

## PAPERS & PROJECTS GUIDELINES

This packet contains the papers, projects, and assessment protocols for ECE 209-Seminar.

Assignment	Page	Points	Suggested Due Date
Completing Modules	1-2	1 point	Weekly – Sunday at 11:59 PM
Tri-Semester Surveys	2	0.25 points per survey (0.75 points total)	Module 5– 9/27 at 11:59 PM Module 10 –11/1 at 11:59 PM Module 16 – 12/13 at 11:59 PM
Babies Handout	2	0.25 points	Module 11 – 11/8 at 11:59 PM
Site Visit Paper	2-6	1 point	Module 14 – 11/29 at 11:59 PM
Teaching Beliefs Paper	6-9	1 point	Module 15 – 12/6 at 11:59 PM
APA Citation Guidelines	9-11		

### COMPLETING MODULES ON OPEN LAB

The asynchronous work for ECE 110-Seminar is divided into modules, which are posted on Open Lab. Within each module, there are assignments. Completing the modules, and the assignments, will build your knowledge and understanding of being an early childhood educator. Work from the modules will be assessed using the rubric below.

Assessment Rubric (1 point – must meet *Learner* in all tasks):

TASK	COMPETENT	LEARNER	NOVICE
MODULE ASSIGNMENTS	All of the modules, assignments & tasks were completed.	Almost all of the modules were completed.	Most of the modules were completed.
ACTIVITIES WITHIN ASSIGNMENTS	All of the assignments & tasks in each module were completed.	Almost all the assignments & tasks in each module were completed	Most of the assignments & task in each module were completed.
THOROUGHNESS	All comments were thorough, with rich, well-developed, detailed answers.	Almost all of the comments were thorough, with rich, well-developed, detailed answers.	Many of the comments were thorough, with rich, well-developed, detailed answers.
REFLECTION	All of the comments had well-developed, thoughtful, rich, reflective answers.	Almost all of the comments had well-developed, thoughtful, rich, reflective answers.	Many of the comments had well-developed, thoughtful, rich, reflective answers.
UNIQUENESS OF COMMENTS & REPLIES	All of the comments & responses contained unique perspectives, insights, & info – as opposed to material repeated from previous comments & responses.	Almost all of the comments & replies contained unique perspectives, insights, & info – as opposed to materials repeated from previous comments & responses.	Many of the comments & replies contained unique perspectives, insights, & info – as opposed to material repeated from previous comments & responses.
CONNECTION TO CONTENT	All of the comments & replies contained multiple direct, explicit, specific connections to the content	Almost all of the comments & replies contained multiple direct, explicit, specific	Many of the comments & replies contained multiple direct, explicit, specific connections to the content

	in the module (readings, videos, etc.)	connections to the content in the module (readings, videos, etc.)	in the module (readings, videos, etc.)
REPLIES TO COMMENTS	All of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add build, expand, or extend the original comment <u>using the word because</u> (Eg: "I agree that helping families feel comfortable is important, <u>because</u> children feel more comfortable in early childhood programs when their families feel comfortable too.")	Almost all of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add, build, expand, or extend the original comment <u>using the word because</u> (Eg: "I agree that helping families feel comfortable is important, <u>because</u> children feel more comfortable in early childhood programs when their families feel comfortable too.")	Many of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add, build, expand, or extend the original comment <u>using the word because</u> (Eg: "I agree that helping families feel comfortable is important, <u>because</u> children feel more comfortable in early childhood programs when their families feel comfortable too.")
CLARITY	All of the comments & replies were clear, organized, & coherent.	Almost all of the comments & replies were clear, organized, & coherent.	Many of the responses were clear, organized, & coherent.

### TRI-SEMESTER SURVEYS

Your feedback ensures our learning community is meeting your needs and identify what can be improved. The tri-semester surveys are times when I formally ask you to share your insights about our learning community. There are three times during the semester when I will solicit for your feedback about ECE 209-Seminar. However, you can contact me at any time to let me know how I can better meet your needs or improve our learning community.

A Google Form will be posted on Open Lab for Module 5, Module 10, and Module 16. After completing the survey, take a photo of the final page and submit the photo on Blackboard to document you completed the survey. Survey responses are anonymous, and I cannot see who wrote which responses.

### BABIES HANDOUT

To deepen your understanding of how culture impacts children, you will watch the movie *Babies*. Complete the handout while watching the movie *Babies*. Submit the completed handout on Blackboard after watching the video. To access and watch the video, log into the BMCC library and access the Kanopy video database. You can watch the video from home or on campus. The video is 1 hour and 20 minutes long. If you plan to watch the video from home, see the directions and video on Open Lab with direction remotely access the video from the library's database.

### GUIDELINES FOR SITE VISIT & SITE VISIT PAPER

#### Guidelines for Site Visit:

The week of **November 23<sup>rd</sup>** you will conduct a Site Visit by watching the video on You Tube entitled "Infant Room Tunnel Activity" <https://www.youtube.com/watch?reload=9&v=Q7QQ6CQldP4> You will likely have to watch the video a few times.

When watching the video, try to pretend you are in the room. Use the Site Visit Chart to:

- Make a list of all the furniture and equipment you see. If you don't know what something is, sketch it or describe it. You may be able to look up the name in a catalogue or on the Internet.
- Write down what you see on the walls.
- Draw a quick map of the room to note for yourself how the space is arranged.
- Choose a child to observe and write down what you see that child do for five minutes. Use descriptive, objective words to capture what you see.
- Observe the blond-haired teacher for a five-minute period. Write down what the teacher does during the five minutes. Be sure to write down the language the teacher uses and to describe their gestures.
- The video focuses on two major activities, choose one. Take detailed notes about what happens in the activity over a five-minute period.
- Describe at least one transition you observe in detail. What specifically do the staff do? How do the children respond? How do the staff react?

### **Site Visit Paper**

*~3 pages, typewritten, double-spaced 12 pt font, 1" margins, cite in APA format*

When you finished your visit, use your fieldnotes to write your Site Visit Paper. The *Chart for Writing Your Site Visit Paper* may assist you in writing your paper. Your Site Visit Paper is an analysis of your observation and should include the following information in three parts:

- Part I: Description of Program
- Part II: Application
- Part III: Conclusion

#### **Part I: Description of Program:**

1. In your first paragraph, introduce the site you visited by including:
  - the number of children present
  - the children's ages in the room that you observed
  - the number of teachers and brief descriptions of them
2. Set the scene and describe the environment you observed. Be sure to include:
  - the types of materials and furniture
  - how the materials and furniture were arranged, used and stored.
  - Reference an assigned course reading from ECE 209-L on environments that connects to what you observed
3. Please describe children during play activities and during routines that you observed. Give examples or tell the story of what you saw and what you think it means. Be certain that when you draw conclusions, it is clear to your reader why you say what you do.
4. Please describe the interactions between teachers and children. Describe how adults interact with one another, too. How do they work together? Once, again, give examples.

#### **Part II: Application:**

1. Your Infant-Family Case Study

Think about the family you met this semester for the Infant/ Family Case Study in ECE 209-Lecture and what you've learned about the baby and the family. In a paragraph, answer the following questions:

- a. Would this make a good setting for the child you have been studying? Why or why not?
  - b. Would this be a good setting for the family you have been working with? Why or why not?
  - c. Try to picture the baby and family in the classroom and describe what you imagine.
  - d. What would the infant and family you are studying need to adjust well to this setting?
2. Infant Curriculum
- a. Use of Relationship-Based Practice
    - i. Respect
      1. How did a teacher show respect for a baby?
      2. Share a descriptive vignette or short story from your observation that demonstrated a teacher respecting a baby/babies.
    - ii. Responsiveness
      1. How was a teacher responsive to a baby?
      2. Share a descriptive vignette or short story from your observation that demonstrated a teacher being responsive to a baby/babies.
    - iii. Reciprocity
      1. How was a relationship between a teacher and baby reciprocal?
      2. Share a descriptive vignette or short story from your observation that demonstrated a reciprocal relationship between a teacher and baby.
    - iv. Reference to Assigned Course Reading
      1. Cite an assigned class reading from ECE 209-L on relationship-based practices (respect, responsive, reciprocity) that connects to what you observed
  - b. Follow Infant's Lead
    - i. How did a teacher follow an infant's lead during play, a routine, during an activity, or in another way connected to the curriculum?
    - ii. Share a descriptive vignette or short story from your observation that shows a teacher following an infant's lead.
  - c. Family-like Environment
    - i. How were the furniture, room arrangement, activities, groups of children, and staff organized to replicate home?
    - ii. Describe what features of the space, groupings, and activities you observed indicated the setting was family-like.
  - d. Individualized Routines
    - i. How did teachers differentiate and personalize routines (diapering, feeding, sleeping, play, transitions, separation, etc.) for children?
    - ii. How did the teacher incorporate an infant's unique preferences, temperament, culture, family traditions, and needs into routines?
    - iii. Share a descriptive vignette or short story from your observation that shows a teacher individualizing a routine.
  - e. Reference to Assigned Course Reading
    - i. Cite an assigned class reading from ECE 209-L on following an infant's lead, family-like environment, individualized routines that connects to what you observed.

### Part III: Conclusion:

End your paper by answering the following questions in a paragraph:

1. What did you learn from your site visit?
2. How does this visit connect to what you have learned in ECE 209?
3. What struck you from your site visit?
4. Can you see yourself working as another teacher in the classroom you visited? Why? Give specific reasons.
5. How will this observation help you become a better infant teacher?

When you quote the textbook, and article, or another source, please remember to use quotation marks and put the page number where I can find that, quote, for example (Gonzalez-Mena, 2008, p. 15). If you are not quoting directly, just put the authors' names and the date of publication in parentheses next to the statement, for example, (Gonzalez-Mena, 2008). At the end of your paper, please list your references on a separate page. You can copy and paste from the syllabus to list the text correctly in your reference list. See APA Guidelines on the last pages of this packet for more information on how to cite using APA format.

Assessment Rubric (1 point – must meet *Learner* in all tasks)

TASK	COMPETENT	LEARNER	NOVICE
BASIC DETAILS	The paper included the children's ages, number of children present, & number of caregivers, & brief descriptions of them using many rich, vivid details so the reader could picture the children & staff.	The paper included the name of the center visited, date & time of the visit, children's ages, number of children present, & number of caregivers, & brief descriptions of them using rich vivid details.	The paper included the name of the center visited, date & time of the visit, children's ages, number of children present, & number of caregivers,
SETTING THE SCENE	The paper described the room, including types of materials & furniture & how they were arranged & used using many rich vivid details so the reader could picture the space	The paper described the room, including types of materials & furniture & how they were arranged using rich vivid details	The paper described the room, including types of materials & furniture & how they were arranged
PLAY & ROUTINES	The paper described children during play activities & routines; gave examples or told the story of what was observed & what it meant, with clearly supported conclusions using rich, vivid details so the reader can picture the play & routines.	The paper described children during play activities & routines; gave examples or told the story of what was observed & what it meant, with clearly supported conclusions using rich, vivid details.	The paper described children during play activities & during routines that were observed.
INTERACTIONS	The paper described interactions between caregivers & children, how children interacted with each another, & how adults interacted with each another with rich, vivid details so the reader can picture the interactions.	The paper described interactions between caregivers & children, how children interacted with each another, & how adults interacted with each another using rich, vivid details.	The paper described interactions between caregivers & children, how children interacted with each another, & how adults interacted with each another
CASE STUDY FAMILY	The paper stated why the program would/ wouldn't be a	The paper stated why the program would/ wouldn't be a	The paper stated why the program would/

	good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family, described what you imagine would take place if the child were in the setting, & what s/he would need to adjust with clearly supported conclusions that used rich, vivid details	good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family, described what you imagine would take place if the child were in the setting, & what s/he would need to adjust with clearly supported conclusions	wouldn't be a good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family.
RELATIONSHIP-BASED PRACTICES	The paper described how the staff used each of the 3 elements of relationship-based practices with short stories or vignettes that contained rich, vivid details so the reader can picture what happened.	The paper described how the staff used each of the 3 elements of relationship-based practices with short stories or vignettes that contained rich, vivid details.	The paper described how the staff used relationship-based practices
INFANT CURRICULUM	The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details so the reader can picture what happened.	The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details.	The paper described how the staff used infant curriculum.
CONCLUSION	The paper's conclusion answered the assigned questions with thoughtful, reflective responses, & used rich, vivid details	The paper's conclusion answered the assigned questions with thoughtful, reflective responses	The paper's conclusion answered the assigned questions.
USE OF SOURCES	The paper cited 3 or more assigned course readings & clearly, meaningfully & thoughtfully integrated them to what was observed.	The paper cited 3 assigned course readings & connected them to what was observed into the text.	The paper cited 3 or fewer assigned course readings
CLARITY	The paper was clear, coherent, organized & there was evidence the paper had been edited.	The paper was clear, coherent, and organized.	The paper was vague, disjointed, and hard to understand in places.

### TEACHING BELIEFS PAPER

*~2 pages, typewritten, double spaced 12 pt font, standard 1" margins, cite in APA format*

As an early childhood professional working with infants, it is important to identify and articulate your beliefs about working with infants and families. These beliefs drive your behavior and actions as a teacher. Our beliefs about working with infants and families evolve over time. They are influenced by our prior experiences, culture, education, fieldwork placements, mentors, work environments, and other factors.

After you finish ECE 209, you will progress to ECE 308 next semester. ECE 308 is your first course with a supervised fieldwork placement at BMCC. In preparation for fieldwork placement, share your

beliefs about working with infants with your future ECE 308 fieldwork Cooperating Teacher. The paper should have the following four parts:

- Part 1: Introduction
- Part 2: Your Beliefs about Infant Education and Connections to Class
- Part 3: Goals
- Part 4: Conclusion

#### 1. Introduction

- a. In an opening paragraph, introduce yourself.
  - i. Share background information about yourself
  - ii. Include your work history.
  - iii. Describe why you want to work with infants-toddlers and families.

#### 2. Your Beliefs about Infant Education and Connections to Class

- a. Explain your beliefs about infant education and how you envision the following concepts will be implemented in the classroom:
  - i. Infant Curriculum
    1. Relationship-based practices (the 3 R's):
      - a. Respect
      - b. Reciprocity
      - c. Responsiveness
      - d. Attachment
    2. Family-Like Environment
    3. Individualized Routines
    4. Following an Infant's Lead
  - ii. Engaging families
  - iii. Incorporating a baby's heritage culture
  - iv. Supporting each baby's development in every developmental domain
  - v. Provide specific examples that demonstrate each concept in an actual infant class
  - vi. Connect, in detail, how your beliefs about infant education connect to:
    1. 4 readings
      - a. At least 2 assigned course readings we have read in class
      - b. 2 additional articles from the BMCC library education databases focused on relationship-based practices, infant curriculum, or working with infants and families.
    2. 3 specific examples how what we learned/ did in class

#### 3. Goals

- a. Identify your goals for fieldwork by discussing:
  - i. What specifically do you hope to learn during your fieldwork placement?
  - ii. What goals do you have for yourself during your placement – both in your work with infants-toddlers and as a professional?
  - iii. What are you looking forward to during your fieldwork placement?
  - iv. What strengths do you bring to your field placement?
  - v. What concerns or fears do you have about fieldwork?
  - vi. What are opportunities for growth or change you hope to address in your field placement? What role could your cooperating teacher play in supporting you?

#### 4. Conclusion

- a. Conclude with a paragraph that explains your career goals:
  - i. What are your career plans after you finish your degree at BMCC?

- ii. What are your career plans/ do you hope to be doing in 5 years?
- iii. What are your career plans/ do you hope to be doing in 10 years?
- iv. What steps do you have to take to realize that goal?

Assessment Rubric (1 point – must meet *Learner* in all tasks):

TASKS	COMPETENT	LEARNER	NOVICE
INTRODUCTION	The paper introduction included background info, & why you want to work with infants-toddlers using many rich, vivid details & well-developed specific examples.	The introduction background info, & why you want to work with infants-toddlers using rich, vivid details.	The introduction included background info, & why you want to work with infants-toddlers.
INFANT CURRICULUM, FAMILIES & CULTURE	The paper substantively articulated your beliefs about infant curriculum, engaging families & incorporating a baby's heritage culture using many rich, vivid details & well-developed specific examples.	The paper thoroughly articulated your beliefs about infant curriculum, engaging families & incorporating a baby's heritage culture using rich, vivid details.	The paper explained your beliefs about infant curriculum, engaging families &/or incorporating a baby's heritage culture
SUPPORTING INFANT DEVELOPMENT	The paper substantively described how to support each child's development with many rich, vivid details & well-developed specific examples	The paper thoroughly described how to support each child's development using rich, vivid details	The paper described some ideas of how to support each child's development
USE OF SOURCES	The paper integrated 4+ sources by comparing the sources to your philosophy meaningfully using many rich, vivid, details & well-developed specific examples	The paper integrated 4 sources by comparing the sources to your philosophy meaningfully using rich, vivid details	The paper contained 4 or fewer sources
CONNECTIONS TO CLASS	The paper substantively described how your beliefs about of infant education connected to class using 3+ specific, meaningful links supported by many rich, vivid, details & well-developed examples	The paper thoroughly described how your beliefs about infant education connected to class using 3 specific, meaningful links supported by rich, vivid details	The paper described how your beliefs about infant education connected to class &/or used 3 or fewer links
GOALS	The paper substantively articulated your goals, what you hope to learn, your strengths, concerns & opportunities for growth for your fieldwork with rich, vivid details & well-developed specific examples.	The paper thoroughly articulated your goals, what you hope to learn, your strengths, concerns & opportunities for growth for your fieldwork with rich, vivid details	The paper described your goals for your fieldwork placement.
CONCLUSION	The conclusion substantively described your career goals using rich vivid details & well-developed specific examples	The conclusion thoroughly described your career goals using rich, vivid details	The conclusion described your career goals



CLARITY	The paper coherent, clear, & organized, filled with rich, vivid supporting details & clearly had been edited.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.	The paper was vague, disjointed, hard to understand in places with few details.
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## APA Citation Guidelines

**Note:** The highlighted sections are the ones we will use most frequently in this course

### Overview:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. These guidelines will give you an overview of how to cite your sources in a **List of References** (which comes after the last page of your paper, and sources are listed in alphabetical order), as well as **In Text Citation**.

### APA List of References

#### A BOOK:

Last name, First Initials. (Year). <i>Title</i> . Location: Publisher.
Wheelan, C. J. (2010). <i>Naked economics</i> . New York, NY: Norton.

#### A CHAPTER, ESSAY, OR STORY IN A BOOK:

Author Last name, First Initials (Year). Chapter Title. In Editor First Initials Last Name (Ed.), <i>Book Title</i> (pp. page numbers). Location: Publisher.
Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), <i>A not-so-dismal science</i> (pp. 228-244). Oxford, England: Oxford University Press.

#### A JOURNAL ARTICLE (A JOURNAL IS SCHOLARLY, AND INTENDED TO BE READ BY EXPERTS.)

Last name, First initials (Year). Article Title. <i>Journal, Volume</i> (Issue), Pages.
Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. <i>Journal of Career Development</i> , 37(2), 503-518.

#### A MAGAZINE OR NEWSPAPER ARTICLE (THESE ARE INTENDED TO BE READ BY EVERYONE.)

Last name, First initials. (Year, Month Day). Article Title. <i>Publication</i> , pp. pages.
Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. <i>New York Times</i> , p. A17.

#### A WEBSITE

Author or Organization name. (Year, Month Day). Section title. Retrieved from url.
American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from <a href="http://www.eapsa.org/Ethics.htm">http://www.eapsa.org/Ethics.htm</a>

#### A JOURNAL, MAGAZINE, OR ARTICLE FROM AN ONLINE DATABASE

If the article has a DOI (Digital Object Identifier), include it. If there is no DOI number, write "retrieved from" and the home page of the journal or database.
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Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*. Retrieved from <http://www.nytimes.com>.

Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development*, 37(2), 503-518. doi: 10.1177/0894845309352241

#### A SOURCE WITH MULTIPLE AUTHORS

List all of the authors, up to six. If there are more than six authors, list the first five, then put in an ellipsis, and then include the last name.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA*, 305(8):783-789. doi: 10.1001/jama.2011.190

#### A NOTE ON CAPITALIZATION AND MISSING DATES

For books and articles, only capitalize the first word of the title, the first word of the subtitle (the subtitle will follow a colon), proper nouns, and acronyms.

If a source has no date information, replace the date with "n.d."

### Sample List of References

American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from

<http://www.eapsa.org/Ethics.htm>

Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), *A not-so-dismal science* (pp. 228-244).

Oxford, England: Oxford University Press.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*, p. A17.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA*, 305(8):783-789. doi: 10.1001/jama.2011.190

Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development*, 37(2), 503-518. doi: 10.1177/0894845309352241

Wheelan, C. J. (2010). *Naked economics*. New York, NY: Norton.

## APA In Text Citations

### SUMMARY OR PARAPHRASE:

In a summary or paraphrase, you restate another author's ideas in your own words. The year that the article or book was published goes in parenthesis following the author's name. The page number is listed after the abbreviation "p." for one page or "pp." for multiple pages. If the author is not named in the sentence, put the name and year in the parentheses before the page number.

Sweeny (2010) argues that both teachers and students can use guides from the internet to help with their writing (p. 125).

Both teachers and students can use the internet to find writing assistance (Sweeny, 2010, p. 125).

### DIRECT QUOTE:

In a direct quote, you use the actual language of the author. You put the author's words in quotation marks, the way you would with any direct quotation. However, the parenthetical citation works the same way as in a summary or paraphrase. The quotation marks close before the parenthetical citation, and the period comes after the parenthetical citation.

In considering the use of new media for writing instruction, Sweeny (2002) writes, "One example is when a teacher created a blog and sent text messages about a Shakespeare assignment to groups of students in her class" (pp. 127-8).

### QUOTING A QUOTE (INDIRECT QUOTATION)

If you are using an article or book that quotes another author, it is best to find the original source. If you cannot find the original source, then you can make it clear that you found the quote in the article by adding "as cited in" to the source. In this example, the quote by Mark Bawden was found in the book *Bounce* by Matthew Syed.

Mark Bawden explains that "in order to make all the sacrifices necessary to reach world-class levels of performance, an athlete has to believe that winning is everything" (as cited in Syed, 2010, p. 199).

### CITING A SOURCE WITHOUT PAGE NUMBERS OR A NAMED AUTHOR.

If your source does not have page numbers or a named author, it might not be a good source. You should probably ask your professor before you use it. If there are no page numbers, use the abbreviation "para." for paragraphs and count the paragraphs as you would pages. If there is no named author, put the title of the source and the year separated by a comma in the parenthetical citation.

Davey (2011) reported two state senators, "Mr. Cullen and Ms. Coggs could be seen climbing into the building through a first-floor window" (para. 8).

According to the Union of Concerned Scientists, "No single solution can meet our society's future energy needs" ("Clean Energy," 2010).

### A PROSE QUOTE LONGER THAN FORTY WORDS:

If you have a quotation that is more than forty words long, start a new line for the quotation and indent it roughly half an inch (it should match the indentations on your paragraphs). Do not use quotation marks. Double space it as you would normally.

Matthew Syed (2010) explains the importance of negative emotions:

Anxiety facilitates escape from dangerous situations and helps us to avoid them in the future; mild depression enables us to disengage from unattainable goals; humiliation is triggered when we are faced with the threat of losing social status. (p. 212)