Reports prior to their being submitted to the Faculty Coordinator by the student.
- At the end of the term in collaboration with the Faculty Coordinator, evaluate how well the learning objectives were met.

### *Faculty Responsibilities*

- Meet with the student to assist in drafting measureable learning objectives.
- Visit the student and the supervisor on the job at least once to discuss progress toward meeting the learning objectives set at the beginning of the semester.
- Meet with the supervisor and the student to finalize the evaluation and assign a grade of CR/NC for the semester's work.
- Be available to assist either the student or the supervisor to ensure the quality and applicability of the educational experience.

### Grading

CR/NC option only. Students will earn a CR grade if they complete the required hours, successfully complete the learning objectives according to the evaluation of the work site supervisor, and submit the written paper by the established deadline.

The number of units issued is dependent on the number of hours a student has worked during the semester.

<b>Paid Work</b>	<b>Non-Paid Work</b>
75 hours – 1 unit	60 hours – 1 unit
150 hours – 2 units	120 hours – 2 units
225 hours – 3 units	180 hours – 3 units
300 hours – 4 units	240 hours – 4 units

**4 units maximum**                      **4 units maximum**

The grades that could be issued for Cooperative Work Experience are:

CR	Credit
NC	No Credit
W	Withdrawal
ICR or INC	Incomplete (requires separate form)

Students who successfully complete their learning objectives and submit a college level four (4) page final project paper should receive a grade of CR for the course. Students who do not complete their learning objectives, or do not turn in an acceptable final project paper should receive a grade of NC.

A **W (Withdrawal)** may be issued if students do not contact you within the appropriate time period as stated in the course schedule.

A grade of **I (Incomplete)** is issued only in exceptional cases as this requires faculty to follow up with student at a later date. An Incomplete Grade Form must be completed and approved by faculty and student when the I is issued and when the permanent grade change is made.

## Learning Objectives

The goal of a Cooperative Work Experience Education Program is that the student pursues a planned program of Work Experience Education which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. The requirement for new learning opportunities requires special attention. One way to increase the likelihood of success in this regard is through a program of planned measurable learning objectives centered around the student's success in the work environment. By setting objectives, it is anticipated the student will realize greater accomplishment.

By identifying and planning learning opportunities, the student becomes a predictor of his or her own success and accomplishments. Through active student/supervisor/faculty dialogue, the supervisor becomes a partner, forearmed with knowledge of the student's intents. At the same time, the student may become more aware of the supervisor's goals. Behind the emphasis on setting objectives is the belief that students cannot be passive and merely perform well in their instructional assignments; they must be perceptive and seek to experience real applications of previously learned skills. It is expected that interim and final student performance evaluations made by the employment supervisor will become more meaningful because assessments can be made based upon expectations. With a fixed objective, the student, faculty and supervisor can better determine whether the student is on the right path or not.

## Types of Learning Objectives

Most learning objective will be in one of the following categories:

### *Creative*

Doing a procedure a new way or finding a new procedure to do.

Example:

- **What** is the skill to be learned?
  - To write a training manual for administrative secretaries.
- **How** will it be accomplished?
  - By maintaining a daily log of activities, including duties and responsibilities, and developing the training manual from this log.
- **How** will it be evaluated and by whom?
  - My supervisor will read and evaluate my final draft for accuracy, completeness, and clarity.
- **How** will it be evaluated and by whom?
  - My supervisor will evaluate by progress through a reduction in my errors and by shorter customer waiting time at my register.
- **When** will the objective be completed?
  - By the end of the semester.
  -

### *Problem Solving*

Taking apart an existing problem and finding a solution.

Example:

- **What** is the task to be completed?
  - Develop a list of recommendations for reducing equipment failures.
- **How** will it be accomplished?
  - Personally investigate equipment failures and identify the contributory causes of these failures.
- **How** will it be evaluated and by whom?
  - Acceptance of recommendation by supervisor.
- **When** will the objective be completed?
  - By the end of the semester.

### *New Assignment of Additional Skills*

Growing in the job, increasing usefulness, or improving performance.

Example:

- **What** is the task to be completed?
  - Learn the accounting process involved in preparing the payroll for our department.
- **How** will it be accomplished?
  - Applying knowledge learned in accounting classes and assisting the regular payroll clerk in the preparation of each payroll.
- **How** will it be evaluated and by whom?
  - Prepare the December payroll without error. The payroll clerk will verify for accuracy.
- **When** will it be accomplished?
  - Lists will be reviewed weekly. Performance will be evaluated at the end of the semester.

### *Personal Improvement*

Developing personal habits or social skills that allow one to deal better with work situations.

Example:

- **What** is the task to be completed?
  - Improve my ability to prioritize work on a daily basis.
- **How** will it be accomplished?
  - Writing detailed “to do” lists each morning and afternoon.
- **How** will it be evaluated and by whom?
  - Review lists with supervisor to determine accuracy of prioritization and whether overall work performance has improved.
- **When** will it be accomplished?
  - Lists will be reviewed weekly while performance will be evaluated at the end of the semester.

### *Routine Duties*

Improve efficiency in completing routine jobs.

Example:

- **What** is the task to be completed?
  - Increase my speed and accuracy in the use of the cash register.
- **How** will it be accomplished?
  - By improving my knowledge of the merchandise prices and increasing my finger speed in ringing up customer items.
- **How** will it be evaluated and by whom?
  - My supervisor will evaluate my progress through a reduction in my errors and by shorter customer waiting time at my register.
- **When** will it be accomplished?
  - By the end of the semester.

## Writing Learning Objectives

If you look at each of the preceding examples of learning objectives, you will see that they make use of action verbs and are specific in identifying how the objectives will be achieved and the method of evaluation. The following lists of terms will assist you in helping student and employers write challenging learning objectives.

### *What is the Skill or Task?*

It is helpful when identifying skills or tasks to be learned to think of the ideal resume that the student would like to offer a future employer. What skills and abilities can the student learn now that will help him/her to move into the next step of a career ladder? Remember, learning objectives must include new or expanded responsibilities and/or skills each semester.

**AVOID** vague or overly broad terms such as: **to know, understand, appreciate, enjoy, believe, to learn.**

Make use of action verbs listed below:

Activate	Coordinate	Instruct	Reduce
Adjust	Create	Insert	Remove
Aid	Decrease	Introduce	Reorganize
Analyze	Define	Investigate	Repair
Apply	Deliver	Lengthen	Replace
Arrange	Demonstrate	Limit	Report
Articulate	Describe	List	Reproduce
Assemble	Design	Locate	Research
Assist	Detect	Maintain	Restructure
Build	Develop	Match	Review
Calculate	Devise	Modify	Revise
Categorize	Direct	Monitor	Rewrite
Change	Display	Motivate	Select
Check	Edit	Observe	Separate
Collect	Establish	Participate	Simplify
Combine	Estimate	Perform	Structure
Communicate	Evaluate	Permit	Summarize
Compare	Expand	Place	Supervise
Compile	Explain	Plan	Survey
Complete	Identify	Process	Train
Compose	Illustrate	Produce	Translate
Compute	Implement	Provide	Transfer
Conduct	Improve	Prepare	Update
Contrast	Indicate	Reconstruct	Verify
Convert	Inspect	Record	Write

### **Examples:**

- To categorize stock by inventory number.
- To increase sales by 15%.
- To process 10% more claims.
- To record information with zero errors.
- To write a procedure manual.
- To compute invoices for tools, materials, and labor charges correctly by November 17.
- To research and prepare a list of computer work stations costs by October 30.
- To greet by name at least 15 regular customers by November 15.

### *How Will it be Accomplished?*

Use the examples below, or create your own, to explain specifically how the task will be accomplished.

Actual experience	Maximizing efficiency
Adaptation	Observations
Adopting classroom skills	On-the-job training
Application	Operating
Applying new skills	Organizing information
Arranging	Learning new skills
Assisting	Participation
Attending workshops	Planning
Case studies	Practice
Client response	Reading
Concentration	Receiving
Consultations	Recording
Correspondence	Research
Customer response	Review
Decreasing errors	Scheduling
Demonstration	Seeking feedback
Development	Seeking information
Discipline	Seeking input
Efficient use of time	Selling related items
Experience	Sorting
Field research	Study
Following procedures	Surveying
Gathering information	Through analysis
Increased communication	Training
Increased product knowledge	Trial and error
Increased productivity	Typing
Increased understanding	Updating
Instruction	Using display techniques
Interpreting	Using motivational skills
Investigation	Using sales skills
Making additions	Visitations
Making corrections	Working with others
	Writing

### **Examples:**

- To be accomplished by efficient use of time.
- To be accomplished by selling related accessories.
- To be accomplished by surveying satisfied customers.
- To be accomplished by analyzing customer complaints.
- To be accomplished by trial and error.



### *How Will it be Evaluated and by Whom?*

In most instances, the evaluation will be conducted by the immediate supervisor in the work place. Most statement in this part of the learning objective should begin with the phrase "To be evaluated by supervisor through..." and end with statements similar to those listed below:

Accuracy	Increased utilization
Client feedback	Inspection
Company evaluations	Inventory checks
Comparisons	Invoices
Co-worker feedback	Observations
Consultations	Participation
Control process	Personal conferences
Critique	Program review
Cross-checking	Progress reports
Customer feedback	Recommendations
Demonstration	Reduced errors
Discussion	Reductions
Drills	Review
Elimination	Sales receipts
Health Code Standards	Surveying
Improved performance	Testing
Increased accuracy	Verification
Increased efficiency	Witnessing progress
Increased percentages	

### **Examples:**

- To be evaluated by the supervisor through increased accuracy.
- To be evaluated by the supervisor through demonstration of ... (the skill/task identified).
- To be evaluated by the supervisor through increased sales.
- To be evaluated by the supervisor through testing.
- To be evaluated by the supervisor through verification.

# Learning Objective Work Sheet

Complete this worksheet before meeting with your instructor.

**Complete three (3) objectives for one to four (1-4) units of work experience.**

## Learning Objective 1

Write out the objective that includes: an action word, description, measurement, completion date.

To				
	Action Word	Description	Measurement	Completion Date

## Learning Objective 2

Write out the objective that includes: an action word, description, measurement, completion date.

To				
	Action Word	Description	Measurement	Completion Date

## Learning Objective 3

Write out the objective that includes: an action word, description, measurement, completion date.

To				
	Action Word	Description	Measurement	Completion Date

**Columbia College**  
**Yosemite Community College District**  
**Reporting a Work-Related Injury**

The following information is offered to assist supervisors when reporting work-related injuries. These steps must be followed to comply with current Workers' Compensation law and District policy.

- When an employee reports an accident/illness as work-related the supervisor and/or employee must call:

**COMPANY NURSE HOTLINE: 1-877-854-6877**

Company Nurse will complete a report of injury and notify the Benefits Office. The employee will speak to a Registered Nurse who will provide homecare/first aid advice.

- **Stanislaus County employees** requiring medical treatment must to:
  - Sutter Gould Medical Foundation  
Occupational Medical Clinic  
600 Coffee Road  
Modesto, CA
- **Tuolumne County employees** must seek initial treatment at:  
Indian Rock Prompt Care  
1000 Greenley Road  
Sonora, CA 95370
- It is the supervisor's responsibility to direct the employee to Sutter Gould Medical Foundation or if the injury is an emergency and requires immediate treatment, the employee should go to the nearest emergency facility.
- Employees also have the option of being treated by their personal physician, if a pre-designation of personal physician within the Medical Provider Network (MPN) has been filed with the Benefits Office prior to the injury.
- If you feel it is not a work-related injury, please make note on the report or attach a note stating your observations or knowledge about the injury.
- When an employee is off work as the result of a work-related injury, please notify the Benefits Office and forward all doctor's notices. Work related absences must be verified with a doctor's note in order to be excused as a workers' compensation absence; otherwise, the employee's time off will be charged to leave or leave without pay.

Please call the Benefits Office with any questions ☎ (209) 575-6981.

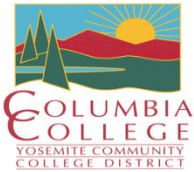
**THE DISTRICT'S CLAIM ADMINISTRATOR WILL DETERMINE IF A REPORTED INJURY/ILLNESS IS WORK RELATED.**

District Workers' Compensation Administrator:

Athens Administrators  
P O Box 696  
Concord, CA 94522  
(866) 482-3535  
Claims Examiner: Tom Troxler  
☎ (925) 826-1155  
FAX: (925) 826-1155

## Appendix

- *Application/Training Agreement*
- *Student Contract*
- *Learning Objectives*
- *Time Sheet Summary*
- *Final Assignment*
- *Guidelines for Written Papers*



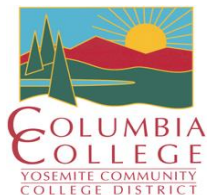
## Cooperative Work Experience Application/Training Agreement

<b>STUDENT INFORMATION</b>	Name:				Student ID #:			
	Complete Address:							
	Contact #:		Birth Date:		Sex:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
	Ethnic Background:	<input type="checkbox"/> Amer Indian	<input type="checkbox"/> Asian/Pac Islander	<input type="checkbox"/> Black	<input type="checkbox"/> Filipino	<input type="checkbox"/> Hispanic	<input type="checkbox"/> White	<input type="checkbox"/> Other

<b>PROGRAM INFORMATION</b>	Occupational Area:				Current WE Units Enrolled:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	Total Units Enrolled this Term:				Previous WE Units Completed:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	Occupational Major:								
	Employment Position::	<input type="checkbox"/> Non-Paid	<input type="checkbox"/> Paid	<input type="checkbox"/> Hourly Wage	\$				

<b>EMPLOYMENT INFORMATION</b>	Employer/Business Name:							
	Business Location:							
	Employment Address:							
	Business Contact #:							
	Job Title:							
	Job Description:							
	Student's Work Schedule:	M:	T:	W:	Th:	F:	S:	S:
	Supervisor Name/Title:							

<b>STATEMENT OF ASSURANCE</b>	<b>Please Read Carefully Before Signing</b>							
	<b>Student</b>	<b>Faculty</b>						
	<p>I understand the purpose, objectives and regulations of Work Experience Education at Columbia College. I accept the responsibility to put forth every effort to make this a successful educational experience, which includes preparing measurable learning objectives, working diligently toward their accomplishment by being prompt and regular in attendance, appropriately groomed, honest, courteous and willing to learn, meeting with the Faculty Advisor and/or Coordinator at prescribed times and turning in the required assignments and records in an acceptable form and in a timely manner. I agree to notify the coordinator immediately upon learning of a change in any information included in this document.</p>	<p>I understand the purpose and objectives of Work Experience Education at Columbia College and I offer reasonable probability of continuous employment for the term of this agreement. I assure that overall desirable working conditions will prevail which will not endanger the health, safety, welfare or morals of the student. I accept the responsibility of providing a beneficial educational experience which includes assisting in the preparation of the student's learning objectives, providing adequate supervision, meeting periodically with the student and/or the Coordinator to discuss the student's progress and completing my portion of the required records. I agree that the student will assigned to task and otherwise treated without regard to race, color, sex, national origin or handicap.</p>						
	<p>_____ <b>Student Signature/Date</b></p>							
	<p>_____ <b>Faculty Signature/Date</b></p>							



## Cooperative Work Experience Student Contract

I \_\_\_\_\_ am registered in \_\_\_\_\_ Work Experience for \_\_\_\_\_ unit(s)  
[Student Name] [Course Name] (Number)

and have met with my assigned faculty advisor or Work Experience Coordinator and reviewed the following:

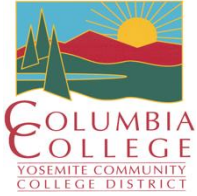
- I have been provided with the appropriate forms for Work Experience.
- Goal and objectives for Work Experience.
- I understand it is the students' responsibility to return the completed and signed original Employer Agreement and a signed copy of the Learning Objectives to the faculty advisor no later than the Friday of the third week of the semester.
- I have been provided with written instructions regarding the final paper.
- I have been provided with a time card(s) to verify my hours for Work Experience.
- I have been advised that the final paper and employer signed time card(s) are due at the faculty advisor office by the end of the semester.
- I understand that Work Experience is available for Credit / No Credit grading only.
- I understand that late papers or time cards will NOT be accepted and will automatically receive a grade of No Credit.
- I understand that failure to meet any of the requirements by the dates listed above shall result in a grade of No Credit being issued.
- I further understand should I wish to drop Work Experience it is the students' responsibility to do so. The faculty advisor is not responsible and will not drop the student.
- I have been provided with the faculty advisor's office phone number and email address. It is the students' responsibility to notify the advisor of any changes in my employment status or contact information.
- All of these items have been explained to me. I have read and understand them and I agree to the terms at outlined above.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_

Date \_\_\_\_\_



## Cooperative Work Experience Learning Objectives

Student's Name \_\_\_\_\_

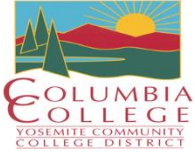
Students should develop three learning objectives, *which should be realistic and possible to complete during the semester*. The objectives are to be developed and written by the student, reviewed and approved by the supervisor and the faculty coordinator, and must reflect the responsibilities of learning for the student. At the end of the semester/session the supervisor and faculty coordinator will evaluate the level of attainment of each objective.

<b>Objective One</b>	<b>What is the task?</b>	<hr/> <hr/> <hr/>
	<b>How will it be accomplished?</b>	<hr/> <hr/> <hr/>
	<b>How will it be measured?</b>	<hr/> <hr/> <hr/>

<b>Objective Two</b>	<b>What is the task?</b>	<hr/> <hr/> <hr/>
	<b>How will it be accomplished?</b>	<hr/> <hr/> <hr/>
	<b>How will it be measured?</b>	<hr/> <hr/> <hr/>

<b>Objective Three</b>	<b>What is the task?</b>	<hr/> <hr/> <hr/>
	<b>How will it be accomplished?</b>	<hr/> <hr/> <hr/>
	<b>How will it be measured?</b>	<hr/> <hr/> <hr/>

<b>Signatures</b>	Work Site Supervisor		Date	
	Faculty Supervisor		Date	
	Student		Date	



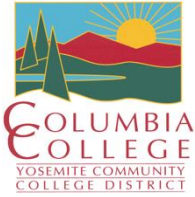
## Cooperative Work Experience Work Experience Time Summary Report

<b>Student Name:</b>	<b>ID #:</b>	<b>Semester:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <b>Year:</b>
<b>Name of Business:</b>		
<b>Address of Business:</b>		
<b>Supervisor Name:</b>		

Work Week Beginning Date <small>Example: Week 1 August 22</small>	Sunday Hours	Monday Hours	Tuesday Hours	Wednesday Hours	Thursday Hours	Friday Hours	Saturday Hours	Total Weekly Hours	Supervisor Initials
Week 1									
Week 2									
Week 3									
Week 4									
Week 5									
Week 6									
Week 7									
Week 8									
Week 9									
Week 10									
Week 11									
Week 12									
Week 13									
Week 14									
Week 15									
Week 16									

<b>Supervisor Signature:</b>	<b>Employee Signature:</b>	<b>Date:</b>
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## Cooperative Work Experience Final Assignment

Choose one (1) of the topics listed below and prepare a written report according to the instructions. This written report is intended to sharpen your organizational, critical thinking, and writing skills. The importance of clear and concise written communication cannot be overemphasized.

- Submit the typed paper, double-spaced, on standard 8 1/2 x 11" paper, using one side of each page.
  - **A minimum of four (4) pages is required.**
- Prepare a cover page that includes:
  - Your name
  - Date
  - Instructor's name
  - Course name and number
  - A statement of purpose that clearly indicates the purpose of the paper.
- Check for correct grammar and spelling. Proofread as well as use spell check.
- Staple all pages together at the upper left-hand corner.
- This completed assignment is to be turned in by the end of semester due date.

### Topics for Final Assignment

- Evaluation of your objectives and their value to your future goals and/or employment. What did you learn by completing the objectives that you might not, otherwise, have learned? Were the objectives valuable to your future goals and/or employment? Include information about the work site, its location, number of employees, management, type of business, etc.
- Occupational/Career Research Paper. Choose a career you are interested in and research different resources including the Career Center, Internet, Job Placement Specialist, Interviews, etc. Please sight your references at the end of your paper.

#### Guidelines:

- Job Title and Job Description
  - Dictionary of Occupational Titles Number (D.O.T)
  - Work Environment
  - Personal characteristics needed
  - Skills required
  - Education and/or training required
  - Licensing
  - Pay
  - Employment is found in what kinds of businesses
  - Employment outlook
  - Opportunities for advancement
  - Related occupations
  - Associations (names & addresses)
  - Conclusions regarding this career
  - \*List your sources of information
- Career Portfolio. A portfolio is a compilation of several documents about you and is presented to a prospective employer at the interview. The Portfolio must be typed and well organized and presented in a notebook. The Portfolio is something you build upon throughout your working life, so it is always in an evolving state. Basic items to include in the portfolio are:
    - Title Page
    - Table of Contents
    - Letter of Application
    - Resume
    - Sample of Written Work with explanation as to its source.
    - Samples of work--i.e. computer projects, GIS maps, team projects, photographs, etc.
    - Awards received
  - Other project as approved by instructor.

## Guidelines for Written Papers

### General Format

Reports should be a minimum of four (4) page in length, typed, standard 12-point font, double spaced and with margins of 1.25 inches. A minimum of four (4) full pages, i.e. 5 x 27 lines, or a minimum of 135 lines of material, not counting the title or cover page are required. No handwritten papers will be accepted. Paper must be either typed or produced using a computer. If you use a computer, please do not use poor printer; use a printer and/or cartridge or typewriter ribbon which is not designed to accelerate professorial blindness. Restrict the font selection to the following: Times New Roman, Courier New or Arial. Fancy or cursive fonts may look nice but are difficult to read and will result in the paper being returned to the student ungraded.

### Pagination

The cover sheet on which you have the name of the paper, your name, course number, etc., should have no page number. The first page of any paper should not have a page number, after all, the very nature of the first page should indicate a start. However, every page after the first should have a number (2, 3, etc. in the upper or lower right corner). A paper that does not have page numbers on it will be reduced by one full grade.

### Spelling / Grammar

Spelling and grammar should be at the College level. Students should not misspell any words in a formal paper. Spelling and grammar will count on grading. A total of two (2) misspelled words per page or a cumulative total equaling that amount (example: five (5) page paper with ten (10) misspelled words) will result in a maximum allowable grade of C, prior to any other grading of paper. A paper with excellent content but poor writing will not earn an A. NOTE: Your computer spell and grammar check will not pick up the misuse of words i.e., the difference between its and it's, there and their, etc. You need to proofread your paper very carefully.

### Citations / Quotes

In the usage of quotes and non-quoted ideas, it is important to let the reader know the page number of a given quotation or idea. Whenever you use a direct quotation, or whenever you indirectly quote an author (such as, Tarn says that Alexander the Great was a jerk.) you must cite the page number. Except for formal research papers, you can and should cite it at the end of the sentence, as follows; Tarn says that Alexander the Great was a jerk (Sowards, p. 20). NOTE: The final parenthesis comes before the period. If you are citing from one (1) page, the correct form is p., as p. 27. If the material cited comes from more than one (1) page, use pp., as in pp.27-28, or pp.27, 29, 33. (Note: It is not just direct quotations, but paraphrases of ideas not directly quoted for which you need to cite page numbers.) To do otherwise constitutes plagiarism.

### Plagiarism

According to the American Heritage Dictionary of the English Language, the verb to plagiarize means "to steal and use (the ideas or writing of another) as one's own." When writing a paper you cannot simply take and use the words of the author (i.e., lift them from the book into your paper) without citing your source. If you use exactly the same words you must enclose them in quotation marks and cite the page number. If you take the ideas from an author, do not directly quote them, but paraphrase (i.e., change the wording a bit but keep the idea) you must still give a reference to the page or pages from which you have taken the material. If you fail to do this you are, very simply, cheating. Plagiarism, as this is called, automatically merits the grade of F for that paper; depending on the severity of the violation, the penalty may merit a grade of F for the entire course.

### Names

The first time you use a person's name in a paper you should use more than the last name. Thus, the first time you use the name, use George Washington, or President George Washington. On all subsequent occasions in the same paper you may, if you wish, simply use the last name, i.e., Washington. Do not use the first name alone. Do not refer to President Washington simply as George unless you personally knew him, which is highly unlikely. Students seem to think this makes their paper more personal, however, it is simply improper and poor form.

### Proofreading

A student who takes pride in his or her work should never submit a formal paper without carefully proofreading it. Notice the emphasis on the word carefully. When proofreading, it is a good idea if using a computer to print a copy to proofread. The best way to proofread is to proofread by paragraph, proofing each paragraph twice: first, reading from left to right, then reading from right to left, word by word. That will force you to look at each word individually and will help you find errors you would otherwise miss, and great cut down on misspelled words and typos. It is good to ask a friend to look over your paper also, as we easily miss our own errors and may be unable to tell when we have misspelled a word.

### Late Papers

Paper must be turned in by the due date as assigned by the faculty or the student will receive a grad of NC (No Credit).