<table>
<thead>
<tr>
<th>Department of</th>
<th>Accounting</th>
<th>School of</th>
<th>Business</th>
</tr>
</thead>
</table>

**Instructor Name:** Pam Thompson, CPA, MST, DBA  
**Office Location:** FH 227  
**Office Phone:** TBD  
**Email Address:** Pamela.Thompson@untdallas.edu

**Office Hours:**  
In-office: Tues/Thurs 1-3 PM  
Online Office Hours: Mon/Wed 9-11 AM

**Classroom Location:** FH 213  
**Class Meeting Days & Times:** Tues – Thurs 4:00 – 5:20 PM

**Course Catalog Description:**  
ACCT 3110. Intermediate Accounting I. 3 hours. An in-depth study of the process of preparing and presenting financial information about an entity for outside users. Topics vary, but typically include: standard setting; the accounting cycle including data accumulation, adjustments and preparation of financial statements; and valuation. There is a focus on the recognition, measurement and disclosure of revenue; inventory and cost of sales; and plant assets.

**Prerequisites:**  
ACCT 2010 and ACCT 2020 with a grade of C or better; ECON 1100 and ECON 1110; MATH 1400 or MATH 1710.

**Co-requisites**  
This course may not be taken more than twice at UNT or at another college or university. Students may not retake this course once they have completed (with a grade of C or better) a course for which this is a prerequisite.

**Required Text:** Intermediate Accounting: Reporting and Analysis, 2017 Update, 2nd Edition*  
Authors: James M. Wahlen | Jefferson P. Jones | Donald P. Pagach  
Publisher: Cengage  
*I prefer you get the loose-leaf version but eText is allowed. You will do better in the course with an actual paper book to use*

**ALSO REQUIRED:** Read this carefully: At least 1 semester of CengageNOWV2 Instant Access for this textbook is required. See bookstore for details. BUT - We will be using this in the Fall 2019 for Intermediate II also so you may want to purchase 2 semesters of CengageNOW.

**Most Important** – if you have other courses this semester that are using Cengage products you can save a lot on the cost by purchasing Cengage UNLIMITED. But you have to tell the bookstore or purchase it online that way. Once you’ve purchased you may NOT go back and request Unlimited. Cengage Unlimited is a great deal for students because you can use all Cengage products for one set amount per term or per year, depending on how you buy it.

***This is NOT the same textbook as the Intermediate classes have been using in the past. It is a new textbook from a different publisher.***

Once you have the access code refer to the “boarding pass” info (posted in Canvas) in order to register in the correct CengageNOW course.
Course Goals or Overview: The goals of this course are as follows: The goal of this course is to expand the student’s knowledge of accounting concepts related to financial reporting, business operating activities and investing activities, with emphasis on components of each of those areas.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

1. Define sources and uses of financial accounting information, and the conceptual framework for reporting.
3. Define and present the income statement and statement of cash flows.
4. Identify, analyze and report components of business operating activities
5. Analyze and apply the time value of money.
6. Evaluate methods for valuing and reporting inventories, including estimating, Dollar-Value LIFO.
7. Explain contingent liabilities, and investing activities, including fixed assets, and intangibles.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Tues</th>
<th>Thurs</th>
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</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Jan 14-20</td>
<td>Syllabus, Course Intro</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Jan 21-27</td>
<td>Ch 3 (review)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Activities</td>
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<tr>
<td>Week 3</td>
<td>Jan 28-Feb 3</td>
<td>Ch 4 – Balance Sheet</td>
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<td></td>
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<td>Ch 4 – Balance Sheet</td>
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<tr>
<td>Week 4</td>
<td>Feb 4-10</td>
<td>Ch 4 – Balance Sheet</td>
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<tr>
<td></td>
<td></td>
<td>No class – Group Project</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 11-17</td>
<td>Exam 1: Ch 3 &amp; 4</td>
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<tr>
<td></td>
<td></td>
<td>Ch 5 – Income Statement</td>
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<tr>
<td>Week 6</td>
<td>Feb 18-24</td>
<td>Ch 5 – Income Statement</td>
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<tr>
<td></td>
<td></td>
<td>Ch 5 – Income Statement</td>
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<tr>
<td>Week 7</td>
<td>Feb 25-Mar 3</td>
<td>Ch 5 / TVM Module</td>
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<td>TVM Module</td>
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<td>Week 8</td>
<td>Mar 4-10</td>
<td>TVM Module</td>
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<td>No class – Group Project</td>
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<tr>
<td>Week 9</td>
<td>Mar 11-17</td>
<td>SPRING BREAK</td>
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<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 10</td>
<td>Mar 18-24</td>
<td>Exam 2: Ch 5 &amp; TVM Module</td>
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<td>Ch 6 – Cash &amp; Receivables</td>
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<tr>
<td>Week 11</td>
<td>Mar 25-Mar 31</td>
<td>Ch 6 – Cash &amp; Receivables</td>
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<tr>
<td></td>
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<td>Ch 6 – Cash &amp; Receivables</td>
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<tr>
<td>Week 12</td>
<td>Apr 1-Apr 7</td>
<td>Ch 7 - Inventory</td>
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<td></td>
<td>No class – Group Project</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 8 – Apr 14</td>
<td>Ch 7 - Inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch 7 - Inventory</td>
</tr>
<tr>
<td>Group Project</td>
<td>SPRING BREAK</td>
<td>Group Project due April 14 by 6:00 PM</td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr 15-Apr 21</td>
<td>Ch 7 - Inventory</td>
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<tr>
<td></td>
<td></td>
<td>Exam 3: Ch 6 &amp; 7</td>
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<tr>
<td>Week 15</td>
<td>Apr 22-Apr 28</td>
<td>Ch 8 – Inventories – Spec Val</td>
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<td></td>
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<td>Ch 8 – Inventories – Spec Val</td>
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<tr>
<td>Week 16</td>
<td>Apr 29 – May 2</td>
<td>Ch 8 – Inventories – Spec Val</td>
</tr>
<tr>
<td>Week 17</td>
<td>May 6 – May 11</td>
<td>Final date/time TBA</td>
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<td>FINAL EXAM - Comprehensive</td>
</tr>
</tbody>
</table>

**Course Evaluation Methods:** This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- **Homework** – exercises designed to reinforce chapter material and ensure understanding of concepts, expanded by classroom presentations by students.
  1. **Homework assignments and the due dates are posted in CengageNOW.** Information about signing up in our course on CengageNOW is posted in Canvas.
  2. Homework due dates are firm. Do not wait until the last minute to do the work because a technological failure will not result in extra time for the assignment.

- **Exams** – written tests designed to measure knowledge of presented course material and ability to apply appropriate concepts in practical settings. Exams contain a combination of multiple choice and problems.

- **Final Exam** – This exam is comprehensive, more slightly weighted to Chapter 8 as it has not been previously tested, and entirely multiple choice.

- **Group Project** – Comprehensive project covering the accounting cycle. The project is entirely contained in an Excel spreadsheet format that will be posted in Canvas. Groups (3-4 people) will nominate someone to upload the finished project. Only one submission per group is required. You will have three class meetings dedicated to meeting as a group. Your group should plan to meet more than these 3 times because this is a challenging project and it takes several hours to complete. DO NOT WAIT UNTIL THE LAST MINUTE. Absolutely no extensions of the due date will be given in the interest of fairness to the other groups. Late submissions will be penalized HEAVILY starting 1 minute after 6 PM on the due date and projects later than three days will not be accepted. More details can be found in the project instructions in the Excel workbook.

**Grading Matrix:**

<table>
<thead>
<tr>
<th>Activities/Assignments</th>
<th>Value (points/percentages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project</td>
<td>15%</td>
</tr>
</tbody>
</table>
Participation (and attendance) | 10%
---|---

Total: 100%

**Grade Determination:** The above percentages will be applied to the average (where appropriate) of your grades in the above categories. The resulting totals will be added together and compared to the percentages below to determine your final grade in the course.

- **A = 90% or better**
- **B = 80 – 89 %**
- **C = 70 – 79 %**
- **D = 60 – 69 %**
- **F = less than 60%**

**Policies specific to this instructor and this course:** *(University policies follow this section.)*

**Syllabus.** The syllabus is subject to revision. Should this occur, the revised syllabus will be posted in Canvas and students will be notified.

**Communication Policy.** I try to respond to emails and texts (via Remind) within 24 hours between Monday at 8:00 AM and Friday at 5:00 PM. Often, I will also respond to emails during the weekend but that is not guaranteed. When I need to communicate with you, I post on Canvas and/or send emails to your school email address, and send texts via Remind. Each course has a Remind account set up and I encourage you to use it. It is free and allows for much faster communication but is not required. Please note that I do not send or discuss grade information via Remind. Mainly I use it to let you know I’ve posted and announcement or sent an email that you will want to read. The link to join Remind for this class is:

**You are responsible for all information contained in posted announcements and in emails sent to your school email.** You should make a habit of checking both these areas several times a week.

**Homework/Assignment Policy.** Assignment due dates are firm. Please do not wait until the last minute because if you miss the deadline or have an upload problem – you will still get a -0- for the assignment. Due dates may vary so be sure you know when things are due. **PLEASE NOTE:** Most of the homework deadlines are Sunday nights – but perhaps not all of them so be sure you check.

**Makeup Work.** In general make-up work will not be allowed. The exceptions to this are serious and unavoidable events that you can prove with third party documentation. If you are ill, you need documentation from a doctor. If you have an accident, you need a police or insurance report, etc. In most cases, missing an assignment will mean getting a grade of -0-. Accommodations will be provided as outlined in the student handbook – but be sure you know what that means. For example, missing class for a recognized religious holiday will be accommodated. Missing class because you are going on a church retreat will not. Vacations – no. Hospitalization – yes. And so on.

**Canvas.** You will need to be able to access Canvas for this course. You will be downloading assignment information and uploading assignments on Canvas. Canvas assistance information (phone numbers) can be found on the first page of this syllabus.

**Cell Phones, Laptops, & Other Technology.** Cell phones must be silenced during class. Do not text, answer calls, or look at non-course related websites during class. I reserve the right to ask students to leave the class for texting or talking on their phone during class time and for using their computer for other than class related activities. The class participation portion of your grade will be negatively impacted by these behaviors as well. In general, electronic devices may be used in the classroom only if they are being used to access an e-Book, take notes, or to work on assigned coursework.
Food and drink in the classroom. Please do not eat in the classroom. If you bring a drink it should be in a contained that has a cover or lid. Please be sure you clean up after yourself.

Class attendance and timeliness.
1. Be on time as much as is possible. Late arrivals should be the result of something like traffic – not because you stopped at Starbucks. Late arrivals should be infrequent. When you arrive, please enter and be seated as quickly and quietly as possible. Do not arrive late for exams.
2. Leaving early: DO NOT leave the classroom early without having notified me in advance. The only exception would be in the even that a student becomes ill. In that even, please communicate with me via email as soon as you can to explain the matter.
3. Attendance: I will take attendance. If come in late, you are still marked absent. It is entirely your responsibility make sure that you are marked as “late” and not “absent” – and this should be done during the same class period (not a week or two later). This is important because your attendance has a significant impact on your class participation grade.
4. Absences: Absences impact your grades in more than one way. If you have absences in excess of 3 times during the semester it will negatively impact your class participation grade. If you have only 1 absence (for example), but miss an exam, a debate, or some important class activity – you lose those points entirely.

Class demeanor and communication. It is expected that all members of the class will communicate with civility, act with respect for others, and demonstrate professionalism. Please avoid communication that might be categorized as profane or offensive. In the event that a student fails to demonstrate these characteristics to a degree that I feel is disruptive, I reserve the right to request that the student leave the classroom.

Email communications should be conducted using the university email account and should reflect a professional tone, including appropriate levels of civility and courtesy. Do not email in the same manner that you might send a friend a text message. Use complete sentences. Very important: Be sure that your emails to me include the information as to which class you are in. (See Diversity/Tolerance policy below for related information - in the University Policies that follow this section.)

Grade Questions: Students are responsible for looking at their grades in Canvas, and on graded and returned assignments in a timely manner. You should check that every 1-2 weeks and if you see a missing grade, or one that does not look correct in some way, ask about it then. DO NOT wait until the last 2 weeks of the course to decide to go through your gradebook looking for extra / missing points. I will not allow late uploads after the assignment due dates or after the assignments have been graded. If you think something happened during the upload you need a screen shot with a time stamp before the due date to prove it – and you should email me immediately.

Grade of Incomplete, “I” - No grade of “I” (Incomplete) will be given in this course unless there are extenuating circumstances (documented emergencies – See Student Handbook), all work at the time of request has been completed with passing grades and the student has attended/participated in class regularly to date. An incomplete will be given only upon the student’s request AND the instructor’s approval. An incomplete grade must be made up before the end of the following semester (by the due date established by the instructor) or the “I” will automatically become an “F”.

Academic Honesty: There is a section on Academic Honesty below, in the University Policy section, including a link to the university policies on this matter. I encourage every student to use that link and read that information: http://dallascatalog.unt.edu/content.php?catoid=12&navoid=381#academic-integrity
This is such an important area that I wanted to cover it in more detail – especially since this class includes assignments with a lot of writing. The area of “cheating” that I see most often is plagiarism - and sometimes I think it occurs because the student does not fully understand what it means or how to avoid it.

**The academic honesty / “cheating” policy for this course is as follows:**
1. Any instance of cheating, including plagiarism, will result in a grade of -0- for the assignment. The student will not receive partial credit for the part that they did on their own.
2. The assignment may not be resubmitted and there will be no extra credit given.
3. Not knowing it was cheating will not be an acceptable excuse. Follow the link, read the policy, ask questions if you want clarification.
4. Reporting the incident to the university will be at my discretion, but will typically occur the second time that a student has evidenced a failure of academic honesty. In some egregious cases, I will report the incident to the university the first time that it occurs.
5. Assignments submitted through Turn It In (which I plan to use for this course) will provide me with a “matching report” and a percent which shows how much of the paper was copied. This is a very detailed report and picks up everything from a few words, a phrase, to a paragraph and so on. The report also tells me where you got the information you copied. If your matching report exceeds approximately 22%, you can expect a -0- on the assignment. **Plagiarism is a form of cheating. You will not get partial credit.** I review each report because some of the things that Turn It In picks up are things like the actual assignment instructions – and other things that are not plagiarism. That is why I do not get too concerned until the percent gets to around 22%. After that – you might as well not bother to turn in the assignment because you will not get credit for someone else’s work.

Last, because I do know that this is a confusing area for many students, I have attached an explanation and demonstration dealing with plagiarism, citing, and referencing at the end of this syllabus that includes a link to free resources that show you how to cite and compose reference pages.

For citing (work you have quoted) or referencing (acknowledging work you consulted and incorporated into your own writing) you can use many methods. MLA and APA are perhaps the most common and I prefer APA. If you want your own handy reference book, I recommend (not required):


Fair warning, in both the upper level undergraduate classes and the graduate classes, we are going to do a lot of writing and you are going to need to know how to research, reference, and cite.

Okay – now go follow the link and read the Academic Honesty policy. Then read the demo at the end of the syllabus.

**Student Responsibilities:** Learning is every student’s responsibility. The following are the general student responsibilities for this course:
1. Read assigned material on schedule.
2. Complete all assignments on time.
3. Prepare diligently for class, examinations and quizzes
4. Take quizzes and examinations as scheduled.
5. Respect the learning environment by being prepared.
6. Observe classroom etiquette (i.e. be on time, talk when appropriate not visiting or chatting with your neighbor, not be disruptive to others, be respectful).
7. Review their grades regularly and address any questions in a timely manner (within 1 week of grade posting for each item). Grades will be calculated according to the matrix in this syllabus.

8. Read the syllabus completely and thoroughly. Read all information provided by me via Canvas and by email in a timely manner (check emails every day or so and look at the Canvas course about that often also). You are responsible for all course information in the syllabus, in emails, and in the Canvas course.

University Policies and Procedures

Students with Disabilities (ADA Compliance) - Chapter 7(7.004) Disability Accommodations for Students:
The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://dallascatalog.unt.edu/content.php?catoid=12&navoid=381#academic-integrity for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically. There will be study information on Canvas for those occasions class cannot be held on campus, whether due to bad weather or other requirements.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to
make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct, will be referred to the Center for Student Rights and Responsibilities, as the instructor deems appropriate.

Canvas Instructure Accessibility Statement: University of North Texas at Dallas is committed to ensuring its face to face, online, and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure Accessibility Statement is also provided.

Please read the Plagiarism document that comprises the last pages of this syllabus.
Plagiarism- A form of cheating / academic dishonesty.

You may have plagiarized if...

1. You went online and found articles, posts, or blogs on the topic and then cut and pasted phrases, sentences, paragraphs, etc. into your answer without (1) using quotes, or (2) referencing the source and author of the work. You represented other people’s knowledge and writing as though it was your own.
2. You found the solutions manual online for your textbook in your course. That made it really easy to get the right answer to homework, quizzes, and exams, right?
3. You had someone else write your paper. That is probably more like hard core cheating and not so much plagiarism. But still.
4. You and another student wrote your papers together. The content of both papers is very similar. Was this a group activity? If not…then no. No okay. Not plagiarism either but definitely a cheating behavior because you were supposed to be working alone.

Okay, let’s assume you don’t actually want to commit plagiarism (or other forms of writing cheating). How do your research a topic that you really don’t know much about, read what other people have written to learn about the topic, and then write something to submit to your instructor that isn’t going to get you in trouble?

First of all, I’m not going to ask you to write about something in your own words (no using outside sources) unless you’ve seen it in the book and/or we’ve discussed it or I have some reason to believe you should know enough about the topic without outside help. If I ask you for your opinion, then I expect you to give me that without using any other source. There are some short papers assignments like that in this course.

So, if you use ideas, words, quotes, knowledge, and so on from sources in your writing -you MUST indicate the source in your writing. You have to use a specific format – not just any way you want. We will use APA for this example.

The OWL at Purdue University provides excellent and free guidance on in-text citations and reference pages using APA format. This link will get you to the main page and then you can select the sub-topic from the list to the left.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
Writing assignment example – Topic: Making Homemade Soap

Example #1:

Homemade soap can be created using a variety of ingredients, colors, and scents. There are thousands of recipes in books and online that you can use for soapmaking. Every recipe is going to have a few common basic ingredients: A combination of oils or fats, potassium hydroxide (lye), and water. The type of oils or fats used depends on the preference of the person making the soap.

Old-fashioned recipes require rendered lard – which basically means taking fat from meat scraps and cooking it to melt all the fat and fry the bits of meat. After that you can strain the hot liquid through a strainer or cheesecloth leaving you with the melted fat. The fat will eventually cool turning into a pure white lard and it is this lard that is used in soapmaking. Other people prefer to use oils (usually olive oil), and fats like cocoa butter and shea butter in their soaps.

Example #1 Comments: Why didn’t I use any cites in these two paragraphs? Because I actually know how to make soap (don’t ask) and I did not have to look up anything (except how to spell potassium hydroxide).

Example #2: (Still making soap)

Soap is the result of a basic chemical reaction between fats or oils and lye. There are four basic methods for making soap at home: melt and pour, hot process, cold process, and re-batching. Cold process is the most common method and the most complicated because you are making the soap from scratch and can control all the ingredients. One drawback is that you have to learn to work with lye, the key ingredient in soap making which is actually sodium hydroxide a salt). When oil and lye are combined a chemical reaction occurs that is called “saponification.” Once the soap is made and cured, there is no lye left in the finished bar, only the natural ingredients you used to make the soap.

Example #2 Comments: So this looks a lot more like something I might get from a student. Unfortunately, half of this answer is DIRECTLY COPIED from a website and the other half is paraphrased directly from another website. Even though it sounds good (better than what came out of my head in Example #1) it is entirely plagiarized and a prime example of academic dishonesty. Also, I am always suspicious when students use words in their answers like “saponification” and don’t use a cite. Seriously, do you use that word often??? This paper gets a grade of -0-.

Keep reading........

Example #3: This time we will take the paragraph above (Example 2) and cite it properly.

According to Fisher(2018), “Soap is the result of a basic chemical reaction between fats or oils and lye. There are four basic methods for making soap at home: melt and pour, hot process, cold process, and re-batching (Fisher, 2018). Cold process is the most common method and the most complicated because you are making the soap from scratch and can control all the ingredients (Fisher, 2018). One drawback is that
you have to learn to work with lye which is the key ingredient in soap making and is actually a salt, sodium hydroxide (Caudill, 2018; Fischer, 2018). When oil and lye are combined a chemical reaction occurs that is called ‘saponification’ (Caudill, 2018). Caudill (2018) goes on to explain that “once the soap is made and cured, there is no lye left in the finished bar, only the natural ingredients you used to make the soap.”

After your answer you need a reference page on a separate page: (This is APA format.)

References


Note: You can see how to do this by going to The OWL website – the link I gave you on the previous page. Also – you should include page numbers in the cites and reference page when you have them. Neither of my sources had page numbers so I omitted them.

Example #3 Comments: So now am I happy? NO. Why?? Because the paragraph is pretty awkward even though the in-text cites are there. And more important – the student did not do any actual writing. This is still just “cut and paste” even though it is no longer plagiarized because the cites are there. Still, few very points earned for creative copying and pasting. Maybe a few for being able to cite and do a reference page. Not what I wanted though.

Example #4:

The most common method of making soap is known as the cold process, which is a little misleading since it involves melting fats and working with a hot mixture of lye and water (Caudill, 2018; Fisher, 2018). When lye is combined with water the chemical reaction causes the mixture to heat up rapidly (Caudill, 2018). The challenge is to melt the fats to a temperature between 100-110 degrees and cool the lye/water mixture to the same temperature more or less at the same time (Caudill, 2018). When both liquids are at that temperature range the lye and the fats are combined and must be stirred nonstop by hand for up to 30 minutes, or 5-10 minutes with a stick blender (Caudill, 2018).

The soap is created as a result of the chemical reaction between the fats and the lye and water mixture (Caudill, 2018; Fisher, 2018). When the fats and the lye are thoroughly combined and the mixture has begun to thicken, to pudding consistency, and show “tracings,” dyes and fragrances can be added at this point (Caudill, 2018; Fischer, 2018). Next, the soap is poured into a mold and set somewhere warm so it does not cool too quickly. Though lye is caustic when it is wet, once the soap dries all the lye has evaporated and what you have left is soap (Caudill, 2018).

Example #4 Comments: Now I’m happy. This one uses your own words (okay, my own words) and synthesizes the information I got from the two websites and my own knowledge. It is cited and I would
include the same reference page. If I run this one through Turn It In, I should not get a high match percentage because I USED MY OWN WORDS. And those that do match will be cited. In real life you should research the matter more using 3-5 more references than I did here. Two is not enough.

One technique I use to avoid plagiarism is by not taking notes that are too detailed. Sometimes you can’t use this technique because you need detailed notes for the topic being researched. You wind up using the exact words if you write them down and are staring at them. Take brief notes, and keep track of the source so you can go back if you need to. The goal is to learn about the topic from a variety of sources and then compile them into an answer in your own words – but you need to cite and reference the sources that you used even if you write in your own words.