

2022 - 2023

WRITING CENTER WORKBOOK

ENG 111
COMPOSITION I



 **Washtenaw**
Community College

ENGLISH DEPARTMENT



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2022 by the English Department, Washtenaw Community College

Welcome

This Writing Center Workbook contains exercises in writing techniques integral to the English course in which you are enrolled. They count as 25% of your grade. You will become a stronger writer more quickly by practicing these skills, by writing for audiences beyond your class, and by receiving individual attention provided by Writing Center staff.

Acknowledgments

The exercises in this Writing Center Workbook have evolved because of the work of many English Department faculty members and Writing Center staff members since the Writing Center began in 1976. This publication has been revised often in response to feedback from students, teachers, and Writing Center tutors.

Book design and editing of this edition by Mae Bumpus.

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The Writing Center

Welcome to the Writing Center!

Because you're enrolled in ENG 111, Composition I, you have a required Writing Center component that will consist of a series of writing assignments that will count as 25% of your final grade for your ENG 111 course.

Getting Started in the Writing Center

1. All the information about the Writing Center assignments is in this Writing Center Workbook. See also the Writing Center Orientation information on your Writing Center Blackboard site.
2. Note your Writing Center assignment deadlines, which are printed in the Writing Center Guide and are also available on your Writing Center Blackboard site.
3. You must submit your Writing Center assignments to the on-campus Writing Center (LA 327) or to your Writing Center Blackboard site on or before the deadline dates. You can work ahead as fast as you want, but not as slow as you want.
4. Your Writing Center assignments will be checked by a Writing Center staff member, not your classroom instructor.
5. Your Writing Center assignments are graded Pass/Resubmit and count as 25% of your final grade in your writing course. Your instructor also has access to your Writing Center Blackboard site.
6. Our job in the Writing Center is to help you pass all your Writing Center assignments. If you meet or beat your deadline dates and work with us, you should pass all the assignments.
7. We cannot accept late Writing Center assignments. If you have a late assignment, contact your classroom instructor.
8. We at the Writing Center are committed to providing friendly, compassionate, and knowledgeable support that will help you become a better writer.
9. **On-campus Writing Center hours for Fall 2022 (in LA 327):**
 - Mon 9am-2pm
 - Tue 11am-4pm
 - Wed 11am-4pm
 - Thu 9am-2pm
10. **Virtual Writing Center hours (on Zoom):**
 - Mon, Tue, & Wed 9am-9pm
 - Thu 9am-3pm & 6-9 pm
 - Fri 9am-5pm
 - Sat 9am-1pm

<https://www.wccnet.edu/learn/departments/engd/writing-center/>

Introduction to ENG 111

ENG 111 is designed for those who have mastered the fundamental skills necessary for successful college writing. This course provides instruction in the phases of writing expository essays and documented papers, including methods of organization, research, and development. Training in logical thinking and critical reading will also be provided.

This course satisfies the writing requirement for many one- and two-year degree programs; it also can be used to satisfy the writing requirement in many four-year colleges and universities. The course consists of two components:

1. Your class sessions that are led by your classroom instructor, who will provide you (through discussions, lectures, assignments) with the writing instruction needed to complete assignments appropriate for this course.
2. The Writing Center component, which gives you the opportunity to practice and develop writing techniques that are discussed in class or are closely related to classroom work.

To receive full credit for the Writing Center component, you must satisfactorily complete the ten assignments contained in this book according to the ENG 111 deadline schedule that appears in the Writing Center Guide. The on-campus (in LA 327) and virtual (on Zoom) Writing Center operate on a walk-in basis, which means that you are welcome any time they are open.

Each time you complete an assignment, take it to the on-campus Writing Center or submit it to your Writing Center Blackboard site to be evaluated. As soon as you complete the 10 assignments satisfactorily, you have finished your Writing Center requirement. 75% of your grade in ENG 111 is determined by your performance in the classroom section, and the remaining 25% is determined by your performance on the assignments in this book. Ask your classroom instructor for details.



Sample Paper Structure

Last Name 1

Student Name

Instructor Name

Course Name

Date

Paper Format Directions

When you write an academic paper for any class, you should set your paper up using standards set by the Modern Language Association (MLA), unless your instructor tells you otherwise. MLA recommends that papers have a 1-inch margin, use a simple font like Calibri or Times New Roman with a font size of 12, and have double-spaced text. Each paragraph should also be indented a half-inch using the Tab key. This style will help you create a standard-looking academic paper.

You will also notice that your personal information is located at the top left-hand corner of the first page. This is also standard in MLA. In addition, because the first page of the assignment has this information, there is no need for a separate cover sheet. The title of your paper should also be centered, with capital letters only for the first word and any important words thereafter. This title is never bolded, underlined, or italicized. MLA uses a simple style that allows the reader to get right to your work. Of course, if your instructor gives you more specific directions, follow those. Enjoy this semester and let us know if you need anything.

Sample English Department Essay Grading Checklist: ENG 111

Over the course of this semester, your instructor and Writing Center staff members will discuss your writing with you and help you develop effective academic writing skills. One important form of academic writing is the short argumentative essay, which Assignments 5–9 in this book will give you practice with. This checklist will give you an idea of what many instructors look for in this form of academic writing. Your instructor may include other forms of writing in your class and might use a different grading format. If you have questions, feel free to ask your instructor or any Writing Center staff member.

Paper Format

- Proper MLA or APA format
- Identification (name, date, etc.)
- Margins
- Title Spacing
- Font size/style
- Pagination
- Indentations

Content

- **Thesis statement** (a one-sentence statement of the main idea of the essay; usually the last sentence of the introductory paragraph; contains **topic** and **focus**, or opinion, about the topic)
- **Support** (details—facts, examples, statistics, quotations, paraphrases, personal experiences, etc.—that help the reader understand and believe the thesis statement; support will often be a combination of the student’s ideas and those of outside sources that the student has consulted and cited accurately and honestly in the essay; paragraphs should usually have a **topic sentence**—a one-sentence statement of the main idea of the paragraph; details should have **unity**—that is, stick to the topic of their paragraph)
- **Organization** (arrangement and order of paragraphs and of details within paragraphs; for coherence, **transitions**—words or phrases that bridge ideas, sentences, and paragraphs—are a key feature)

Form

- **Grammar** (Standard English grammar is expected in most academic writing; common problems include the following)
 - Sentence fragments
 - Parallelism
 - Comma splices/run-ons
 - Verb forms
 - Pronoun–antecedent agreement
 - Subject–verb agreement
 - Word choice/tone suitable for audience



- **Punctuation**

- End punctuation
- Comma
- Apostrophe
- Colon
- Semicolon
- Quotation marks

- **Mechanics**

- Spelling
- Capitalization
- Hyphens
- Numbers
- Abbreviations



Free Handouts Available in the Writing Center

Note: These are also available on our website. See the Writing Center Guide for details.

BUSINESS WRITING

- Memo
- Personal Statement
- Résumé

CREATIVE WRITING

- Elements of Fiction
- Elements of Poetry

GRAMMAR

- Active and Passive Voice
- Adjective/Adverb
- Articles
- Comma Splices
- Confused Words
- Conjunctions
- Parallelism
- Preposition Combinations
- Pronoun Case
- Run-on Sentences
- Sentence Combining
- Sentence Fragments
- Subject–Verb Agreement
- Transitions

ESSAY WRITING

- Academic Essay
- Argumentative Essay
- Body Paragraph

- Cause and Effect
- Common First Draft Errors
- Comparison/Contrast
- Concluding Paragraph
- Introductory Paragraph
- Literature Essay
- Paragraphs
- Profile Essay
- Taking an Essay Test
- Thesis Statement

PUNCTUATION

- Apostrophe
- Capitalization
- Colon
- Comma
- Hyphen and Dash
- Semicolon
- Titles

RESEARCH WRITING

- APA Documentation Style
- Avoiding Plagiarism
- MLA Documentation Style
- Sample APA Essay
- Sample MLA Essay

ASSIGNMENT 1

Self-Awareness as a Writer

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment One – Grading Criteria	
The student has responded to one of the questions with three paragraphs.	
Each paragraph contains 6–8 sentences.	
The student has written a sentence that sums up the main idea of the three paragraphs.	



ASSIGNMENT 1: Self-Awareness as a Writer

Purpose: This assignment is intended to encourage you to become more self-aware as a writer. It asks you to write about your own writing history.

MINI-LESSON

Research tells us this:

- Virtually all high-level technical and professional jobs involve lots of writing.
- Technical employers asked about needed workforce skills invariably mention written communication.
- Most professional writing is done by people who don't consider themselves writers.
- High-level workers report that writing comprises at least two-thirds of their workload.

We will be encouraging you to practice writing, but we also want you to become conscious of your own capabilities as a writer so you can watch your own growth. This exercise is a starting point for your exploration.

ASSIGNMENT OVERVIEW

Here is what we would like you to do:

1. Write a three-paragraph response to one of the four questions (*make sure each paragraph has 6-8 sentences*).
2. After your paragraphs, write a one-sentence statement (i.e., a thesis statement; see Assignment 7) that sums up the main idea of what you have written.
3. Bring what you have written to the on-campus Writing Center or submit it to your Writing Center Blackboard site.
4. Save this assignment. You will need it again for Assignment 2.

QUESTIONS

Choose one of the following prompts to write your three-paragraph response to:

- A. Describe your academic background in writing, being as specific as you can about types of assignments, expectations, and basis for teachers' grading.

- B. Describe any writing you do or have done that is not a school assignment. Do you ever write for pleasure? Tell us about any writing your friends and family members do.
- C. Describe yourself as a writer, including likes and dislikes, limitations and strengths, and anything that's part of your writing routine.
- D. What brings you to writing classes at WCC? If it's transfer credit, where do you hope to transfer, and what field will you be studying? If it's preparation for better employment opportunities, what field would you like to be in?

ASSIGNMENT 2

Punctuation and Mechanics Review

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Two – Grading Criteria	
The student has completed Exercise 1: Commas.	
The student has completed Exercise 2: Semicolons and Colons.	
The student has completed Exercise 3: Apostrophes.	
The student has named the rule that determines the punctuation choices.	
The student has completed Exercise 4: Capitalization in Titles of Works.	
The student has completed Exercise 5: Italics and Quotation Marks in Titles of Works.	
The student has completed Exercise 6: Numbers.	
The student has completed Exercise 7: Hyphens.	
The student has completed all seven exercises with at least 80% accuracy.	
The student has completed Exercise 8: Avoiding ‘You’ in Academic Writing.	
The student had completed Exercise 9: Punctuation and Mechanics Application.	

ASSIGNMENT 2: Punctuation and Mechanics Review

Purpose: In this assignment, you will review four major punctuation marks (the comma, the semicolon, the colon, and the apostrophe) and four elements of mechanics that are important in essay writing (capitalization in titles of works; italics, underlining, and quotation marks in titles of works; numbers; and using the hyphen).

MINI-LESSON

Increased knowledge of the uses of these punctuation marks and writing mechanics will provide you with two immediate benefits:

1. Your writing will be clearer and easier to read.
2. Your academic and professional credibility will be enhanced because an educated reader will see that you have taken the time to master some of the conventions of Standard English.

This unit will begin with a brief overview of basic rules, then ask you to do some exercises using these rules, and then ask you to revisit your Assignment 1.

ASSIGNMENT OVERVIEW

Here is what we would like you to do:

1. Read each punctuation and mechanics mini-lesson on the following pages.
2. Complete the Exercise that follows each mini-lesson.
3. Correct and highlight any punctuation or mechanics errors in your Assignment 1.
4. Bring your completed exercises and marked-up Assignment 1 to the on-campus Writing Center or submit them to your Writing Center Blackboard site.

1. PUNCTUATION MINI-LESSON: COMMAS

Major Uses of the Comma

2. Use commas **between three or more items in a list.**

The basket held apples, oranges, and bananas.

Financial advisors do taxes, manage portfolios, and notarize wills.

3. Use a comma **before a coordinating conjunction** (*for, and, nor, but, or, yet, so*) that joins two independent clauses.

The chef peeled the potatoes, and the bartender polished the glasses.

Happiness is everyone's goal, but no one really knows how to achieve it.

4. Use a comma **after an introductory word group**.

After a long rain delay, we set up the volleyball net.

When life seems to be moving too fast, she likes to curl up with a good book.

5. Use a comma **between coordinate adjectives** (they make sense with “*and*” between them).

Women were attracted to Stan because he was the strong, silent type.

Ulysses is a long, difficult book.

6. Use commas to **set off transitions**.

Nevertheless, we will continue to work hard.

Miriam's husband, on the other hand, loves red meat.

7. Use commas to **set off nonrestrictive elements** in sentences (Nonrestrictive elements are nonessential information. If removed, the sentence's meaning remains).

Mary Shelley's first novel, *Frankenstein*, remains a classic.

He lives in North Dakota, which receives the fewest tourists of any U.S. state.

8. Use commas to **set off contrasted elements**.

The true genius in the Mendelssohn family was Fanny, not Felix.

Mario, unlike his father, is a real sports fan.

9. Use commas to **set off dialogue or interrogative tags**.

“Your first essay is due in two weeks,” said the professor.

The work week seems to last forever, doesn’t it?

EXERCISE 1: COMMAS

Practice these skills:

Add **commas** where needed After each sentence, name the rule that determines your choice.

1. Even after her leg was amputated Sarah Bernhardt toured Europe and the United States.

Rule:

2. The professor’s warm gentle voice soothed the weary frustrated students.

Rule:

3. The Maya are famous for their calendar and the Aztecs are notorious for their human sacrifices.

Rule:

4. Shakespeare’s first tragedy *Titus Andronicus* was a big hit; today however it is not regarded highly.

Rule:

5. The tsunami ravaged Sri Lanka where hundreds of people lost their lives.

Rule:

2. PUNCTUATION MINI-LESSON: SEMICOLONS AND COLONS

Major Uses of the Semicolon

1. Use a semicolon **instead of a period between two closely related independent clauses.**

Ingrid believes in ghosts; Lars thinks they are figments of her imagination.

Some of the students rolled their eyes; others simply yawned.

2. Use a semicolon **between independent clauses that are linked by a transition.**

Elisa brought noodles, sauce, and cheese; however, she forgot the sausage.

Lin likes Shakespeare's comedies; Connor, though, prefers the tragedies.

3. Use semicolons **between items in a series that contain internal commas.**

Thierry has lived in Ankara, Turkey; Frankfurt, Germany; and Naples, Italy.

Tamayo's CD shelf is crammed with American classics: Highway 61 Revisited, Blonde on Blonde, and Blood on the Tracks, by Bob Dylan; Car Wheels on a Gravel Road, Essence, and World without Tears, by Lucinda Williams; and Mingus Ah Um, Pithecanthropus Erectus, and New Tijuana Moods, by Charles Mingus.

Major Uses of the Colon

1. Use a colon **after a full sentence that introduces a list.**

The book had her favorite poets: Nikki Giovanni, Rita Dove, and Maya Angelou.

His supervisor gave him three pieces of advice: comb your hair, polish your shoes, and come to work on time.

4. Use a colon **after a full sentence that introduces a quotation.**

Her words rang true: "Always buy the best you can afford."

Hamlet says it best: “To be, or not to be—that is the question.”

5. Use a colon **between two sentences if the second sentence summarizes or explains the first.**

There is one good reason for her excellence: she works hard.

The philosophers are right: evil is banal.

EXERCISE 2: SEMICOLONS AND COLONS

Practice these skills:

Fill in the blanks correctly with **colons** or **semicolons**. After each sentence, name the rule that determines your choice. Use words, not rule numbers.

1. Shakespeare and his wife, Anne, had three children _____ Susanna, Hamnet, and Judith.

Rule:

2. Greeks invented drama _____ Americans invented rock 'n' roll.

Rule:

3. Heraclitus gives the best advice _____ “You cannot step into the same river twice.”

Rule:

4. He wants to move to a Midwestern college town _____ Madison, home of the University of Wisconsin _____ Iowa City, home of the University of Iowa _____ or Ann Arbor, home of the University of Michigan.

Rule:

5. Leticia loves the Oxford comma _____ Dolores, however, does not.

Rule:



3. PUNCTUATION MINI-LESSON: APOSTROPHES

Major Uses of the Apostrophe

1. **Add 's to make the possessive form** of singular nouns, plural nouns that do not end in -s, and indefinite pronouns.

Chris's car has become the children's bus.

Those records are nobody's business but mine.

2. **Add only an apostrophe** to make the possessive form of plural nouns that end in -s.

Their grandparents' cottage was nestled in the woods.

Ten years' accumulation of dust coated the boxes in the attic.

3. Use an apostrophe to **replace omitted letters or numerals in contractions**.

Busby Berkeley's musicals from the '30s and '40s continue to thrill viewers.

We're sure that he's the best person to run the company.

4. **Do not use apostrophes with possessive pronouns:** *his, hers, yours, its, ours, theirs*.

The dog chased its own tail.

Yours is much better than theirs.

EXERCISE 3: APOSTROPHES

Practice these skills:

Add **apostrophes** where needed in the following sentences. After each sentence, name the rule that determines your choice. Use words, not rule numbers.

1. Some scholars believe that Queen Elizabeths England was the Western worlds first modern police state.

Rule:

2. Its easy to poke fun at the clothing styles of the 70s and 80s.

Rule:

3. Conservation of our planets natural resources is everyones concern.

Rule:

4. Toni Morrisons novels arent difficult for readers familiar with William Faulkners work.

Rule:

5. He rebuilt his parents house after its destruction by fire in 1991.

Rule:

4. MECHANICS MINI-LESSON: CAPITALIZATION IN TITLES OF WORKS

Rules for capitalization in titles of works vary among publication styles, but here are some general guidelines. The key is to be consistent within your paper.

1. Capitalize the first letter of the first word, of the last word, and of every major word in the title of a work.
2. Major words include everything except articles (*a, an, the*); prepositions (Ex.: *at, by, for, from, in, on, to, with*); and conjunctions (Ex.: *and, but, or*).

Go Tell It on the Mountain

“My One and Only Love”

Dancing with the Stars

“The Story of an Hour”

In the Heat of the Night

Note: Some publication styles recommend capitalizing any word that is 5 letters or more, even prepositions (Ex: against, between, within). Again, consistency is the key.



EXERCISE 4: CAPITALIZATION IN TITLES OF WORKS

Practice these skills:

Fix **capitalization** errors in the following sentences.

1. The reading list includes the following plays: Who's afraid of Virginia woolf?, Long day's journey into night, and The lady from Dubuque.
2. Her favorite novel is F. Scott Fitzgerald's Tender is the night; his is Zora Neale Hurston's Their eyes were watching God.
3. My friend likes to search YouTube for live performances of old folk and blues songs: "Man of constant sorrow," "House of the rising sun," "See that my grave is kept clean," and "Baby please don't go," to name a few.

5. MECHANICS MINI-LESSON: ITALICS OR QUOTATION MARKS IN TITLES OF WORKS

Italics

Italicize or underline the titles of books, book-length poems, plays, journals, magazines, newspapers, films, TV programs, websites, long musical works, paintings, and sculptures. (Note: Italicizing and underlining mean the same thing. Use one or the other—not both.)

A Writer's Reference (book)

Beowulf (book-length poem)

The Huron River Review (journal)

The New York Times (newspaper)*

The Wizard of Oz (film)

Leave It to Beaver (TV program)

Wikipedia (website)

Blood on the Tracks (album-length musical recording)

***[Note: Some style guides recommend not capitalizing or italicizing “the” in newspaper titles. Usage varies, however. The key is to be consistent.]**

Quotation Marks

Use quotation marks for the titles of short stories, poems, songs, newspaper/magazine/ journal articles, and essays (but not an essay you have written to submit to an instructor).

“A Rose for Emily” (short story)

“The Road Not Taken” (poem)

“Chain of Fools” (song)

“Working Anything but 9 to 5” (newspaper article)

“A White Woman of Color” (essay)

It might be helpful to imagine titles of large works being italicized and titles of small works being placed in quotation marks.

EXERCISE 5: ITALICS OR QUOTATIONS IN TITLES OF WORKS

Practice these skills:

Add underlining (means the same as italics) or quotation marks where needed in the following sentences.

1. Michael Jackson's album Thriller featured the songs Beat It and Billie Jean as well as five other hits.
2. The April 1966 issue of the magazine Esquire contained what some people believe to be the best magazine article ever: Frank Sinatra Has a Cold.
3. They started the evening by watching the TV series The Walking Dead; they ended it by watching Sam Raimi's cult-classic film The Evil Dead.

6. MECHANICS MINI-LESSON: NUMBERS

Rules regarding whether to use words or numerals to indicate numbers in a piece of writing vary among publication styles, but here are some general guidelines:

When to use words:

1. If a sentence begins with a number. (Ex.: Twenty-five students attended the lecture.)
2. For any number that can be written in one or two words. (Ex.: thirteen, seventy-six, three hundred)

Note: APA style recommends using words for only the numbers one through nine—and numerals for everything else.

When to use numerals:

1. For dates. (Ex.: August 9, 2022)



2. For time of day. (Ex.: 2:15 p.m.)
3. For statistics and percentages. (Ex.: 4 out of 5 doctors, 70% of the population)
4. For scores. (Ex.: a 6-3 victory)
5. If your writing contains a lot of numerical data.

EXERCISE 6: NUMBERS

Practice these skills:

Change numerals to words or words to numerals where necessary in the following sentences.

1. 2 people volunteered to help out with voter registration, which began at six a.m.
2. Researchers found that eight-five percent of the respondents, who were aged fifteen to forty-six, had married by age forty-six and that nearly thirty percent had been married more than once. In addition, they found that college graduates were ten percent less likely to get divorced than were those without a college degree.
3. I went to my first Red Sox game in nineteen seventy. I was 10 years old.

7. MECHANICS MINI-LESSON: HYPHENS

Note: Do not confuse the hyphen (-) with the dash (–). The hyphen is used to join words. The dash is used to separate parts of a sentence.

Use a hyphen (-) to join words that work together as one concept. For example:

1. Between two or more words functioning as one adjective before a noun.

She is a hard-working executive.

Professor Langella has a three-year-old daughter.

The lawyer's in-your-face style angered the members of the jury.

Note: Such words are usually not hyphenated if they follow the noun. (Ex.: Her daughter is three years old.)

2. With written forms of fractions and of the numbers 21 through 99.

Two-thirds of the students passed the test.

Fifty-one percent of American marriages end in divorce.

3. With prefixes such as "all-," "ex-," and "self-" and the suffix "-elect."

Her ex-husband lives in Tuscaloosa now.

He's happy that he decided to become self-employed.

The mayor-elect will be sworn in later this month.

EXERCISE 7: HYPHENS

Practice these skills:

Add hyphens where needed in the following sentences:

1. She was so self motivated that she was named to the all star team six times.
2. Twenty four tutors worked in the Writing Center; two thirds of them were women.
3. He grew up with the idea of a dog eat dog world and slowly developed an anything goes attitude toward life.



8. MECHANICS MINI-LESSON: AVOIDING “YOU” IN ACADEMIC WRITING

There are three points of view to choose from in writing:

- **First person:** I, me, we, us, etc.
 - **Example:** I feel comfortable in my English class.
 - Although some style guides still recommend avoiding it, the use of first person makes good sense if the writer appears in the piece of writing.
- **Second person:** you, your, yours, etc.
 - **Example:** You feel comfortable in your English class.
 - It’s usually best to avoid this in academic writing
- **Third person:** he, she, they, it, etc.
 - **Example:** They feel comfortable in their English class.
 - This is the preferred point of view in most academic writing.

Using the second-person pronoun “you” is appropriate in some kinds of writing (giving advice or directions, for example). However, many style guides (and instructors) recommend that students avoid the use of “you” in academic writing.

Here are a few reasons to avoid using “you”:

- It is too conversational or personal for most academic writing, and this can harm the writer's credibility.
- It might be too aggressive for readers who don't like being addressed directly.
- It can result in a shift in point of view, which can confuse readers. Who is speaking to whom?

Here are two ways to remove second-person point of view:

1. Change “you” to a plural noun (people, voters, Americans, etc.). Then, if any pronouns follow, they will be third person: they, their, them, etc.

Writers



themselves



You might find yourself confused by the writing process at first

students



they



their



The more you write, the more confident you will be and the better your grades will get.

2. Change the structure of the sentence to remove second-person pronouns.

ORIGINAL

Writing is an important skill for **you** to learn.

REWRITTEN

Writing is an important skill to learn

ORIGINAL

If **you** want to get a good grade in **your** class, **you** should practice writing.

REWRITTEN

Students who want to get a good grade in class should practice writing.

EXERCISE 8: AVOIDING THE PRONOUN “YOU” IN ACADEMIC WRITING

Practice these skills:

Revise the following sentences as indicated.

Change the first “you” to a plural noun and change any pronouns that follow to the appropriate third person.

1. You might find that the works of Shakespeare are not your favorite reading material; however, if you practice and remain patient, your skills and enjoyment will increase.

Change the structure of the sentence to remove the second-person (“you”) pronouns.

2. Once you conquer Shakespeare, you will be prepared for other great poets, such as Walt Whitman and Emily Dickinson.

EXERCISE 9: PUNCTUATION AND MECHANICS APPLICATION

Practice these skills:

Look again at the paragraphs you wrote for Assignment 1. Correct and highlight any punctuation or style errors.



ASSIGNMENT 3

Sentence Styles

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Three – Grading Criteria	
The student has successfully completed all the style exercises in this assignment, rewriting the given sentences and writing one sentence of their own in each style.	
The student has written 1 or 2 paragraphs that correctly employ 7 of the 9 sentence styles discussed in this assignment.	
The student has labeled the sentences with appropriate sentence-style numbers.	



ASSIGNMENT 3: Sentence Styles

Purpose: This assignment will give you practice with two important skills: combining sentences and punctuating them according to the rules of standard academic English. These skills provide finishing touches to effective college-level essays and reports.

MINI-LESSON

Increased knowledge of the uses of these sentence styles will provide you with two immediate benefits:

1. Your writing will be clearer and easier to read.
2. Your academic and professional credibility will be enhanced because an educated reader will see that you have taken the time to master some of the conventions of standard English.

This unit will begin with a brief overview of basic rules, then ask you to do some exercises using these rules.

ASSIGNMENT OVERVIEW

Here is what we would like you to do:

1. Read and complete the exercises about the 9 sentence styles.
2. Complete Exercise 10, which will ask you to demonstrate at least 7 of the styles.

STYLE 1: COORDINATION WITH “AND”

Format

_____ and _____.

Use the coordinating conjunction *and* to combine short, choppy sentences—especially those that have the same subject.

Examples

1. She flung down her purse. She grabbed him by the neck.
She flung down her purse and grabbed him by the neck.
2. Gently, Herschel took Ann in his arms. He softly stroked her hair.
Gently, Herschel took Ann in his arms and softly stroked her hair.



- Robin ran onto the basketball court. She quickly scored a basket.
Robin ran onto the basketball court and quickly scored a basket.

NOTE: The examples of this style do not have a comma before the “and” because what comes after the and is not an independent clause (word group that can stand alone as a sentence). If the “and” does connect two independent clauses, place a comma before the and. (Ex.: Henry sliced the carrots for the soup, and Luella changed the oil in the Mercedes.)

EXERCISE 1: USING “AND”

Practice these skills:

Use style one to combine the sentences below. Then write a single style-one sentence of your own (you will have a total of two sentences):

- Pitt kept England in the war with dogged persistence. He worked himself to death in the process.
- Your own sentence:

STYLE 2: SEMICOLON

Format

_____ ; _____.

Use the semicolon to combine two sentences that are very closely related. In your essays and other writing, be careful not to overuse the semicolon.

Examples

- Love implies hate; hate implies love.
- Chrystal will write the group’s report; Iain will edit the slides.
- We had doubts about her qualifications; nevertheless, she got the job.



Note: placing a comma before the “and” in a list is the preferred style in American Academic English.

EXERCISE 3: LIST OF ACTIONS

Practice these skills:

Use style three to combine the sentences below. Then write a single style-three sentence of your own (you will have a total of two sentences):

1. Susan burst into the kitchen. She overturned the table. She chased Harry out the back door.

2. Your own sentence:

STYLE 4: COLON AND LIST

Format

_____ : _____, _____, and _____.

Use a colon after an independent clause (word group that can stand alone as a sentence) to introduce a list.

Examples

1. The U.S. government is composed of three branches: executive, legislative, and judicial.
2. Love may be separated into two components: friendship and passion.
3. There are many good reasons to attend college: to get an education, to increase self-esteem, to create greater earning power, and to avoid the draft during wartime.



Note: if what precedes a list is not an independent clause, do not use a colon (ex.: The sauce consists of olive oil, grated cheese, crushed garlic, and cracked black pepper.).

EXERCISE 4: COLON AND LIST

Practice these skills:

Use style four to combine the sentences below. Then write a single style-four sentence of your own (you will have a total of two sentences):

1. A column has three major parts. One part is called a base. Another part is the shaft. The third part is called a capital.
2. Your own sentence:

STYLE 5: SUBORDINATION

Format

Because _____, _____.

_____ because _____.

Use a subordinating conjunction (ex.: *because, since, until, while, after*) to combine two sentences.

Examples

1. They are powerful. I cannot stop them.
Because they are powerful, I cannot stop them.
I cannot stop them because they are powerful.
2. The weather clears. We will have the auction.



When the weather clears, we will have the auction.
We will have the auction when the weather clears.

- Juan doesn't hire more employees. His business will fail.
If Juan doesn't hire more employees, his business will fail.
Juan's business will fail if he doesn't hire more employees.

Note: use a comma between the clauses if the subordinate clause comes first. See examples above.

EXERCISE 5: SUBORDINATION

Practice these skills:

Use style five to combine the sentences below. Then write a single style-five sentence of your own (you will have a total of two sentences):

- Katreena graduated from college. She had many job offers.

- Your own sentence:

STYLE 6: REDUCED CLAUSE "-ED"

Format

_____ -ed _____, _____.



Examples

1. Samiya smiled radiantly. She swept through the doorway.
Smiling radiantly, Samiya swept through the doorway.
2. They wanted eternal prosperity. They could not live with the prospect of death.
Wanting eternal prosperity, they could not live with the prospect of death.
3. Siegfried hoped to find his true love. He entered the magic circle.
Hoping to find his true love, Siegfried entered the magic circle.

EXERCISE 7: REDUCED CLAUSE “-ING”

Practice these skills:

Use style seven to combine the sentences below. Then write a single style-seven sentence of your own (you will have a total of two sentences):

1. The banks expected continued inflation. They bought gold.

2. Your own sentence:

STYLE 8: DASH

Format

_____—_____.

Use a dash to indicate a dramatic shift between two sentences or to add an explanatory note



STYLE 9: PARENTHETICAL WITH COMMAS

Format

_____ / _____ / _____.

Combine two sentences by inserting one of the sentences into the other as a parenthetical phrase. Use commas to set off the parenthetical phrase.

Examples

1. This type of sentence should be used sparingly. I must caution you about this.
This type of sentence, I must caution, should be used sparingly.
2. Uncle Dave fired up the barbecue despite the threatening skies. He was always an optimist.
Uncle Dave, always an optimist, fired up the barbecue despite the threatening skies.
3. My mother is a liberal. She is like your mother.
My mother, like yours, is a liberal.

EXERCISE 9: PARENTHETICAL WITH COMMAS

Practice these skills:

Use style nine to combine the sentences below. Then write a single style-nine sentence of your own (you will have a total of two sentences):

1. Molina understood politics. He was unlike his predecessor.

2. Your own sentence:

EXERCISE 10: SENTENCE-STYLE APPLICATIONS

Practice these skills:

Type or handwrite 1 or 2 paragraphs about your experience in English 111 and/or the writing center so far. In the paragraphs, use at least 7 of the 9 sentence styles that this unit explains, and indicate the style number after the sentences.



ASSIGNMENT 4

Evaluating Web Sources

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE NAME

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Four – Grading Criteria	
The student has answered both multiple choice questions in Exercise 1 with 100% accuracy.	
The student has answered all of the questions about Oliver’s Case Study in Exercise 2 .	
The student has answered all of the questions about Brie’s Case Study in Exercise 3 .	
The student has written at least 6 sentences describing their recommended decision in Exercise 3 .	



ASSIGNMENT 4: Evaluating Web Sources

Purpose: In this assignment, you will practice reviewing and identifying appropriate web sources to ensure that your evidence is reliable. This is an important skill that will add credibility to your research and writing.

Note: This assignment is a collaboration with WCC's Bailey Library. **Adapted from "[Civic Online Reasoning: Evaluating Evidence](#)" by the [Stanford History Education Group](#), licensed by [CC BY 4.0](#)**

MINI-LESSON: CREDIBLE SOURCES

How do you know if a source of information is credible?

Many of us have picked up tricks for determining whether or not information we find online is reliable. We look for characteristics of credibility such as .org or .gov websites, reference lists, and websites with a slick and professional appearance. **However, these tricks don't always work and can sometimes lead us astray! Web evaluation requires you to think like a fact checker.**

ASSIGNMENT OVERVIEW

This assignment will walk you through the process of analyzing some provided web sources and help you to determine whether or not they are credible and should be shared or used.

Here is what we would like you to do:

1. Answer the preliminary questions in Exercise 1.
2. Read through the case study and answer the questions in Exercise 2.
3. Apply your knowledge of analyzing sources in Exercise 3 by answering questions and explaining your reasoning.

ANALYZING SOURCES

Habit #1: Read Laterally

Reading laterally is a strategy for investigating the credibility of a webpage by opening additional browser tabs to search for what other sources are saying about the website you are investigating.

We often try to evaluate websites by reading “vertically,” or reading the website like a book or a document. However, well-designed logos, “about” pages, citation lists, professional photography, and content free from typos are easy for anyone to create in today’s technology environment and are not tests for credibility. In other words, a website may look credible, but don't take the website’s word for it! Instead, **read laterally**.

Habit #2: Check Yourself

The habit of **checking yourself** involves an awareness of **your own biases** and a willingness to use **click restraint** when searching for information.

Your Biases

Be on the lookout for:

- **Confirmation Bias:** Believing something is true because it "feels" true for you and confirms what you already believe.
- **Manipulation:** Web content appealing to your emotions and attempting to influence your thinking.

It's okay to question your initial reaction to information or change your mind over time. Being open to new information is part of the fact-checking process.

Click Restraint

Click restraint is the practice of resisting the temptation to click on the first sites that your web search reveals. Use click restraint and look through search results more thoroughly before clicking on a link.



EXERCISE ONE: BUILDING FROM THE BASICS

Apply what you have learned so far and answer the following (multiple-choice) questions:

1. Which strategy would work best to check the **credibility** of a web article? (*Underline or highlight your answer*).
 - a. Reading the "About Us" page carefully to learn more about the site
 - b. Finding out what the site says about the author
 - c. Researching what others have written about the organization
 - d. Checking to see if there is a list of references
2. Which of the following are part of the process of **click restraint**? (*Underline or highlight all that apply*).
 - a. Browsing through the first couple pages of search results before checking
 - b. Examining the title url and information snippet of a search result for clues about relevance
 - c. Clicking on the first link in a list of search results because the first link is always the most credible.

OLIVER'S CASE STUDY: APPLYING ANALYSIS SKILLS

Oliver's Business Pitch

Now it's your turn to look at a source and determine its credibility. Let's take a look at this case study and evaluate the article our study wants to use.

Case Study

Oliver thinks he's found the purrfect (sorry about the pun) study to entice his business investors.

Hey! I'm doing research for a business pitch to potential investors. I am dreaming of opening my own barbershop/cat cafe, called Kitty Kuts. I found this fantastic article to use in my presentation: it's a study where researchers analyzed how cats react to bearded individuals. Is this the article that's going to make my investors purr?

Article: [Feline Reactions to Bearded Men](#) (To view the article, click the link or copy-and-paste it into your browser.)

Author Credibility

Credible authors are experts in their field of study and support their arguments with traceable sources. The article Oliver found shows an impressive list of authors from respected universities across the country. Let's think like fact-checkers and use the habit of searching laterally to test the credibility of the authors. We can do this by opening a new tab and doing a Google search to find information about the authors. Using click restraint and browsing through the first few pages of results will help us make sure we get the big picture.

Now that we've investigated the author, let's find out more about the organization and whether its aim is to make money, entertain, persuade, or inform. It takes only a few moments and helps you quickly decide if the website is worth your time.

Find the 'About' Page

We've already learned that the "About" page is written by the publisher or sponsor of a website and includes only the information THEY want you to see. However, taking a quick glance at the "About" page can be an easy way to help you compare what an organization says about itself with what others have to say.

The sponsor of Oliver's article is the website *Improbable Research*. Below are details from their About page. What does this information tell you about the organization and their goals?

What is Improbable Research?

Improbable research is research that makes people laugh and then think.

We collect improbable research. Real research, about anything and everything, from everywhere. Research that's maybe good or bad, important or trivial, valuable or worthless.

Why We Do It

Our goal is to make people LAUGH, then THINK. We also hope to spur people's curiosity, and to raise the question: How do you decide what's important and what's not, and what's real and what's not — in science and everywhere else?

If Oliver were looking for credible scientific information, the short time he has spent investigating this unfamiliar site has already revealed that it is time to move on and find a different source.

Recognize Red Flags

When evaluating information on the web, slow down and check yourself so that you don't miss credibility red flags such as emotional language, inconsistencies, lack of supporting evidence, and satire.

The abstract of Oliver's article indicates that this study was conducted to test whether or not cats form biases against bearded men. The topic seems relevant to Oliver's research.

Look closer. If Oliver scrolls through the article, he will detect some problems with the quality of the research in this study.

Oliver doesn't need to be a subject expert or able to understand scientific language to realize something isn't quite right. If you are looking at a website or online article and something seems off, trust your gut! Reread to see if you can figure out what doesn't add up or just move on and find another source.

Check The Bibliography

Many web articles cite sources and include reference lists, but that doesn't mean they are citing quality sources. While some sources are more credible than others, every source has limitations.

Seek out multiple, trustworthy perspectives on a topic. It will give you a better understanding of the topic than relying on any single source.

Oliver did some additional searching and found an article from *Scientific American* about pets in the workplace. This article highlights research studies that show benefits to having cats in the workplace, but also provides health and safety questions to consider. If Oliver used this article in his business pitch, he would have reliable research to support his business idea and come up with a plan to proactively address health and safety concerns.

Identify Your Moves

- **Move 1: Who's behind the information** - The "Feline Reactions to Bearded Men" article lists names and universities, but no credentials are present. Reading laterally reveals that the authors are fake and the organization is a website for scientific humor and satire, not a serious research journal.
- **Move 2: What's the evidence?** - In addition to dubious research methods, the article's bibliography is just plain silly. The authors created this fake scholarly article to help you think critically and remember that an article can look scholarly and still be false or misleading.
- **Move 3: What do other sources say?** - Browsing through additional sources on the topic helped Oliver find a better article from *Scientific American*. Always seek out multiple perspectives to test claims. There might be new information or perspectives that could change your mind or make your argument stronger.



Conclusion

Sometimes people want to share false information to make you laugh (satire) or to deliberately deceive you (misinformation). By taking just a few moments to read laterally, practice click restraint, and check yourself for confirmation bias, you can verify the credibility of online information and make sure that you aren't being manipulated.

EXERCISE 2: DETERMINING A SOURCE'S CREDIBILITY

Practice these skills:

Read through the information and follow the steps to answer the questions below each step.

1. Do a Google search to search laterally for one of the authors and universities listed in ["Feline Reactions to Bearded Men."](#) (Click the link or copy-and-paste the URL into your browser.)
 - a. Is the author connected to research beyond this study?
2. Read laterally: do an Internet search for *Improbable Research*. Using click restraint, look for credible sources with information about this organization.
 - a. Based on the information you find, what is the purpose of this website?
3. Search Google to read laterally about one of the studies listed in the bibliography of "Feline Reactions to Bearded Men."
 - a. Does the study actually exist?
4. On the web, find the *Scientific American* article ["The Rising Trend of Pets at Work"](#) (click the link or copy-and-paste the URL into your browser) and read through it.
 - a. Do you think this article is a better fit for his business pitch than the "Feline Reactions to Bearded Men" article?



5. Take a moment to review all of your previous answers and to look over the article once more.
 - a. Should Oliver use this article to persuade investors to fund Kitty Kuts?

EXERCISE 3: FURTHER APPLICATIONS

Practice These Skills:

Should Brie Share?

Now that you've gotten some more experience evaluating information, you can lend Brie a hand. Read her case below and complete the assignment.

Wow.

Yesterday I stumbled upon this really interesting article. It was written by an actual doctor and basically says that vitamin D is more effective than the flu vaccine. I have always been interested in alternative medicine and staying healthy - especially now that we have COVID-19 to contend with. I feel like I have an obligation to share this with as many people as possible. It could keep people healthier and maybe even save lives!

Should I hit the share button and pass this information along?

Scan the article that Brie found, [“Study: Vitamin D Is More Effective Than Flu Vaccine.”](#) Then answer the following questions using the moves and habits from this assignment.

1. What source is providing the information?

2. What is the claim?

3. Who's behind the information?
 - a. What do you know about the author?

 - b. What do you know about the purpose of the organization?

4. What's the evidence?

5. What do other sources say?

6. Verdict: Should the article be used or shared?

7. **Explain whether or not Brie should share the article (write at least 6 sentences).**

ASSIGNMENT 5: MLA Documentation Style

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Five – Grading Criteria	
EXERCISE 1: A WORKS CITED PAGE	
The student's Works Cited page is typed and double-spaced with a centered title.	
The student's Works Cited page includes 5 entries: 3 from the back of this book and 2 that the student has found on their own.	
The entries are in alphabetical order and have "hanging" indents.	
Each entry is properly formatted with no more than 2 errors.	
The student has provided links to or copies of the 2 additional sources.	
EXERCISE 2: QUOTING AND PARAPHRASING	
The assignment is typed and double-spaced.	
The student has quoted and paraphrased from 3 different sources.	
The student has used correct MLA in-text citation format: <ol style="list-style-type: none"> 1. In each citation, the student has given the author's name (or article title if there is no author) in either a phrase of attribution or parenthetically. 2. The student's 3 quotations are accurate, and the borrowed words are enclosed in quotation marks. 3. The student's 3 paraphrases are accurate and written in their own words. 4. The student has included parenthetical page citations where necessary. 	

Note: Assignments 5–9 in this book will ask you to work with the same topic.

ASSIGNMENT 5: MLA Documentation Style

Note: Assignments 5–9 in this book will ask you to work with the same topic.

Purpose: This assignment will give you practice with MLA (Modern Language Association) documentation style, 9th edition, a system used in the humanities to acknowledge the sources that you borrow from when you write a research paper.

MINI-LESSON

WHY DOCUMENT YOUR SOURCES?

1. To give credit to the sources you have borrowed from to make your paper stronger.
2. To show your credibility: readers can trust you because you care enough about your subject to do research on it to support your own ideas and opinions with the ideas and opinions of expert sources.
3. To let readers know where they can get further information about your topic.
4. To let readers look for themselves at your sources so they can draw their own conclusions.
5. To avoid plagiarism (sometimes called “literary theft”), a serious academic offense in which writers borrow words or ideas from a source and present them as if they were their own.

WHAT IS A SOURCE?

A source is any person, place, or thing from which you borrow information for your paper. Most commonly, it is an article from a journal, magazine, website, or database. It might also be a book, a *YouTube* video, movie, a song, a personal interview. . . . The list goes on.

HOW DO YOU KNOW IF A SOURCE IS GOOD?

The *MLA Handbook* suggests that you ask the following questions to help you evaluate the quality of a source:

1. Who is the author of the source? What are the author’s credentials?
2. What is the source? Does it have a title? If it lacks a title, how would you describe it?
3. Who is the publisher of the source? Is it a publishing company? A reputable organization?
4. Where did you find the source? Is it in a book? In a journal? On the Web?
5. When was the source published? Is it possible that the source is out of date?

If you cannot find satisfactory answers to most of these questions, the source you are looking at is probably not good.

WHAT INFORMATION DO YOU NEED ABOUT YOUR SOURCES TO DOCUMENT THEM PROPERLY?

The *MLA Handbook* suggests the following:

1. Name of author(s).
2. Title of source.
3. Title of “container” (book, website, magazine, newspaper, etc.),
4. Other contributors (editor, translator, etc.),
5. Version (9th ed., updated ed., etc.),
6. Number (vol. 1, no. 15, etc.),
7. Publisher (Harvard UP, Bedford/St. Martin’s, etc.),
8. Publication date,
9. Location (pages or URL).

Note: MLA no longer requires a date of access for online sources unless the source does not have a publication date.

ASSIGNMENT OVERVIEW

Exercise 1 of this assignment will ask you to create an MLA Works Cited page.

Exercise 2 of this assignment will ask you to write sentences that include correct MLA-style quotations and paraphrases.

PART 1: MLA WORKS CITED PAGE

- It appears at the end of your paper and provides publication information for all the sources you borrow from within your paper.
- Each of the sources cited in your paper must have an entry on the Works Cited page.
- The sources in the Works Cited should be double-spaced and in alphabetical order.

Here is the general formula to make an MLA Works Cited entry:

Author. Title. Title of Container (if there is one), Other Contributors (if there are any), version (if there is one), number (if there is one), Publisher, publication date, location (if there is one).

Here is an example of a Works Cited page:

Works Cited

- Auden, W.H. *Lectures on Shakespeare*. Edited by Arthur Kirsch, Princeton UP, 2000.
- Bachrach, Hailey. "The Oregon Shakespeare Festival 2017." *Shakespeare Newsletter*, vol. 67, no. 1, Fall-Winter 2017, pp. 14-21. *Literature Resource Center*, go.galegroup.com.
- Crystal, David, and Ben Crystal. *Shakespeare's Words: A Glossary and Language Companion*. Preface by Stanley Wells. Penguin Books, 2002.
- Garber, Marjorie. *Shakespeare and Modern Culture*. Anchor Books, 2008.
- Greenblatt, Stephen, et al., editors. *The Norton Shakespeare: Tragedies*. W.W. Norton & Company, 2007.
- Hamlet*. Directed by Kenneth Branagh. Performances by Branagh, Julie Christie, Derek Jacobi, and Kate Winslet, Columbia Pictures, 1996.
- "*Hamlet*." *Rotten Tomatoes*, Fandango, <https://www.rottentomatoes.com/m/1075422-hamlet>. Accessed 7 Aug. 2022.
- Holland, Peter. "Shakespeare, William." *Oxford Dictionary of National Biography*, Oxford UP, 12 Aug. 2021, <https://doi.org/10.1093/ref:odnb/25200>.
- Howes, Sophia. "Review: 'Hamlet' at Shakespeare Theatre Company's Free for All." *DC Theater Arts*, 18 July 2019, <https://dctheaterarts.org/2019/07/18/hamlet-free-for-all/>.

“Ian McKellen: Understanding King Lear, the Character.” *YouTube*, uploaded by Staging Shakespeare, <https://www.youtube.com/watch?v=ahFtoCq6CHw&t=35s>. Accessed 7 Aug. 2022.

MLA Handbook. 9th ed., Modern Language Assn. of America, 2021.

Shakespeare, William. *Julius Caesar*. *The Bedford Shakespeare*, edited by Russ McDonald and Lena Cowen Orlin, Bedford/St. Martin’s, 2015, pp. 886-943.

“Sonnet.” *Encyclopedia Britannica*, <https://www.britannica.com/art/sonnet>. Accessed 7 Aug. 2022.

“William Shakespeare.” *Biography*, A&E Television Networks, 24 Apr. 2015, <https://www.biography.com/writer/william-shakespeare>.

[Note: Your Works Cited page for Exercise 1 should follow the format above.]

FREE CITATION GENERATORS ONLINE

There are several free citation generators available online, which can be a big help in creating Works Cited entries for your sources. Here are some good citation generators:

ZoteroBib: <https://zbib.org/>

EasyBib: <https://www.easybib.com/>

CiteFast: <https://www.grafiati.com/en/blogs/citefast-alternative/>

However, be sure to check the accuracy of the results you get from these generators. See examples in this unit for proper Works Cited format.

SAMPLE WORKS CITED ENTRIES**Book****Basic Format**

Author's Last Name, Author's First Name. *Title of Book*. Name of Publisher, Year of Publication.

Book with One Author

Garber, Marjorie. *Shakespeare and Modern Culture*. Anchor Books, 2008.

Book with Two Authors

Crystal, David, and Ben Crystal. *Shakespeare's Words: A Glossary and Language Companion*. Preface by Stanley Wells. Penguin Books, 2002.

Book with More Than Two Authors

Greenblatt, Stephen, et al., editors. *The Norton Shakespeare: Tragedies*. W.W. Norton & Company, 2007.

[Note: Use the abbreviation "et al." (Latin for "and others") after the first author's name if the source has more than two authors.]

Book with No Author

MLA Handbook. 9th ed., Modern Language Assn. of America, 2021.

Book with an Author and an Editor

Auden, W.H. *Lectures on Shakespeare*. Edited by Arthur Kirsch, Princeton UP, 2000.

Work in an Anthology

Shakespeare, William. *Julius Caesar. The Bedford Shakespeare*, edited by Russ

McDonald and Lena Cowen Orlin, Bedford/St. Martin's, 2015, pp. 886-943.

Article in a Print or Web Source

Basic Format

Print

Author's Last Name, Author's First Name. "Title of Article." *Title of Journal, Magazine, or Newspaper*, volume and issue number (if available), date of publication, page numbers.

Web

Author's Last Name, Author's First Name. "Title of Article." *Name of Website*, Publisher or Sponsor of Website (if different from the name of the website), date of publication, URL or DOI.

Article in a Web Source

Howes, Sophia. "Review: 'Hamlet' at Shakespeare Theatre Company's Free for All." *DC Theater Arts*, 18 July 2019, <https://dctheaterarts.org/2019/07/18/hamlet-free-for-all/>.

Article with No Author

"William Shakespeare." *Biography*, A&E Television Networks, 24 Apr. 2015, <https://www.biography.com/writer/william-shakespeare>.

Journal Article from a Library Database

Bachrach, Hailey. "The Oregon Shakespeare Festival 2017." *Shakespeare Newsletter*, vol. 67, no. 1, Fall-Winter 2017, pp. 14-21. *Literature Resource Center*, go.galegroup.com.

[Note: Most academic journals have volume and issue numbers.]

Article or Entry in an Encyclopedia or Dictionary

With an Author

Holland, Peter. "Shakespeare, William." *Oxford Dictionary of National Biography*, Oxford UP, 12 Aug. 2021, <https://doi.org/10.1093/ref:odnb/25200>.

Without an Author

"Sonnet." *Encyclopedia Britannica*, <https://www.britannica.com/art/sonnet>. Accessed 7 Aug. 2022.

[Note: Date of access is recommended for sources that have no date.]

Other Sources

Film

Hamlet. Directed by Kenneth Branagh. Performances by Branagh, Julie Christie, Derek Jacobi, and Kate Winslet, Columbia Pictures, 1996.

YouTube Video

"Ian McKellen: Understanding King Lear, the Character." *YouTube*, uploaded by Staging Shakespeare, <https://www.youtube.com/watch?v=ahFtoCq6CHw&t=35s>.

Accessed 7 Aug. 2022.



MORE THINGS TO KNOW ABOUT WORKS CITED PAGES

- It is alphabetized.
- Its entirety is double-spaced.
- “Hanging” indents are used to make the authors’ names more visible.
- Months are indicated as follows: Jan., Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov., Dec.

For more information about the Works Cited, see the *MLA Handbook*, 9th ed.; the *Purdue OWL* website; or the free handouts in the Writing Center or on the Writing Center webpage.

EXERCISE 1: CREATING AN MLA WORKS CITED PAGE

Practice these skills:

1. Look over the sets of articles at the end of this book. The articles are grouped into three topics: Climate Change, Student Loan Debt, and Wellness.
2. Having looked at these articles, choose a topic that you think you would like to write about for Assignments 5–9. The topic you choose must be based, however loosely, on any one or more articles in the set. You will eventually use these articles as sources in an essay you will write for Assignments 8 and 9.
3. Find a fourth and fifth source that are related to your topic. These sources might come from a credible website, a database, a book, a magazine, etc.
4. Type a Works Cited page for your 5 sources (the 3 from this book and the 2 additional ones that you’ve found). Remember to alphabetize and double-space.
5. See examples in this unit.

PART 2: MLA QUOTING AND PARAPHRASING

The two main ways to borrow information from a source and include it in your paper are **quoting** and **paraphrasing**.

- A **quotation** is an exact borrowing of words from a source, and those borrowed words are put in quotation marks.
- A **paraphrase** is the borrowing of an idea from a source, and that borrowed idea is written in your own words. A paraphrase is not put in quotation marks.

[Note: A paraphrase is not a summary of an entire work; rather, it is the borrowing of an idea or two from a source.]

MLA IN-TEXT CITATION STYLE

MLA suggests an in-text citation style that uses a minimum of clutter to match the quotations and paraphrases in your paper with the publication information about the sources in your Works Cited.

HERE IS THE BASIC FORMULA:

Introductory word group/phrase of attribution that mentions
author's name and perhaps some additional information
+
"Exact words borrowed enclosed in quotation marks" or
paraphrase
+
(page number of source, if available, where the borrowed
material appears).

QUOTATION AND PARAPHRASE EXAMPLES

Now, here are some examples of effective quoting and paraphrasing:

Quotation with Author in Phrase of Attribution

In a recent *Shakespeare Newsletter* article, Hailey Bachrach contends, "The big question in *Julius Caesar* in most cases is how to make all five acts seems necessary" (14).

Quotation with Author in Parentheses

A recent *Shakespeare Newsletter* article contends, "The big question in *Julius Caesar* in most cases is how to make all five acts seems necessary" (Bachrach 14).

Paraphrase with Author in Phrase of Attribution

W.H. Auden, in *Lectures on Shakespeare*, maintains that Hamlet's soliloquies are not well integrated into the play (159).

Paraphrase with Author in Parentheses

At least one notable critic maintains that Hamlet’s soliloquies are not well integrated into the play (Auden 159).

Quotation with Author in Phrase of Attribution, Page Number Unknown

In a review of a recent performance of *Hamlet*, Sophia Howes repeats a familiar truism: “*Hamlet* is being performed somewhere every single minute of every single day.”

Quotation with Author in Parentheses, Page Number Unknown

A review of a recent performance of *Hamlet* repeats a familiar truism: “*Hamlet* is being performed somewhere every single minute of every single day” (Howes).

Paraphrase with Author in Phrase of Attribution, Page Number Unknown

In the *Oxford Dictionary of National Biography*, Peter Holland mentions that Shakespeare wrote the tragedies *Timon of Athens*, *King Lear*, *Macbeth*, and *Antony and Cleopatra* in 1605 and 1606.

Paraphrase with Author in Parentheses, Page Number Unknown

Shakespeare wrote the tragedies *Timon of Athens*, *King Lear*, *Macbeth*, and *Antony and Cleopatra* in 1605 and 1606 (Holland).

Quotation with Author Unknown, Article or Book Title in Phrase of Attribution

The article “William Shakespeare” on the *Biography* website explains that “Shakespeare’s early plays were written in the conventional style of the day, with elaborate metaphors and rhetorical phrases that didn’t always align naturally with the story’s plot or characters.”

Paraphrase with Author Unknown, Article or Book Title in Parentheses

The forward slash mark (/) is used to indicate line breaks when quoting three or fewer lines of poetry from as source (MLA 256).

[Note: Titles mentioned parenthetically, whether they are of books or of titles, may be shortened.]

Paraphrase with Two Authors

It has been suggested that the characters in *Hamlet* can be divided into seven circles: the Danish Court, the Soldiers, the Norwegian army, the Sailors, the English Ambassadors, the Players, and the Graveyard (Crystal and Crystal 529).

Paraphrase with More Than Two Authors

It is possible that Shakespeare did no acting during 1592-94, which were the plague years (Greenblatt et al. 1106).

[Note: For sources with more than 2 authors, the abbreviation “et al.” is used after the first author’s name.]

Indirect Source (Source Quoted in Another Source)

According to Irene Sharaff, the costume designer of *West Side Story*, “The T-shirt in the fifties was worn solely as underwear” (qtd. in Garber 49).

[Note: Sharaff is mentioned in the introductory phrase, and the parenthetical citation indicates that Sharaff’s words are quoted by Garber on page 49. Garber, and not Sharaff, should appear in the Works Cited as the source.]

Block Quotation (More Than Four Lines)

Marjorie Garber, in *Shakespeare and Modern Culture*, comments on a well-known artistic strategy:

The play-within-the-play has strong roots in the early modern period. In Shakespeare’s time the device was constantly exploited, by revenge tragedies and comedies alike. The revenger in Thomas Kyd’s *Spanish Tragedy* contrives to kill his enemies during the plot of a play they are performing. Both *Love’s Labour’s Lost* and *A Midsummer Night’s Dream* present the spectacle of onstage audiences watching plays that—although they do not realize it—tell versions of their own stories, to comic effect. (220)

[Note: Long quotations are indented, and quotation marks around them are unnecessary.]



HELPFUL VERBS FOR MLA QUOTING AND PARAPHRASING

according to	defines	observes
agrees	denies	points out
argues	describes	rejects
asks	disputes	relates
asserts	emphasizes	reports
believes	explains	responds
boasts	extols	reveals
claims	finds	says
comments	holds	sees
compares	illuminates	shows
concedes	illustrates	speculates
considers	implies	states
contends	infers	suggests
contrasts	insists	thinks
declares	maintains	warns
defends	notes	writes



EXERCISE 2: CREATING MLA-STYLE QUOTATIONS AND PARAPHRASES

Practice these skills:

1. Choose any 3 of your 5 sources and produce one quotation and one paraphrase from each.
2. This will be a total of 3 quotations and 3 paraphrases.
3. You might find it easier to paraphrase the same material you quote.
4. Make sure that you have used proper phrases of attribution and/or parenthetical material.
5. Type and double-space this assignment.
6. Provide links to or copies of your sources.
7. Format for this Exercise:

Quotation 1

In a review of a recent performance of *Hamlet*, Sophia Howes repeats a familiar truism: “*Hamlet* is being performed somewhere every single minute of every single day.”

Paraphrase 1

Indeed, as many have observed, pick a time of day, and a production of *Hamlet* is playing somewhere on the planet (Howes).

Quotation 2

In a recent *Shakespeare Newsletter* article, Hailey Bachrach contends, “The big question in *Julius Caesar* in most cases is how to make all five acts seems necessary” (14).

Paraphrase 2

Julius Caesar seems to lose so much energy toward the end that one wonders if the play should be shortened to three or four acts (Bachrach 14).

Quotation 3

The most recent *MLA Handbook* advises “using a forward slash with a space on each slide (/) to indicate to your reader where the line breaks fall” (256).

Paraphrase 3

The forward slash mark (/) is used to indicate line breaks when quoting poetry (MLA 256).



ASSIGNMENT 6: APA Documentation Style

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Six – Grading Criteria	
PART 1: REFERENCES	
The student’s References page is typed and double-spaced with a centered title.	
The student’s References page includes 5 entries: 3 from the back of this book and 2 that the student has found on their own.	
The entries are in alphabetical order and have “hanging” indents.	
Each entry is properly formatted with no more than 2 errors.	
The student has provided links to or copies of the 2 additional sources.	
PART 2: QUOTING AND PARAPHRASING	
The assignment is typed and double-spaced.	
The student has quoted and paraphrased from 3 different sources.	
The student has used correct APA in-text citation format: <ol style="list-style-type: none"> 1. In each citation, the student has given the author’s name (or article title if there is no author), followed by the year of publication, in either a phrase of attribution or parenthetically. 2. The student’s 3 quotations are accurate, and the borrowed words are enclosed in quotation marks. 3. The student’s 3 paraphrases are accurate and written in their own words. 4. The student has included parenthetical page citations where necessary. 	

Note: Assignments 5–9 in this book will ask you to work with the same topic.

ASSIGNMENT 6: APA Documentation Style

Note: Assignments 5–9 in this book will ask you to work with the same topic.

Purpose: This assignment will give you practice with APA (American Psychological Association) documentation style, 7th edition, a system used in social and natural sciences as well as medical fields to acknowledge the sources that you borrow from when you write a research paper.

MINI-LESSON

WHY DOCUMENT YOUR SOURCES?

1. To give credit to the sources you have borrowed from to make your paper stronger.
2. To show your credibility: readers can trust you because you care enough about your subject to do research on it to support your own ideas and opinions with the ideas and opinions of expert sources.
3. To let readers know where they can get further information about your topic.
4. To let readers look for themselves at your sources so they can draw their own conclusions.
5. To avoid plagiarism (sometimes called “literary theft”), a serious academic offense in which writers borrow words or ideas from a source and present them as if they were their own.

WHAT IS A SOURCE?

A source is any person, place, or thing from which you borrow information for your paper. Most commonly, it is an article from a journal, magazine, website, or database. It might also be a book, a *YouTube* video, movie, a song, a personal interview . . . The list goes on.

ASSIGNMENT OVERVIEW

Exercise 1 of this assignment will ask you to create an APA References page.

Exercise 2 of this assignment will ask you to write sentences that include correct APA-style quotations and paraphrases.

PART 1: APA REFERENCES PAGE

The APA References page, like the MLA Works Cited page, provides publishing information about all the sources you have borrowed from in your paper. Also like the MLA Works Cited, the APA References page is placed at the end of your paper, is alphabetized and double-spaced, and uses “hanging” indents.

There are, however, a few mechanical differences between the two:

- After the full last names, the APA References page identifies only the authors’ first and middle initials.
- Article titles in the APA References page are not enclosed in quotation marks.
- Article and book titles in the APA References page have no capital letters except for the first letter of the first word, the first letter of proper nouns, and the first letter after a colon.
- In APA style, the year of publication is placed directly after the author’s name.

Here is an example of an APA References page.

(Note: The sources are the same as those used in the MLA Works Cited page example in Assignment 5).

References

Auden, W.H. (2000). *Lectures on Shakespeare* (A. Kirsch, Ed.). Princeton University Press.

Bachrach, H. (2017). The Oregon Shakespeare Festival 2017. *Shakespeare Newsletter*, 67(1), 14-21.

Biography. (2015, April 24). *William Shakespeare*. <https://www.biography.com/writer/william-shakespeare>

Branagh, K. (Director). (1996). *Hamlet* [Film]. Columbia Pictures.

Crystal, D., & Crystal, B. (2002). *Shakespeare’s words: A glossary and language companion*. Penguin Books.

Encyclopedia Britannica. (n.d.). Sonnet. In *Encyclopedia Britannica*. Retrieved August 7, 2022, from <https://www.britannica.com/art/sonnet>

Garber, M. (2008). *Shakespeare and modern culture*. Anchor Books.

Greenblatt, S., Cohen, W., Howard, J. E., & Maus, K. E. (Eds.). (2007). *The Norton Shakespeare: Tragedies*. W.W. Norton & Company.

Hamlet. (n.d.). Rotten Tomatoes. Retrieved August 7, 2022, from <https://www.rottentomatoes.com/m/1075422-hamlet>

Holland, P. (2021, August 12). Shakespeare, William. In *Oxford dictionary of national biography*. Oxford University Press. <https://doi.org/10.1093/ref:odnb/25200>.

Howes, S. (2019, July 18). *Review: 'Hamlet' at Shakespeare Theatre Company's Free for All*. DC Theater Arts. <https://dctheaterarts.org/2019/07/18/hamlet-free-for-all/>

Modern Language Association of America. (2021). *MLA handbook* (9th ed.).

Shakespeare, W. (2015). *Julius Caesar*. In R. McDonald & L.C. Orlin (Eds.), *The Bedford Shakespeare* (pp. 886-943). Bedford-St. Martin's. (Original work published 1623)

Staging Shakespeare. (n.d.). *Ian McKellen: Understanding King Lear, the character* [Video]. YouTube. Retrieved August 7, 2022, from <https://www.youtube.com/watch?v=ahFtoCq6CHw&t=35s>

[Note: Your References page for Exercise 1 should follow the format above.]

FREE CITATION GENERATORS ONLINE

There are several free citation generators available online, which can be a big help in creating References entries for your sources. Here are some good citation generators:

ZoteroBib: <https://zbib.org/>

EasyBib: <https://www.easybib.com/>

CiteFast: <https://www.grafiati.com/en/blogs/citefast-alternative/>

However, be sure to check the accuracy of the results you get from these generators. See examples in this unit for proper References format.

SAMPLE REFERENCES ENTRIES

Book

Basic Format

Author's Last Name, Author's First and Middle Initials. (Year of Publication). *Title of book*. Name of Publisher.

Examples

Auden, W.H. (2000). *Lectures on Shakespeare* (A. Kirsch, Ed.). Princeton University Press.

[Note: This book has an editor.]

Shakespeare, W. (2015). *Julius Caesar*. In R. McDonald & L.C. Orlin (Eds.), *The Bedford Shakespeare* (pp. 886-943). Bedford-St. Martin's. (Original work published 1623)

[Notes: This book is a work in an anthology. Also, because the work is quite old, the original publication date is given, which is optional.]

Journal Article

Basic Format

Author's Last Name, Author's First and Middle Initials. (Year, Month Day). Article title.
Journal Title, volume number(issue number), pages. DOI or URL

Example

Bachrach, H. (2017). The Oregon Shakespeare Festival 2017. *Shakespeare Newsletter*, 67(1), 14-21.

[Note: This article is from a library database, so there is not a DOI or a non-database URL.]

Article or Page on a Website

Basic Format

Author's Last Name, Author's First and Middle Initials. (Year, Month Day). *Article title*.
Website Name. URL

Examples

Howes, S. (2019, July 18). *Review: 'Hamlet' at Shakespeare Theatre Company's Free for All*. DC Theater Arts. <https://dctheaterarts.org/2019/07/18/hamlet-free-for-all/>

Rotten Tomatoes. (n.d.). *Hamlet*. Retrieved August 7, 2022, from <https://www.rottentomatoes.com/m/1075422-hamlet>

[Notes: This source has no named author, so the site name is used as group author.

Also, since this source has no publication date, the date of retrieval is given.]

Entry From an Online Dictionary or Encyclopedia

Basic Format

Author's Last Name, Author's First and Middle Initials. (Year). Term or Word. In *Name of dictionary or encyclopedia*. URL or Name of Publisher.

Example

Encyclopedia Britannica. (n.d.). Sonnet. In *Encyclopedia Britannica*. Retrieved August 7, 2022, from <https://www.britannica.com/art/sonnet>

[Note: This source has no named author, so the organization is used as group author.]



EXERCISE 1: CREATING AN APA REFERENCES PAGE

Practice these skills:

1. Create an APA References page for the 5 sources you used in Assignment 5.
2. See examples in this unit.

PART 2: APA QUOTING AND PARAPHRASING

As we discussed in Assignment 5, the two main ways to borrow information from a source and include it in your paper are **quoting** and **paraphrasing**.

- A **quotation** is an exact borrowing of words from a source, and those borrowed words are put in quotation marks.
- A **paraphrase** is the borrowing of an idea from a source, and that borrowed idea is written in your own words. A paraphrase is not put in quotation marks.

[Note: A paraphrase is not a summary of an entire work; rather, it is the borrowing of an idea or two from a source.]

APA IN-TEXT CITATION STYLE

APA requires an in-text citation style that uses a minimum of clutter to match the quotations and paraphrases in your paper with the publication information about the sources in your References page.

HERE IS THE BASIC FORMULA:

Introductory word group/phrase of attribution that mentions author's last name

+

(Year of publication in parentheses after author's name)

+

"Exact words borrowed in quotation marks" or paraphrase

+

(page number of source, if available, where borrowed material appears).

QUOTATION AND PARAPHRASE EXAMPLES

Here are some examples of effective quoting and paraphrasing:

Quotation with Author in Phrase of Attribution

Bachrach (2017) contended, “The big question in *Julius Caesar* in most cases is how to make all five acts seems necessary” (p. 14).

[Note: APA style prefers past-tense verbs of attribution.]

Quotation with Author in Parentheses

One critic contended, “The big question in *Julius Caesar* in most cases is how to make all five acts seems necessary” (Bachrach, 2017, p. 14).

Paraphrase with Author in Phrase of Attribution

Auden (2000) maintained that Hamlet’s soliloquies are not well integrated into the play (p. 159).

Paraphrase with Author in Parentheses

At least one notable critic maintained that Hamlet’s soliloquies are not well integrated into the play (Auden, 2000, p. 159).

Quotation with Author in Phrase of Attribution, Page Number Unknown

In a review of a recent performance of *Hamlet*, Howes (2019) repeated a familiar truism: “*Hamlet* is being performed somewhere every single minute of every single day.”

[Note: This is from a web source that has no page numbers.]

Quotation with Author in Parentheses, Page Number Unknown

A review of a recent performance of *Hamlet* repeated a familiar truism: “*Hamlet* is being performed somewhere every single minute of every single day” (Howes, 2019).

Paraphrase with Author in Phrase of Attribution, Page Number Unknown

Holland (2021) mentioned that Shakespeare wrote the tragedies *Timon of Athens*, *King Lear*,

Macbeth, and *Antony and Cleopatra* in 1605 and 1606.

Paraphrase with Author in Parentheses, Page Number Unknown

Shakespeare wrote the tragedies *Timon of Athens*, *King Lear*, *Macbeth*, and *Antony and Cleopatra* in 1605 and 1606 (Holland, 2021).

Quotation with a Group Author

Biography (n.d.) explained that “Shakespeare’s early plays were written in the conventional style of the day, with elaborate metaphors and rhetorical phrases that didn’t always align naturally with the story’s plot or characters.”

[Note: This source has no publication date, so “n.d.” is used in place of a year.]

Paraphrase with a Group Author

The forward slash mark (/) is used to indicate line breaks when quoting three or fewer lines of poetry from as source (Modern Language Assn., 2021, p. 256).

Paraphrase with Two Authors

It has been suggested that the characters in *Hamlet* can be divided into seven circles: the Danish Court, the Soldiers, the Norwegian army, the Sailors, the English Ambassadors, the Players, and the Graveyard (Crystal & Crystal, 2002, p. 529).

Paraphrase with More Than Two Authors

It is possible that Shakespeare did no acting during 1592-94, which were the plague years (Greenblatt et al., 2007, p. 1106).

[Note: For sources with more than 2 authors, the abbreviation “et al.” is used after the first author’s name.]

Block Quotation (40 Words or More)

Garber (2008) commented on a well-known artistic strategy:

The play-within-the-play has strong roots in the early modern period. In Shakespeare’s time the device was constantly exploited, by revenge tragedies and comedies alike. The revenger in Thomas Kyd’s *Spanish Tragedy* contrives to kill his enemies during the plot of a play they are performing. Both *Love’s Labour’s Lost* and *A Midsummer Night’s Dream* present the spectacle of onstage audiences watching plays that—although they

do not realize it—tell versions of their own stories, to comic effect. (p. 220)

[Note: Long quotations are indented, and quotation marks around them are unnecessary.]

HELPFUL VERBS FOR APA QUOTING AND PARAPHRASING

according to	defined	observed
agreed	denied	pointed out
argued	described	rejected
asked	disputed	related
asserted	emphasized	reported
believed	explained	responded
boasted	extolled	revealed
claimed	found	said
commented	held	saw
compared	illuminated	showed
conceded	illustrated	speculated
considered	implied	stated
contended	inferred	suggested
contrasted	insisted	thought
declared	maintained	warned
defended	noted	wrote

EXERCISE 2: CREATING APA-STYLE QUOTATIONS AND PARAPHRASES

Practice these skills:

1. Choose any 3 of your 5 sources and produce one quotation and one paraphrase from each. You might want to use your quotations and paraphrases from Assignment 5.
2. This will be a total of 3 quotations and 3 paraphrases.
3. Make sure that you have used proper phrases of attribution and/or parenthetical material.
4. Type and double-space this assignment.
5. Provide links to or copies of your sources.
6. Format for this exercise.

Quotation 1

In a review of a recent performance of *Hamlet*, Howes (2019) repeated a familiar truism: “*Hamlet* is being performed somewhere every single minute of every single day.”

Paraphrase 1

Indeed, as many have observed, pick a time of day, and a production of *Hamlet* is playing somewhere on the planet (Howes, 2019).

Quotation 2

Bachrach (2017) contended, “The big question in *Julius Caesar* in most cases is how to make all five acts seems necessary” (p. 14).

Paraphrase 2

Julius Caesar seems to lose so much energy toward the end that one wonders if the play should be shortened to three or four acts (Bachrach, 2017, p. 14).

Quotation 3

The Modern Language Association (2021) advised “using a forward slash with a space on each slide (/) to indicate to your reader where the line breaks fall” (256).

Paraphrase 3

The forward slash mark (/) is used to indicate line breaks when quoting poetry (Modern Language Assn., 2021, p. 256).

ASSIGNMENT 7

Thesis Statements and Outline

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Seven – Grading Criteria	
The student has chosen a topic based on one of the sets of articles at the back of this book.	
Exercise 1: For that topic, the student has created a list of at least 15 items or a cluster of at least 12 branches.	
Exercise 2: The student has written appropriate thesis statements using each of the 3 styles—declaration, blueprint, and complex sentence.	
Exercise 3: The student has answered the 6 questions.	
Exercise 4: The student has created an outline suitable for a 6-paragraph essay. <ol style="list-style-type: none"> 1. The outline begins with a thesis statement. 2. The outline contains 3 reasons that support the thesis statement and also addresses the opposition. These are expressed as complete sentences in Roman numerals I–IV. 3. The outline has an “A” and a “B” under each Roman numeral. 4. Each item in the outline is a complete sentence. 	

Note: Assignments 5–9 in this book will ask you to work with the same topic.

ASSIGNMENT 7: Thesis Statements and Outline

[Note: Assignments 5-9 in this book will ask you to work with the same topic.]

Purpose: This assignment will help you to use critical thinking to refine a thesis statement and create an outline for a 6-paragraph argumentative research essay that you will write for Assignments 8 and 9.

WHAT IS CRITICAL THINKING?

Critical thinking can mean many things, but, for our purposes, let's say this:

- Critical thinking involves the ability to see that most issues have two, three, or more sides.
- Critical thinking involves adopting an opinion or making a decision based on sound evidence and reasons.
- Critical thinking involves making arguments and judgments rooted in knowledge, credibility, and good will.
- Critical thinking involves asking and answering these questions about any message sent or received:
 - What are you trying to prove?
 - Why should we believe you?
 - Why should we care?
- In short, critical thinking can help people make better decisions and thus have happier, more meaningful lives.

ASSIGNMENT OVERVIEW

Your topic for this assignment should be the same one you chose for Assignments 5 and 6.

Exercise 1 will ask you to do a prewriting activity: a list or cluster.

Exercise 2 will ask you to create three different kinds of thesis statements.

Exercise 3 will ask you to dig deeper by answering some questions about the thesis statement you plan to use for your essay.

Exercise 4 will ask you to create an outline for your essay.

MINI-LESSON: PREWRITING

Prewriting techniques (sometimes called brainstorming) are activities we do to generate ideas for a piece of writing. Two common prewriting techniques are the **list** and the **cluster**.

Examples

Below is an example of the use of a **list** and a **cluster** as a prewriting technique. This student read several articles about body modifications and decided to narrow the focus to explore one particular body modification: tattoos.

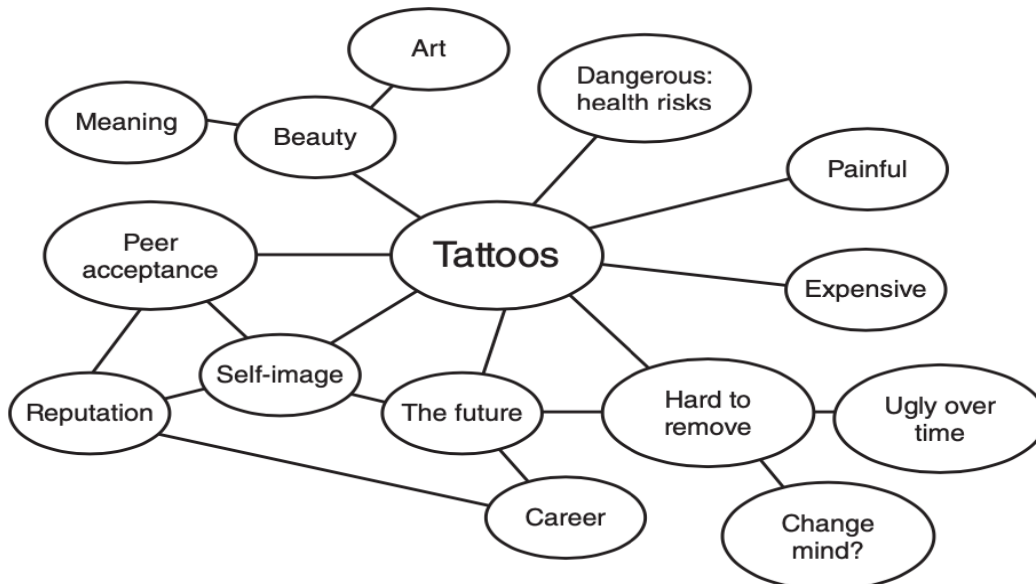
Tattoos

List

- Dangerous
- Painful
- Beautiful or grungy?
- “Tramp stamp”
- Meaningful? Sexy? Cool?
- Improve a person’s appearance—or . . .
- Feeling of belonging
- How will others view them?
- How well will tattoo age?

- What part of body for tattoo?
- What design?
- Expense
- How to find a reputable tattoo artist
- Could tattoo harm career?
- Find a way to hide tattoo when need arises
- Self-image
- “Coarsening” of culture?
- Cultural history of tattoos

Cluster





EXERCISE 1: PREWRITING

Practice these skills:

Having chosen a topic, try a prewriting technique—a **list** or a **cluster**—to generate ideas about the topic. Include at least 15 items on your list or at least 12 branches on your cluster.

MINI-LESSON: THESIS STATEMENTS

What is a thesis statement?

A **thesis statement** is a one-sentence statement of the main idea of an essay. It answers the question “What are you trying to prove?” It is either implicitly or explicitly an argument.

In academic writing, the thesis statement is usually stated at the end of the introductory paragraph of an essay.

A good thesis statement contains both a topic and a focus:

- **Thesis = Topic + Focus**
- The **topic** is the subject you’re writing about. The **focus** is what you want to prove to the reader about that subject.
- In the following thesis statement, the topic is underlined, and the *focus is italicized*:

Washtenaw Community College *provides students with skills to survive in today’s world.*

Here are three good styles of thesis statements:

1. **Declaration:** a straightforward statement of opinion.
 - Getting a tattoo is a bad option for most people.
 - Aggressive research on alternative energy sources should begin immediately.
 - The Detroit Lions’ recent draft picks offer a glimmer of hope for the team’s long-suffering fans.
 - The state of Michigan ought to explore new ways to generate revenue from its greatest natural resource: the Great Lakes.



2. **Blueprint:** a straightforward statement of opinion that includes a list that reveals the structure of the essay.
 - There are three very good reasons not to get a tattoo: danger, expense, and permanence.
 - Exercise offers three obvious benefits: a stronger body, a healthier mind, and a longer life.
 - Hamlet, Othello, King Lear, and Macbeth remain Shakespeare’s greatest tragic heroes.
 - The proliferation of hand-held electronic devices has caused a ripple effect throughout society: in the media, in the workplace, and in interpersonal relations.
3. **Complex sentence:** a thesis that mentions the opposition (the view opposite your own) in the subordinate clause.
 - Despite their attractions, tattoos have too many negative aspects to make them a desirable body modification.
 - Although it is disturbing to many people, America’s high divorce rate might signal several positive changes in society.
 - While it seems that the media have forgotten about them, HIV and AIDS remain serious public-health risks.
 - Consumers should seriously consider purchasing organic foods, even though they are scarcer and more expensive than conventional foods.

EXERCISE 2: THESIS STATEMENTS

Practice these skills:

Based on your list or cluster, write 3 different styles of **thesis statements** (declaration, blueprint, and complex sentence—all explained above) for your topic.



EXERCISE 3: DIG DEEPER

Practice these skills:

Answer the following questions.

1. Write what you think is your best thesis statement.
2. Support for your thesis: Write at least 3 reasons that a reader should adopt the view you present in your thesis statements.
3. What evidence, examples, or logic can support your reasons?
4. The opposing view: Write at least 2 reasons that a reader might disagree with the view you present in your thesis statement.
5. Why is your view better than the opposition's?
6. Why should readers care about your argument?

EXERCISE 4: OUTLINE**Practice these skills:**

Select what you think is the best thesis statement of the 3 you have written (or a revised version of one of them) and make an outline appropriate for a 6-paragraph essay. Do this on your own paper.

- In the outline, begin with your thesis statement and then map out your 4 body paragraphs with Roman numerals I–IV.
 - *Notice that each Roman numeral item is a complete sentence.*
 - *These complete sentences could make excellent topic sentences of body paragraphs.*
- We'll discuss introductory and concluding paragraphs in Assignment 9.
- Include at least an "A" and a "B" under each Roman numeral in your outline.

The next two pages contain two examples of possible ways to format this assignment.

LAYOUT #1

Thesis: Although some students complain about it, the Writing Center actually provides them with many educational benefits.

- I. **Opposition (the view opposite that of your thesis):** Some students complain about the Writing Center.
 - A. First, it is too much busy work.
 - B. Second, it is too difficult to get to the Writing Center to get assignments checked on time.
 - C. Most importantly, the assignments don't match the in-class work.
- II. **Support:** The Writing Center provides students with valuable writing practice.
 - A. To begin with, the workbook assignments cover many aspects of writing.
 - B. What's more, some of these aspects may not be covered in a student's writing class.
- III. **Support:** The Writing Center provides students with many different readers for their writing.
 - A. For example, there are several different instructors and tutors on duty every day.
 - B. Furthermore, these different readers' perspectives can be rewarding, enriching, and empowering for students.
- IV. **Support:** The Writing Center provides help for students with not only Writing Center assignments but also any other writing assignment or project.
 - A. The Writing Center staff look at all kinds of writing for all kinds of classes.
 - B. The staff can really help students to write better essays, reports, etc.

LAYOUT #2

Thesis: This year's Shirleytown Spikes team is the best that fans have seen in several years.

I. **Support:** The team's pitching is much improved.

- A. To begin with, Troy Weston has emerged as the young staff's ace.
- B. In addition, middle reliever Angie Fullerton has overcome last year's injuries.
- C. Finally, new closer Josh Pilar has worked out well.

II. **Support:** The team's offense is much stronger.

- A. For once, power hitters Hiro Fukui and Jackee LaRosa are off to good starts.
- B. Chuckles Mangam leads the league in hitting.
- C. Surprisingly, rookie Nelli Rodrigo has stolen 15 bases already.

III. **Support:** The team's defense is more solid than in years past.

- A. Shortstop Bobby Sean has cut down on mental errors.
- B. As expected, new centerfielder Viv Rivers has anchored the outfield.
- C. Even veteran catcher Eddie LaRosa seems rejuvenated.

IV. **Opposition (the view opposite that of your thesis):** This year's Spikes will end up being as bad as usual.

- A. First, it is very likely that their young pitchers will fall apart.
- B. Second, their offense will slump.
- C. Third, their defense will crumble.



ASSIGNMENT 8

Six-Paragraph Research Essay: First Draft

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Eight – Grading Criteria	
The student’s essay is typed, double-spaced, and contains 6 paragraphs of at least 5 sentences each.	
The student has brought the outline from Assignment 8.	
The student’s essay has an introductory paragraph that ends with an effective thesis statement.	
The essay has 4 body paragraphs that begin with topic sentences and contain adequate support.	
One of the four body paragraphs addresses the opposition.	
The essay has an effective concluding paragraph.	
The student cites at least 3 sources using correct MLA (or APA) style.	
The student has not plagiarized.	
The student has included a properly formatted Works Cited (or References).	
The student has formatted the essay using proper MLA or APA style.	

Note: Assignments 5–9 ask you to work with the same topic.

ASSIGNMENT 8: Six-Paragraph Research Essay: First Draft

Purpose: This assignment will give you practice with a key component of college-level writing: developing a first draft of an essay paragraph by paragraph.

ASSIGNMENT OVERVIEW

This assignment will ask you to write a complete a first draft of a 6-paragraph argumentative research essay.

- Choose either MLA or APA style.
- Make sure you cite at least three different sources.
- Make sure you have a properly formatted Works Cited or References page.
- See the Rubric on the previous page for more information.

MINI-LESSON: NEED-TO-KNOWS OF ESSAY-WRITING

Essay

- An essay is a multi-paragraph piece of writing that tries to prove a point.
- It proves its point by doing the following:
 - Informing
 - Entertaining
 - Persuading

Thesis Statement

- The point that an essay tries to prove is usually stated in one sentence: the thesis statement.
- The thesis is usually the last sentence of the essay's introductory paragraph.

Introductory Paragraph

- It gets readers' attention and prepares them for the thesis statement.
- Things that might be included in an introductory paragraph:
 - Interesting quotation
 - Startling fact
 - Anecdote (brief narrative)



- Rhetorical question
- Dialogue
- A current event
- A brief history of the topic
- Explanation or definition

Body Paragraphs

- There are usually at least 3 of them, 5–8 sentences each.
- Each paragraph develops a point that supports the essay's thesis.
- Each paragraph contains a topic sentence that states the major idea of the paragraph.

Topic Sentence

- The topic sentence is usually the first sentence of a body paragraph.
- All the sentences in the paragraph after the topic sentence develop the idea presented in the topic sentence.

Concluding Paragraph

- It brings the essay to a satisfying close:
 - It might restate the thesis and the main points of the essay.
 - It might tell readers what to do or think.
 - It might speculate about the future.
 - It might include an appropriate quotation, fact, or anecdote.

Paragraph Development: The Big Three

Here are 3 essential questions that you should be able to answer about any paragraph.

1. What is the main point of the paragraph?
2. Why should readers believe this main point?
3. Why should readers care?

Techniques for Paragraph Development

Here are some techniques for paragraph development that you might consider trying:

- **Narration and Description**
Stories and observations that are relevant to the topic
- **Reasons**
Arguments to answer “why”
- **Examples**
Specific instances or events that relate to the topic

- **Process Analysis**
Analysis of how something is done or how something occurs
- **Division and Classification**
Breaking down of a topic into its types or varieties
- **Definition**
Complete explanation of the terms or concepts relevant to the topic
- **Comparison and Contrast**
Discussion of similarities and differences between concepts related to the topic
- **Cause and Effect**
Explanation of causes and effects of some event or phenomenon
- **Expert Testimony**
Information or opinion of an authority in the field related to your topic



SAMPLE ESSAY: MLA STYLE

Bumpus 1

Mae Bumpus

Tom Zimmerman

ENG 111

21 Oct 2019

Business About Business: Lawsuits over Social Media

Thinking before posting can be the difference between having a job and losing one. According to *CareerAddict* journalist Joanna Zambas, in her article “20 Good Reasons to Fire an Employee,” the leading cause for firing an employee is unethical conduct. Violations of company internet policies are one of the top five examples of unethical conduct. If a person attempts to sue a company for wrongful termination in relation to internet circumstances, they need to be aware of how the business may defend itself. This is because, while some may see the use of social media to decide on employment termination as a violation of personal privacy, instances of defamation and document forgery are often not protected privileges in employment and can be difficult cases to win. Another important factor in internet-related business lawsuits is the ambiguity of media perception; everyone views the world differently. The provision of social media documents in business lawsuits is more likely to be seen as substantial evidence in favor of the business rather than the prosecution.

Despite this, many people believe that social media is private and should not be exploited in a court of law. They perceive employees’ social media websites as private and unrelated to their work, meaning that anything they post should be exempt from use as a purpose for

termination. People who adopt this perspective often believe that having a private account means that the things they post can only be seen by the people they choose to show. This is often not the case, unfortunately. Therefore, the argument could be made that businesses should not be allowed to control the actions of their workers and clients on social media platforms because it violates their expectation of privacy. However, it should be noted that when a person works for a company, they represent that company.

Realistically, it is more likely that a lawsuit would be nullified based on cybercrime. There is a misconception that cybercrime is just a fluke invented to scare young social media users into behaving more appropriately. Cybercrime exists, and any occurrences of acts called defamation are included in it. According to Industry Development Coordinator Ingrid Pagura, in her essay “Social Media and the Law,” defamation “is where one person publishes a statement about another that is not true and causes people to think differently about that person. It covers ridiculing someone or damaging their reputation in the eyes of others.” A person may also be charged with defamation if they share negative or derogatory posts. If a lawsuit is filed against a business that terminated an employee on account of defamation, there are very few ways for the employee to win the case. Often, the terminated employee may even face charges from the victim or victims of defamation, which will make it even more difficult for the terminated employee to win against the business they are suing.

Another topic that may come up in legal cases involving businesses is document forgery. There are many cases of document forgery which may go unnoticed or unpunished—but that does not mean that all of them are. If a terminated employee intends to sue, they must be certain

that they have not committed fraud in any way. For example, there have been cases where applicants have lied on their resume and their application to get hired. Additionally, employees may forge business paperwork to meet quotas or make an error in their line of work. Either of these instances can be grounds for significant legal fines if the businesses decide to report them. It's impractical to argue against wrongful termination if the former employee is guilty of one of these offenses.

However, a viable angle in which a fired employee may win an internet-related lawsuit is on the premise that communication can be interpreted differently over the internet, as compared to in-person. Because what one person may see as “fine,” another might see as “offensive.” It is difficult for a business to win a case if the reason for termination is on the premise of an ambiguous social media post or policy. Even so, if a business implements a rigid social media policy that prevents allegations of ambiguity, it will be more likely to prevent this from happening. Senior editor Hillary Tuttle of RIMS (Risk and Insurance Management Society) recommends, in her work “Risk Management,” that a person views a post through multiple lenses to keep from posting something that may be seen as offensive or harmful to someone else. That way, they will not be at risk of losing their job.

Ultimately, it is crucial to be aware of what a business may present as evidence in defense of itself in a lawsuit. The prosecution may face consequences such as a loss of case or a separate lawsuit *against* them if they are unaware of the purpose or severity of their cause for termination. This practice was previously exemplified through defamation, document forgery, and how social media posts can be interpreted as politically incorrect or unprofessional. The best way to avoid these circumstances is by not posting anything on social media that wouldn't be

Bumpus 4

shown to a grandparent and by completing all work honestly. Saving a job can be as simple as not clicking “Post.”

Works Cited

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SAMPLE ESSAY IN APA STYLE

1

Business About Business: Lawsuits over Social Media

Mae Bumpus

English Department

ENG 111: Composition I

Tom Zimmerman

21 Oct 2019

Business About Business: Lawsuits over Social Media

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References

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Tuttle, H. (2013, October). *The social media balancing act*. Academic OneFile.

www.link.galegroup.com

Zambas, J. (2018, October 8). *20 good reasons to fire an employee*. CareerAddict.

www.careeraddict.com/fire-employee-reasons.



ASSIGNMENT: SIX-PARAGRAPH RESEARCH ESSAY: FIRST DRAFT

Practice these skills:

Type the first draft of a 6-paragraph essay based on one of your thesis statements from Assignment 7 and its matching outline from Assignment 8.

- MLA (or APA) requirements
 - Cite at least 3 sources in your essay using correct MLA (or APA) in-text documentation style. (Sources from the articles at the end of this book are acceptable as are sources you find on your own.)
 - Include a properly formatted Works Cited (or References).
 - Include highlighted pages of material you've borrowed.
- Include an introductory paragraph that ends with your thesis statement.
- Include 4 body paragraphs, each of which begins with a topic sentence.
- Make sure that 1 of your 4 body paragraphs addresses the opposition.
- Include an effective concluding paragraph.
- Make each paragraph in your essay at least 5 sentences long.

Bring your completed essay along with your outline from Assignment 8 and link's to or copies of your sources to the Writing Center for evaluation, or submit to your Writing Center Blackboard site.



ASSIGNMENT 9

Six-Paragraph Research Essay: Revised Draft with Transitions

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Nine – Grading Criteria	
Exercise 1: The student has correctly labeled the transitions in one of the essays in Part I of this assignment.	
Exercise 2: The student has brought the first draft from Assignment 9.	
The student has typed and double-spaced a revised draft of the essay.	
It is at least 6 paragraphs long, and each paragraph has at least 5 sentences.	
It has an effective thesis statement at the end of the introductory paragraph.	
It has 4 body paragraphs, each has an effective topic sentence, and one of the paragraphs addresses the opposition.	
It contains effective transitions throughout, and the transitions are underlined.	
It has an effective concluding paragraph.	
It cites at least 3 sources using accurate MLA (or APA) in-text citation style.	
It does not plagiarize.	
It includes an accurate and properly formatted Works Cited (or References).	
The student has formatted the essay using proper MLA or APA style.	

Note: Assignments 5–9 ask you to work with the same topic.

ASSIGNMENT 9: Six-Paragraph Research Essay: Revised Draft with Transitions

Purpose: This assignment will give you practice adding transitions to the rough draft of an essay, giving it the polish of a final draft.

ASSIGNMENT OVERVIEW

Exercise 1 will ask you to identify the purpose of the transitions in one of the sample essays.

Exercise 2 will ask you to write a revised version of your Assignment 8 essay that also includes transitions (please underline them).

MINI-LESSON: TRANSITIONS

What are transitions?

- Transitions are words or phrases (or sometimes even sentences or paragraphs) that bridge ideas.
- Transitions are an important part of an essay because they clarify the relationship among the words, sentences, and paragraphs in it.
- Transitions signal to the reader where the writer is going.
- The most common transitions—the kind emphasized in this unit—are words or phrases.
- Transitions are usually added or changed while revising a rough draft.

USEFUL TRANSITIONS CATEGORIZED BY THEIR FUNCTIONS

ADDITION

Signals joining an idea or example of approximately equal importance to what has gone before

- additionally
- first...second...third
- moreover
- also
- further
- most importantly
- and
- furthermore
- next
- another



- in addition (to)
- not only...but also
- as well (as)
- including
- what is more
- besides
- last but not least

ILLUSTRATION

Signals a more precise, concrete, or individual representation of what has just been discussed

- for example
- namely
- to illustrate
- for instance
- such as
- in particular
- that is (to say)

COMPARISON

Signals a similar situation, example, or point to that which has just been discussed

- in like manner
- likewise
- in the same manner
- similarly

CONTRAST

Signals exception to, difference from, or inconsistency with what has just been discussed

- but
- in contrast
- on/to the contrary
- despite
- instead
- rather
- however
- nevertheless
- unlike
- in a different manner
- on the other hand
- yet

CONCLUSION

Signals your opinion on a particular subject given what you have just been discussing

- after all
- finally
- therefore
- as a result
- hence
- thus



- consequently
- it follows that
- ultimately

CONCESSION

Signals recognition of a compelling argument of the opposition

- although/even though/though
- it is true that
- to be sure
- given that
- no doubt
- while
- granted that
- of course

REITERATION

Signals emphasis of a particular point

- again
- in fact
- clearly
- indeed

EXERCISE 1: IDENTIFYING TYPES OF TRANSITIONS

Practice these skills:

1. Following are two sample essays that have the transitions underlined for you.

Choose one of the essays.

Using the list of “Useful Transitions Categorized by Their Function,” identify the function of the transitions (i.e., addition, illustration, comparison, etc.) that are underlined in the essay and write the function next to the underlined words.

SAMPLE ESSAY IN MLA STYLE

Bumpus 1

Mae Bumpus

Tom Zimmerman

ENG 111

21 Oct 2019

Business About Business: Lawsuits over Social Media

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Despite this, many people believe that social media is private and should not be exploited in a court of law. They perceive employees’ social media websites as private and unrelated to their work, meaning that anything they post should be exempt from use as a purpose for

termination. People who adopt this perspective often believe that having a private account means that the things they post can only be seen by the people they choose to show. This is often not the case, unfortunately. Therefore, the argument could be made that businesses should not be allowed to control the actions of their workers and clients on social media platforms because it violates their expectation of privacy. However, it should be noted that when a person works for a company, they represent that company.

Realistically, it is more likely that a lawsuit would be nullified based on cybercrime. There is a misconception that cybercrime is just a fluke invented to scare young social media users into behaving more appropriately. Cybercrime exists, and any occurrences of acts called defamation are included in it. According to Industry Development Coordinator Ingrid Pagura, in her essay “Social Media and the Law,” defamation “is where one person publishes a statement about another that is not true and causes people to think differently about that person. It covers ridiculing someone or damaging their reputation in the eyes of others.” A person may also be charged with defamation if they share negative or derogatory posts. If a lawsuit is filed against a business that terminated an employee on account of defamation, there are very few ways for the employee to win the case. Often, the terminated employee may even face charges from the victim or victims of defamation, which will make it even more difficult for the terminated employee to win against the business they are suing.

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However, a viable angle in which a fired employee may win an internet-related lawsuit is on the premise that communication can be interpreted differently over the internet, as compared to in-person. Because what one person may see as “fine,” another might see as “offensive.” It is difficult for a business to win a case if the reason for termination is on the premise of an ambiguous social media post or policy. Even so, if a business implements a rigid social media policy that prevents allegations of ambiguity, it will be more likely to prevent this from happening. Senior editor Hillary Tuttle of RIMS (Risk and Insurance Management Society) recommends, in her work “Risk Management,” that a person views a post through multiple lenses to keep from posting something that may be seen as offensive or harmful to someone else. That way, they will not be at risk of losing their job.

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Bumpus 4

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SAMPLE ESSAY IN APA STYLE

1

Business About Business: Lawsuits over Social Media

Mae Bumpus

English Department

ENG 111: Composition I

Tom Zimmerman

21 Oct 2019

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FINAL DRAFT INSTRUCTIONS

Practice these skills:

1. Return to your rough draft from Assignment 9, polish it, fix any MLA (or APA) documentation errors, add and refine transitions, and type a final draft.
2. Underline the transitions you have added or revised. Be able to explain why you have selected each transition.
3. Bring Exercises 1 and 2 of this assignment, along with your Assignment 8, to the Writing Center for evaluation.

ASSIGNMENT 10

Evaluative Essay

NAME (PLEASE PRINT)

CLASSROOM INSTRUCTOR

COURSE

SECTION #

PASS

DATE

WRITING CENTER STAFF SIGNATURE

TO BE FILLED OUT BY WRITING CENTER STAFF

Rubric for Assignment Ten – Grading Criteria	
The student's name, <i>English 111</i> , and the date are at the top of the page.	
The report consists of 3 paragraphs and discusses the Writing Center.	

ASSIGNMENT 10: Evaluative Essay

Purpose: This assignment gives you the opportunity to tell us what works well and what doesn't work so well in the Writing Center. Your comments will help us make the Writing Center even better.

ASSIGNMENT OVERVIEW

On your own paper, write a 3-paragraph evaluative report on the WCC Writing Center. Here are some topics that you might want to include in your report:

- Atmosphere in the Writing Center
- Helpfulness among Writing Center staff (name or describe the person you are writing about)
- Amount of work required in the Writing Center
- Usefulness of the Writing Center assignments
- Aspects of the Writing Center you would like to see changed
- Aspects of the Writing Center you would like to see retained

This is the only assignment that the Writing Center staff will collect from you. Make sure that you write your name, *English 111*, and the date at the top of the report. **The Writing Center staff member will not read what you have written.** Later, members of the English Department will read all of the student reports to get ideas to improve the Writing Center.

Topics and Articles for Assignments 5-9

There are 3 topics to choose from for Writing Center Assignments 5 through 9. For each of these topics, we have provided articles for you to use throughout the series.

NOTE: Beginning with Assignment 5, you will need to find two additional sources through research of your own. We suggest that you go to your local library, the library here at WCC, or the Web, and find two journal or magazine articles, books, online sources, or newspaper articles (the WCC Library databases could be a good place to start) that discuss an aspect of the topic you've chosen.

Topics to Choose From:

- Climate Change
- Student Loan Debt
- Wellness

ARTICLES LISTED BY TOPIC

1. **Topic 1:** Climate Change

- Article 1: From *ScienceNews*, "How Did We Get Here? The Roots and Impacts of the Climate Crisis," by Alexandra Witze <https://www.sciencenews.org/article/climate-change-crisis-history-research-carbon-human-impact>
- Article 2: From *Pew Research Center*: "For Earth Day, Key Facts about Americans' Views of Climate Change and Renewable Energy," by Katherine Schaeffer <https://www.pewresearch.org/fact-tank/2022/04/22/for-earth-day-key-facts-about-americans-views-of-climate-change-and-renewable-energy/>
- Article 3: From *Nature*, "Climate Change Is Hitting the Planet Faster than Scientists Originally Thought," by Jeff Tollefson <https://www.nature.com/articles/d41586-022-00585-7>

2. **Topic 2:** Student Loan Debt

- Article 1: From *CNBC*, "This Is How Student Loan Debt Became a \$1.7 Trillion Crisis," by Jessica Dickler and Annie Nova <https://www.cnn.com/2022/05/06/this-is-how-student-loan-debt-became-a-1point7-trillion-crisis.html>
- Article 2: From *Brookings*: "Putting Student Loan Forgiveness in Perspective: How Costly Is It and Who Benefits?," by Adam Looney <https://www.brookings.edu/blog/up-front/2021/02/12/putting-student-loan-forgiveness-in-perspective-how-costly-is-it-and-who-benefits/>
- Article 3: From *The Conversation*, "Your Chances of Getting Rid of Student Loan Debt Depend on Who You Are," by Kelsey Lynne Hess, Andrea C. F. Wolfs, Deborah Goldfarb, and Jacqueline Evans <https://theconversation.com/your-chances-of-getting-rid-of-student-loan-debt-depend-on-who-you-are-176218>

3. **Topic 3:** Wellness

- a. Article 1: From *Mindbody*, “7 Wellness Trends to Watch in 2022,” by Margo Badzioch <https://www.mindbodyonline.com/business/education/blog/wi/7-wellness-trends-watch-2022>
- b. Article 2: From *U.S. News & World Report*, “Mental Health Reset 2022: Striving for Stability,” by Lisa Esposito <https://health.usnews.com/wellness/articles/mental-health-reset-striving-for-stability>
- c. Article 3: From *The Wall Street Journal*, “Five Do-It-Yourself Tests to Monitor Your Health as You Get Older,” by Alex Janin <https://www.wsj.com/articles/five-do-it-yourself-tests-to-monitor-your-health-as-you-age-11658364889>