

SENIOR LEVEL PAPERS/ESSAYS

All essays/papers are to:

- ☐ be typed and double spaced
- ☐ have either Times New Roman or Arial typeface and in a font size of 12 points
- ☐ be printed on clean, fresh opaque white paper
- ☐ be printed in very dark, clear lettering
- ☐ have 1" margins
- ☐ use APA style as necessary
- ☐ be checked for proper spelling, grammar, and syntax
- ☐ use the proper name of this department—Communication Studies not Communications
- ☐ have title pages with creative titles

Senior Level Papers:

- ☐ have clear introductions with a clear thesis/preview statement
- ☐ have a fluid and coherent body
- ☐ have a conclusion that summarizes the paper
- ☐ use *professional* language not pedestrain language (get, really, got it done)
- ☐ use COM terminology effectively
- ☐ do not include contractions
- ☐ do not misuse “its” and “it’s”
- ☐ do not misuse affect and effect
- ☐ do not misuse insure and ensure
- ☐ do not misuse your and you are
 - careful MicroSoft Word likes to offer you’re and generally it is incorrect
- ☐ avoid intensifiers
- ☐ author’s do not claim to posses something when they mean possess
- ☐ seldom preface a statement with “I think that” or “I feel that”
- ☐ distinguish between plurals and possessives
- ☐ do not use article titles or journal titles instead of the author’s name when giving credit within a statement
- ☐ are never submitted without having been proofread at least twice
- ☐ do not repeat mistakes from previous papers

You are a senior COM scholar and my expectations are high when I read your papers. You have been taught the importance of audience and situation analysis, the various theories of communication over the last several semesters. I expect your writing to illustrate the knowledge you have been provided. Everything you write and submit to me, to another professor, to a potential employer, to a future graduate school program represents you, your UNCW professors and the Department of Communication Studies at UNCW.

SENIOR LEVEL PRESENTATIONS

As students in the Discipline Capstone course for the Department of Communication Studies you have given many presentations. These might have been in your public speaking class, your business and professional speaking class, your debate class, your small group class, or even your mass communication and society class. In fact I feel it is safe to believe that you have given many presentations over your years in our department. However, here are a few reminders regarding what is expected in a senior level presentation.

Senior Level Presenters:

- ◆ Never, ever bore their listeners. As Dr. Weber informs his students, “You say you weren’t enthusiastic about your topic in the first place? You picked the wrong topic for you, my friend – there is no such thing as a boring topic, there are only boring presenters.”
- ◆ Use their speaking notes only to jog their memory. They have rehearsed their presentation and are prepared to speak with their eyes connecting with their audience not their speaking notes, the monitor, nor the screen.
- ◆ Do not hide behind the lectern, desk or the box that contains the computer equipment.

Senior Level Presentations:

- ◆ are extemporaneous. According to Lucas in the Art of Public Speaking, “Unlike an impromptu speech, which is totally off the cuff, an extemporaneous speech is carefully prepared and practiced in advance. In presenting the speech, the extemporaneous speaker uses only a set of brief notes or a speaking outline to jog the memory. The exact wording is chosen at the moment of delivery.” The key words in Lucas’ definition are carefully prepared and practiced in advance and that the speaker uses his/her brief notes to jog their memory. Extemporaneous speakers do not read a manuscript to the audience, especially a manuscript written at the last minute.
- ◆ have clear introductions. The 4 key components of an introduction are: Attention Getting Statement, Reason for Listening (to you and the topic), Central Idea, and Preview of Main Points. “Hello my name is _____” and “My topic is _____” are not appropriate ways to open a speech.
- ◆ have a limited number of mutually exclusive main points. The senior level presenter remembers that if they have too many main points the audience will have trouble sorting the information. Each main point is kept separate from the other main points. Also the time spent on each main point is balanced. Each of these steps makes it that much easier for the audience to truly enjoy your presentation.
- ◆ have a conclusion. The conclusion is the speaker’s last chance to summarize their main points and end the speech with a final statement. The conclusion begins with something other than “In conclusion”. The final statement is something besides “thank you” or “any questions”.
- ◆ have strong verbal and nonverbal delivery. Verbal delivery includes appropriate vocal variety. This can occur naturally if the speaker is at all enthusiastic about their topic. Nonverbal delivery includes but is not limited to strong eye contact with all members of the audience, appropriate hand gestures, etc. As Dr. Weber points out, “Every gesture, vocal tone, eye movement, pause and body movement is chosen because it makes the key ideas of the speech understandable and keeps the audience focused on those ideas.”

Orientation
Page
Samples

(see explanations in
assignment)

PORTFOLIO ITEM #4: CASE FILE

Portfolio Item Description—

- Intercultural Communication training materials
- Planning, logistics, and delivery communications

History of the Project—

- Semester project, Communication Training and Development course
- Training delivered to UNCW Student Affairs unit

My Contribution to the Project—

- Wrote training agenda and handouts
- Designed the PowerPoint slide show

Professional Skills Illustrated by This Project—

- Organizational analysis
- Needs analysis
- Professional writing
- Training design

Please note . . .

Letter of appreciation from client

Portfolio Item #4: Case File

Portfolio Item Description—

Materials for an Intercultural Communication half-day training package; plus planning, logistics, and delivery communications

History of the Project—

Developed in partial fulfillment of course requirements for a Communication Training and Development course; training delivered to UNCW Student Affairs unit

My Contribution to the Project—

I wrote the training agenda and the handouts. I also designed the PowerPoint slide show.

Professional Skills Illustrated by This Project—

- organizational analysis
- needs analysis
- professional writing
- training design

Please note . . .

. . . the letter of appreciation from the Student Affairs unit, testifying to the success and organizational impact of the training.

CONFERENCE REGISTRATION MATERIALS
FOR THE 2003
NORTH CAROLINA RHEUMATOLOGY ASSOCIATION
ANNUAL MEETING

DESCRIPTION

- ✓ Teaser Postcard
- ✓ Brochure
- ✓ Reminder Postcard

HISTORY OF PROJECT

- ✓ As administrative director my job was to create brochures and postcards that met requirements of Coastal AHEC our accrediting agency
- ✓ Announcements sent to over 250 rheumatologists in North Carolina, South Carolina and Virginia

PROFESSIONAL SKILLS ILLUSTRATED

- ✓ Needs analysis
- ✓ Professional writing
- ✓ Knowledge of design guidelines
- ✓ Ability to meet requirements enforced by others
- ✓ Microsoft Publisher

PLEASE NOTE

- ✓ Met goal to double 2002 attendance

Speechwriting file

Descriptions of file items

Four speeches I wrote for various occasions:

1. Speech of introduction
2. Persuasive speech
3. Speech for a special occasion: Toast
4. Motivational speech

Origins of the speeches

- 1, 2 & 3: upper-division *Speech Writing* course assignments
- 4: October 2004 Student Athletic Council ceremony

Professional Skills Demonstrated

- Analyzing audience, occasion and speech purpose
- Designing professional messages for specialized audiences
- Skills in persuasive oral and written communication

Please note . . .

- . . . letter from Council president confirming enthusiastic reception and high impact of Speech 4

Artifact # 4

Conference Registration Materials for the 2003 North Carolina Rheumatology Association Annual Meeting

Description:

- Teaser Postcard
- Brochure
- Reminder Postcard

History of Project

- job was to create brochures and postcards okay for accrediting agency
- sent 250+ rheumatologists in NC, SC & VA

Professional Skills Illustrated

- needs assessment
- team work
- writing
- publisher
- receive okay from AHEC



I met my goal to
dbl 2002
people



How To Outline Handout



**If you don't want to feel like the gentleman above,
start early typing your outline.**

I hope the following tips will make it easier for you to type your outline.

For those of you that are not sure what version of Microsoft Word you have:

open Word

Click on Help in the toolbar

Click on About Microsoft Word

this will tell you what version you are using.

How To Outline
Using Microsoft Word – Office '97, Office '98
Office 2000 and Office 2002

- I To Start Outlining
 - A Go to Format
 - 1 Then to Bullets & Numbering
 - a Choose outline numbering if an option
 - b Choose the outline format that matches the Basic Outline Handout format
 - c If not available you will need to choose one and then click customize
 - 1 Follow the correct chart on next page to set the various items
 - a If using Microsoft Office 2002 do not put “.” after the roman numeral or letter.
 - 2 When done click okay
 - B Begin typing following the tips below
- II To create your outline
 - A To move forward use the tab key
 - 1 this will move you one level of the outline at a time
 - a for example: From Main Point I to subpoint A
 - B To move backwards hold the shift key down when you strike the tab key
 - 1 for example: From support material 1 to subpoint B
 - C To get a blank line between ideas (for example between “B” and the “II” above)
 - 1 hold the shift key down while striking enter OR
 - 2 click on the outline number icon on the toolbar to turn it on and off
 - a if it restarts with the wrong number go to format, then bullets and numbering, outline numbering, your customized version then choose continue previous list
 - D What to do if you need to add a main point or subpoint
 - 1 go to level above where you want to add a point and strike the enter key
 - a use above instructions to correction number and spacing
 - E What to do if you need to change roman numerals – for example between the introduction and body
 - 1 follow instructions in C.2.a and choose restart numbering.

Customized Outline Format Chart

for
Word 97, 98, 2000

Level	Number Style	Aligned at	Indent at
1	I	0.0"	0.5"
2	A	0.5"	1.0"
3	1.	1.0"	1.5"
4	B	1.5"	2.0"

for
Word 2002

next to number position it should always read left.

Level	Number Style	Aligned at	Tab Space	Indent
1	I	0.0"	0.5"	0.5"
2	A	0.5"	1.0"	1.0"
3	1	1.0"	1.5"	1.5"
4	a	1.5"	2.0"	2.0"
5	1	2.0"	2.5"	2.5"

for
Word 2003

If it is not the same as 2002 use the basic idea to create an appropriate outline. Sorry but my computer on campus only has Word 2002.

Basic Informative Speech Format

Title

Your Name

Introduction

- I Attention Getting Statement
- II Reason for Listening
 - A to you (credibility)
 - B to the topic
 - C point A and B may be reversed
- III Central Idea (aka Thesis statement)
- IV Preview Statement

Body

- I Main point one – written as a complete sentence (not a question)
 - A Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
 - B Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
- II Main point two – mutually exclusive from point one
 - A Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - B Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
 - C Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
- III Main point three – mutually exclusive from points one and two
 - A Support/Evidence (key word/phrase)
 - 1 sub-support/evidence (key word/phrase)
 - 2 sub-support/evidence (key word/phrase)
 - B Support/Evidence (key word/phrase)
 - C sub-support/evidence (key word/phrase)

Conclusion

- I Summary of main points/arguments
- II Clincher – final statement

This outline is meant to illustrate the basic format of an outline. If you still don't remember all the parts of a speech find your old COM 110 textbook or stop by to see your instructor.

**Recommend Courses in Discipline Specialty Areas,
Beyond Core/Required Classes,
for PCOM and COM Majors**

March 2006

ADVERTISING

COM 211 Storytelling
COM 230 Voice and Diction
COM 260 Digital Multimedia
COM 265 Survey of Mass Communication
COM 275 The Art of Persuasive Speech
COM 280 Television Aesthetics and Techniques
COM 290 Rhetoric of Popular Culture
COM 325 Business and Professional Communication
COM 360 Mass Media Research
COM 365 Communication Law
COM 366 On-Camera Performance
COM 375 Communication Ethics
COM 380 Field Video Production
COM 385 Studio TV Production 1
COM 441 Communication Analysis
COM 467 Advertising in Mass Communication
COM 480 Field Video Production II
COM 485 Studio TV Production 2
COM 489 Advanced TV Production
MKT 340 Principles of Marketing
MKT 341 Marketing Research
MKT 347 Promotion Management
MKT 442 International Marketing
ART 112 Drawing Fundamentals
ART 220 (CSC 220) 3-D Computer Graphics Tools and Literacy

**DIGITAL MEDIA and VIDEO
PRODUCTION**

COM 260 Digital Multimedia
COM 265 Survey of Mass Communication
COM 268 Broadcast Journalism
COM 280 Television Aesthetics and Techniques
COM 295 Intro to 3D Animation
COM 360 Mass Media Research
COM 365 Communication Law
COM 366 On-Camera Performance
COM 368 Advanced Broadcast Journalism
COM 380 Field Video Production I
COM 385 Studio TV Production 1
COM 465 Mass Communication in Society
COM 467 Advertising in Mass Communication
COM 480 Field Video Production I
COM 485 Studio TV Production 2
COM 489 Advanced TV Production

COM 495 TV News Magazine
ART 220 (CSC 220) 3-D Computer Graphics tools and Literacy
ART 320 (CSC 320) Computer Animation

**INTERRACIAL/INTERCULTURAL
COMMUNICATION**

COM 245 Com with Deaf and Hearing Impaired Persons
COM 296 Cross-Cultural Communication and Aging
COM 342 Diversity in Public Communication
COM 390 Intercultural Communication
COM 391 Interracial Communication
COM 392 Aging and Communication
COM 429 Organizational Culture
COM 443 Rhetoric of Faith Healing
COM 445 Nonverbal Communication
COM 495 Adv. COM with Deaf/hearing Impaired Persons
ANT 250 World Cultures through Film

INTERPERSONAL COMMUNICATION

COM 220 Interpersonal Communication
COM 223 Mediation and Conflict Management
COM 225 Health Communication
COM 245 Communication with Deaf and Hearing Impaired Persons
COM 276 Argumentation and Debate
COM 296 Cross-Cultural Communication and Aging
COM 297 Leadership Images in Film
COM 311/LED 311 Communication and Leadership
COM 390 Intercultural Communication
COM 391 Interracial Communication
COM 392 Aging and Communication
COM 423 Negotiation
COM 445 Nonverbal Communication
COM 495 Advanced Interpersonal Communication
SOC 345 Sociology of the Family
PSY 223 Life Span Human Development
PSY 365 Social Psychology
PSY 366 Psychology of Marriage and Family
ANT 303 Anthropology of Gender

MEDIA STUDIES

COM 265 Survey of Mass Communication
COM 268 Broadcast Journalism
COM 290 Rhetoric of Popular Culture
COM 297 Leadership Images in Film
COM 350 Politics and Film
COM 360 Mass Media Research
COM 365 Communication Law
COM 368 Advanced Broadcast Journalism
COM 375 Communication Ethics
COM 441 Communication Analysis
COM 465 Mass Communication in Society
PLS 208 Politics and the Entertainment Media
PAR 315 Media Ethics
ENG 384 Reading Popular Culture
SOC 303 Mass Media and Society
SOC 304 Popular Culture
SOC 306 Sociology of Culture

ORGANIZATIONAL and GROUP COMMUNICATION

COM 221 Small Group Communication
COM 223 Mediation and Conflict Management
COM 225 Health Communication
COM 276 Argumentation and Debate
COM 296 Cross-Cultural Communication and Aging
COM 297 Leadership Images in Film
COM 311/LED 311 Communication and Leadership
COM 325 Business and Professional Communication
COM 327 Organizational Communication
COM 345 Speech Writing
COM 365 Communication Law
COM 375 Communication Ethics
COM 390 Intercultural Communication
COM 391 Interracial Communication
COM 427 Advanced Organizational Communication
COM 428 Communication Training and Development
COM 429 Organizational Culture
COM 423 Negotiation
COM 445 Nonverbal Communication
COM 495 Online Group Communication
ENG 312 Writing for Business
MGT 350 Principles of Management
MGT 358 Organizational Behavior
PLS 308 Public Administration
PSY 336 Industrial Psychology
SOC 340 Organizations in Modern Society
SOC 486 Sociology of Work and Occupations

PERFORMANCE STUDIES

COM 116 Performance of Literature
COM 210 Performance of Children's Literature
COM 211 Storytelling
COM 216 Storytelling in the Community

COM 230 Voice and Diction
COM 316 Advanced Performance of Literature
COM 320 Performance of Southern Prose
COM 366 On-Camera Performance
COM 415 Experimental Theatre
COM 495 Performance of Elders' Stories
ENG 353 Southern American Literature
ENG 354 North Carolina Writers
ENG 380 Literature for Children
THR 130 Improvisation
THR 230 Acting for Non-Majors
THR 301 Movement for the Actor
PSY 324 Psychology of Aging
PSY 418 Motivation and Emotion

PUBLIC RELATIONS

COM 221 Small Group Communication
COM 223 Mediation and Conflict Management
COM 260 Digital Multimedia
COM 265 Survey of Mass Communication
COM 270 Writing for PR
COM 275 Art of Persuasive Speech
COM 280 Television Aesthetics and Techniques
COM 290 Rhetoric of Popular Culture
COM 311/LED 311 Communication and Leadership
COM 322 Introduction to Public Relations
COM 325 Business and Professional Communication
COM 327 Organizational Communication
COM 345 Speech Writing
COM 360 Mass Media Research
COM 365 Communication Law
COM 366 On-Camera Performance
COM 375 Communication Ethics
COM 390 Intercultural Communication
COM 418 Public Relations Case Studies
COM 422 Advanced Public Relations
COM 423 Negotiation
COM 460 Desktop Publishing
COM 465 Mass Communication in Society
COM 467 Advertising in Mass Communication
COM 495 Strategic Communication in the Entertainment Industry
COM 498 Internship in Communication Studies
BUS 150 Introduction to E-Business
ECN 125 Survey of Economics
ENG 202 Introduction to Journalism
ENG 204 Technical Writing
ENG 312 Writing for Business
LED 211 Principles of Leadership
HST 333 American Social History
MGT 350 Principles of Management
MGT 358 Organizational Behavior
MKT 340 Principles of Marketing
MKT 345 Sports Marketing
MKT 347 Promotion Management
MKT 349 Consumer Behavior

MKT 442 International Marketing
PLS 272 American Political Culture
PLS 302 Public Opinion and Democracy
PSY 336 Industrial Psychology
PLS 220 Introduction to International Relations
PLS 222 Contemporary International Political Issues
PSY 365 Social Psychology
PAR 315 Media Ethics
BLA 361 Legal Environment of Business

PUBLIC SPEAKING

COM 110 Public Speaking
COM 116 Performance of Literature
COM 221 Small Group Communication
COM 230 Voice and Diction
COM 275 The Art of Persuasive Speech
COM 276 Argumentation and Debate
COM 325 Business and Professional Communication
COM 345 Speech Writing
COM 441 Communication Analysis
COM 450 History of Rhetoric and Public Address
ENG 303 Reading and Writing Arguments
PAR 110 Introduction to Logic
PSY 418 Motivation and Emotion

RHETORIC and COMMUNICATION THEORY

COM 275 The Art of Persuasive Speech
COM 276 Argumentation and Debate
COM 280 Rhetoric of Popular Culture
COM 342 Diversity in Public Communication
COM 350 Politics and Film
COM 441 Communication Analysis
COM 443 Rhetoric of Faith Healing
COM 450 History of Rhetoric and Public Address
ENG 303 Reading and Writing Arguments
ENG 387 History of Literary Criticism and Theory
ENG 388 Rhetorical Theory
HST 290 The Practice of History
PAR 211 Philosophy of Human Nature
PAR 317 Epistemology
PAR 318 Metaphysics
PSY 365 Social Psychology
SOC 360 Social Theory
ANT 208 Language and Culture

Some Thoughts—and Warnings!—About Plagiarism

Guidelines prepared by David E. Weber, Ph.D.

Let's imagine you are writing an essay. Into it you insert information you found in a book or magazine or on line. Maybe you transcribe a passage from a print source, or copy-paste a paragraph from a website. It's not like you avoided doing the research. After all, you did look the stuff up.

It's no big deal, right? WRONG! Very wrong!

Organizations have rules for how members will relate to each other in those groups. And every organization has some differences in their rules. For example, in the large, complex organization we know as the U.S. Army, members follow a rule that under most circumstances, an officer must be saluted by any soldier of lower rank. Another example: many organizations today have a rule that you can't smoke in office space. UNCW, the organization you and I belong to, has a rule prohibiting plagiarism. UNCW has defined plagiarism as the "obtaining by any means another person's work, and the unacknowledged submission or incorporation of it into one's own work" (2003-2004 UNCW Code, 2003, p. 5). Every university in the U.S. happens to have a similar rule—an enduring and sacred rule in most universities.

Why the strict stand against plagiarism? First, the members (students and teachers) of a university are supposed to be committed to acquiring knowledge, and developing the mind to its fullest. Plagiarizing enables you to learn little more than how to plagiarize. It's wholly unnecessary to learn how to plagiarize, though, and virtually no substantial mental development occurs in the process, so for that reason alone, plagiarism has no place in a university.

Second, plagiarism is a form of theft: if you plagiarize, you have stolen someone's idea. You are a lying thief if you cause others to think that you came up with some great idea, or some clever words, all by yourself. You're telling your instructor, "I am such a lazy slug, I couldn't spend an extra minute or two writing down where I got some useful information from."

You may think to yourself, "People outside the university plagiarize all the time." That is an overstatement, but let's assume for a moment it's true. My response is: When you're out of school, if you wish to plagiarize, you're still a thief, a liar, and a lazy slug, but you're on your own—and personally, I hope someone cares enough to make you feel like a weasel. Right now, though, by being a UNCW student, you're a part of *this* organization, and you come under the force of *its* rules—and rule number one in the academic world is "Never plagiarize—give credit where credit is due for the ideas you express." *There is no shame in borrowing ideas from others, as long as you integrate the information properly into your essays or speeches, and give credit correctly to those from whom you borrowed.*

Here are some actions that students may not know are instances of plagiarism, but in fact your instructor will consider it plagiarism if you do any of the following:

- Copying a *sentence* from a webpage on the Internet, and pasting it into a word-processing document.

EXAMPLE: You are writing an essay on the topic of rhetoric. You visit an online encyclopedia, Encyclopedia Britannica Online, and come upon the following sentence:

In all times and places where rhetoric has been significant, listening and reading and speaking and writing have been the critical skills necessary for effective communication.

You copy-paste it into your document. Even though it's just one sentence, it's plagiarism unless you put quotation marks around it and cite its source properly.

- Copying a *paragraph* from a webpage on the Internet, and pasting it into a word-processing document.

EXAMPLE: You are writing an essay on the topic of McDonald's. You visit the McDonald's website and on the "Corporate Responsibility" homepage read the following paragraph:

At McDonald's, responsibility means striving to do what is right, being a good neighbor in the community, and integrating social and environmental priorities into our restaurants and our relationships with suppliers and business partners. It also means communicating about our efforts to address social and environment issues that matter to our customers and other stakeholders.

You copy-paste it into your document. Even though it's only one paragraph, it's plagiarism unless you format it correctly as a quoted passage, and cite your source properly. Let's say you change each "our" to "its" and don't cite the source—you've still plagiarized even though you changed a word.

- Keyboarding passages from a print source into a word-processing document you are composing.

EXAMPLE: You are writing an a report on classical management. In reviewing this topic in your course textbook—let’s say you’re using Katherine Miller’s *Organizational Communication: Approaches and Processes*, 3rd edition—you come across the following two sentences in a three-sentence paragraph:

Fayol suggests that power should be relatively centralized in the managers, who hold both authority over and responsibility to the employees. The employees within this power structure should then submit to the rules and orders of the managers.

You like that passage so you keyboard it into your document. Doing so is plagiarism, though, unless you put quotation marks around the passage you used and cite your source properly—even though we’re talking about only a couple of sentences and even though the *entire* paragraph was not put into your document.

- Rewording a passage (a sentence or two, a paragraph, or a large section) from a source and putting it into your document.

EXAMPLE: Working with the same passage from Miller that we addressed in the previous example, let’s say you don’t include the words “Fayol suggests that” in the passage that you enter into your document. If don’t cite the source (and use quotation marks correctly), you’ve plagiarized even though you changed the wording of the passage by leaving out the first three words of the first sentence.

Now, let’s say that you reword the Miller passage as follows:

Power should be more or less centralized among the managers, who hold authority as well as responsibility. The employees should then submit to the rules and orders of the managers.

Or perhaps as follows:

Managers must have power because they are responsible for what happens in the organization, and have authority over employees. The employees are expected do what the managers tell them to, and to follow the rules.

Did you plagiarize if you wrote either of those reworded passages (“Power should be...” and “Managers should have...”) and didn’t cite Miller? After all, you changed some words from what Miller originally wrote—several in the first passage, and many in the second. The answer: Yes, you *did* plagiarize if you didn’t cite Miller! After all, you retained the key ideas or concepts from Miller—“power,” “managers,” “responsibility,” “following rules,” and one or two others—or very close equivalents.

If you wish to paraphrase someone (i.e., express an idea communicated by another person, but not using the same words that the person used) you must do so by using words that are 100% different from those used by the original author. Also, you must correctly credit the original author for the idea. If you just can’t figure out a different way to express the idea, you simply must quote and cite correctly, or resign yourself to casting aside the idea.

Again, plagiarism means using someone else's work without crediting that person. Fortunately, a simple method exists by which you can use material that you yourself didn’t create or think of. The method is simply TO COMPLETELY AND CORRECTLY NOTIFY THE READER WHAT MATERIAL YOU BORROWED. In this course, that means using APA style to cite your sources.

There is no shame in borrowing ideas from others, as long as you integrate the information properly into your essays or speeches, and give credit correctly to those from whom you borrowed.

NOTE: If you have any question whatsoever how to include in your written or oral assignments ideas you borrow from someone else, please ask your instructor for guidance. Similarly, if you are unsure whether or not you are borrowing or being original, ask your instructor for his or her opinion, and follow your instructor's ruling. Also, if you ever have a question about APA style, consult the style booklet you used in COM 200 (Communication Research Methods), or ask your instructor or the Reference Librarian for coaching.