



Course Agreement (2025-26)

Welcome! We want to ensure our students and their parents/guardians have all the information they need to be successful in our courses. During the registration process, you will be expected to confirm that you have read, understand, and agree to all sections of the course agreement (this document containing 12 sections), syllabus (separate document), and safety agreement (separate document).

[1] Course Credit

Our courses are best suited for homeschooling students as Discovery Institute Academy is not a credit-granting institution and does not offer courses for academic credit. As such, it is the parent/guardian rather than the instructor that is considered the final authority on student learning.

[2] Tuition (for the full year, two-semester course) See syllabus for a detailed description of the 3 tiers below.

Tier	Total	Total w/ Early Bird Discount
Tier 1 - Online Course + Live Teacher	\$700	\$650
Tier 2 - Online Course + Drop-In Session	\$550	\$500
Tier 3 - Online Course Only	\$350	\$300

Please note: Tuition does NOT include textbook cost, the cost of materials for labs/activities, or the cost of other materials needed for the course.

Tuition needs to be paid online at DiscoveryU.org. The early bird discounted tuition must be paid *before* **July 31, 2025**.

The entire tuition must be paid *before* **Monday, August 18, 2025**.

[3] Refund and Expulsion Policies

- Tier 1 and 2 may be issued a refund per below:
 - Parents/guardians can email the course instructor (see syllabus for email address) by **Friday, Sep. 19, 2025** to formally request that their student be dropped from the class in order to receive a 75% refund of the total tuition paid for the course. Alternatively, parents/guardians can email the course instructor by **Monday, January 19, 2026** to formally request that their student be dropped from the class in order to receive a 50% refund of the total tuition paid for the course. No refunds will be offered after these dates.
 - If Discovery Institute is unable to continue the course for any reason, parents/guardians will be refunded for the portion of the semester course not yet completed.
- Tier 3 will not be issued a refund.
- If a parent/guardian or student violates this agreement and/or is deemed disruptive to the course, Discovery Institute Academy reserves the right to remove them from the course. In such cases, Discovery Institute Academy is not required to issue any refund.

[4] Orientation and Start/End Dates

Date	Description
Tuesday, Sep. 2, 2025	First day of school for ALL students in Tiers 1,2, and 3.
Tuesday, Sep. 2, 2025 – Friday, Sep. 5, 2025 (Week “0”)	Orientation Week for ALL students in Tiers 1,2, and 3. <i>For this week: Be patient as your instructor emails students and parents/guardians to invite you to course platforms and share next steps. Minimal content will be open in course platforms and no sessions/drop-ins for tier 1 and 2 students. Tier 1 students will complete a Canvas prerequisite module required to access class.</i>
Friday, May 29, 2026	<i>*Last Day of School for ALL students. *Tier 1 students will lose Canvas access on/near the last day of school. All students (Tiers 1,2, and 3) will lose DiscoveryU access by end of July. Labster access cannot be specified as it varies with DIA’s subscription.</i>

[5] Course Calendar (only for Tier 1 and 2 students)

Tier 1 students will follow the 1st/2nd semester academic calendar below. Tier 2 students are only included in this section as their weekly drop-in sessions will coincide with this academic calendar.

Semester 1

Week 0: Sep 2 – Sep 5 *Orientation week. 1st semester starts Tuesday, Sep. 2, 2025

Week 1: Sep 8 – Sep 12 *Welcome and Q&A Zoom session for students & families (date/time/link will be shared later)

Week 2: Sep 15 – Sep 19

Week 3: Sep 22 – Sep 26

Week 4: Sep 29 – Oct 3

Week 5: Oct 6 – Oct 10

Week 6: Oct 13 – Oct 17

Week 7: Oct 20 – Oct 24

Week 8: Oct 27 – Oct 31

Week 9: Nov 3 – Nov 7

Week 10: Nov 10 – 14 *No class Zoom Tuesday, Nov. 11 for Veterans Day

Week 11: Nov 17 – Nov 21

Nov 24 - Nov 28 ***No School for Thanksgiving Break (1 week)**

Week 12: Dec 1 – Dec 5

Week 13: Dec 8 – Dec 12

Week 14: Dec 15 – Dec 19

Dec 22 - Jan 2 ***No school for Christmas Break (2 weeks)**

Week 15: Jan 5 – Jan 9

Week 16: Jan 12 – Jan 16

Week 17: Jan 19 – Jan 23 *1st semester ends Friday, Jan. 23

Semester 2

Week 1: Jan 26 – Jan 30 *2nd semester starts Monday, Jan. 26

Week 2: Feb 2 – Feb 6

Week 3: Feb 9 – Feb 13

Week 4: Feb 16 – Feb 20

Week 5: Feb 23 – Feb 27

Week 6: Mar 2 – Mar 6

Week 7: Mar 9 – Mar 13

Week 8: Mar 16 – Mar 20

Week 9: Mar 23 – Mar 27

*Mar 30 - Apr 3 ***No school for spring break (1 week)**

Week 10: Apr 6 – Apr 10

Week 11: Apr 13 – Apr 17

Week 12: Apr 20 – Apr 24

Week 13: Apr 27 – May 1

Week 14: May 4 – May 8

Week 15: May 11 – May 15

Week 16: May 18 – May 22

Week 17: May 25 – May 29 *2nd semester ends Friday, May 29, 2026

[6] Expectations for Students

Expectations for ALL students.	
Start prepared.	<ul style="list-style-type: none"> Ensure you have all required course materials per “syllabus.” Ensure you have met all technical requirements per “syllabus” – essential for an online class. Establish a clean, quiet, and undisturbed work/study space. Create a schedule for yourself that sets aside daily time to study/work in this class. Create a way to organize your notes and work. You can create a digital notebook using a software program (e.g., Microsoft OneNote is awesome). Or, you can create a paper-based 3-ring binder. Whatever option you choose, you will want to create and maintain a designated computer folder to save files related to your course. Save all login information (i.e., user name/email/password) for your learning platforms. Because these are created by students in orientation week, the instructor can’t help you if you lose this information.
Stay on track.	<ul style="list-style-type: none"> Follow your course week-by-week study/work plan to learn more and minimize stress.
Practice good “Netiquette.”	<ul style="list-style-type: none"> Maintain an appropriate, respectful, and courteous manner in all your communication and course activity.
Expectations for Tier 1 and Tier 2 students.	
Be a good “Zoomer.”	<ul style="list-style-type: none"> Join from a quiet and undisturbed area to avoid background noise/activity for everyone. Join on time to minimize disruption for everyone. Keep your camera open at all times so you aren’t “forgotten.” Additionally, <ul style="list-style-type: none"> Try to finish eating meals prior to Zoom sessions. However, we ALL need to eat. If you must eat during session, be discrete about it and don’t let it interfere with your ability to participate. If you aren’t feeling well, you may have a parent/guardian email the instructor prior to the session to request the instructor minimize the number of times they call on you. Be prepared to gently remind them in the Zoom if they forget. Be ready to mute/unmute yourself per teacher prompting to avoid lags in conversation.
Expectations for Tier 1 students ONLY	
Daily check Canvas grades and feedback.	<ul style="list-style-type: none"> Your Canvas gradebook is available to you 24/7. Daily check the gradebook to see assignment scores, feedback, and overall grades. Thoughtfully review teacher feedback to make revisions and grow in your understanding.
Ask for help.	<ul style="list-style-type: none"> Don’t allow yourself to spend hours feeling frustrated and discouraged! Your instructor is committed to being approachable, patient, compassionate, and encouraging with their students. Email your instructor if you are struggling with a concept/problem, are confused about directions, want to raise a concern, or have <u>any</u> other issue. They are genuinely here to help you!
Write clear and concise emails and have a quick response time.	<ul style="list-style-type: none"> Daily check for Canvas inbox emails and respond to instructor emails as soon as possible. Follow these guidelines when writing an email. <ul style="list-style-type: none"> Add a clear subject heading. If you need help on a specific assignment/question, put the word “help” in the subject header and note the assignment w/ problem # (e.g., Help on 1.4.1 #4). Try to write clearly and concisely. Positive/friendly tone with a “please” or “thank you” is SO appreciated! 😊
“Slow and show.”	<ul style="list-style-type: none"> Slow down and read the directions to save you time and headache. Whether the question asks explicitly for this or whether it doesn’t, always be ready to show how you arrived at your answer.

Always submit your OWN, original work.	<ul style="list-style-type: none"> Your instructor wants to assess <u>your</u> understanding - not the understanding of someone else in a URL, article, or book. Your instructor also does not want to assess the understanding of one of your classmates, friends, or family members. Your instructor wants to assess YOUR understanding only. Review the “Academic Honesty Policy” section in this “Course Agreement” to avoid this problem! Don’t miss the plagiarism section where what is/ isn’t plagiarism is clearly defined so that every student knows this up front.
Read the “Weekly Email.”	<ul style="list-style-type: none"> Weekly review the instructor’s weekly email that is sent to both students and their parents/guardians with course topics, assessments, deadlines, and/or other announcements. These are meant as FYI emails so you don’t need to respond to the email unless the instructor requests you do so or you have a specific question/concern.
Review your progress reports.	<ul style="list-style-type: none"> Your instructor will email you and your parent(s)/guardian(s) with a mid and end-of-semester progress report.
Save your Canvas storage space quota.	<ul style="list-style-type: none"> Canvas will be the platform where you submit assignments. Each student has their own account with their own user quota of 100 MB / course. Don’t panic! While that is a tiny amount of storage space, if you keep the info below in mind, this quota should not be a problem for you. With the exception of your profile picture, do NOT randomly upload files (e.g., documents, images, video, or audio) to your Canvas files. Anything uploaded directly to your Canvas files counts towards your user quota. As a general rule - anything you directly upload to a “file upload” question in an assessment will NOT count towards your user quota. Regularly check your storage use by logging into Canvas, then clicking the “account” icon on the top left, and then selecting “files”. Your total used storage will be denoted in the lower left as a percentage such as “10% of 100 MB used.” Please be aware that LARGE files take an instructor a long time to download! So even if an uploaded file doesn’t count towards your quota, be considerate and shrink large files, particularly images.

[\[7\] Expectations for Parents/Guardians](#)

I understand that as the parent/guardian, I play an integral role in my student’s learning experience. This means that:

- I will ensure my **student has ALL the materials and technology** needed to be successful in the class. When students don’t have the required course materials or face technology glitches (e.g., buggy computers, slow/unreliable internet, broken headsets/microphones, etc., etc.), these pose serious obstacles to learning and overall enjoyment.
- I will **weekly sit down with my student** to discuss their progress and provide any needed oversight/support.
- If my student asks me to help them or is struggling with a skill/concept/assignment, I know **I can work with my student to support them** (reading with, working with, doing labs with, etc.), provided the final product reflects my student’s knowledge and understanding and not my own.
- I will make every effort to **encourage my student to complete authentic, original work** that demonstrates their understanding.

For Tier 1 parents/guardians only:

- I will ensure my **student joins class sessions regularly, punctually, and from a quiet and undisturbed location.**
- I will **login into Canvas using my observer account.** I know that my student has their own Canvas course login, but I will refrain from using this.
- I will **weekly review my student’s progress** using the Canvas gradebook which is accessible 24/7 with my parent/guardian observer account. If I or my student have any questions/concerns, I will email the instructor.
- I know that I am considered the final authority on my student’s learning and academic growth and I will be the one to ultimately assign a “grade” to my student.** I know I am welcome to use the instructor’s professional assessment in my own final assessment of my student’s learning.

[8] Intellectual Property

As part of your enrollment in Discovery Institute Academy, you will be given access to curriculum, resources, and multimedia (e.g., handouts, PowerPoints, assessments, assessment keys, select Discovery multimedia, and more). By enrolling in this course, you agree that your access to these materials is solely for the purposes of student learning during this course and agree to not to modify, reproduce, distribute, publicize, broadcast, circulate, or sell any course materials.

[9] Audio-Video Recording (only for Tier 1 students)

Discovery Institute Academy understands that because of illness or other unavoidable circumstances, an enrolled student may need to miss one or more live class sessions. To help students who miss one or more live sessions, Discovery Institute Academy may audio or video record these live sessions and make them privately available to enrolled students. By signing this agreement, you (the student) and you (the parent/guardian) grant permission to Discovery Institute to audio or video record these live sessions, including audio and video of you/your child, and make these recordings available privately to other students in the course.

[10] Permission to Use Student Work (only or Tier 1 students)

Discovery Institute Academy reserves the right to use sample student work in promotional materials and events. Discovery Institute Academy will ensure that all identifying information is removed from any work samples used for these purposes.

[11] Academic Honesty Policy

There are three primary goals for students: (1) **acquire** new knowledge, (2) **showcase** your new knowledge on an assessment (e.g., on a quiz, test, or lab), and (3) **assess** your understanding. The key to achieving these three goals lies in student integrity. That means that YOU are the one acquiring new knowledge and YOU are the one showcasing YOUR new knowledge on that quiz, test, lab, etc., etc. Not someone else. You! This is also called “academic honesty.”

What constitutes academic dishonesty or “cheating?” In general, academic dishonesty or “cheating” occurs any time you submit work that is not your own, original work. This can happen in many ways but here are just a few:

- Plagiarism (See the plagiarism section further below - don't miss it!)
- Submitting an answer for a quiz that you copied from someone else.
- Using a peer's lab data without permission and in lieu of doing the experiment yourself.
- Allowing someone else to take the test for you.
- Etc., etc.

Here are three reasons to avoid engaging in academic dishonesty.

1. Academic dishonesty can damage your future academic/professional lives.
2. There is no reason to engage in academic dishonesty for students enrolled in Discovery Institute Academy. Tier 1 students often have opportunities to revise work and email the instructor for help. Tier 2 and 3 students are working independently with the support of their parents/guardians.
3. There are serious consequences for cheating for Tier 1 students.
 - a. **1st offense:** The instructor will email you and your parent/guardian. You (the student) will be asked to complete an academic honesty form. Once received, the student will be permitted to complete the assessment in question and do so without resorting to academic dishonesty. This assessment could be the original assessment, a modified assessment, or an alternative assessment.
 - b. **2nd offense:** The instructor will email you and your parent/guardian to set up a Zoom meeting. The student will receive a zero for the assessment. Discovery Institute Academy administration will be notified.
 - c. **3rd offense:** Discovery Institute Academy administration will be notified. The student may be removed from the course.

While you likely already know that you can't have someone else take the test for you or use someone else's answers on a quiz, you may not be as clear on what constitutes plagiarism. Please do yourself a BIG favor and review the plagiarism section next. You may be surprised by what you find.

[12] Plagiarism

Part A: What Is Plagiarism?

Essentially, plagiarism is a form of theft. However, with plagiarism you are not stealing somebody's material possessions, like their money or TV. With plagiarism you are stealing something intellectual—their ideas and/or their words.

Plagiarism is a big deal. Plagiarizing just a single sentence or paragraph in an entire essay, paper, or book could cause your entire work to be rejected—i.e., you could get a zero, or perhaps even worse. **In fact, plagiarism is such a serious issue that in the professional and academic worlds, the smallest amount of plagiarism could cost you your job, and even destroy your entire career. It has happened before!**

Does This Mean I Can't Use Other Sources When Writing? No! In fact, in academic writing, it is not only acceptable to cite other academic sources, it is expected that you will do so!

At first glance, this creates a bit of an apparent dilemma for the scholar: The rules of academic writing require that you use other sources, but those same rules also prohibit you from stealing the ideas or words of other people. What's the way out? Follow the rules.

There are very particular rules that must be followed in order to acceptably use the ideas and words of other writers, and avoid plagiarism. This then leads to the question...

Part B: How Do I Avoid Plagiarism?

It's easy—plagiarism can be avoided by following the rules of academic referencing. Academic referencing is when you use the words or ideas of another source, but you do so in a manner that recognizes the sources from where you borrowed those ideas or words. You are allowed to borrow the words and ideas of other sources so long as you properly reference to your sources.

As long as you properly reference your sources—i.e., you properly indicate when you are borrowing their words or ideas—you are **not** committing plagiarism. Quite the contrary, when you follow the rules of academic referencing, using the ideas and words of other sources is considered a very high form of scholarship.

At the end of these guidelines, I'll provide three basic rules that describe plagiarism, and three rules to follow to avoid plagiarism. **To go directly to rules, scroll down to parts C and D in this plagiarism section and look for red font.**

For now, here are examples of plagiarism of both words and ideas—and examples that show how to avoid doing either.

Example 1: Plagiarism of Words.

Plagiarism of words is when you directly copy someone's words, whether "word for word" or with only slight changes. For example:

- In January, a dancer named Janie writes a book with the following original sentence:

The most important part of life is dancing—I'm going to dance until the day I die.

- In February, Freddie reads Janie's book and copies her sentence directly into his book, writing:

The most important part of life is dancing—I'm going to dance until the day I die.

- **Freddie does not cite Janie nor does he put her words in quotes. He just copies her words directly. This is plagiarism.**
- In March, Manny also reads Janie's book and then copies her sentence into his own book with only slight changes, writing:

The most important **thing in** life is dancing—I'm going to dance until the day I die.

- Manny does not put Janie's words in quotes nor does he cite her. **Even though Manny changed the words "part of" to "thing in" (in red)—the changes are so trivial that this is still plagiarism.**
- In April, Annette also reads Janie's book and then copies Janie's sentence into her own book, this time re-ordering the words. Annette writes:

Dancing is the most important part of life—until the day I die, I'm going to dance.

- Annette does not put Janie's words in quotes nor does she cite her. **Even though Annette changed the order of the words in the sentence, the phrases are basically identical and this is plagiarism.**
- In May, Mary also reads Janie's book and decides that she wants to use Janie's words about dancing. Mary thus writes the following in her book:

A dancer named Janie wrote, "The most important part of life is dancing—I'm going to dance until the day I die." (Janie, 2016)

- Mary DOES put Janie's words in quotes, indicating that these are Janie's words and not her own. Mary also properly cites Janie's book. **This is NOT plagiarism because Mary has not tried to steal Janie's words and make them look like they are her own.** Rather, she has properly quoted to and cited to Janie. Again, this is CORRECT referencing practice—and NOT plagiarism.

Thus, we come to Plagiarism Rule #1: You have committed plagiarism if you quote something word for word but (a) DO NOT put it in quotes and/or (b) DO NOT cite it properly.

Important note: merely changing a couple words in a sentence or rearranging a few words still constitutes plagiarism. We see that in the examples of Manny and Annette above. Unless you want to quote someone word-for-word and put their words in quotes (and properly cite them), the only way to avoid plagiarism is to put someone's ideas entirely in your own words, and then properly cite them. We will see how to do this in the next example—plagiarism of ideas.

Example 2: Plagiarism of Ideas.

Plagiarism of ideas occurs when you directly use someone else's ideas, though not necessarily their exact words, but you do not properly cite to their work.

Obviously for some "ideas" you don't need to cite someone. For example, if you want to write "The sky is blue" or "Nelson Mandela was a great leader," you don't need to cite anyone else because everyone knows that the sky is blue, and many people have agreed that Mandela was a great leader. But if you are using some source that is promoting a new or novel idea, like research findings, then you definitely need to cite that source if you want to use their ideas or conclusions.

Here are some examples of what is, and is not, plagiarism of ideas:

- In January, a dancing researcher named Jimbo writes a book saying the following:

Through my extensive research on dancing, I have discovered people who dance at least twice per month tend to live on average 10 years longer than everyone else.

- In February, Francine reads Jimbo's book and then writes the following:

People who want to have a longer lifespan should consider dancing—in fact if you dance often, you might increase your lifespan by 10 years.

- Francine has not directly copied the words of Jimbo—she put Jimbo's research findings in her own words—which is good. Yet she has still committed intellectual theft—plagiarism. Why? **Francine does not cite Jimbo to credit him for his idea (in this case, a research finding) that dancing helps you live longer. This is plagiarism.**
- In March, Mary also reads Jimbo's book and writes the following in her own book:

According to the research of Jimbo, dancing regularly could add an additional 10 years to your life. (Jimbo, 2016)

- Mary also did not steal Jimbo's words—she paraphrased his ideas in her own words. She also clearly indicates that the idea that frequent dancers live longer came not from herself, but from Jimbo. In this way, she also did not steal his ideas. Rather, she borrowed Jimbo's ideas and clearly indicated that they were his, not hers. **This is NOT plagiarism.**
- In April, Andrew also reads Jimbo's book and then writes the following:

People who dance at least twice per month tend to live on average 10 years longer than everyone else. (Jimbo, 2016)

- If you're thinking this is plagiarism, you're correct. **This is plagiarism.** But why? In this case, Andrew properly credited Jimbo for the idea that dancers tend to live longer. But he plagiarized Jimbo's words. Here's why: The words "People who dance at least twice per month tend to live on average 10 years longer than everyone else" were taken directly from Jimbo's book. **Andrew's mistake is that he did not put those words in quotes.** So even though Andrew cited Jimbo, he's guilty of plagiarism of words (though not plagiarism of ideas). How could Andrew have used Jimbo's words and yet avoided plagiarism? See the next example...
- In May, Monique reads Jimbo's book then writes the following in her book:

Jimbo's research on dancing has found that, "People who dance at least twice per month tend to live on average 10 years longer than everyone else." (Jimbo, 2016)

- Here, Monique has borrowed BOTH Jimbo's ideas and his words. But she properly cited both. She properly cited his words by putting them in quote-marks and citing to (Jimbo, 2016). She also properly cited his ideas by citing to Jimbo's book. **So this is NOT plagiarism—rather it is GOOD academic citation practice.**

Thus, we come to Plagiarism Rule #2: You have committed plagiarism if you use someone's unique or special ideas but don't cite them properly.

Important Note: You usually don't need to cite someone if you're making a point that is widely known. But if you're citing some unique or novel idea, like research findings, you must cite the original source.

There's also a third rule of plagiarism summarized in the next section.

Part C: Summary - The three rules of what constitutes plagiarism

1. **Plagiarism of words: You quote something word for word but (a) do not put it in quotes and/or (b) do not cite it properly.**

Important Note 1: If you quote something word for word, it is NOT enough to simply cite the source. You MUST put their words in quote marks (or use an indented block quote) AND cite the source to avoid plagiarizing.

Important Note 2: It is still considered plagiarism if you copy a sentence but just change a few words so it's not exactly the same. This is a key point: You are **NOT** avoiding plagiarism if you take a sentence from another source and simply change 1 or 2 words. To safely avoid plagiarism, you need to (a) read the original source, (b) understand the idea it is trying to convey, and then (c) SET THAT ORIGINAL SOURCE ASIDE while you put their ideas entirely into your own words. Then, (d) after you put their ideas in your own words, double-check to make sure your summary doesn't sound just like the original source. Admittedly, sometimes there's only one good way to say something, so this can be hard to do. That's OK, don't worry—there's still a good option that avoids plagiarism. If you cannot do (a) – (d), then you should simply quote the original source exactly—i.e., you put their exact words in quotation marks and cite the source properly.

2. **Plagiarism of ideas: You use someone else's ideas but don't cite them properly.**
3. **Quoting Too Many Words: You follow rules (1) and (2) but you quote too much from the original source.**

Important Note: This rule was not explored in the examples above. But basically, here, you quote far too much material. This can be bad academic form *even if you use quotation-marks (or indent the quotation as a block-quote) and properly cite the original source.* How much is too much? This is a fuzzy, gray area that can sometimes be hard to define. Generally a quote that is under 200 words is acceptable, and 500 total quoted words often means you're pushing the limit. The bottom line is this: You can't quote huge volumes of words from a source, even if you cite it properly, etc. If you are afraid you're quoting too much material, you probably are.

Part D: Summary - The three rules of what constitutes good citation practice (i.e., three rules to avoid plagiarism)

By taking the reverse of the rules of what constitute plagiarism, we can deduce three rules of what constitutes good citation practice:

- 1. You may quote another source word-for-word *only if you* (a) put their words in quote marks, and (b) cite the source properly.**

Important Note 1: When quoting word-for-word, citing the source is not enough. Good citation practice requires that you must both put the words in quote marks (or use an indented block quote) and cite the source.

Important Note 2: You may not change just a few words from the original source and pass them off as your own words, even if you cite the original source. You **MUST** put either (a) the words in quote marks (or use an indented block quote) **AND** cite the source to use proper academic referencing, or (b) put everything in your own words.

Example of How to Follow This Rule: If the original source (by Jerry, 2010) says: "Predominant sources of nutrition among the Torwetta People include fish, fruits, and vegetables (both roots and leaves)." Then you can legitimately write the following, and not plagiarize:

According to one expert, "Predominant sources of nutrition among the Torwetta People include fish, fruits, and vegetables (both roots and leaves)." (Jerry, 2010)

- 2. You may borrow another source's ideas *only if you* (a) put their ideas in your own words, and (b) cite them properly.**

Example of How to Follow This Rule: If the original source (by Jerry, 2010) says: "Predominant sources of nutrition among the Torwetta People include fish, fruits, and vegetables (both roots and leaves)." Then you can legitimately write the following, and not plagiarize:

According to one expert, fish, fruits, as well as vegetables such as roots and leaves, are the most common foods eaten by the Torwetta People. (Jerry, 2010)

- 3. You may quote another source (provided that you use quote-marks and it's properly attributed), if you don't quote too many words!**

Important Note: Generally, a quote that is under 200 words is acceptable, and 500 total quoted words often means you're pushing the limit. The bottom line is: Quote when necessary but don't over quote or quote excessively. If you are afraid you're quoting too much material, you probably are.

Part E: So Is Plagiarism Worth It?

We've all been there. It's late at night, you're tired, and you have a big assignment due the next day. You just want to get the project done and go to bed. You have 2 choices: You could simply plagiarize the answer from a source you found on the Internet OR you could spend an extra 30 minutes working hard and getting the project done right. So, is it worth it to give into the temptation to plagiarize, thereby jeopardizing your entire academic career? Of course not!

The best conclusion? **Avoid plagiarism like you would avoid the plague!**