

Writing & Research Handbook

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English Composition



This handbook contains instruction on research, writing, and style. Please use and share this free resource.

WRITING & RESEARCH HANDBOOK

HANDBOOK INTRODUCTION

<i>Copyright</i>	4
<i>Using this Handbook</i>	5
<i>Printing Resources</i>	7
<i>Communicating with Instructors</i>	8
<i>Saving & Submitting Documents</i>	9

11 CH. 1 RESEARCHING OUTSIDE SOURCES

<i>Evaluating Sources</i>	12
<i>Finding Sources</i>	13
<i>Managing Sources</i>	14

15 CH. 2 USING OUTSIDE SOURCES

<i>What is Plagiarism?</i>	16
<i>Integrating Sources</i>	17
• <i>Summary</i>	18
• <i>Paraphrase</i>	21
• <i>Direct Quotation</i>	23
• <i>Integration Combinations</i>	28

29 CH. 3 MLA STYLE: DOCUMENT FORMATTING

<i>The Page</i>	30
<i>Header</i>	31
<i>Heading</i>	32
<i>Titles</i>	34
<i>Paragraphs</i>	36
<i>Works Cited</i>	37
<i>MLA Sample Essay</i>	40

50 CH. 4 MLA STYLE: CITING & DOCUMENTING SOURCES

<i>Items in Works Cited Entries</i>	51
<i>Types of Works Cited Entries</i>	52
<i>Examples of Works Cited Entries & Corresponding In-text Citations</i>	53
<i>Types of In-text Citations</i>	58
<i>Examples of In-text Citations & Corresponding Works Cited Entries</i>	59

63 CH. 5 APA STYLE: DOCUMENT FORMATTING

APA Sample Essay with Instructional Comments 64

75 CH. 6 APA STYLE: CITING & DOCUMENTING SOURCES

Items in a Reference List 76

Types of References 77

Examples of References & Corresponding In-text Documentation 78

Types of In-text Documentation 81

Examples of In-text Documentation & Corresponding References 82

85 CH. 7 GRAMMAR SOLUTIONS

Sentence Fragments 86

Run-on Sentences 87

Subject-Verb Agreement 88

Verb Forms 89

Verb Tenses 91

94 CH. 8 STYLE & CLARITY

Active Voice 95

Transitions 96

Parallelism 97

Sentence Variety & Structures for Argument 98

Comma Usage 100

Concision 101

Tone 103

104 CH. 9 ADDITIONAL RESOURCES

Copyright Page



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Using this Handbook

This handbook is not intended to be like other textbooks. There are no paragraphs, no walls of text; there is directly stated information for you to use to succeed in your courses. Here we will show you the way we present information in this handbook.

QUICK LIST:

- These quick lists are spread throughout the handbook. They are designed to give you only the information you need and to do so quickly. You can read these lists to find out the basic requirements in each section.

The Do & Do not boxes are used to give you a brief idea of where students succeed and where students often make mistakes. Use these as a reference when working with a section.

Do

- **Do** follow the advice in the green box.

Do not

- **Do not** forget to avoid the common mistakes listed in this red box.

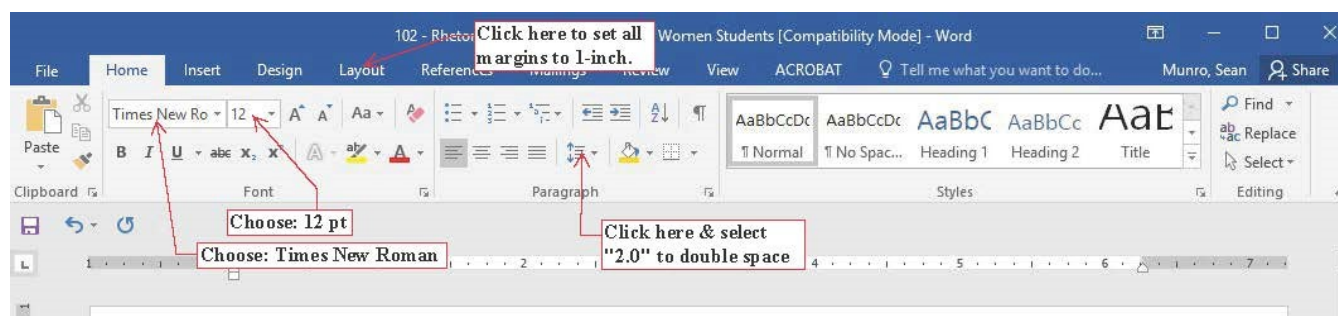
The fat green boxes can be found at the beginning of each chapter. Click the sections in there to go straight to the material you want to read.

Click the links below to view the section:

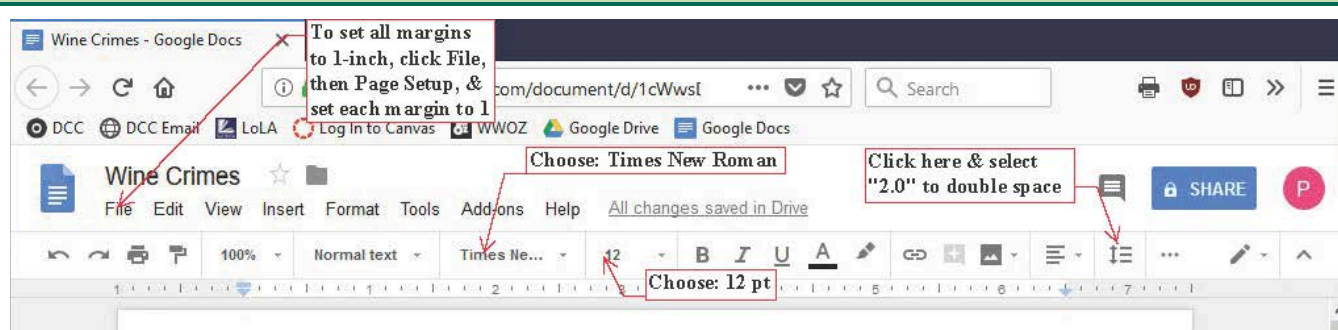
- Handbook Introduction
- Ch. 1 Researching Outside Sources
- Ch. 2 Using Outside Sources
- Ch. 3 MLA Style: Document Formatting
- Ch. 4 MLA Style: Citing & Documenting Sources
- Ch. 5 APA Style: Document Formatting
- Ch. 6 APA Style: Citing & Documenting Sources
- Ch. 7 Grammar Solutions
- Ch. 8 Style & Clarity
- Ch. 9 Additional Resources

There will also be sections like this with screenshots. This is to help you navigate the variety of word processing software available. Microsoft Word & Office are available free to all Delgado students. You will need to log into your Delgado email account to download it. **Click here for instructions.**

Microsoft Word



Google Docs



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Feedback:

If you have any feedback about this handbook, please email Sean Munro (smunro@dcc.edu) or Monica Mankin (mmanki@dcc.edu). We created this handbook and we will continue to revise it to make it more engaging and informative for you. Let us know if you feel like something is missing, if you find a typo, if you found a section confusing, or if you see something unnecessary. We appreciate and welcome any and all feedback.

Printing Resources on Campus

We designed this handbook to be printed cheaply on or off campus. Feel free to print the whole thing or just the sections you need. You can also share this handbook with anyone. It is an open educational resource, which means it is free.

- To save printing cost, you can print this handbook "2 pages per sheet."
- To save even more cost, you can print on both sides of the page.
- Black & white printing is recommended because it is cheaper, but be aware that some of the screenshots may wash out a little.
- Below is a list of places students can print on some of Delgado's campuses:
 - **Students will need a Student ID to print at most of these locations.** At Delgado's City Park Campus, students can receive a student ID in the annex to Building 1, Room 127W3.

All Delgado Library locations have high-quality/high-speed pay-to-print stations.
Ask at the Circulation Desk of any campus or site library about printing services.

City Park Campus
615 City Park Avenue
New Orleans, LA 70119

The Writing Center: Building 1, Room: 216W

The Hibernia Enrichment Center: Building 1, Room: 108W

The Student Open Computer Lab: Building 2, Room: 210

West Bank Campus
2600 General Meyer Avenue
New Orleans, LA 70114

Learning Resources Center: Building 1, Rm. 107

Delgado Sidney Collier Site
3727 Louisa Street
New Orleans, LA 70126

Pay-for-print Station: Building 2, 2nd Floor

Communicating with Instructors

Read all course syllabi carefully to learn your instructors' policies about communication. Below are a few guidelines for maintaining professionalism between you and your instructors.

Email

- Use your Delgado email account for all college-related communication.
- Use a standard size and style font. Do not use all capital letters.
- Include a greeting.
- Identify yourself and the course that you are taking with the instructor.
- State the purpose of your email.
- Respect your instructor's stated response time. Most instructors ask for at least 24 hours.

Office Hours

- Instructors are required to be available in their offices outside of class for ten hours a week.
- Instructors provide their office locations and hours on their course syllabi.
- An instructor's teaching load and schedule will determine his or her office hours. Sometimes an instructor's availability will not correspond with your own availability to meet. Email or speak to your instructor after class about making an appointment.

Office Telephone

- Instructors provide their office phone numbers on their syllabi.
- The best time to call an instructor at this number is during his or her office hours.
- If the instructor is not available by telephone when you call, leave a message that includes your name, the course you are taking with the instructor, the purpose of your call, and phone number.
- Keep in mind that the instructor may not be able to return your call until then next day during his or her office hours.

Tone

- Always maintain a professional tone with your instructor.
- Refer to [Delgado's Grievance Policy](#) if your instructor breaches professionalism.

Do

- **Do** use your Delgado email account to correspond with your instructors.
- **Do** identify who you are and which class you are taking with the instructor.
- **Do** use a standard size and style font when you compose your email.
- **Do** respect the instructor's stated response time for email and phone messages.

Do not

- **Do not** use an unprofessional email address, such as hotbootie69@gmail.com
- **Do not** use all capital letters when you email an instructor.
- **Do not** expect your instructor to be available outside his or her office hours unless you have made an appointment.
- **Do not** use a disrespectful tone with instructors. Even if you are frustrated, maintain your professionalism. We're all human beings.

Saving and Submitting Documents

This section will explain the basics of saving and submitting documents. Keeping track of your drafts, essays, assignments, and various files is important to your success as a student. Click the underlined text for a link to instructions for these services.

Where to Save Documents

- **Never save documents on a public computer.**
 - Every Delgado computer you use on campus is considered a public computer. You will likely never find the file again.
- **Buy a USB drive.**
 - You can use these on any computer on campus and save your files to it. Having a USB drive will make your life easier.
 - USB drives are relatively cheap. Go for it.
- **Email documents to yourself as an attachment.**
 - Do this if you do not have a USB drive or if you forgot it at home.
 - You can access your email from any computer campus and probably at home.
 - This option is free.
- **Use Google Drive.**
 - This is also free if you sign up for Google.
 - It is an online USB drive you can access from anywhere.

Submitting Documents & Assignments to Canvas

- [How do I submit an online assignment?](#)
- [How do I upload a file as an assignment submission in Canvas?](#)
- [How do I upload a file from Google Drive as an assignment submission in Canvas?](#)
- [How do I upload a file from Microsoft Office 365 as an assignment submission?](#)
- [How do I know when my assignment has been submitted?](#)
- [How do I know when my instructor has graded my assignment?](#)
- [How do I communicate with my instructor about assignments?](#)
- [How do I view assignment comments from my instructor?](#)
- [How do I use DocViewer in Canvas assignments as a student?](#)
- [How do I view annotation feedback comments from my instructor directly in my assignment submission?](#)
- [How do I view rubric results for my assignment?](#)

Acknowledgements

Thank you to the Dean of Communication, the Chair of English, the Library Dean, the Louisiana Board of Regents LOUIS: The Louisiana Library Network for the funds and support that made this project possible, and to the faculty who provided feedback and encouragement.

Ch. 1 Researching Outside Sources

This section will help you evaluate, find, and manage outside sources while researching a topic for an essay. Please use the hyperlinks in the Commonly Used Databases section. They will take you directly to those databases. On pp. 13 there are also instructions on how to access these databases off campus.

- Researching outside sources can be a confusing and time-consuming process. The advice here will help you navigate the research process.
- As always, remember to ask a librarian for research help if you are stuck. They are masters of library and information science and they can perform magic with the databases.

Click the links below to view the section:

- Evaluating Sources
 - Credibility & Relevance
 - Popular vs. Scholarly Sources
 - Print vs. Internet Sources
- Finding Sources
 - Commonly Used Databases
 - How to Use a Search Engine
- Managing Sources
 - Keeping Track of Sources
 - Taking Notes

Evaluating Sources

Credibility & Relevance

- **To evaluate a source's credibility & relevance:**
 - Look at the authors' or organizations' qualifications and reputations.
 - Determine whether the source's content is fact, opinion, or propaganda.
 - Crosscheck facts for accuracy.
 - Determine whether the author's opinion is supported with sound reasoning and evidence.
 - Question the evidence presented in the source.
 - Look for a list of references or citations that document the evidence.
 - Consider the timeliness of the source. Information becomes dated as new research becomes available, so carefully think about using sources that are older than ten years.

Popular vs. Scholarly Sources

Popular sources:	Scholarly sources:
<ul style="list-style-type: none">○ Include business and entertainment publications, general newspapers and magazines, online videos, documentaries and films.○ Provide general information intended for a general audience.○ May be designed to sell a product, promote a point of view, or simply entertain.○ May not name authors or their affiliations and qualifications.○ May not contain references that document information.○ Have not been peer reviewed.	<ul style="list-style-type: none">○ Include journals.○ Provide in-depth information written by and intended for a specific audience of researchers, academics, and professionals.○ Are designed to present researchers' opinions and findings based on original research.○ Include authors' names and affiliations.○ Provide references, citations, or footnotes to document information.○ Are extensively peer-reviewed for quality content, logical soundness, and academic value.






Print vs. Internet Sources

Print sources typically:	Internet sources typically:
<ul style="list-style-type: none">○ Undergo an extensive publication process that includes fact checking, multiple reviews, and editing.○ Require qualified authors.○ Provide information about the author and his or her affiliations and when and where the source was published.○ Mark and identify information and direct quotations from external sources.○ Avoid catering to special interest groups or make explicit that they are catering to a special interest group, so purpose and bias are clear.	<ul style="list-style-type: none">○ May not undergo an extensive publication process. Anyone with a computer can publish on the Internet.○ May not require or provide an author's qualifications or affiliations.○ May not clearly identify information from external sources.

Finding Sources

Commonly Used Databases

The following databases provide articles and various media:

- **Academic Search Complete:** provides newspaper & scholarly journal articles 
- **CQ Researcher:** reports on current issues with lots of listed sources 
- **Global Issues in Context:** focuses on broad issues 
- **Issues & Controversies:** reports (pro/con) on current issues
- **Opposing Viewpoints in Context:** provides various media on current issues 
- **SIRS Knowledge Source:** provides various media (articles, graphs) on current issues
- **Nexis Uni:** provides newspaper articles & other news sources
- **Gale Virtual Reference Library:** provides encyclopedias, almanacs, and reference sources 

*These links are through Delgado's Library. If you are off campus, you will have to log in to access them. [Click here for instructions on how to access these databases off campus.](#) If you are on campus, you will be taken directly to the databases.

* Please also visit the library research guide for English: [Click Here](#).

How to Use a Search Engine

Most databases offer similar search options. To conduct a fruitful search:

- **Determine what you need to know.** Develop a few open-ended questions to guide you. Research is a discovery process, so keep an open mind as you search.
- **Choose several keywords related to your topic.** Databases will not accept questions or complete sentences, like Google, so create a list of words significant to your topic.
- **Use various combinations of your keywords.** If the initial results of the search are too broad or too narrow, try again using a different combination of keywords.
- **Use the search engine tools to help narrow your results.** Most search engines will allow you to select the type of source, the date range of publication, and the source format (such as online PDF or old school library book).
- **Read source abstracts to determine if a source is worth further review.** Abstracts provide summaries of a source's main idea and purpose.

Do

- **Do** use a variety of databases.
- **Do** use a variety of and combinations of keywords. Use a thesaurus if you must. Bad search results are usually caused by searching with bad keywords.
- **Do** narrow your search to the types of sources you want to review.
- **Do** read the abstract, which is a summary of the source, to see if the source is relevant. If it is relevant, read the source.

Do not

- **Do not** choose databases randomly.
- **Do not** focus on just one database.
- **Do not** enter an entire sentence or question into the search engine field.
- **Do not** cite from abstracts provided in the databases.
- **Do not** forget that librarians will happily help you navigate these databases if you are stuck.
- **Do not** plagiarize any of the abstracts, sources, or ideas in the sources you find.

Managing Sources

Keeping Track of Sources

- Use database tools to email, download, or print the sources that you intend to cite. You can select to include the complete Works Cited entry and a PDF of the entire source when you email the source to yourself.
- Use index cards or a word processing program to compile source information. Here's what to include on a source card:
 - Title. Author. Publisher. Place of Publication. Volume. Page Numbers. Date Published.
 - Relevant quotation with its page number (if applicable).
 - Your paraphrase of the quotation.
 - A comment or reflection on the meaning and relevance of the quotation.

Taking Notes

- Maintain organization. Whether you use index cards, a notebook, or a computer, keep all notes stored together in one place for easy access.
- Record information as it pertains to your research questions and thesis. Always use quotations to mark direct quotes from a source.
- Note the author's qualifications and affiliations. This will help you create meaningful signal phrases as you integrate source information into your paper.
- Record page numbers. Not all sources will have page numbers, but for those that do be sure to include page numbers in your notes so that you do not have to hunt for that information later.
- Respond to the quotations that you choose. Why is this information relevant? Will it need to be quoted directly, or can it be summarized and paraphrased?
- Reflect on your notes. Identify subtopics and connections between sources to help you outline the organizational structure of your research paper.
- Discard any quotations or sources that no longer seem relevant to your topic after your research process is complete.

Do

- **Do** select only the most relevant quotations.
- **Do** always use quotation marks around direct quotes from a source.
- **Do** think about how you will balance your words and ideas with those of the sources.
- **Do** keep track of page numbers and authors.
- **Do** reflect on your notes in terms of how they will help you organize your paper.

Do not

- **Do not** write down everything from a source.
- **Do not** overlook page numbers and author affiliations.
- **Do not** choose too many quotations.
- **Do not** blow off research days in the computer lab that your instructor may assign.
- **Do not** wait until the last minute to do research. This is when the temptation to plagiarize arises.

Ch. 2 Using Outside Sources

This section will show you detailed examples of how to integrate, document, and cite your sources in MLA style. Please do not skip the brief section that describes plagiarism.

- Use the power of visual comparison. If your citation does not look like the example, try again, or ask an instructor or tutor for help.
- Follow the **highlighted text**. In each example, there is an in-text citation with a corresponding works cited entry. The **yellow highlighted portion** shows the relationship between the in-text citation and the works cited entry.
- **Note:** The examples in this section are in MLA style. To see examples in APA style, please visit Ch. 6: APA Style Citing & Documenting Sources & the APA style sample essay in Ch. 5.

Click the links below to view the section:

- What is Plagiarism?
- Integrating Sources
 - Summary
 - Paraphrase
 - Direct Quotation
 - Integration Combinations

What Is Plagiarism?

As defined in Delgado Community College's Student Judicial Code (Policy No. SA-1448.1D), plagiarism is this:

Plagiarism-- The inclusion of someone else's actual words or paraphrases, ideas, or data into one's own work without acknowledging the original source. The included material must have appropriate citations such as [in-text citations] or quotation marks and identification of the sources, published or unpublished, copyrighted or not copyrighted.

Is It Plagiarism?

Questions you might be considering:

If the student unintentionally copies another's work, is this plagiarism?	Yes , this is the first excuse everyone uses: "I didn't mean to do it." Your writing is your responsibility.
If the student only lists the source on the works cited page, is this plagiarism?	Yes , an in-text citation that corresponds to an entry on the works cited page is required. Otherwise, the reader has no idea where you used the source in your essay.
If the instructor never states that students must cite their sources and a student copies a source, is this plagiarism?	Yes , you are responsible for your own writing. This includes not being academically dishonest.
If a student uses exact words and phrases from a source and adds a citation but does not include quotation marks, is this plagiarism?	Yes , if the language is not enclosed in quotation marks, this means you are claiming the language is your own, which, in this case, it would not be.
If a student puts a source's idea into her own words but does not cite it, is this plagiarism?	Yes , paraphrase and summary, which are another's ideas in your own words, require citation.
If a student submits an old paper she used in another course without the instructor's permission, is this plagiarism?	Yes , to avoid this, speak with your instructor. She may allow you to re-use an essay. She may not. Communication is important.
If a student hires someone to write the paper for her or gets her friend to write the paper, is this plagiarism?	Yes , it is wise to have a tutor, a friend, a family member, a senator, or even an old teacher help you revise your essay. However, asking someone else to write sections or the whole paper is academic dishonesty, i.e. cheating.
If a student fails to cite (that is, properly credit) words or ideas borrowed from another writer, is this plagiarism?	Yes , this is precisely the point of all these questions. If you do not provide a citation or if that citation is fake or incorrect, this is plagiarism. Keep track of your sources and citations.

Integrating Sources

Knowing how to integrate outside sources into your own writing is extremely important. Being able to integrate sources effectively helps you:

- Reinforce your ideas with the credibility or reputation of a source.
- Identify others' opinions, theories, and personal explanations.
- Present opinions that are open to dispute.
- Present facts and statistics.
- Establish ethos as a reliable researcher.
- Engage readers by showing them where to find information on your topic.

There are three ways to integrate sources into an essay – summarizing, paraphrasing, and quoting:

- ❖ **SUMMARY:** A brief objective report, in your own words, of the main idea of a source or a section of a source. Your summary will be more general, less specific, than the source. Summaries are meant to reduce a larger amount of information.
- ❖ **PARAPHRASE:** Paraphrase is a rephrasing, rewording, or restatement of an excerpt from a source. Paraphrases are written in your own words. Simply, you are translating sentences from English to English, but now the paraphrase uses your own words and sentence structure instead of the source's.
- ❖ **DIRECT QUOTATION:** When you use any exact words or phrases from a source, direct quotation is needed. It does not matter how little – one word – or how much – an entire paragraph. Direct quotations should be used sparingly.
- ❖ **INTEGRATION COMBINATIONS:** Summary, paraphrase, and direct quotation can be combined and often are. You could paraphrase half of a sentence and quote the other half. You could summarize a paragraph and quote a vivid phrase from that paragraph.

Please click the bold words above for a more detailed explanation of each, along with examples.

Summary

Summary provides a brief objective report, **in your own words**, of the main idea of a source or a section of a source. Your summary will be more general, less specific, than the source. Summaries are meant to reduce a larger amount of information.

QUICK LIST:

- Write *your* summary in *your* own words.
- The summary should be briefer and more general than the source.
- Reduce the source. Make it more concise.
- Each summary requires a signal phrase that corresponds to an entry on your works cited page.
- Read the source more than once and be sure you completely understand the main idea before writing your summary.
- **Why summarize?** Some people – like some sources – are long-winded and detailed. Use summary when you need to get right to a source's main idea. You can also use summary to contextualize a direct quotation.

Do

- **Do** write the entire summary in your own words.
- **Do** write your summary more briefly than the original. If the source is a paragraph, your summary should be a sentence.
- **Do** provide a signal phrase that corresponds to a works cited entry.
- **Do** take your time to summarize. Write out a first draft of the summary. Let it sit. Then write another draft of the first summary. Let it simmer like good red beans.

Do not

- **Do not** copy any exact words and phrases from the source.
- **Do not** write a summary that is as long as the source you are trying to summarize.
- **Do not** forget to cite the summary.
- **Do not** misinterpret the source.
- **Do not** include your own opinion or ideas in the summary. Save that for after your summary.

Examples of Summary

Original Text from Source	Summary with In-text Citation
<p>"The Osiris-Rex spacecraft is happy and healthy," said Richard Kuhns, the program manager at Lockheed Martin, which built the spacecraft.</p> <p>A year from now, Osiris-Rex will swing back around and make a close flyby of Earth, using the planet's gravity to tilt the angle of its orbit to match that of Bennu, a carbon-rich asteroid that is 1,600 feet in diameter and has an orbit around the sun similar to Earth's. It is about as wide as the Empire State Building is tall.</p> <p>Osiris-Rex — a shortening of Origins, Spectral Interpretation, Resource Identification, Security, Regolith Explorer — will catch up to Bennu in 2018, entering orbit for more than a year of observation to allow scientists to figure out where they want to scoop their sample.</p> <p>The spacecraft will then swoop in and touch Bennu's surface for a few seconds, using a burst of nitrogen to kick up pebbles and dirt. Osiris-Rex is to leave Bennu in 2021 and drop off the asteroid samples in 2023.</p>	<p>Summary:</p> <p>Nasa sent a spacecraft to collect rocks from an asteroid in 2016 and it will continue to return to it every few years and collect samples until 2023 (Chang).</p> <p>Works Cited Entry:</p> <p>Chang, Kenneth. "The Osiris-Rex Spacecraft Begins Chasing an Asteroid." <i>The New York Times</i>, 8 September 2016. www.nytimes.com/2016/09/09/science/nasa-launches-osiris-rex-spacecraft-to-retrieve-asteroid-pieces.html. Accessed 15 Aug. 2018.</p>
<p>We think that this approach provides insight into the often rancorous, even vicious debate over the effort in various iterations of Trumpcare to repeal Obamacare. The now seven-year-long vow to repeal/replace Obamacare, while ostensibly about health care access, costs, inclusion, freedom of choice to purchase health insurance or not, and not having to pay a penalty for not purchasing coverage, is at its deepest level, about something disturbing. While healthcare is the focus of the argument, Obamacare is also a highly charged symbol of a black man's influence on American politics and culture (Stein, 2017b).</p> <p>Obamacare is the object of unbridled hatred on the right and beyond rational discussion and political compromise (the despised C word) (Marcotte, 2015). The crusade to eradicate Obamacare has been relentless. Vindictive language is used to describe its many failures and the President who led the creation of the despicable legislation that violates many rigidly held and interpreted conservative and libertarian principles (Marcotte, 2015; Daily Kos, 2013). The campaign has persisted for years, starting January 19, 2011 through many dozens of votes to repeal and replace Obamacare, consuming Congress and providing a rallying cry for the 2016 election cycle.</p>	<p>Summary:</p> <p>The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).</p> <p>Works Cited Entry:</p> <p>Stein, Howard F. and Seth Allcorn. "A Fateful Convergence: Animosity toward Obamacare, Hatred of Obama, the Rise of Donald Trump, and Overt Racism in America." <i>Journal of Psychohistory</i>, vol. 45, no. 4, Spring 2018, pp. 234-243. EBSCOhost, delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=129740215&site=ehost-live. Accessed 15 Aug. 2018.</p>

The “Health Care and Education Reconciliation Act” of January 19, 2011 would have repealed all of the Affordable Care Act (“The Fix,” 2014). It passed in the House of Representatives 245 to 189 with three Democrats voting for it, but was never considered by the Senate. Why such persistence and vitriol?

We believe that the key to understanding why Obamacare is both so hated and beyond rational discussion, is the effort on the part of many white Americans, both politicians and non-politicians, to rid the U.S. of President Barack Obama’s legislative legacy. Obamacare is one of the most visible symbols of Obama’s presidency (Frontline, 2017; Daily Kos, 2013). It is often referred to as his “signature legislation.” This intense, long sustained effort to repeal Obamacare contains, we argue here, the perhaps unconscious but also often denied, quest to eradicate blackness from the White House and from the government. Many whites, who often live in mostly white communities, wish to erase not only the presence but also the memory of the very existence of an African American President of the United States (Coates, 2017; Walsh, 2011).

Kenneth Walsh (2011) writes that President Obama reflected in 2010 that race was still a problem. In May 2010, he told guests at a private White House dinner that race was probably a key component in the rising opposition to his presidency from conservatives, especially rightwing activists in the anti-incumbent “Tea Party” movement that was then surging across the country. Many middle-class and working-class whites felt aggrieved and resentful that the federal government was helping other groups, including bankers, automakers, irresponsible people who had defaulted on their mortgages, and the poor, but wasn’t helping them nearly enough, he said.

Paraphrase

Paraphrase is a rephrasing, rewording, or restatement of an excerpt from a source. Paraphrases are written *in your own words*. Simply, you are translating sentences from English to English, but now the paraphrase is in your own words instead of the sources.

QUICK LIST:

- Write *your* paraphrase in *your* own words and sentence structures.
- The paraphrase should be about the same length as the excerpt from the source. Think of it as a 1-1 substitution.
- Each paraphrase requires a signal phrase to establish a clear boundary between your ideas and the source's.
- Each paraphrase requires an in-text citation that corresponds to an entry on your works cited page.
- Read the source more than once and be sure you completely understand the main idea before writing your paraphrase.
- **Why paraphrase?** When the excerpt from the source has important information that may not be expressed in a way your audience can easily understand, paraphrase. You are translating an excerpt from the source so that your audience for your essay can understand the excerpt.

Do

- **Do** write the entire paraphrase in your own words and sentence structures.
- **Do** make your paraphrase a similar length as the excerpt from the source. If the excerpt from the source is three sentences, your paraphrase should be three sentences.
- **Do** provide an in-text citation that corresponds to the works cited page at the end of your paraphrase.
- **Do** use a thesaurus when paraphrasing. Write out a first draft. Let it sit. Then write another draft. Let it simmer like a fine gumbo.

Do not

- **Do not** copy any exact words and phrases from the source.
- **Do not** write a paraphrase that is much shorter than the excerpt from the source. That would be a summary.
- **Do not** forget to cite the paraphrase you have written in your own words, but not your own ideas.
- **Do not** misinterpret the excerpt from the source.
- **Do not** include your own opinion or ideas in the paraphrase. Save that for after your paraphrase.

Examples of Paraphrase

Original Text from Source	Paraphrases with In-text Citations
<p>Prosecutors allege he failed to pay taxes on millions he made from his work for a Russia-friendly Ukrainian political party, then lied to get loans when the cash stopped coming in.</p>	<p>Paraphrase: Federal attorneys accuse Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks to secure loans (Weiner et al.).</p> <p>Works Cited Entry: Weiner, Rachel, et al. "Paul Manafort Trial: Richard Gates's Testimony up in the Air, According to Prosecutor." <i>The Washington Post</i>. 1 August 2018, www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228. Accessed 15 November 2018.</p>
<p>INTERVIEWER: You rarely give your characters names. Why is that?</p> <p>DAVIS: I've always felt that naming was artificial. I've done it.</p>	<p>Paraphrase: When asked why she often does not name her characters, Davis notes that it seems fake, but sometimes she does so.</p> <p>Works Cited Entry: Davis, Lydia. "Art of Fiction No. 227." <i>Paris Review</i>, Spring 2015. www.theparisreview.org/interviews/6366/lydia-davis-art-of-fiction-no-227-lydia-davis. Accessed 25 June 2018.</p>
<p>Looking back on history, who was treated worse, Alphonse Capone, legendary mob boss, killer and 'Public Enemy Number One,' or Paul Manafort, political operative & Reagan/Dole darling, now serving solitary confinement - although convicted of nothing? Where is the Russian Collusion?</p>	<p>Paraphrase: In a tweet, Trump compares Paul Manafort to Al Capone, ultimately insisting that Capone was treated better than Manafort, even though Capone was a more terrifying criminal (@realDonaldTrump).</p> <p>Works Cited Entry: @realDonaldTrump. "Looking back on history, who was treated worse, Alphonse Capone, legendary mob boss, killer and 'Public Enemy Number One,' or Paul Manafort, political operative & Reagan/Dole darling, now serving solitary confinement - although convicted of nothing? Where is the Russian Collusion?" <i>Twitter</i>. 1 August 2018, 8:35 a.m., twitter.com/realDonaldTrump/status/1024680095343108097. Accessed 2 August 2018.</p>

Direct Quotation

When you use *any* exact words or phrases from a source, direct quotation is needed. It does not matter how little – one word – or how much – an entire paragraph. Direct quotations should be used sparingly.

REQUIREMENTS:

1. **Have a reason to use a direct quotation.** Otherwise, paraphrase or summarize. Here are four reasons to use a direct quotation.
 - The language of the source is so clear and concise that it cannot be summarized or paraphrased. This is rare.
 - The language of the source is vivid, striking, shocking, absurd, etc. This is more common.
 - The language of the source is representative of something you are explaining or presents a fact. This depends on audience and context.
 - The language of the source represents the opposition or an uncommon position. In other words, you will have to prove to your audience that you did not make it up.
2. **Use a signal phrase to introduce a direct quotation** or incorporate the quotation into your own sentence, your own words. Establish the credibility of the source in the signal phrase. Here are reporting verbs to signal that you are using a quotation:
 - writes, says, states, observes, suggests, remarks, laments, protests, charges, replies, admits, claims, acknowledges, addresses, adds, advises, agrees, analyzes, announces, answers, argues, asks, asserts, believes, cautions, clarifies, compares, complains, concedes, concludes, concurs, confirms, considers, contends, contests, continues, criticizes, critiques, declares, demonstrates, describes, determines, disagrees, discusses, disputes, elaborates, emphasizes, examines, explains, expresses, finds, grants, identifies, illustrates, implies, indicates, insists, interprets, introduces, maintains, mentions, notes, objects, offers, opposes, points out, posits, postulates, presents, proposes, raises, refutes, rejects, reports, responds, reveals, shows, specifies, thinks, translates
 - In MLA Style the reporting verb should be in present tense.
 - In APA Style the reporting verb should be in past tense or present perfect tense.
3. **Always provide an analysis of the direct quotation.**
4. **Direct quotations should supply evidence to your argument.** Do not use quotations that repeat your claims. This is called a parrot quote.
5. **Each direct quotation requires an in-text citation that corresponds to an entry on your works cited page.** This can be in the signal phrase or in the parentheses at the end of the sentence.

- **Do** always follow rules 1 through 5 when using a direct quotation.
- **Do** use this section from the handbook while integrating direct quotations into your essay.
- **Do** vary your reporting verbs. The same thing over and over again is boring.

- **Do not** ignore these rules. They are here to help.
- **Do not** use the website as an in-text citation.
- **Do not** forget to close your quotation marks.
- **Do not** alter the meaning of the original text to suit your own agenda.

Examples of Short Quotations

- If your quotations are less than four lines long across the formatted, typed page, place them in your text and enclose them with quotation marks.
- In-text citations can come either in the signal phrase or in the in-text parenthetical citation at the end of the sentence, never both.
- Please visit **Examples of In-text Citations & Corresponding Works Cited Entries** for more examples. Here are three ways to incorporate direct quotations into your own sentence:

Original Text from Source	Direct Quotations with In-text Citations
<p>Racism of this kind, racism that infects the very structure of our society, is called systemic racism. And at first glance, it may be difficult to detect.</p>	<p>Using phrases from a source to “complete the sentence”: Some define “systemic racism” as “racism that infects the very structure of our society” (“7 Ways We”).</p> <p style="text-align: center;">Works Cited Entry: “7 Ways We Know Systemic Racism Is Real.” Ben & Jerry’s, www.benjerry.com/home/whats-new/2016/systemic-racism-is-real. Accessed 15 Aug. 2018.</p>
<p>It is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride, to die drunk in the street if you experience the deprivation as your own, and not the deprivation of family, friends, and community.</p>	<p>Using a signal phrase and a colon: Coates makes an astute observation: “it is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride.”</p> <p style="text-align: center;">Works Cited Entry: Coates, Ta-Nehisi. “I’m Not Black, I’m Kanye.” <i>The Atlantic</i>, 7 May 2018, www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/ Accessed 7 Aug. 2018.</p>
<p>And then the third thing is the legacy of the Southern author, William Faulkner, who said, “The past is never dead. It’s not even past.”</p>	<p>Using a signal phrase and a comma: When asked about the Civil War, a Southern man responded lucidly by quoting William Faulkner, “The past is never dead. It’s not even past”(qtd. in Blount et al. 372).</p> <p style="text-align: center;">Works Cited Entry: Blount, Brian K., et al. “Exploring Race/Racism past and Present: A Forum at Union Presbyterian Seminary.” <i>Interpretation: A Journal of Bible & Theology</i>, vol. 71, no. 4, Oct. 2017, pp. 371-397. EBSCOhost, doi:10.1177/0020964317716129. Accessed 15 Aug. 2018.</p>

Block Quotations

- If a direct quotation is more than four lines long on a typed page, MLA requires a block quote.
- Introduce the quotation with a complete sentence and a colon.
- Indent the entire quote 1-inch (hit the TAB key twice), double space the lines, and do not use quotation marks.
- Do not indent the opening line unless the quote begins a new paragraph in the original source.
- The in-text citation can be included at the end, outside of the final punctuation, or in the signal phrase.
- You **should not** begin a new paragraph after a block quote because of direct quotation rule #3: **Always provide an analysis of the direct quotation.**

Block Quotation Example

As defined in Delgado Community College's "Student Judicial Code (Rights, Responsibilities, and Disciplinary Procedures" (Policy No. SA-1448.1D), plagiarism is this:

Plagiarism-- The inclusion of someone else's actual words or paraphrases, ideas, or data into one's own work without acknowledging the original source. The included material must have appropriate citations such as [in-text citations] or quotation marks and identification of the sources, published or unpublished, copyrighted or not copyrighted.

This is a correctly formatted block quotation. After your block quotation, your paragraph should continue while you explain and analyze the large block quotation you just presented. Here is where you explain and analyze the long block quotation's significance to the claim you are making in that paragraph. Most times, a block quotation will not end a paragraph because of requirement #3: "always provide an analysis." The quote will not speak for itself. It is your job to explain it.

Works Cited Entry for the above block quotation:

"Student Judicial Code (Rights, Responsibilities, and Disciplinary Procedures." *Delgado Community*

College. <http://docushare3.dcc.edu/docushare/dsweb/Get/Document-80/>. Accessed 7 August 2018.

Editing Quotations

Quotations within Quotations

- Sometimes you will need to quote text that is already in quotation marks.
- When you quote the text already in quotation marks, change the original "quotation marks" to 'single quotation marks.'

Original Text from Source:

And then say what? Say, "Forget you're hungry. Forget you got shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem."

Single Quotation Marks within a Quote:

Wolfe begins his book: "And then say what? Say, 'Forget you're hungry. Forget you got shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.'"

Works Cited Entry:

Wolfe, Tom. *Bonfire of the Vanities*. Bantam Books, December 1988.

Ellipsis

. . .

Use this to omit unnecessary words from a direct quotation.

- The sentence must still be grammatically complete with the ellipsis.
- Ellipses are used when omitting language from the middle of the quotation. Quotation marks function in a similar way at the beginning and end of the quote.

Original Text from Source:

Some newly minted college graduates struggle to find work. Others accept jobs for which they feel overqualified. Student debt, meanwhile, has topped \$1 trillion.

Using Ellipsis to Shorten a Quotation:

While discussing whether or not college is worth the cost, David Leonhardt reveals that "student debt . . . has topped \$1 trillion" (33).

Works Cited Entry:

Leonhardt, David. "Is College Worth It? Clearly, New Data Say." *Practical Argument: Short Third Edition*, edited by Laurie G. Kirszer and Stephen R. Mandell, Bedford/St. Martin's, 2017, pp. 33-35.

Brackets

[]

Use brackets to adjust grammar, clarify a pronoun, or to indicate an error in the source.

- The sentence must still be grammatically complete with the brackets.
- Brackets should not be used to change the meaning of a direct quotation. That would be unethical.

Original Text from Source:

Mrs. B is an African-American woman with a short, sassy haircut and a feisty disposition to match. She was born and raised in Detroit, Michigan, where she and her husband are now raising their seven children.

To Adjust Grammar:

Atuahene's description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" is an odd way to start a scholarly article (1502).

Works Cited Entry:

Atuahene, Bernadette. "'Our Taxes Are Too Damn High': Institutional Racism, Property Tax Assessments, and the Fair Housing Act." *Northwestern University Law Review*, vol. 112, no. 6, May 2018, pp. 1501-1564. EBSCOhost, delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130068115&site=ehost-live. Accessed 15 August 2018

Original Text from Source:

Ms. Abo Rebieh, a member of the educated middle class, found herself imprisoned with women who were barely literate, and mostly arrested at random. She became a kind of spokeswoman and sounding board, conveying their needs and requests to guards and helping them talk through experiences.

Her art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves. She drew them all in shaded black and white, their grimacing faces and thin limbs influenced by one of her favorite artists, Goya.

To Clarify a Pronoun:

Sinjab and Barnard describe how "[Azza Abo Rebieh's] art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves."

Works Cited Entry:

Sinjab, Lina, and Anne Barnard. "Syria's Women Prisoners, Drawn by an Artist Who Was One" *The New York Times*. 7 August 2018. www.nytimes.com/2018/08/07/arts/design/syria-prison-artist.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=photo-spot-region®ion=top-news&WT.nav=top-news. Accessed 15 October 2018.

Original Text from Source:

Despite the constant negative press covfefe.

*: [sic] is the Latin word for thus or such.

To Indicate an Error in the Source:

The 45th president of the U.S. tweeted: "Despite the constant negative press covfefe [sic]" (@realDonaldTrump).

Works Cited Entry:

@realDonaldTrump. "Despite the constant negative press covfefe." *Twitter*. 31 May 2017, 5:06 a.m.

Integration Combinations

Summary, paraphrase, and direct quotations are often combined. You could paraphrase half of a sentence and quote the other half. You could summarize a paragraph and quote a vivid phrase from that paragraph.

Do

- **Do** experiment with the variety of ways to integrate sources.
- **Do** ask questions of your instructor or tutor if you're not certain how to combine source integrations.
- **Do** feel free to mimic some of the examples below.
- **Do** use the other sections in this chapter to summarize, paraphrase, or quote properly.

Do not

- **Do not** create two in-text citations if you use two integration techniques in one sentence.
- **Do not** forget to put quotation marks around exact words and phrases from the original source, especially when mixing paraphrase and direct quotation.
- **Do not** ignore the rules about summary, paraphrase, and quotations in the other sections.

Examples of Combinations

Combining Direct Quotation & Paraphrase:

Original Text from Source:

West, in his own way, will likely pay also for his thin definition of freedom, as opposed to one that experiences history, traditions, and struggle not as a burden, but as an anchor in a chaotic world.

Combo:

There will be some retribution for West's actions and attitude toward his "definition of freedom" (Coates).

Combining Direct Quotation & Summary:

Original Text from Source:

West's thoughts are not original—the apocryphal Harriet Tubman quote and the notion that slavery was a "choice" echoes the ancient trope that slavery wasn't that bad; the myth that blacks do not protest crime in their community is pure Giulianiism; and West's desire to "go to Charlottesville and talk to people on both sides" is an extension of Trump's response to the catastrophe. These are not stray thoughts. They are the propaganda that justifies voter suppression, and feeds police brutality, and minimizes the murder of Heather Heyer.

Combo:

Coates notices that the conservative propaganda the Kanye west spouts on Twitter is the same that "justifies voter suppression, and feeds police brutality, and minimizes the murder of Heather Heyer."

Works Cited Entry:

Coates, Ta-Nehisi. "I'm Not Black, I'm Kanye." *The Atlantic*. 7 May 2018. www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/. Accessed 7 August 2018.

Ch. 3 MLA Style: Document Formatting

This section will show you the basics of how to format your MLA style essay with Microsoft Word and Google Docs.

- Use the power of visual comparison. If your document does not look exactly like the sample, try again, or ask an instructor or tutor for help.
- This formatting may seem arbitrary. However, correctly formatting your essay shows your instructor that you can follow directions. Think about this if you decide to ignore this first section.
- The MLA sample essay that ends this chapter is from Purdue University's Online Writing Lab. Please visit their website for additional helpful information: [Purdue OWL](#)

Click the links below to view the section:

- The Page
- Header
- Heading
- Titles
- Paragraphs
- Works Cited
- MLA Sample Essay

The Page

In general, this is how each page should appear: each margin, all four edges of the page, should be 1 inch, double-space everything, and use Times New Roman 12pt font for everything in the document.

QUICK LIST:

- Make all four margins 1 inch.
- Double-space the entire document.
- Use Times New Roman (type) 12 pt (size) font.

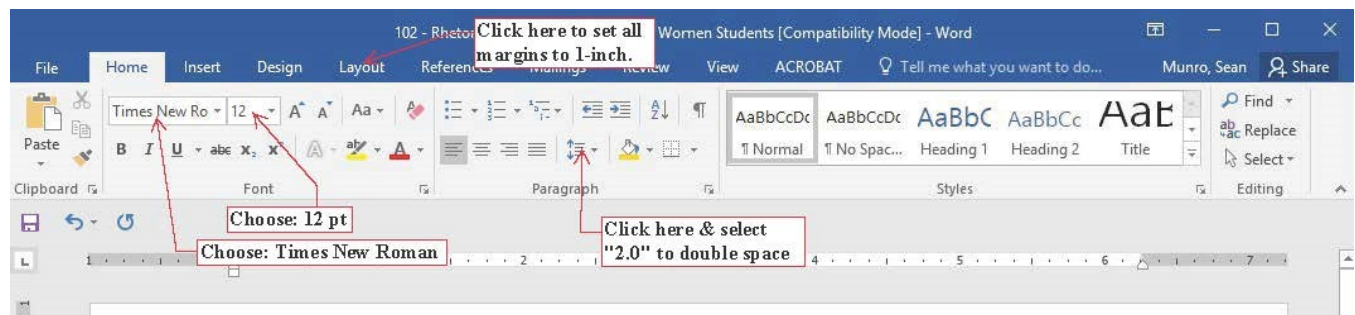
Do

- **Do** set all margins to one inch.
- **Do** choose MLA Style from a template if possible.
- **Do** set the document to double-space before you begin writing.
- **Do** set the font to Times New Roman 12pt before you begin writing. Often, it is set to a different font & size.

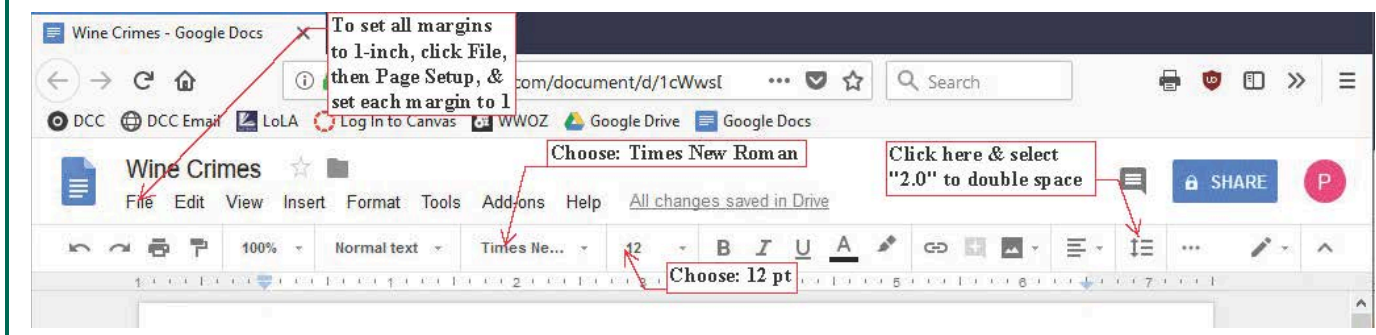
Do not

- **Do not** assume these settings are correct when you open a new document.
- **Do not** press ENTER at the end of every line to double-space your document. It will ruin your life.
- **Do not** choose another font or size when turning in a draft. Your instructor does not want to go blind reading an odd font.

Microsoft Word



Google Docs



Header

The header appears in the top right corner of every page.

QUICK LIST:

- Include only your last name and the page number.
- This should be placed in the *header* of the document, not the first line of each page.
- Use the program's page number function to insert page numbers.

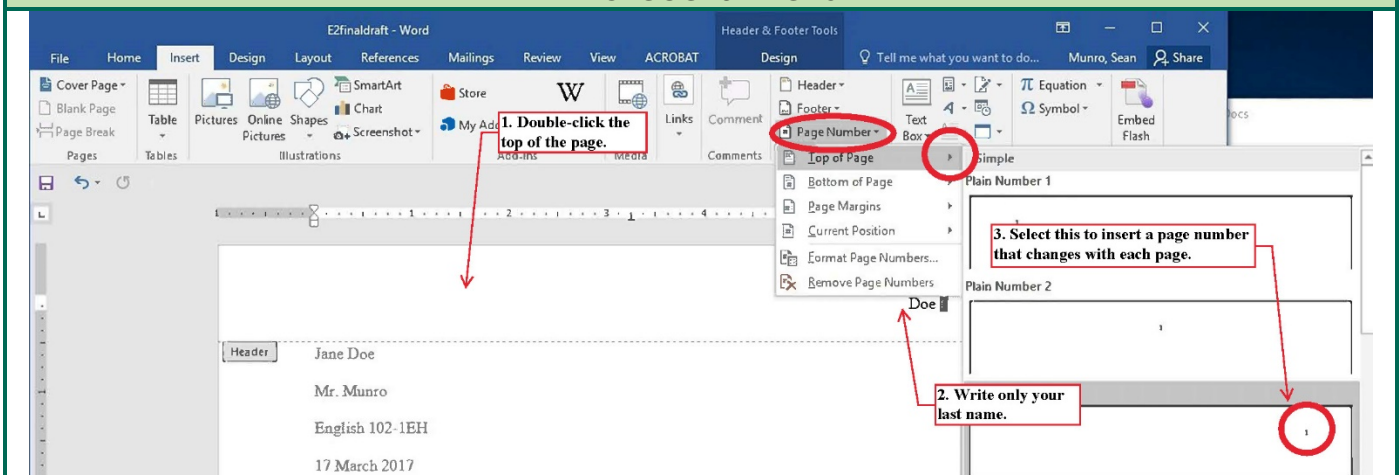
Do

- **Do** use only your last name.
- **Do** use the page number function of the word processing program. Examples are below.
- **Do** only put one space between your last name and the page number.
- **Do** make sure font style and size are consistent with the rest of the document.

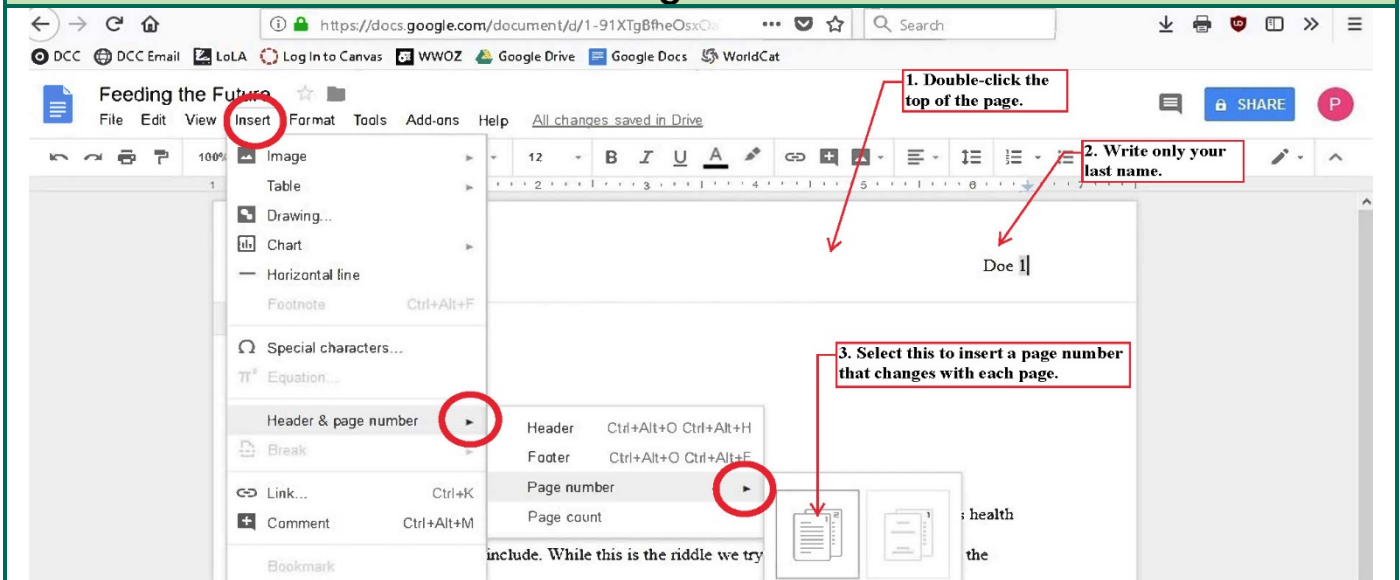
Do not

- **Do not** manually write your last name and page number at the top of every single page.
- **Do not** write pg., pp., p., or # next to the page number.
- **Do not** put your instructor's last name in the header. Use only your last name.

Microsoft Word



Google Docs



Heading

The heading appears in the top left of *only* the first page.

QUICK LIST:

- Include all the following:
 - o Your first and last name
 - o The instructor's name
 - o The course and section number
 - o The day, month, and year the paper is due – in that order.
- This is double-spaced just like the rest of the document.

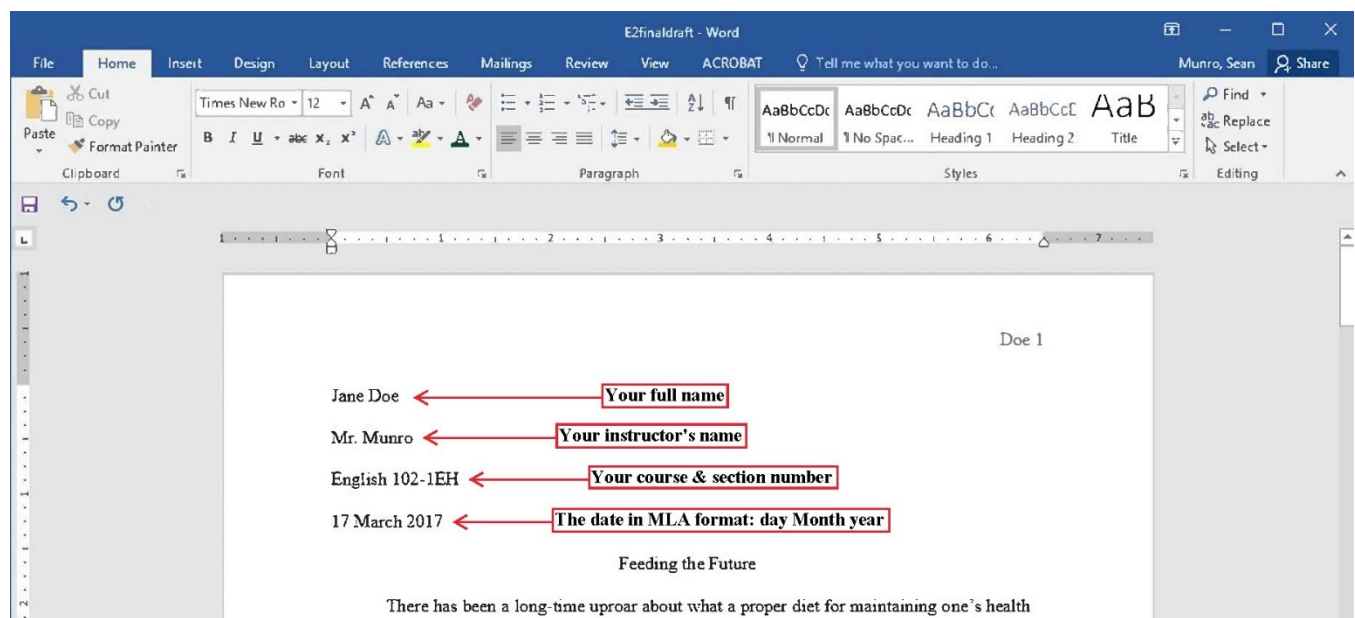
Do

- **Do** double-space the entire heading.
- **Do** use Ms., Mrs., Mr., Dr., or Professor before the instructor's last name.
- **Do** check the course number and section number.
- **Do** use MLA style date format: 25 June 2018

Do not

- **Do not** misspell your instructor's name.
- **Do not** guess the course and section number.
- **Do not** double-space the heading by using the Enter key.
- **Do not** label the heading information. Include the specified information as shown below.

Microsoft Word



Google Docs

The screenshot shows a Google Docs interface. At the top, the title bar reads "Feeding the Future". Below it, the menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". The toolbar shows various formatting options like bold, italic, underline, and text color. The document content is as follows:

Doe 1

Jane Doe ← Your full name

Mr. Munro ← Your instructor's name

English 102-1EH ← Your course & section number

17 March 2017 ← The date in MLA format: day Month year

Feeding the Future

There has been a long-time uproar about what a proper diet for maintaining one's health

Titles

You are required to have a title.

QUICK LIST:

- Center the title.
- Make it original.
- Use standard MLA font & size.

Do

- **Do** think of your favorite song title. Is it long? Is it boring? Is it titled "Song #2"? No, no, and no. It is short and snappy like "Stay Woke."
- **Do** K.I.S.S. = keep it simple, stupid.
- **Do** relate the title to the topic of your essay.
- **Do** imitate titles you like – from any genre.
- **Do** capitalize the first word, no matter what it is.
- **Do** capitalize all nouns, pronouns, verbs, adverbs, conjunctions, and adjectives.
- **Do** write your title in 12pt, Times New Roman font with no bold, italics, underlining, or quotation marks.
- **Do** center the title by using the centering button.

Do not

- **Do not** write the title of the assignment.
- **Do not** write your thesis statement as the title.
- **Do not** write an essay prompt question as the title.
- **Do not** capitalize prepositions (of, with, before, etc.) or articles (a, an, the), unless they are the first word.
- **Do not** change the font in any way. The format should be boring. The language you use should be exciting.
- **Do not** sigh and say, "I suck at titles." Just write one.
- **Do not** center the title by using the TAB key.

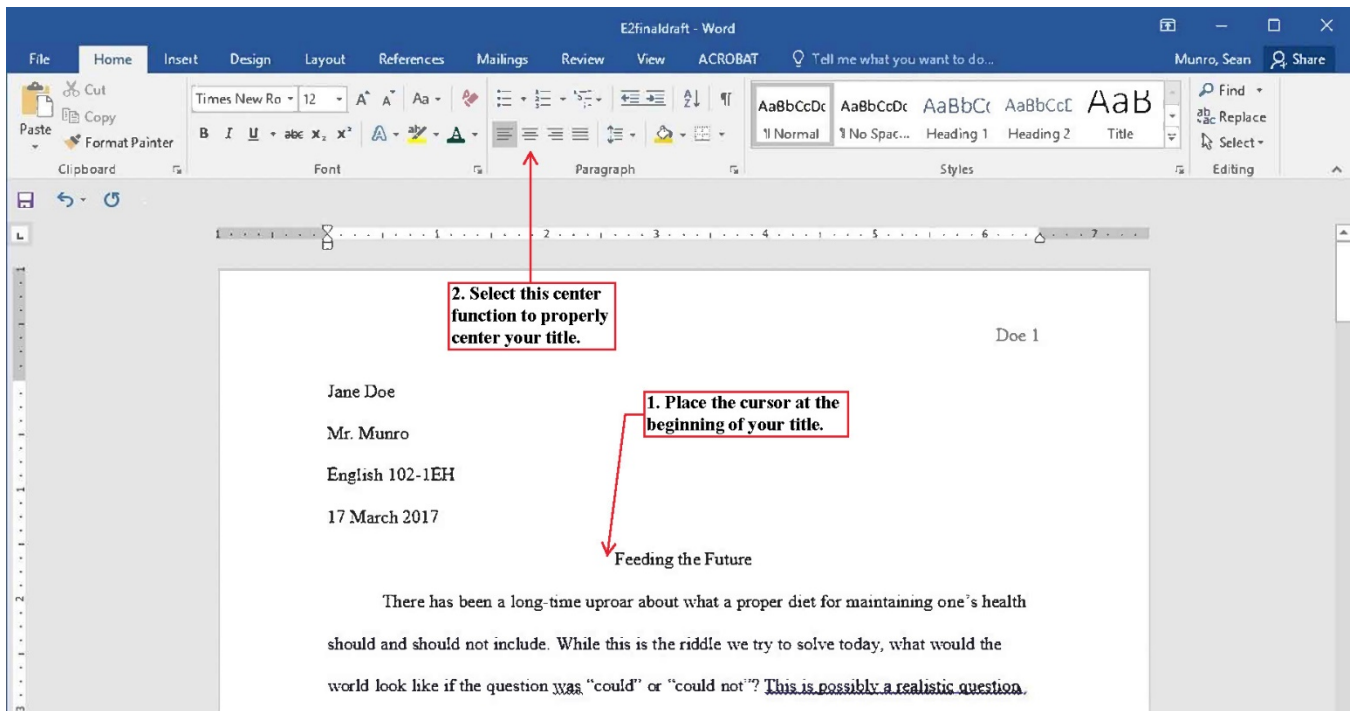
Examples of Great Titles:

Stay Woke
Gag Me with a Spoon
The New Jim Crow
Manufacturing Consent
This Is America
A Confederacy of Dunces
Notes of a Native Son
The Ways We Lie
Ain't I a Woman?

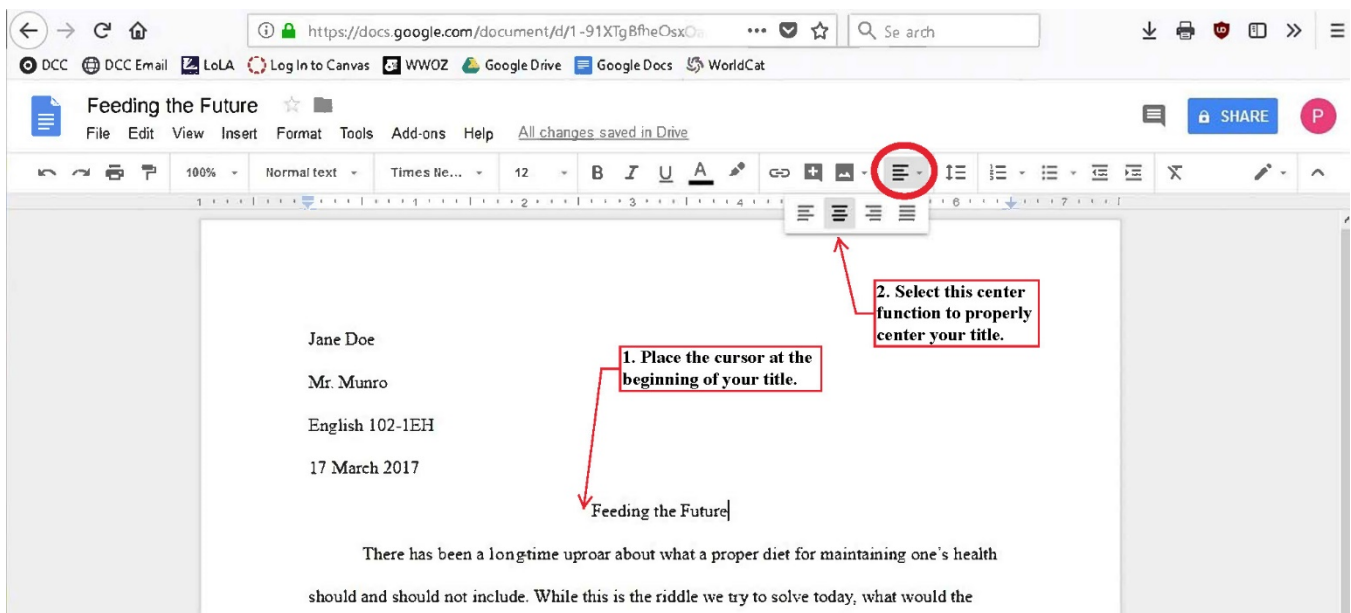
Examples of Garbage Titles:

Essay #2
Should Teachers Carry Beers on Campus?
If I Could Be Any Animal, What Would I Be?
Research Paper: Negative Effects of Cellphones
Technological Nightmare
TITLE GORE
WHY AM I YELLING IN THIS TITLE?
why have i forgotten how to capitalize?

Microsoft Word



Google Docs



Paragraphs

Each paragraph should be clearly delineated.

QUICK LIST:

- Indent each paragraph by pressing the TAB key once.
- Paragraphs, as well as the entire essay, should be double-spaced.
- No extra spaces are needed between paragraphs.

Do

- **Do** indent by pressing the TAB key once.
- **Do** double-space the entire paragraph, using the double-spacing function.
- **Do** use standard MLA font & size.

Do not

- **Do not** use the space bar to indent the paragraph. Ignore what your high school teacher demanded.
- **Do not** press ENTER at the end of every line to double-space.
- **Do not** add extra space between paragraphs. The indentation clearly shows a new paragraph has begun.

Microsoft Word & Google Docs

The screenshot shows a Microsoft Word document with the following content and annotations:

Page number: Doe 1

Header information:

Jane Doe
Mr. Munro
English 102-1EH
17 March 2017

Section title: Feeding the Future

Text of the first paragraph:

There has been a long-time uproar about what a proper diet for maintaining one's health should and should not include. While this is the riddle we try to solve today, what would the world look like if the question was "could" or "could not"? This is possibly a realistic question.

Annotations:

- A red box with the text "Press the TAB key once at the beginning of each paragraph." has an arrow pointing to the start of the first paragraph.
- A red box with the text "Notice, there is no extra space between the title and the first paragraph." has an arrow pointing to the space between the title and the first paragraph.

Works Cited

The works cited page is where you show each source you have used (summary, paraphrase, or quotation) in your essay. There should be a corresponding in-text citation that matches one of your entries on the works cited page.

QUICK LIST:

- Title it Works Cited, no embellishments, and center it.
- Each citation should have a hanging indent.
 - o There are instructions on how to format a hanging indent on the next page.
- Each citation should be in alphabetical order.
- If applicable, include URLs. The URL is the web address you type into the search bar of an internet browser to access the exact webpage.

Do

- **Do** begin the works cited on a new page.
- **Do** title it Works Cited.
- **Do** double-space the Works Cited page.
- **Do** use the hanging indentation function.
- **Do** put all the entries in alphabetical order.
- **Do** use standard MLA font & size for the entire Works Cited page.

Do not

- **Do not** use the space bar or TAB key to create a hanging indent. It will drive you insane.
- **Do not** number each citation.
- **Do not** guess at how to create and format a works cited entry. Use this handbook.

How to create a hanging indentation.

1. Select all works cited entries & right-click over the highlighted text.
2. Select "Paragraph"
3. Click this box and select "Hanging"
4. Click "OK"

Google Docs

How to create a hanging indentation.

2. Click the inverted blue triangle, which will be here, and move it over 1/2 inch to the position you see in this image.

1. Select & highlight all works cited entries.

3. Click the tiny blue rectangle, which will be here, and move it back over 1/2 inch to the position you see in this image.

Works Cited

- "Dietary Guidelines for Americans 2015–2020 8th Edition." *2015-2020 Dietary Guidelines*, U.S. Department of Health and Human Services, Dec. 2015, health.gov/dietaryguidelines/2015/guidelines/. Accessed 4 Mar. 2017.
- "The Flow of Energy: Primary Production." *The Flow of Energy: Primary Production*, University of Michigan, 30 Oct. 2016, globalchange.umich.edu/globalchange1/current/lectures/klng/energyflow/energyflow.html. Accessed 4 Mar. 2017.
- Ly, Yunfei, et al. "Effect of Harvesting and Prey Refuge in a Prey-Predator System." *Journal of Biological Systems*, vol. 22, no. 1, Mar. 2014, pp. 133-150. EBSCOhost, doi:10.1142/S0218339014500089.
- Rifkin, Jeremy. *Beyond Beef: The Rise and Fall of the Cattle Culture*. London, Thorsons, 1994.

Your name, the professor's name, the course number, and the date of the paper are double-spaced in 12-point, Times New Roman font. Dates in MLA are written in this order: day, month, and year.

Elizabeth L. Angeli
Professor Patricia Sullivan
English 624
12 February 2012

Green text boxes contain explanations of MLA style guidelines.

Blue boxes contain directions for writing and citing in MLA style.

Page numbers begin on page 1 and end on the final page. Type your name next to the page number in the header so that it appears on every page.

Angeli 1

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, I found a few authors who published books about the literature of nineteenth century farming, particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by discussing the important events in agriculture of the year in which the literature was published (see Demaree, for example). However, while these authors discuss journals, newspapers, pamphlets, and brochures, I could not find much discussion about another important source of farming knowledge: farming handbooks. My goal in this paper is to bring this source into the agricultural literature discussion by connecting three agricultural handbooks from the nineteenth century with nineteenth century agricultural history.

Titles are centered and written in 12-point, Times New Roman font. The title is not bolded, underlined, or italicized.

The introductory paragraph, or introduction, should set the context for the rest of the paper. Tell your readers why you are writing and why your topic is important.

The thesis statement is often (but not always) the last sentence of the introduction. The thesis is a clear position that you will support and develop throughout your paper. This sentence guides or controls your paper.

If your paper is long, you may want to write about how your paper is organized. This will help your readers follow your ideas.

To achieve this goal, I have organized my paper into four main sections, two of which have sub-sections. In the first section, I provide an account of three important events in nineteenth century agricultural history: population and technological changes, the distribution of scientific new knowledge, and farming's influence on education. In the second section, I discuss three nineteenth century farming handbooks in connection with the important events described in the first section. I end my paper

MLA requires double-spacing throughout a document. Do not single-space any part of the document.

with a third section that offers research questions that could be answered in future versions of this paper and conclude with a fourth section that discusses the importance of expanding this particular project. I also include an appendix after the Works Cited that contains images of the three handbooks I examined. Before I can begin the examination of the three handbooks, however, I need to provide an historical context in which the books were written, and it is to this that I now turn.

When using headings in MLA, title the main sections (Level 2 headers) in a different style font than the paper's title, e.g., in small caps.

Use personal pronouns (I, we, us, etc.) at your instructor's discretion.

The headings used here follow a three-level system to break the text into smaller sections. The different levels help organize the paper and maintain consistency in the paper's organization. You may come up with your own headings as long as they are consistent.

Headings, though not required by MLA style, can help the overall structure and organization of a paper. Use them at your instructor's discretion to help your reader follow your ideas.

HISTORICAL CONTEXT

The paragraph after the Level 2 headers start flush left after the headings.

The nineteenth century saw many changes to daily American life with an increase in population, improved methods of transportation, developments in technology, and the rise in the importance of science. These events impacted all aspects of nineteenth century American life (most significantly, those involved in slavery and the Civil War).

However, one part of American life was affected that is quite often taken for granted: the life of the American farmer.

Use another style, e.g., italics, to differentiate the Level 3 headers from the Level 2 headers. The paragraph continues directly after the header.

Population and Technological Changes. One of the biggest changes, as seen in nineteenth century America's census reports, is the dramatic increase in population. The 1820 census reported that over 10 million people were living in America; of those 10 million, over 2 million were engaged in agriculture. Ten years prior to that, the 1810 census reported over 7 million people were living in the states; there was no category for people engaged in agriculture. In this ten-year time span, then, agriculture experienced significant improvements and changes that enhanced its importance in American life.

If there is a grammatical, mechanical, or spelling error in the text you are citing, type the quote as it appears. Follow the error with "[sic]."

One of these improvements was the developments of canals and steamboats, which allowed farmers to "sell what has previously been unsalable [sic]" and resulted in a

“substantial increase in [a farmer’s] ability to earn income” (Danhof 5). This improvement allowed the relations between the rural and urban populations to strengthen, resulting in an increase in trade. The urban population (defined as having over 2,500 inhabitants) in the northern states increased rapidly after 1820.¹ This increase accompanied the decrease in rural populations, as farmers who “preferred trade, transportation, or ‘tinkering’” to the tasks of tending to crops and animals found great opportunities in the city (Danhof 7). Trade and transportation thus began to influence farming life significantly. Before 1820, the rural community accounted for eighty percent of consumption of farmers’ goods (Hurt 127). With the improvements in transportation, twenty-five percent of farmers’ products were sold for commercial gain, and by 1825, farming “became a business rather than a way of life” (128). This business required farmers to specialize their production and caused most farmers to give “less attention to the production of surplus commodities like wheat, tobacco, pork, or beef” (128). The increase in specialization encouraged some farmers to turn to technology to increase their production and capitalize on commercial markets (172).

Use endnotes to explain a point in your paper that would otherwise disrupt the flow of the text.

Insert the footnote after the punctuation mark that concludes the sentence.

In-text citations occur after the quote but before the period. The author’s/ authors’ name/s go before the page number with no comma in between.

The technology farmers used around 1820 was developed from three main sources: Europe, coastal Native American tribes in America, and domestic modifications made from the first two sources’ technologies. Through time, technology improved, and while some farmers clung to their time-tested technologies, others were eager to find alternatives to these technologies. These farmers often turned to current developments in Great Britain and received word of their technological improvements through firsthand knowledge by talking with immigrants and travelers. Farmers also began planning and conducting experiments, and although they lacked a truly scientific approach, these farmers engaged

in experiments to obtain results and learn from the results.² Agricultural organizations



were then formed to “encourage . . . experimentation, hear reports, observe results, and

If you delete words from the original quotation, insert an ellipsis, three periods with a space between and after each one.

exchange critical comments” (Danhof 53). Thus, new knowledge was transmitted orally from farmer to farmer, immigrant to farmer, and traveler to farmer, which could result in the miscommunication of this new scientific knowledge. Therefore, developments were made for knowledge to be transmitted and recorded in a more permanent, credible way: by print.

Transitions connect paragraphs and unify writing.

Notice how this paragraph ends with a brief mention of print sources and the next paragraph begins with a discussion of print information.



The Distribution of New Knowledge. Before 1820 and prior to the new knowledge

farmers were creating, farmers who wanted print information about agriculture had their

Body paragraphs often (but don't always) have these four elements: a transition, a topic sentence, evidence, and a brief wrap-up sentence.

choice of agricultural almanacs and even local newspapers to receive information

(Danhof 54). After 1820, however, agricultural writing took more forms than almanacs

and newspapers. From 1820 to 1870, agricultural periodicals were responsible for

spreading new knowledge among farmers. In his published dissertation *The American*

Agricultural Press 1819-1860, Albert Lowther Demaree presents a “description of the

general content of [agricultural journals]” (xi). These journals began in 1819 and were

written for farmers, with topics devoted to “farming, stock raising, [and] horticulture”

(12). The suggested “birthdate” of American agricultural journalism is April 2, 1819

when John S. Skinner published his periodical *American Farmer* in Baltimore. Demaree

writes that Skinner’s periodical was the “first continuous, successful agricultural

periodical in the United States” and “served as a model for hundreds of journals that

succeeded it” (19). In the midst of the development of the journal, farmers began writing

handbooks. Not much has been written on the handbooks’ history, aside from the fact that

C.M. Saxton & Co. in New York was the major handbook publisher. Despite the lack of

Titles of published works (books, journals, films, etc.) are now italicized instead of underlined.

Notice how this paragraph begins with a transition. The topic sentence follows the transition, and it tells readers what the paragraph is about. Direct quotes are used to support this topic sentence.

The paragraph ends with a wrap-up sentence, "Despite the lack . . .", while transitioning to the next thought.

information about handbooks, and as can be seen in my discussion below, these handbooks played a significant role in distributing knowledge among farmers and in educating young farmers, as I now discuss.

Farming's Influence on Education. One result of the newly circulating print information was the "need for acquiring scientific information upon which could be based a rational technology" that could "be substituted for the current diverse, empirical practices"

(Danhof 69). In his 1825 book *Nature and Reason Harmonized in the Practice of Husbandry*, John Lorain begins his first chapter by stating that "[v]ery erroneous theories have been propagated" resulting in faulty farming methods (1). His words here create a framework for the rest of his book, as he offers his readers narratives of his own trials and errors and even dismisses foreign, time-tested techniques farmers had held on to: "The knowledge we have of that very ancient and numerous nation the Chinese, as well as the very located habits and costumes of this very singular people, is in itself insufficient to teach us . . ." (75). His book captures the call and need for scientific experiments to develop new knowledge meant to be used in/on/with American soil, which reflects some farmers' thinking of the day.

By the 1860s, the need for this knowledge was strong enough to affect education. John Nicholson anticipated this effect in 1820 in the "Experiments" section of his book *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States:*

Use block quotations when quoted text runs longer than four lines once typed in your paper.

➡ Perhaps it would be well, if some institution were devised, and supported at the expense of the State, which would be so organized as would tend most effectually to produce a due degree of emulation among Farmers, by rewards and honorary distinctions conferred by those who, by their successful experimental efforts and improvements, should render themselves duly entitled to them.³ (92)

Block quotes begin on a new line, are double-spaced, and are indented half an inch from the margin. Do not add quotation marks not present in the original. The citation information (author name and page number) follows the quote's end punctuation.

Part of Nicholson's hope was realized in 1837 when Michigan established their state university, specifying that "agriculture was to be an integral part of the curriculum" (Danhof 71). Not much was accomplished, however, much to the dissatisfaction of farmers, and in 1855, the state authorized a new college to be "devoted to agriculture and to be independent of the university" (Danhof 71). The government became more involved in the creation of agricultural universities in 1862 when President Lincoln passed the Morrill Land Grant College Act, which begins with this phrase: "AN ACT Donating Public Lands to the several States and Territories which may provide Colleges for the



Benefit of Agriculture and Mechanic Arts [sic]." The first agricultural colleges formed

Periods occur before the end quotation mark if the citation information is given already in the sentence.

under the act suffered from a lack of trained teachers and "an insufficient base of knowledge," and critics claimed that the new colleges did not meet the needs of farmers (Hurt 193).

Congress addressed these problems with the then newly formed United States Department of Agriculture (USDA). The USDA and Morrill Act worked together to form

"... State experiment stations and extension services ... [that] added [to]

... localized research and education ... " (Baker et al. 415). The USDA added to the scientific and educational areas of the agricultural field in other ways by including research as one of the organization's "foundation stone" (367) and by including these seven objectives:

- (1) [C]ollecting, arranging, and publishing statistical and other useful agricultural information; (2) introducing valuable plants and animals; (3) answering inquiries of farmers regarding agriculture; (4) testing agricultural implements; (5) conducting chemical analyses of soils, grains, fruits, plants, vegetables, and manures; (6) establishing a professorship of botany and entomology; and (7) establishing an agricultural library and museum. (Baker et al. 14)



If a source has three or more authors, use the first author's last name followed by "et al."

These objectives were a response to farmers' needs at the time, mainly to the need for experiments, printed distribution of new farming knowledge, and education. Isaac Newton, the first Commissioner of Agriculture, ensured these objectives would be realized by stressing research and education with the ultimate goal of helping farmers improve their operations (Hurt 190).

Before the USDA assisted in the circulation of knowledge, however, farmers wrote about their own farming methods. This brings me to my next section in which I examine three handbooks written by farmers and connect my observations of the texts with the discussion of agricultural history I have presented above.

Note: Sections of this paper have been omitted to shorten the length of the paper

CONCLUSION

Because this is a Level 2 header, the paragraph is not indented.

From examining Drown's, Allen's, and Crozier and Henderson's handbooks in light of nineteenth century agricultural history, I can say that science and education seem to have had a strong influence on how and why these handbooks were written. The authors' ethos is created by how they align themselves as farmers with science and education either by supporting or by criticizing them. Regardless of their stance, the authors needed to create an ethos to gain an audience, and they did this by including tables of information, illustrations of animals and buildings, reasons for educational reform, and pieces of advice to young farmers in their texts. It would be interesting to see if other farming handbooks of the same century also convey a similar ethos concerning science and education in agriculture. Recovering more handbooks in this way could lead to a better, more complete understanding of farming education, science's role in farming and education, and perhaps even an understanding of the rhetoric of farming handbooks in the nineteenth century.

The conclusion "wraps up" what you have been discussing in your paper.

Notes

Center the title "Notes,"
using 12-point Times
New Roman font.

Endnotes
begin on a
new page
after the
paper but
before the
Works
Cited.
Double-
space all
entries and
indent each
entry 0.5"
from the
margin. Use
size 12
Times New
Roman font.

1. Danhof includes "Delaware, Maryland, all states north of the Potomac and Ohio rivers, Missouri, and states to its north" when referring to the northern states(11).
2. For the purposes of this paper, "science" is defined as it was in nineteenth century agriculture: conducting experiments and engaging in research.
3. Please note that any direct quotes from the nineteenth century texts are written in their original form, which may contain grammar mistakes according to twenty-first century grammar rules.

Works Cited

The Works Cited page is a list of all the sources cited in your paper.

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

MLA now requires only the publisher, and not the city of publication. The 8th edition also does not require sources to have a publication marker, (such as "Print").

Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market*. Saxton, 1849.

Baker, Gladys L., et al. *Century of Service: The First 100 Years of the United States Department of Agriculture*. [Federal Government], 1996.

Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870*. Harvard UP, 1969.

Demaree, Albert Lowther. *The American Agricultural Press 1819-1860*. Columbia UP, 1941.

Drown, William, and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators*. Field, 1824.

"Historical Census Browser." *University of Virginia Library*, 2007.

www.mapserver.lib.virginia.edu/. Accessed 6 Dec. 2008.

Hurt, R. Douglas. *American Agriculture: A Brief History*. Iowa State UP, 1994.

Lorain, John. *Nature and Reason Harmonized in the Practice of Husbandry*. Carey, 1825.

"Morrill Land Grant Act of 1862." *Prairie View A&M*, 2003. www.pvamu.edu/library/about-the-library/history-of-the-library-at-prairie-view/1890-land-grant-history/. Accessed 6 Dec. 2008.

If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

List the title of the source in quotation marks, and the title of the container in italics, followed by a comma and the date of publication. Since this is an online source, include the URL and date of access.

MLA now requires URLs (when possible) when citing online sources. Omit "http://" from the address. The date of access is optional, but be sure to include it whenever possible, since online works can be changed or removed at any time.

Nicholson, John. *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States.* Warner, 1820.

Ch. 4 MLA Style: Citing and Documenting Sources

This section will show you detailed examples of how to integrate, document, and cite your outside sources in MLA style. Please do not skip the brief section that describes what each item is.

- Use the power of visual comparison. If your citation does not look like the example, try again, or ask an instructor or tutor for help.
- Follow the **highlighted text**. In each example, there is an in-text citation with a corresponding works cited entry. The **yellow highlighted portion** is how the in-text citation and the works cited entry are connected.
- The in-text citation is required to correspond with the first item listed in the works cited entry.

Click the links below to view the section:

- Citing & Documenting Sources
 - Items in Works Cited Entries
 - Types of Works Cited Entries
 - Examples of Works Cited Entries & Corresponding In-text Citations
 - Types of In-text Citations
 - Examples of In-text Citations & Corresponding Works Cited Entries

MLA Style: Items in Works Cited Entries

Below are all the different items to be included in a works cited entry. Use only items you can find in the source to create a works cited entry.

Authors

- The author is the name of a person or a pseudonym or screenname.
 - o No Author: Sometimes no author is listed. If there is no author listed, leave it out of the work cited entry, and begin the citation with the article title.
 - o One Author: If there is an author listed, you are required to list this author's name in the works cited entry and the in-text citation.
 - o Two Authors: If there are two authors listed, you are required to list both authors' names in the works cited entry and the in-text citation.
 - o Three or more authors: If there are three or more authors listed, you are required to list *only* the first author's name and et al in the works cited entry and the in-text citation.

Title of Article

- This is the title of the article you are using as an outside source in your essay.
- Article titles are always surround by "Quotation Marks."

Name of Container

- A container is the larger whole in which an article is contained. In other words, it holds or contains the article.
- Containers are always *italicized*.
- *Examples of common containers*: books, newspapers, magazines, anthologies, websites, academic journals, and names of library databases.

Other Contributors

- There may be other contributors to a source, such as an editor, translator, illustrator, etc. State the contributor's role, the word "by" and then the names: edited by Irma Thomas.

Volume & Issue Numbers

- Volume & issue numbers mostly apply to academic journals.
- Abbreviate volume like this: vol.
- Abbreviate issue numbers like this: no.
- Add the numbers listed after the abbreviation and follow with a comma: vol. 112, no. 6,

Page Numbers

- Abbreviate the pages like this: pp. Add the numbers after the abbreviation: pp. 22-24
- For most online articles, there will be no page numbers. This is fine. Leave it out.

Publisher

- On print books, you can usually find the company who published the book on the spine.
- If the publisher is the same as the title of the container, which is usually the case with websites and newspapers, you do not have to write the container/publisher again.
- If you cannot find a publisher, leave it out.

URL

- If a source is found online, always include the URL, which is the web address.
- Omit http:// or https:// from the URL when you include it in the works cited entry.

Dates

- Any date you use in MLA style should appear in this format: Day Month Year
- Published: This should be the date the article was published or the date the article was last updated.
- Accessed: This is the most recent date when you accessed the article online. This is used only for online sources.

MLA Style: Types of Works Cited Entries

Please click the types below to see work cited entry models with corresponding in-text citations for each type.

Types of Works Cited Entries

1. Article in a Newspaper, a Magazine, or a Website
2. Library Database Journal Article
3. Online Video
4. Film or Documentary
5. Interview
6. Personal Interview
7. Podcast
8. Post to social media
9. Print book
10. An Article in a Print Anthology
11. Two or More Works by the Same Author
12. TV Show
13. Graphic Narrative
14. Song
15. Other Sources

* This is not a complete list. There are more types of sources than this. However, these are the ones most frequently used. See the **ADDITIONAL RESOURCES** page at the end of this handbook for help with other citation models.

Do

- **Do** always make sure the works cited entry matches an in-text citation you used in your essay.
- **Do** ask questions if you are confused about a source. Any English instructor or tutor will likely be able to answer it.
- **Do** only include items in works cited entries that you can find in the source.





Do not

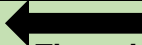


- **Do not** guess. Use this guide.
- **Do not** assume page numbers or publication dates. If you cannot see it, it might not be there.
- **Do not** invent items to include in a works cited entry.

#	MLA Citation Type	MLA Works Cited Entry	MLA In-text Citation Example
1	Article in a Newspaper, a Magazine, or a Website	Author's Last Name, First Name. "Title of Article." <i>Name of Container</i> , Publisher, Date Published, URL. Accessed Date.	← Items to Include
1a	Article in a Newspaper, a Magazine, or a Website (with no author)	"7 Ways We Know Systemic Racism Is Real." <i>Ben & Jerry's</i> , www.benjerry.com/home/whats-new/2016/systemic-racism-is-real. Accessed 15 Aug. 2018.	Some define "systemic racism" as "racism that infects the very structure of our society" ("7 Ways We").
1b	Article in a Newspaper, a Magazine, or a Website (with 1 author)	Chang, Kenneth. "The Osiris-Rex Spacecraft Begins Chasing an Asteroid." <i>The New York Times</i> , 8 Sept. 2016, www.nytimes.com/2016/09/09/science/nasa-launches-osiris-rex-spacecraft-to-retrieve-asteroid-pieces.html. Accessed 15 Aug. 2018.	Nasa sent a spacecraft to collect rocks from an asteroid in 2016 and it will continue to return to it every few years and collect samples until 2023 (Chang).
1c	Article in a Newspaper, a Magazine, or a Website (with 2 authors)	Sinjab, Lina, and Anne Barnard. "Syria's Women Prisoners, Drawn by an Artist Who Was One." <i>The New York Times</i> , 7 Aug. 2018, www.nytimes.com/2018/08/07/arts/design/syria-prison-artist.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=photo-spot-region®ion=top-news&WT.nav=top-news. Accessed 15 Oct. 2018.	Sinjab and Barnard describe how "[Azza Abo Rebieh] art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves."
1d	Article in a Newspaper, a Magazine, or a Website (with 3 or more authors)	Weiner, Rachel, et al. "Paul Manafort Trial: Richard Gates's Testimony up in the Air, According to Prosecutor." <i>The Washington Post</i> , 1 Aug. 2018, www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228. Accessed 15 Nov. 2018.	Federal attorneys accuse Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks to secure loans (Weiner et al.).

#	MLA Citation Type	MLA Works Cited Entry	MLA In-text Citation Example
2	Library Database Journal Article	Author's Last Name, First Name. "Title of Article." <i>Name of Container</i> , Volume, Issue Number, Date Published, Pages. <i>Name of Database</i> , URL or doi. Accessed Date.	← Items to Include
2a	Library Database Journal Article (with 1 author)	Atuahene, Bernadette. "Our Taxes Are Too Damn High': Institutional Racism, Property Tax Assessments, and the Fair Housing Act." <i>Northwestern University Law Review</i> , vol. 112, no. 6, May 2018, pp. 1501-1564. EBSCOhost, delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130068115&site=ehost-live. Accessed 15 Aug. 2018.	Atuahene's description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" is an odd way to start a scholarly article (1502).
2b	Library Database Journal Article (with 2 authors)	Stein, Howard F. and Seth Allcorn. "A Fateful Convergence: Animosity toward Obamacare, Hatred of Obama, the Rise of Donald Trump, and Overt Racism in America." <i>Journal of Psychohistory</i> , vol. 45, no. 4, Spring 2018, pp. 234-243. EBSCOhost, delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=129740215&site=ehost-live. Accessed 15 Aug. 2018.	The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).
2c	Library Database Journal Article (with 3 or more authors)	Blount, Brian K., et al. "Exploring Race/Racism past and Present: A Forum at Union Presbyterian Seminary." <i>Interpretation: A Journal of Bible & Theology</i> , vol. 71, no. 4, Oct. 2017, pp. 371-397. EBSCOhost, doi:10.1177/0020964317716129. Accessed 15 Aug. 2018.	When asked about his "cultural memory" of the Civil War, a Southern man, who was asked along with several others to respond to questions about race, responds with a quote from Faulkner: "The past is never dead. It's not even past" (qtd. in Blount et al. 372)

#	MLA Citation Type	MLA Works Cited Entry	MLA In-text Citation Example
3	Online Video	Account Name. "Title of Video." <i>Name of Container</i> , Date Published, URL. Accessed Date.	← Items to Include
3	Online Video (example)	LastWeekTonight. "Stupid Watergate II: Last Week Tonight with John Oliver (HBO)." <i>YouTube</i> , 10 June 2018, www.youtube.com/watch?v=mOVPStnVgvU. Accessed 8 Aug. 2018.	John Oliver notices that Fox News mostly tries to "confuse public opinion" and "redefine the investigation on their terms" (LastWeekTonight).
4	Film or Documentary	<i>Title of Film</i> . Role by First Name Last Name, Production Studio, Date Released.	← Items to Include
4	Film or Documentary (example)	<i>Avengers: Infinity War</i> . Directed by Anthony Russo and Joe Russo, Marvel Studios, 27 Apr. 2018.	In <i>Avengers: Infinity War</i> , when Thanos is asked what it costs, he says, "Everything."
5	Interview	Subject's Last Name, First Name. Interview or "Title of Interview." <i>Name of Container</i> , Date Published, URL. Accessed Date.	← Items to Include
5	Interview (example)	Davis, Lydia. "Art of Fiction No. 227." <i>Paris Review</i> , Spring 2015, www.theparisreview.org/interviews/6366/lydia-davis-art-of-fiction-no-227-lydia-davis. Accessed 25 June 2018.	When asked why she often does not name her characters, Davis notes that it seems fake, but sometimes she does so.
6	Personal Interview	Subject's Last Name, First Name. Personal Interview. Date Interviewed.	← Items to Include
6	Personal Interview (example)	Loblaw, Bob. Personal Interview. 25 Dec. 2017.	Old man Bobby understands that his law practice is failing because he can no longer afford to take clients who pay in shrimp and trout (Loblaw).
7	Podcast	Last Name, First Name, role. "Title of Episode." <i>Title of Program</i> , season, episode, Sponsor, Date Published, URL. Accessed Date.	← Items to Include
7	Podcast (example)	Koenig, Sarah, host. "The Alibi." <i>Serial</i> , season 1, episode 1, fall 2014. serialpodcast.org/season-one. Accessed 14 Feb. 2016.	As his friend shovels dirt onto a dead body, Adnan insists there is no chance he would help bury the body (Koenig).

#	MLA Citation Type	MLA Works Cited Entry	MLA In-text Citation Example
8	Post to Social Media	Author. "Full text of short untitled post" or "Title" or Descriptive Label. <i>Name of Container</i>, Date Published, Time Published, URL. Accessed Date.	 Items to Include
8	Post to Social Media (example)	@realDonaldTrump. "Looking back on history, who was treated worse, Alfonse Capone, legendary mob boss, killer and 'Public Enemy Number One,' or Paul Manafort, political operative & Reagan/Dole darling, now serving solitary confinement - although convicted of nothing? Where is the Russian Collusion?" <i>Twitter</i> , 1 Aug. 2018, 8:35 a.m., twitter.com/realDonaldTrump/status/1024680095343108097. Accessed 2 Aug. 2018.	In a tweet, Trump compares Paul Manafort to Al Capone, ultimately insisting that Capone was treated better than Manafort, even though Capone was a more terrifying criminal (@realDonaldTrump).
9	Print Book	Author's Last Name, First Name. <i>Name of Book</i>. Publisher, Year Published.	 Items to Include
9	Print Book (example)	Wolfe , Tom. <i>Bonfire of the Vanities</i> . Bantam Books, Dec. 1988.	Wolfe begins his book: "And then say what? Say, 'Forget you're hungry. Forget you go shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.'"
10	Article in a Print Anthology	Author's Last Name, First Name. "Title of Article." <i>Name of Container</i>, edited by First Name Last Name, Publisher, Year Published, Pages.	 Items to Include
10a	Article in a Print Anthology (example)	Leonhardt , David. "Is College Worth It? Clearly, New Data Say." <i>Practical Argument: Short Third Edition</i> , edited by Laurie G. Kirszer and Stephen R. Mandell, Bedford/St. Martin's, 2017, pp. 33-35 .	While discussing whether or not college is worth the cost, David Leonhardt reveals that "student debt . . . has topped \$1 trillion" (33).
11	Two or More Works by the Same Author	Coates, Ta-Nehisi. "Civil-Rights Protests Have Never Been Popular." <i>The Atlantic</i> , 3 Oct. 2017, www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/. Accessed 7 Aug. 2018. - - -. "I'm Not Black, I'm Kanye." <i>The Atlantic</i> , 7 May 2018, www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/. Accessed 7 Aug. 2018.	Notice that instead of writing the author's name again, one places three hyphens - - - to show that this source is from the above author, Coates. 

#	MLA Citation Type	MLA Works Cited Entry	MLA In-text Citation Example
12	TV Show	"Title of Episode." <i>Title of TV Show</i> , role by First and Last Names, season, episode, Network, Day Month Year.	 Items to Include. The role by section should include whomever you are discussing in your essay. If you're discussing a director, directed by First and Last Name. If you're discussion a writer, written by First and Last Names.
12	TV Show (example)	"eps1.0_hellofriend.mov." <i>Mr. Robot</i> , written by Sam Esmail, season 1, episode 1, USA, 24 June 2015.	Esmail begins the show with a montage of legitimate hacking, which at its most realistic is quite boring ("eps1.0_hellofriend.mov").
13	Graphic Narrative	Author's Last Name, First Name. <i>Title</i> . Publisher, Date of Publication.	 Items to Include
13	Graphic Narrative (example)	Bechdel, Alison. <i>Fun Home: A Family Tragicomedy</i> . Houghton Mifflin, 2006.	One of the main character's revelations is when she finds out that her father is gay and in the closet for most of her life (Bechdel).
14	Song	Last Name, First Name. "Title of Song." <i>Title of Album</i> , Distributor, Date.	 Items to Include
14	Song (example)	Simone, Nina. "To Be Young, Gifted, and Black." <i>Black Gold</i> , RCA Records, 1969.	When Simone sings, "This is a quest that's just begun," she intimates that the process of accepting one's blackness is a process of continual struggle and renewal.
15	Other Sources	If you encounter other types of sources that are not listed here, ask an instructor, a tutor, or a librarian how to cite them. If those options are not available, consult the vast internet by writing the question: "How do I cite in MLA 8?"	Please also visit the Additional Resources page for more information regarding MLA 8 style.

MLA Style: Types of In-text Citations

In-text citations are required any time you use a source in any way while writing your essay. It shows where you used an outside source in your essay, and it shows what source you used. The in-text citation should always **match the first *item* listed** in the corresponding works cited entry. Please click the types below to see examples of in-text citations.

Types of In-text Citations

1. One Author in Signal Phrase with Page #
2. One Author in Signal Phrase No Page #
3. One Author in Parentheses No Page #
4. No Author Full Article Title in Signal Phrase
5. No Author Short Version of Title in Parentheses
6. Two Authors in Signal Phrase
7. Two Authors in Parentheses
8. Three or More Authors in Signal Phrase
9. Three or More Authors in Parentheses
10. A Summary that Spans Multiple Pages
11. Source Quoted in Another Source (Indirect Quotation)
12. Two or More Works by the Same Author in Signal Phrase
13. Two or More Works by the Same Author in Parentheses
14. Authors with the Same Last Name
15. Two Different Sources Cited in the Same Sentence

Do

- **Do** always provide an in-text citation.
- **Do** put the in-text citation either in the signal phrase or in the parentheses after the sentence.
- **Do** vary the types of signal phrases you use when using direct quotation.
- **Do** feel free to mimic the examples in this handbook.

Do not

- **Do not** forget to use an in-text citation when using an outside source. Otherwise, it's plagiarism.
- **Do not** put the in-text citation in both the signal phrase and in the parentheses at the end of the sentence.
- **Do not** use the website as the in-text citation. This will never be correct.

#	MLA In-Text Citation Type	MLA In-text Citation Example	Corresponding MLA Works Cited Entry
1	One Author in Signal Phrase with Page #	Atuahene's description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" is an odd way to start a scholarly article (1502).	Atuahene, Bernadette. "Our Taxes Are Too Damn High': Institutional Racism, Property Tax Assessments, and the Fair Housing Act." <i>Northwestern University Law Review</i> , vol. 112, no. 6, May 2018, pp. 1501-1564. <i>EBSCOhost</i> , delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130068115&site=ehost-live. Accessed 15 August 2018.
2	One Author in Signal Phrase No Page #	When asked why she often does not name her characters, Davis notes that it seems fake, but sometimes she does so.	Davis, Lydia. "Art of Fiction No. 227." <i>Paris Review</i> , Spring 2015, www.theparisreview.org/interviews/6366/lydia-davis-art-of-fiction-no-227-lydia-davis. Accessed 25 June 2018.
3	One Author in Parentheses No Page #	Nasa sent a spacecraft to collect rocks from an asteroid in 2016 and it will continue to return to it every few years and collect samples until 2023 (Chang).	Chang, Kenneth. "The Osiris-Rex Spacecraft Begins Chasing an Asteroid." <i>The New York Times</i> , 8 September 2016, www.nytimes.com/2016/09/09/science/nasa-launches-osiris-rex-spacecraft-to-retrieve-asteroid-pieces.html. Accessed 15 August 2018.
4	No Author Full Article Title in Signal Phrase	In the article, "7 Ways We Know Systemic Racism Is Real," some define "systemic racism" as "racism that infects the very structure of our society."	"7 Ways We Know Systemic Racism Is Real." <i>Ben & Jerry's</i> , www.benjerry.com/home/whats-new/2016/systemic-racism-is-real. Accessed 15 August 2018.
5	No Author Short Version of Title in Parentheses	Some define "systemic racism" as "racism that infects the very structure of our society" ("7 Ways We").	"7 Ways We Know Systemic Racism Is Real." <i>Ben & Jerry's</i> , www.benjerry.com/home/whats-new/2016/systemic-racism-is-real. Accessed 15 August 2018.

#	MLA In-Text Citation Type	MLA In-text Citation Example	Corresponding MLA Works Cited Entry
6	Two Authors in Signal Phrase	Sinjab and Barnard describe how "[Azza Abo Rebieh] art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves."	Sinjab , Lina, and Anne Barnard . "Syria's Women Prisoners, Drawn by an Artist Who Was One." <i>The New York Times</i> , 7 August 2018, www.nytimes.com/2018/08/07/arts/design/syria-prison-artist.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=photo-spot-region®ion=top-news&WT.nav=top-news. Accessed 15 October 2018.
7	Two Authors in Parentheses	The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).	Stein , Howard F. and Seth Allcorn . "A Fateful Convergence: Animosity toward Obamacare, Hatred of Obama, the Rise of Donald Trump, and Overt Racism in America." <i>Journal of Psychohistory</i> , vol. 45, no. 4, Spring 2018, pp. 234-243. <i>EBSCOhost</i> , delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=129740215&site=ehost-live. Accessed 15 August 2018.
8	Three or More Authors in Signal Phrase	Weiner et al. report that federal attorneys are accusing Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks to secure loans.	Weiner , Rachel, et al. "Paul Manafort Trial: Richard Gates's Testimony up in the Air, According to Prosecutor." <i>The Washington Post</i> , 1 August 2018, www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228. Accessed 15 November 2018.
9	Three or More Authors in Parentheses	Federal attorneys accuse Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks to secure loans (Weiner et al.).	Weiner , Rachel, et al. "Paul Manafort Trial: Richard Gates's Testimony up in the Air, According to Prosecutor." <i>The Washington Post</i> , 1 August 2018, www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228. Accessed 15 November 2018.

#	MLA In-Text Citation Type	MLA In-text Citation Example	Corresponding MLA Works Cited Entry
10	A Summary that Spans Multiple Pages	The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).	Stein, Howard F. and Seth Allcorn. "A Fateful Convergence: Animosity toward Obamacare, Hatred of Obama, the Rise of Donald Trump, and Overt Racism in America." <i>Journal of Psychohistory</i> , vol. 45, no. 4, Spring 2018, pp. 234-243. EBSCOhost, delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=129740215&site=ehost-live. Accessed 15 August 2018.
11	Source Quoted in Another Source (Indirect Quotation)	When asked about his "cultural memory" of the Civil War, a Southern man, who was asked along with several others to respond to questions about race, responds with a quote from Faulkner: "The past is never dead. It's not even past" (qtd. in Blount et al. 372).	Blount, Brian K., et al. "Exploring Race/Racism past and Present: A Forum at Union Presbyterian Seminary." <i>Interpretation: A Journal of Bible & Theology</i> , vol. 71, no. 4, October 2017, pp. 371-397. EBSCOhost, doi:10.1177/0020964317716129. Accessed 15 August 2018.
12	Two or More Works by the Same Author in Signal Phrase	Coates in "I'm Not Black, I'm Kanye" makes an astute observation: "it is often easier to choose the path of self-destruction when you don't consider who you are taking along for the ride." OR Coates makes an astute observation: "it is often easier to choose the path of self-destruction when you don't consider who you are taking along for the ride" ("I'm Not Black, I'm Kanye").	Coates, Ta-Nehisi. "Civil-Rights Protests Have Never Been Popular." <i>The Atlantic</i> , 3 October 2017, www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/. Accessed 7 August 2018. - - -. "I'm Not Black, I'm Kanye." <i>The Atlantic</i> , 7 May 2018, www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/. Accessed 7 August 2018.
13	Two or More Works by the Same Author in Parentheses	In his conclusion, he observes "it is often easier to choose the path of self-destruction when you don't consider who you are taking along for the ride" (Coates, "I'm Not Black, I'm Kanye").	Coates, Ta-Nehisi. "Civil-Rights Protests Have Never Been Popular." <i>The Atlantic</i> , 3 October 2017, www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/. Accessed 7 August 2018. - - -. "I'm Not Black, I'm Kanye." <i>The Atlantic</i> , 7 May 2018, www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/. Accessed 7 August 2018.

#	MLA In-Text Citation Type	MLA In-text Citation Example	Corresponding MLA Works Cited Entry
14	Authors with the Same Last Name (Add the 1 st Initial)	<p>R. Smith calls some of the paintings "lackluster."</p> <p>OR</p> <p>These paintings are "lackluster" (R. Smith).</p>	<p>Smith, Craig. "Alexa and Siri Can Hear This Hidden Command. You Can't." <i>The New York Times</i>, 10 May 2018, www.nytimes.com/2018/05/10/technology/alexa-siri-hidden-command-audio-attacks.html?rref=collection%2Fbyline%2Fcraig-s-smith&action=click&contentCollection=undefined&region=stream&module=stream_unit&version=latest&contentPlacement=1&pgtype=collection. Accessed 16 October 2018.</p> <p>Smith, Roberta. "Painting: An (Incomplete) Survey of the State of the Art." <i>The New York Times</i>, 2 August 2018, www.nytimes.com/2018/08/02/arts/design/painting-now-and-forever-review-chelsea.html?rref=collection%2Fbyline%2Froberta-smith&action=click&contentCollection=undefined&region=stream&module=stream_unit&version=latest&contentPlacement=1&pgtype=collection. Accessed 7 August 2018.</p>
15	Two Different Sources Cited in the Same Sentence	<p>Self-sabotage is easier when the person is self-centered; however, this becomes harder to navigate when we think of ourselves as connected through and having a "cultural memory" (Blount et al. 372; Coates).</p>	<p>Blount, Brian K., et al. "Exploring Race/Racism past and Present: A Forum at Union Presbyterian Seminary." <i>Interpretation: A Journal of Bible & Theology</i>, vol. 71, no. 4, October 2017, pp. 371-397. EBSCOhost, doi:10.1177/0020964317716129. Accessed 15 August 2018.</p> <p>Coates, Ta-Nehisi. "I'm Not Black, I'm Kanye." <i>The Atlantic</i>, 7 May 2018, www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/. Accessed 7 August 2018.</p>

Ch. 5 APA Style: Document Formatting

This section will show you the basics of how to format an APA style essay.

- Use the power of visual comparison. If your document does not look exactly like the sample, try again, or ask an instructor or tutor for help.
- This formatting may seem arbitrary. However, correctly formatting your essay shows your instructor that you can follow directions. Think about this if you decide to ignore this first section.
- The following APA sample essay is from Purdue University's Online Writing Lab. Please visit their website for additional helpful information: [Purdue OWL](#)

Click the links below to view the section:

- Title Page
- Abstract
- Body of Essay
- References
- Appendix



The title should summarize the paper's main idea and identify the variables under discussion and the relationship between them.

The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded, underlined, or italicized.

Green text boxes contain explanations of APA style guidelines.

Blue boxes contain directions for writing and citing in APA style.



Varying Definitions of Online Communication and Their Effects on Relationship Research

Elizabeth L. Angeli

State University

The author's name and institution should be double-spaced and centered.

Author Note

Elizabeth L. Angeli, Department of Psychology, State University.

Elizabeth Angeli is now at Department of English, Purdue University.

This research was supported in part by a grant from the Sample Grant Program.

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Contact: author@boiler.edu

The author note should appear on printed articles and identifies each author's department and institution affiliation and any changes in affiliation, contains acknowledgements and any financial support received, and provides contact information. For more information, see the APA manual, 2.03, page 24-25. Note: An author note is optional for students writing class papers, theses, and dissertations..

An author note should appear as follows:
First paragraph: Complete departmental and institutional affiliation
Second paragraph: Changes in affiliation (if any)
Third paragraph: Acknowledgments, funding sources, special circumstances
Fourth paragraph: Contact information (mailing address and e-mail)

The running head is a shortened version of the paper's full title, and it is used to help readers identify the titles for published articles (even if your paper is not intended for publication, your paper should still have a running head).

The running head cannot exceed 50 characters, including spaces and punctuation. The running head's title should be in capital letters. The running head should be flush left, and page numbers should be flush right. On the title page, the running head should include the words "Running head." For pages following the title page, repeat the running head in all caps without "Running head."

VARYING DEFINITIONS OF ONLINE COMMUNICATION

2

Abstract



The abstract is a brief summary of the paper, allowing readers to quickly review the main points and purpose of the paper.

The abstract should be between 150-250 words. Abbreviations and acronyms used in the paper should be defined in the abstract.

This paper explores four published articles that report on results from research conducted on online (Internet) and offline (non-Internet) relationships and their relationship to computer-mediated communication (CMC). The articles, however, vary in their definitions and uses of CMC. Butler and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC, defined and used as “email,” in creating feelings of closeness or intimacy. Other articles define CMC differently and, therefore, offer different results. This paper examines Cummings, Butler, and Kraut’s (2002) research in relation to three other research articles to suggest that all forms of CMC should be studied in order to fully understand how CMC influences online and offline relationships.

The word “Abstract” should be centered and typed in 12 point Times New Roman. Do not indent the first line of the abstract paragraph. All other paragraphs in the paper should be indented.

Keywords: computer-mediated communication, face-to-face communication

The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded, underlined, or italicized.

VARYING DEFINITIONS OF ONLINE COMMUNICATION

3

Varying Definitions of Online Communication and

Their Effects on Relationship Research



The title of the paper is centered and not bolded.

The introduction presents the problem that the paper addresses. See the OWL resources on introductions: <https://owl.english.purdue.edu/owl/resource/724/01/>

Numerous studies have been conducted on various facets of Internet relationships, focusing on the levels of intimacy, closeness, different communication modalities, and the frequency of use of computer-mediated communication (CMC). However, contradictory results are suggested within this research because only certain aspects of CMC are investigated, for example, email only. Cummings, Butler, and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC (read: email) in creating feelings of closeness or intimacy, while other studies suggest the opposite. To understand how both online (Internet) and offline (non-Internet) relationships are affected by CMC, all forms of CMC should be studied. This paper examines Cummings et al.'s research against other CMC research to propose that additional research be conducted to better understand how online communication affects relationships.

If an article has three to five authors, write out all of the authors' names the first time they appear. Then use the first author's last name followed by "et al."

Literature Review

In Cummings et al.'s (2002) summary article reviewing three empirical studies on online social relationships, it was found that CMC, especially email, was less effective than FtF contact in creating and maintaining close social relationships. Two of the three reviewed studies focusing on communication in non-Internet and Internet relationships mediated by FtF, phone, or email modalities found that the frequency of each modality's use was significantly linked to the strength of the particular relationship (Cummings et al., 2002). The strength of the relationship was predicted best by FtF and phone

In-text citations that are direct quotes should include the author's/ authors' name/s, the publication year, and page number/s. If you are paraphrasing a source, APA encourages you to include page numbers: (Smith, 2009, p. 76).

APA requires you to include the publication year because APA users are concerned with the date of the article (the more current the better).

communication, as participants rated email as an inferior means of maintaining personal relationships as compared to FtF and phone contacts (Cummings et al., 2002).

Cummings et al. (2002) reviewed an additional study conducted in 1999 by the HomeNet project (see Appendix A for more information on the HomeNet project). In this project, Kraut, Mukhopadhyay, Szczypula, Kiesler, and Scherlis (1999) compared the value of using CMC and non-CMC to maintain relationships with partners. They found that participants corresponded less frequently with their Internet partner (5.2 times per month) than with their non-Internet partner (7.2 times per month; Cummings et al., 2002). This difference does not seem significant, as it is only two times less per month. However, in additional self-report surveys, participants responded feeling more distant, or less intimate, towards their Internet partner than their non-Internet partner. This finding may be attributed to participants' beliefs that email is an inferior mode of personal relationship communication.

Intimacy is necessary in the creation and maintenance of relationships, as it is defined as the sharing of a person's innermost being with another person, i.e., self-disclosure (Hu, Wood, Smith, & Westbrook, 2004). Relationships are facilitated by the reciprocal self-disclosing between partners, regardless of non-CMC or CMC. Cummings et al.'s (2002) reviewed results contradict other studies that research the connection between intimacy and relationships through CMC.

Hu et al. (2004) studied the relationship between the frequency of Instant Messenger (IM) use and the degree of perceived intimacy among friends. The use of IM instead of email as a CMC modality was studied because IM supports a non-professional

Use an appendix to provide brief content that supplements your paper but is not directly related to your text.

If you are including an appendix, refer to it in the body of your paper.

environment favoring intimate exchanges (Hu et al., 2004). Their results suggest that a positive relationship exists between the frequency of IM use and intimacy, demonstrating that participants feel closer to their Internet partner as time progresses through this CMC modality.

Similarly, Underwood and Findlay (2004) studied the effect of Internet relationships on primary, specifically non-Internet relationships and the perceived intimacy of both. In this study, self-disclosure, or intimacy, was measured in terms of shared secrets through the discussion of personal problems. Participants reported a significantly higher level of self-disclosure in their Internet relationship as compared to their primary relationship. In contrast, the participants' primary relationships were reported as highly self-disclosed in the past, but the current level of disclosure was perceived to be lower (Underwood & Findlay, 2004). This result suggests participants turned to the Internet in order to fulfill the need for intimacy in their lives.

In further support of this finding, Tidwell and Walther (2002) hypothesized CMC participants employ deeper self-disclosures than FtF participants in order to overcome the limitations of CMC, e.g., the reliance on nonverbal cues. It was found that CMC partners engaged in more frequent intimate questions and disclosures than FtF partners in order to overcome the barriers of CMC. In their 2002 study, Tidwell and Walther measured the perception of a relationship's intimacy by the partner of each participant in both the CMC and FtF conditions. The researchers found that the participants' partners stated their CMC partner was more effective in employing more intimate exchanges than their FtF

partner, and both participants and their partners rated their CMC relationship as more intimate than their FtF relationship.

Discussion

In 2002, Cummings et al. stated that the evidence from their research conflicted with other data examining the effectiveness of online social relationships. This statement is supported by the aforementioned discussion of other research. There may be a few possible theoretical explanations for these discrepancies.

Limitations of These Studies

The discrepancies identified may result from a number of limitations found in the materials reviewed by Cummings et al. These limitations can result from technological constraints, demographic factors, or issues of modality. Each of these limitations will be examined in further detail below.

Technological limitations. First, one reviewed study by Cummings et al. (2002) examined only email correspondence for their CMC modality. Therefore, the study is limited to only one mode of communication among other alternatives, e.g., IM as studied by Hu et al. (2004). Because of its many personalized features, IM provides more personal CMC. For example, it is in real time without delay, voice-chat and video features are available for many IM programs, and text boxes can be personalized with the user's picture, favorite colors and text, and a wide variety of emoticons, e.g., :). These options allow for both an increase in self-expression and the ability to overcompensate for the barriers of CMC through customizable features, as stated in Tidwell and Walther

A Level 1 heading should be centered, bolded, and uppercase and lower case (also referred to as *title case*).

Because all research has its limitations, it is important to discuss the limitations of articles under examination.

A Level 2 heading should be flush with the left margin, bolded, and title case.

A Level 3 heading should be indented 0.5" from the left margin, bolded, and lower case (except for the first word). Text should follow immediately after. If you use more than three levels of headings, consult section 3.02 of the APA manual (6th ed.) or the OWL resource on APA headings: <https://owl.english.purdue.edu/owl/resource/560/16>

(2002). Self-disclosure and intimacy may result from IM's individualized features, which are not as personalized in email correspondence.

Demographic limitations. In addition to the limitations of email, Cummings et al. (2002) reviewed studies that focused on international bank employees and college students (see Appendix B for demographic information). It is possible the participants' CMC through email was used primarily for business, professional, and school matters and not for relationship creation or maintenance. In this case, personal self-disclosure and intimacy levels are expected to be lower for non-relationship interactions, as this communication is primarily between boss and employee or student and professor. Intimacy is not required, or even desired, for these professional relationships.

Modality limitations. Instead of professional correspondence, however, Cummings et al.'s (2002) review of the HomeNet project focused on already established relationships and CMC's effect on relationship maintenance. The HomeNet researchers' sole dependence on email communication as CMC may have contributed to the lower levels of intimacy and closeness among Internet relationships as compared to non-Internet relationships (as cited in Cummings et al., 2002). The barriers of non-personal communication in email could be a factor in this project, and this could lead to less intimacy among these Internet partners. If alternate modalities of CMC were studied in both already established and professional relationships, perhaps these results would have resembled those of the previously mentioned research.

Conclusions and Future Study

In order to gain a complete understanding of CMC's true effect on both online and offline relationships, it is necessary to conduct a study that examines all aspects of CMC. This includes, but is not limited to, email, IM, voice-chat, video-chat, online journals and diaries, online social groups with message boards, and chat rooms. The effects on relationships of each modality may be different, and this is demonstrated by the discrepancies in intimacy between email and IM correspondence. As each mode of communication becomes more prevalent in individuals' lives, it is important to examine the impact of all modes of CMC on online and offline relationship formation, maintenance, and even termination.

The conclusion restates the problem the paper addresses and can offer areas for further research. See the OWL resource on conclusions: <https://owl.english.purdue.edu/owl/resource/724/04/>

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- Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social relationships. *Communications of the ACM*, 45(7), 103-108.
- Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendships through IM: Examining the relationship between instant messaging and intimacy. *Journal of Computer-Mediated Communication*, 10, 38-48.
- Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on disclosure, impressions, and interpersonal evaluations: Getting to know one another a bit at a time. *Human Communication Research*, 28, 317-348.
- Underwood, H., & Findlay, B. (2004). Internet relationships and their impact on primary relationships. *Behaviour Change*, 21(2), 127-140.

Start the reference list on a new page, center the title "References," and alphabetize the entries. Do not underline or italicize the title. Double-space all entries. Every source mentioned in the paper should have an entry.

Appendix A

The HomeNet Project

Started at Carnegie Mellon University in 1995, the HomeNet research project has involved a number of studies intended to look at home Internet usage. Researchers began this project because the Internet was originally designed as a tool for scientific and corporate use. Home usage of the Internet was an unexpected phenomenon worthy of extended study.

Each of HomeNet's studies has explored a different facet of home Internet usage, such as chatting, playing games, or reading the news. Within the past few years, the explosion of social networking has also proven to be an area deserving of additional research. Refer to Table A1 for a more detailed description of HomeNet studies.

Table A1

Description of HomeNet Studies by Year

<u>Year of Study</u>	<u>Contents of Study</u>
1995-1996	93 families in Pittsburgh involved in school or community organizations
1997-1999	25 families with home businesses
1998-1999	151 Pittsburgh households
2000-2002	National survey

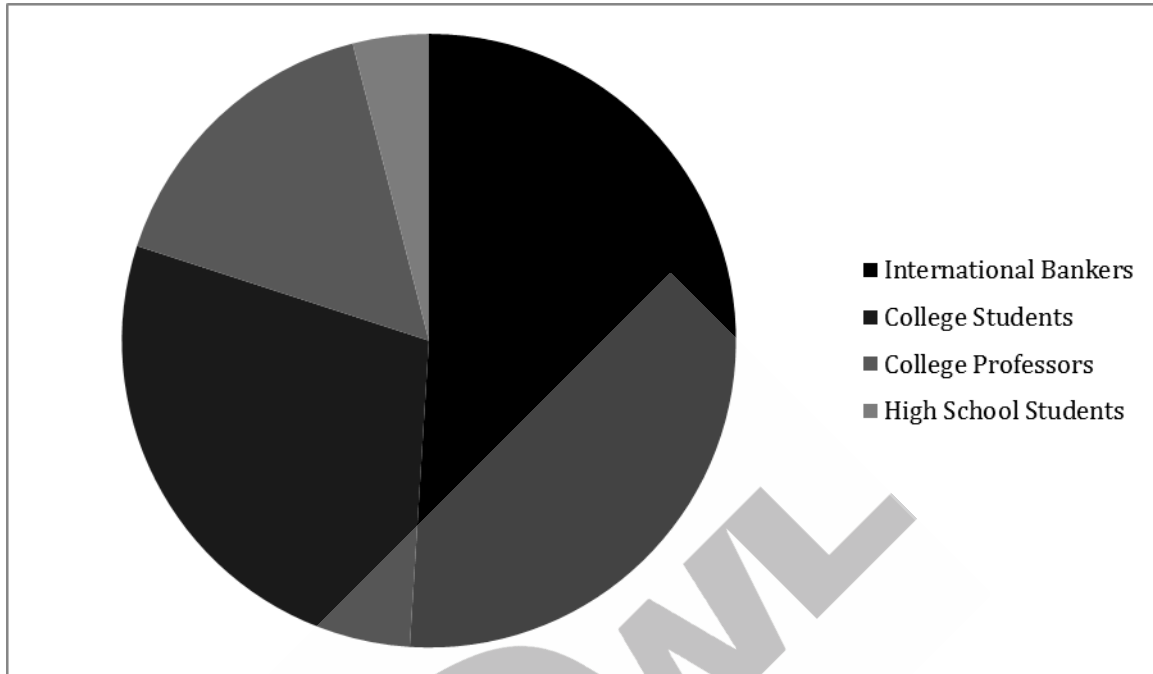
The first paragraph of the appendix should flush with the left margin. Additional paragraphs should be indented.

Begin each appendix on a new page., with the word appendix in the top center. Use an identifying capital letter (e.g., Appendix A, Appendix B, etc.) if you have more than one appendix. If you are referring to more than one appendix in your text, use the plural *appendices* (APA only).

Label tables and figures in the appendix as you would in the text of your manuscript, using the letter *A* before the number to clarify that the table or figure belongs to the appendix.

Appendix B
Demographic Information for Cummings et al. (2002)'s Review

If an appendix consists entirely of a table or figure, the title of the table or figure should serve as the title of the appendix.



Ch. 6 APA Style: Citing and Documenting Sources

This section will show you detailed examples of how to integrate, document, and cite your outside sources in APA style. Please do not skip the brief section that describes what each item is.

- Use the power of visual comparison. If your citation does not look like the example, try again, or ask an instructor or tutor for help.
- Follow the **highlighted text**. In each example, there is an in-text citation with a corresponding works cited entry. The **yellow highlighted portion** is how the in-text citation and the works cited entry are connected.

Click the links below to view the section:

- Citing & Documenting Sources
 - Items in a Reference List
 - Types of References
 - Examples of References & Corresponding In-text Documentations
 - Types of In-text Documentation
 - Examples of In-text Documentations & Corresponding References

APA Style: Items in a Reference List

Below are all the different items to be included in a reference list.

Authors

- Use the author's last name, and use only the initials for first and middle names.
 - o **One Author:** Author's Last Name, Initials.
 - o **Two - Seven Authors:** Include all names and place an ampersand (&) before the last author in the list: First Author's Last Name, Initials, Next Author's Last Name, Initials, & Final Author's Last Name, Initials.
 - o **Organization or Government:** Begin the reference with the full Organization Name *or* Government Agency.
 - o **Unknown Author:** If no author is listed, begin with the title. If the author is listed as Anonymous, treat Anonymous as it was the author's name.

Titles

- Capitalize the first word, proper nouns, proper adjectives, and principal words (the first word or words after a colon) in titles, as well as subtitles.
- Do not capitalize *a*, *an*, *the* or any prepositions or coordinating conjunctions, unless they are the first word.
- Titles should *not* have quotation marks.
- Italicize names of periodicals.

Other Contributors

- There may be other contributors to an article, such as an editor or translator. After the title, write in parentheses the person's (Initials Last Name, Ed. *or* Trans.).

Volume & Issue Numbers

- For journals and magazines, write the volume and issue number.
- A journal that is volume 33 and issue 4 would look like this: 33(4)
- For newspapers, no volume or issue number is needed.

Page Numbers

- For journals and magazine articles, write p. and the page numbers included. If article is not on consecutive pages, write all page numbers the article covers: p. 22, 34-39.
- Use p. to abbreviate page before the page numbers.

Publication Place

- Write the city and an abbreviation of the state. If outside the U.S., write the city and country. Include provinces for Canadian cities.
- If more than one city is shown, use the first.
- Do not include the state if the publisher is a university with the state in its name.

Publisher

- Use an abbreviated form of the publisher's name but keep *Association*, *Books*, and *Press* in the name.

DOI or URL

- Use the DOI instead of the URL whenever available. Write: doi:
- If using the URL, write: Retrieved from URL

Dates

- Dates are written after the author inside parentheses. If there is not an author, dates are written after the title: (Year, Month Day).
- Use the most recent year if more than one date is shown.
- For journals, only write the year.
- For newspapers and magazine, write the year, month *or* month and day.
- If there is no date available, write: n.d.

APA Style: Types of References

Please click the reference types below to see reference models with corresponding in-text citations for each type.

Types of References

1. Article in an Online Periodical
2. Article Available through a Database
3. Article from a Non-periodical Website
4. Article or Chapter in a Web Document or an Online Reference Work
5. Electronic Book (eBook)
6. Print Periodicals
7. Print Book
8. Two or More Work from the Same Author
9. Other Sources

* This is not a complete list. There are more types of sources than this. However, these are the ones most frequently used. See the **ADDITIONAL RESOURCES** page at the end of this handbook for help with other citation models.

Do


- **Do** always make sure the reference matches the in-text documentation you used in your essay.
- **Do** ask questions if you are confused about a source. An instructor or tutor will likely be able to answer it.
- **Do** only include items in references that you can find in the source.

Do not

- **Do not** guess. Use this guide.
- **Do not** assume page numbers or publication dates. If you cannot see it, it might not be there.
- **Do not** invent items to include in a reference list.

#	APA Reference Type	APA Reference	APA In-text Documentation
1	Article in an Online Periodical	Author's Last Name, Initials. (Year) Title of Article. <i>Title of Journal</i> , volume(issue), pages. DOI or Retrieved from URL	← Items to Include
1a	Article in an Online Periodical (with 1 author)	Atuahene, B. (2018). "Our Taxes Are Too Damn High": Institutional Racism, Property Tax Assessments, and the Fair Housing Act. <i>Northwestern University Law Review</i> , 112(6), 1501–1564. Retrieved from https://delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130068115&site=ehost-live	Atuahene's (2018, p. 1502) description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" was an odd way to start a scholarly article.
1b	Article in an Online Periodical (with 2 or more)	Stein, H. F., & Allcorn, S. (2018). A Fateful Convergence: Animosity Toward Obamacare, Hatred of Obama, the Rise of Donald Trump, and Overt Racism in America. <i>Journal of Psychohistory</i> , 45(4), 234–243. Retrieved from https://delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=129740215&site=ehost-live	The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein & Allcorn, 2018, p. 235-237).
2	Article Available through a Database	Author's Last Name, Initials. (Year) Title of Article. <i>Title of Journal</i> , volume(issue), pages. DOI or Retrieved from Name of Database or URL	← Items to Include
2	Article Available through a Database	Atuahene, B. (2018). "Our Taxes Are Too Damn High": Institutional Racism, Property Tax Assessments, and the Fair Housing Act. <i>Northwestern University Law Review</i> , 112(6), 1501–1564. Retrieved from EBSCOhost	Atuahene's (2018, p. 1502) description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" was an odd way to start a scholarly article.
3	Article from a Non-Periodical Website	Author's Last Name, Initials. (Year, Month Day). Title of Work. <i>Title of Site</i> . Retrieved from URL	← Items to Include
3	Article from a Non-Periodical Website	Nixon, R. (2018, June 6). The Swiftiness of Glaciers: Language in a Time of Climate Change. <i>Aeon</i> . Retrieved from https://aeon.co/ideas/the-swiftiness-of-glaciers-language-in-a-time-of-climate-change	Nixon (2018) opened his essay with analysis of the word "glacial."

#	APA Reference Type	APA Reference	APA In-text Documentation
4	Article or Chapter in a Web Document or an Online Reference Work	Author's Last Name, Initials. (Year). Title of entry. In initials Last Name (Ed.), <i>Title of reference work</i> . Retrieved from URL	← Items to Include
4	Article or Chapter in a Web Document or an Online Reference Work (example)	McCormick, M. (2020). Immanuel Kant: Metaphysics. In J. Fieser & B. Downden (Eds.), <i>Internet encyclopedia of philosophy</i> . Retrieved from https://www.iep.utm.edu/kantmeta/	McCormick (2020), obviously from the future, gives an excellent summation of the summary of metaphysics.
5	Electronic Book (eBook)	Author's Last Name, Initials. (Year). <i>Title of book</i> . DOI or Retrieved from URL.	← Items to Include
5	Electronic Book (eBook) (example)	Wolfe, T. (1988). <i>Bonfire of the Vanities</i> . Retrieved from https://www.amazon.com/Bonfire-Vanities-Novel-Tom-Wolfe-ebook/dp/B003GYEGNO/ref=sr_1_1_tw_kin_1?ie=UTF8&qid=1547234136&sr=8-1&keywords=bonfire+of+the+vanities+ebook	Wolfe (1988) began his book: "And then say what? Say, 'Forget you're hungry. Forget you go shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.'"
6	Print Periodicals	Author's Last Name, Initials. (Year) Title of Article. <i>Title of Journal</i> , volume(issue), pages number(s).	← Items to Include
6	Print Periodicals (example)	Atuahene, B. (2018). "Our Taxes Are Too Damn High": Institutional Racism, Property Tax Assessments, and the Fair Housing Act. <i>Northwestern University Law Review</i> , 112(6), 1501–1564.	Atuahene's (2018, p. 1502) description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" was an odd way to start a scholarly article.
7	Print Book	Author's Last Name, Initials. (Year). <i>Title</i> . Publication City, State or Country: Publisher.	← Items to Include
7	Print Book (example)	Wolfe, T. (1988). <i>Bonfire of the Vanities</i> . New York, NY: Bantam Books.	Wolfe (1988) began his book: "And then say what? Say, 'Forget you're hungry. Forget you go shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.'"

#	APA Reference Type	APA Reference	APA In-text Documentation
8	Two or More Works by the Same Author	<p>Smith, C. (2017, May 10). Alexa and Siri Can Hear This Hidden Command. You Can't. <i>The New York Times</i>. Retrieved from www.nytimes.com</p> <p>Smith, C. (2018, August 2). "Painting: An (Incomplete) Survey of the State of the Art." <i>The New York Times</i>. Retrieved from www.nytimes.com</p>	<p>If you have two of the same authors, list them chronologically in the references list.</p> 
9	Other Sources	<p>If you encounter other types of sources that are not listed here, ask an instructor, a tutor, or a librarian how to cite it. If those options are not available, consult the vast internet by writing the question: "How do I cite in APA?"</p>	<p>Please also visit the Additional Resources page for more information regarding APA style.</p>

APA Style: Types of In-text Documentation

In-text documentation is required any time you use a source in any way while writing your essay. It shows where you used an outside source in your essay, and it shows what source you used. Please click the types below to see examples of in-text documentation.

Types of In-text Documentation

1. One Author in Signal Phrase
2. One Author in Parentheses
3. Two Authors in Signal Phrase
4. Two Authors in Parentheses
5. Three to Five Authors in Signal Phrase
6. Three to Five Authors in Parentheses
7. Six or More Authors in Signal Phrase
8. Six or More Authors in Parentheses
9. Organization or Government as Author
10. Source Quoted in Another Source (Indirect Quotation)
11. Authors with the Same Last Name
12. Two or More Different Sources Cited in the Same Sentence

Do

- **Do** always provide in-text documentation.
- **Do** put the in-text documentation either in the signal phrase or in the parentheses after the sentence.
- **Do** vary the types of signal phrases you use when using direct quotation.
- **Do** feel free to mimic the examples in this handbook.

Do not

- **Do not** forget to use in-text documentation when using an outside source. Otherwise, it's plagiarism.
- **Do not** put the in-text documentation in both the signal phrase and in the parentheses at the end of the sentence.

#	APA In-Text Documentation Type	APA In-text Documentation Example	Corresponding APA Reference
1	One Author in Signal Phrase	Atuahene's (2018, p. 1502) description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" was an odd way to start a scholarly article.	Atuahene, B. (2018). "Our Taxes Are Too Damn High": Institutional Racism, Property Tax Assessments, and the Fair Housing Act. <i>Northwestern University Law Review</i> , 112(6), 1501–1564. Retrieved from https://delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130068115&site=ehost-live
2	One Author in Parentheses (direct quotation)	One law professor (Atuahene, 2018, p. 1502) description of "Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match" was an odd way to start a scholarly article.	Atuahene, B. (2018). "Our Taxes Are Too Damn High": Institutional Racism, Property Tax Assessments, and the Fair Housing Act. <i>Northwestern University Law Review</i> , 112(6), 1501–1564. Retrieved from https://delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130068115&site=ehost-live
2a	One Author in Parentheses (paraphrase or summary)	Nasa sent a spacecraft to collect rocks from an asteroid in 2016 and it will continue to return to it every few years and collect samples until 2023 (Chang, 2016).	Chang, K. (2016, September 8). The Osiris-Rex Spacecraft Begins Chasing an Asteroid. <i>The New York Times</i> . Retrieved from www.nytimes.com/2016/09/09/science/nasa-launches-osiris-rex-spacecraft-to-retrieve-asteroid-pieces.html
3	Two Authors in Signal Phrase	Sinjab and Barnard (2018) described how "[Azza Abo Rebieh] art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves."	Sinjab, L., & Barnard A. (2018, August 7). "Syria's Women Prisoners, Drawn by an Artist Who Was One." <i>The New York Times</i> , 7 Aug. 2018, www.nytimes.com
4	Two Authors in Parentheses	The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein & Allcorn, 2018, p. 235-237).	Stein, H. F., & Allcorn, S. (2018). A Fateful Convergence: Animosity Toward Obamacare, Hatred of Obama, the Rise of Donald Trump, and Overt Racism in America. <i>Journal of Psychohistory</i> , 45(4), 234–243. Retrieved from https://delgado.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=129740215&site=ehost-live

#	APA In-Text Documentation Type	APA In-text Documentation Example	Corresponding APA Reference
5	Three to Five Authors in Signal Phrase (Name all the contributors in the first reference. After that, name the first; then write et al.)	Weiner, Helderman, Jouvenal, and Zapotosky (2018) reported that federal attorneys are accusing Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks to secure loans. Weiner et al. (2018) also reported that the proverbial defecation has encountered the windmill.	Weiner, R., Helderman R. S., Jouvenal J., & Zapotosky, M. (2018, August 1). Paul Manafort Trial: Richard Gates's Testimony up in the Air, According to Prosecutor. <i>The Washington Post</i> . Retrieved from www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228
6	Three to Five Authors in Parentheses (Name all the contributors in the first reference. After that, name the first; then write et al.)	A group of journalists reported that federal attorneys are accusing Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks in order to secure loans (Weiner, Helderman, Jouvenal, & Zapotosky, 2018). They also reported that the proverbial defecation has encountered the windmill (Weiner et al., 2018).	Weiner, R., Helderman R. S., Jouvenal J., & Zapotosky, M. (2018, August 1). Paul Manafort Trial: Richard Gates's Testimony up in the Air, According to Prosecutor. <i>The Washington Post</i> . Retrieved from www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228
7	Six or More Authors in Signal Phrase (Name the first contributor; then write et al.)	Yasuhara et al. (2013, p. 23391) analyzed two major hypotheses regarding international treatment strategies toward epilepsy.	Yasuhara, T., Agari, T., Kameda, M., Kondo, A., Kuramoto, S., Meng Jing, ... Date, I. (2013). Regenerative Medicine for Epilepsy: From Basic Research to Clinical Application. <i>International Journal of Molecular Sciences</i> , 14(12), 23390–23401. https://doi.org/10.3390/ijms141223390
8	Six or More Authors in Parentheses (Name the first contributor; then write et al.)	Fourteen scientists from the University of San Francisco analyzed two major hypotheses regarding international treatment strategies toward epilepsy (Yasuhara et al., 2013, p. 23391).	Yasuhara, T., Agari, T., Kameda, M., Kondo, A., Kuramoto, S., Meng Jing, ... Date, I. (2013). Regenerative Medicine for Epilepsy: From Basic Research to Clinical Application. <i>International Journal of Molecular Sciences</i> , 14(12), 23390–23401. https://doi.org/10.3390/ijms141223390
9	Organization or Government as Author	The Society for Community Research and Action (2013, p. 409) recommended that all government agencies participate in programs designed to curb addiction and rehabilitate addicts of all kinds.	The Society for Community Research and Action, C. P. D. 27 of the A. P. A. (2013). The Role of Recovery Residences in Promoting Long-Term Addiction Recovery. <i>American Journal of Community Psychology</i> , 52(3/4), 406–411. https://doi.org/10.1007/s10464-013-9602-6

#	APA In-Text Documentation Type	APA In-text Documentation Example	Corresponding APA Reference
10	Source Quoted in Another Source (Indirect Quotation)	When asked about his “cultural memory” of the Civil War, a Southern man, who was asked along with several others to respond to questions about race, responds with a quote from Faulkner: “The past is never dead. It’s not even past” (as cited in Blount, Cannon, Thompson, & Adams, 2017, p. 372)	Blount, B. K., Cannon, K. G., Thompson, J., & Adams, S. L. (2017). Exploring Race/Racism Past and Present: A Forum at Union Presbyterian Seminary. <i>Interpretation: A Journal of Bible & Theology</i> , 71(4), 371–397. https://doi.org/10.1177/0020964317716129
11	Authors with the Same Last Name (Include all available initials in documentation)	R. Smith (2018) called some of the paintings “lackluster.” OR These paintings were “lackluster” (R. Smith, 2018).	Smith, C. (2018, May 10). Alexa and Siri Can Hear This Hidden Command. You Can’t. <i>The New York Times</i> . Retrieved from www.nytimes.com Smith, R. (2018, August 2). “Painting: An (Incomplete) Survey of the State of the Art.” <i>The New York Times</i> . Retrieved from www.nytimes.com
12	Two or More Different Sources Cited in the Same Sentence	Self-sabotage is easier when the person is self-centered; however, this becomes harder to navigate when we think of ourselves as connected through and having a “cultural memory” (Blout, Cannon, Thompson, & Adams, 2017, p. 372; Coates, 2018).	Blount, B. K., Cannon, K. G., Thompson, J., & Adams, S. L. (2017). Exploring Race/Racism Past and Present: A Forum at Union Presbyterian Seminary. <i>Interpretation: A Journal of Bible & Theology</i> , 71(4), 371–397. https://doi.org/10.1177/0020964317716129 Coates, T. (2018, May 7). I’m Not Black, I’m Kanye. <i>The Atlantic</i> . Retrieved from www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/

Ch. 7 Grammar Solutions

This section contains brief explanations, examples, and corrections of grammar errors that occur most often. These types of errors sometimes obscure what the writer is trying to say.

- All students should proofread for these types of errors. If you think you have found one of these errors in your essay and are uncertain or confused, ask an instructor or tutor for help.
- Proofread your essays and assignments closely.

Click the links below to view the section:

- [Sentence Fragments](#)
- [Run-on Sentences](#)
- [Subject-Verb Agreement](#)
- [Verb Forms](#)
- [Verb Tenses](#)

Sentence Fragments

A sentence fragment is a word group that lacks a subject or a verb and does not express a complete thought.

The most common types of sentence fragments are:

□ **Dependent word fragments**

EXAMPLE: After I stopped reading.

Corrected: After I stopped reading, I looked up the vocabulary words I didn't know.

□ **-ing and to fragments**

EXAMPLE: Trying to find the right dress for the party.

Corrected: Trying to find the right dress for the party, Susan searched in every store at the mall.

□ **Added detail fragment**

EXAMPLE: Except from Lola.

Corrected: Bob has trouble accepting criticism, except from Lola.

□ **Missing subject fragment**

EXAMPLE: And takes the grocery list with her.

Corrected: Mary always reads the paper at the coffeehouse on Thursday and takes the grocery list with her to compare it to the grocery store ads.

Ways to Correct Sentence Fragments:

- ◆ Attach the fragment to the sentence that comes after it or to the sentence that comes before it.
After I stopped drinking coffee, I began sleeping better at night.
- ◆ Add a subject and change the *-ing* verb to the correct form
The little girl was trying to be helpful.
- ◆ Change *being* to the correct form of the verb *to be*.
Mel took an aisle seat on the bus. **His reason being that he had more legroom.**
Mel took an aisle seat on the bus. **His reason was that he had more legroom.**
- ◆ Add the subject and verb that the fragment lacks.
Tony has trouble accepting criticism, except from Lola.

Subordinating Conjunctions	Coordinating Conjunctions
after, although, as, as if, because, before, even if, even though, ever since, how, if, since, so that, than, that, though, unless, until, what, whatever, when, whenever, where, whereas, wherever, whether, which, whichever, while, who, whom, whose	FANBOYS: for, and, nor, but, or, yet, so

Run-on Sentences

A run-on sentence is two complete thoughts/sentences that run together with no clear sign to mark the break between them.

Types of Run-on Sentences

♦ **Fused sentence (no punctuation between 2 complete thoughts)**

EXAMPLE: Rosa decided to stop smoking she did not want to die of lung cancer.

♦ **Comma splice (comma used incorrectly)**

EXAMPLE: They were learning a new song, they needed to practice more.

Correcting Run-ons – 4 common methods

- Use a period and a capital letter to separate the two complete thoughts.

CORRECTION: Rosa decided to stop smoking. She did not want to die of lung cancer.

- Use a comma plus one of the FANBOYS (*for, and, nor, but, or, yet, so*) to connect the two complete thoughts. FANBOYS are coordinating conjunctions.

CORRECTION: Rosa decided to stop smoking, for she did not want to die of lung cancer.

- Use a semicolon to connect the two complete thoughts.

CORRECTION: Rosa decided to stop smoking; she did not want to die of lung cancer.

- Use a subordinating conjunction.

CORRECTION: Because Rosa did not want to die of lung cancer, she stopped smoking.

Correcting Comma Splices – 4 common methods

- Use a period and a capital letter to separate the two complete thoughts.

CORRECTION: They were learning a new song. They needed to practice more.

- Use a comma plus one of the FANBOYS (*for, and, nor, but, or, yet, so*) to connect the two complete thoughts. FANBOYS are coordinating conjunctions.

CORRECTION: They were learning a new song, but they needed to practice more.

- Use a semicolon to connect the two complete thoughts.

CORRECTION: They were learning a new song; they needed to practice more.

- Use a subordinating conjunction.

CORRECTION: Because they were learning a new song, they needed to practice more.

Subordinating Conjunctions	Coordinating Conjunctions
after, although, as, as if, because, before, even if, even though, ever since, how, if, since, so that, than, that, though, unless, until, what, whatever, when, whenever, where, whereas, wherever, whether, which, whichever, while, who, whom, whose	FANBOYS: for, and, nor, but, or, yet, so

Subject-Verb Agreement

Subject-verb agreement errors occur when the number of the subject is not the same as the number of the verb.

ERROR: She eat dinner at 6:00 every night.
CORRECTION: She eats dinner at 6:00 every night.

QUICK LIST:

- Typically, if -s is used in the subject, it will not be used in the verb.
 - o **The students are studying for their test.**
 - o **Judy is working on her essay.**
- Cross out the prepositional phrases that come between the subject and the verb to eliminate distractions that make it difficult to determine subject-verb agreement.
 - o **The books ~~about the new bridge~~ are in the bookstore now.**
- Reverse the order of the sentence if the subject appears at the end of the sentence to determine subject-verb agreement.
 - o **Over the building flies a solitary flag. // A solitary flag flies over the building.**

IRREGULAR VERBS THAT OFTEN CAUSE SUBJECT-VERB (S/V) AGREEMENT ERRORS

To have – should you use “have” or “has?”

PRESENT TENSE	SINGULAR	PLURAL
First person	I have	We have
Second person	You have	You have
Third person	He/she/it has	They have

To be – should you use “is” or “are” or “was” or “were?”

PRESENT TENSE	SINGULAR	PLURAL		PAST TENSE	SINGULAR	PLURAL
First person	I am	We are		First person	I was	We were
Second person	You are	You are		Second person	You were	You were
Third person	He/she/it is	They are		Third person	He/she/it was	They were

Verb Forms

English verbs can be regular or irregular.

- **Regular verbs** are consistent in the formation of the simple past and past participle, which both end in *-ed*.
- **Irregular verbs** are not consistent in the formation of the simple past and past participle.

Standard Written English requires all verbs to change form to show distinctions in time (tense) and person (subject). For the perfect and progressive tenses, we must use the participle form of the verb.

- For the perfect tense, we use the past participle. For regular verbs, the past participle is the same as the past tense form of the verb: *worked*.
- For the progressive tense, we use the present participle (-ing): *working*.

Below is a chart for the regular verb **“to work”**:

	Past	Present	Future	Present Perfect	Present Progressive
I	worked	work	will work	have worked	am working
You	worked	work	will work	have worked	are working
He/She/It	worked	works	will work	has worked	is working
We	worked	work	will work	have worked	are working
You (all)	worked	work	will work	have worked	are working
They	worked	work	will work	have worked	are working

When we use the perfect and progressive tenses, the main verb’s participle form always stays the same. Instead of changing the participle form, we change the helping verb to agree with the subject.

- Perfect tense: have + past participle
- Progressive tense: be + present participle

Both “to have” and “to be” are irregular verbs because they have irregular forms in both the past tense and the past participle. For example:

- “to be”
 - Past tense: was
 - Past participle: been
- “to have”
 - Past tense: had
 - Past Participle: had

The forms of “to be” change drastically from present to past to participle, thus making it an irregular verb.

Even though the forms are the same, this is still considered an irregular verb because the form changes from have to had rather than from have to haved.

Below are two charts for the irregular verbs “to be” and “to do”:

“to be”

	Past	Present	Future	Present Perfect	Present Progressive
I	was	am	will be	have been	am being
You	were	are	will be	have been	are being
He/She/It	was	is	will be	has been	is being
We	were	are	will be	have been	are being
You (all)	were	are	will be	have been	are being
They	were	are	will be	have been	are being

“to do”

	Past	Present	Future	Present Perfect	Present Progressive
I	did	do	will do	have done	am doing
You	did	do	will do	have done	are doing
He/She/It	did	does	will do	has done	is doing
We	did	do	will do	have done	are doing
You (all)	did	do	will do	have done	are doing
They	did	do	will do	have done	are doing

Note: The present participle of any verb will never be the main verb of the sentence without the helping verb “to be.”

COMMON ERRORS WITH VERB FORMS:

- Incomplete sentence constructions / non-standard forms
 - **Error:** I **writing** a story.
I **be writing** a story.
 - **Correction:** I **am writing** a story.
 - **Error:** He **done** his homework for today’s class.
 - **Correction:** He **has done** his homework for today’s class.
- Subject-verb agreement
 - **Error:** He **have been** upset about the Saints’ loss for weeks now.
 - **Correction:** He **has been** upset about the Saints’ loss for weeks now.

Note: For irregular verbs, the past participle will never be the main verb of the sentence without the helping verb “to have.”

Verb Tenses

Verb tenses tell the reader when the verb's action or state of being takes place. There are twelve active verb tenses: three simple tenses, three perfect tenses, and six progressive tenses.

The **simple tenses** express basic time relationships. For these tenses, the writer/speaker views the action of the sentence from the point in time when s/he writes the sentence.

The Simple Tenses	
Simple Past Simple past tense shows an action or state of being that took place one time in the past. Add -ed or -d to the end of regular verbs or use the irregular form.	We studied for three hours last night. Janet worked overtime last weekend. David was late to work this morning.
Simple Present Simple present tense shows an action or state of being that occurs in the present moment or habitually or eternally.	We study for three hours every day. Janet works overtime every Saturday. David is late again.
Simple Future Simple future tense shows an action or state of being that will occur sometime in the future. It is often formed with the word will , followed by the infinitive of the verb.	We will study together this weekend. Janet will work overtime next Tuesday. David will be late tomorrow.

COMMON ERRORS WITH SIMPLE TENSES:

- Dropped **-ed** endings
 - **Error:** Yesterday, we **walk** through the park for an hour.
 - **Correction:** Yesterday, we **walked** through the park for an hour.
- Inconsistent tenses
 - **Error:** Lacey **combs** her hair before she **brushed** her teeth.
 - **Correction(s):** Lacey **combed** her hair before she **brushed** her teeth.
Lacey **combs** her hair before she **brushes** her teeth.
- Non-standard verb forms
 - **Error:** She **be** messy.
 - **Correction:** She **is** messy.
- Subject-verb agreement errors with the singular third person
 - **Error:** Darrell **love** to eat pizza.
 - **Correction:** Darrell **loves** to eat pizza.

The **perfect tenses** express more complex time relationships. Create this verb by adding a form of the verb *to have* to the past participle of the main verb. (Past participles are usually formed by adding **-ed** to the verb. See Verb Forms for more about participles.)

The Perfect Tenses	
<p>Past Perfect</p> <p>Past perfect tense shows that the verb's action was completed sometime before a second past event. It consists of the word <i>had</i> plus the past participle of the verb.</p>	<p>We had studied for two weeks before we took the test.</p> <p>Janet had worked at AT&T for twenty years.</p> <p>David had been late many times before his supervisor fired him.</p>
<p>Present Perfect</p> <p>Present perfect tense indicates that the verb's action began in the past and continued up through the present time. Create this verb by adding the past participle of the verb to have or has.</p>	<p>We have studied for two weeks already.</p> <p>Janet has worked at AT&T for twenty years.</p> <p>David has been late many times.</p>
<p>Future Perfect</p> <p>Future perfect tense indicates that by the time of a specified future event, the verb's action will have been completed. Create this verb by adding the past participle of the verb to the words will have.</p>	<p>We will have studied for two weeks by the time we take the test.</p> <p>Janet will have worked at AT&T for twenty years next Tuesday.</p> <p>If David is late again tomorrow, he will have been late twenty times.</p>

COMMON ERRORS WITH PERFECT TENSES:

- Subject-verb agreement
 - **Error:** We **has** studied for two weeks already.
 - **Correction:** We **have** studied for two weeks already.
 - **Error:** Janet **have** worked at AT&T for twenty years.
 - **Correction:** Janet **has** worked at AT&T for twenty years.
- Verb forms
 - **Error:** David **been** late many times.
 - **Correction:** David **has been** late many times.
 - **Error:** We have **study** for two weeks already.
 - **Correction:** We have **studied** for two weeks already.

Progressive tenses correspond to the simple and perfect tenses. A progressive verb shows that the action of the verb is still in progress. Create this form by using *to be* followed by the present participle form (the **-ing** form) of the main verb. The tense of the verb *to be* indicates whether the progressive verb is simple present, simple past, simple future, present perfect, past perfect, or future perfect.

The Progressive Tenses	
Simple Past Progressive tense consists of the past tense of the verb to be, plus the present participle of the main verb.	We were studying when Steve called. Janet was working when the fire alarm rang. David was being rude to his supervisor.
Simple Present Progressive tense consists of the present tense of the verb to be, plus the present participle of the main verb.	We are studying in the library. Janet is working at AT&T. David is being rude to his supervisor.
Simple Future Progressive tense consists of the future tense of the verb to be, plus the present participle of the main verb.	We will be studying tomorrow night, so we cannot attend the party. Janet will be working during the concert. David will be giving his retirement notice when his supervisor arrives.

The Perfect Progressive	
Past Perfect Progressive tense consists of the past perfect tense of the verb to be, plus the present participle of the main verb.	We had been studying for six hours. Janet had been trying to find another job for two months. David had been arriving late for years.
Present Perfect Progressive tense consists of the present perfect tense of the verb to be, plus the present participle of the main verb.	We have been studying for six hours. Janet has been trying to find another job for two months. David has been arriving late for years.
Future Perfect Progressive tense consists of the future perfect tense of the verb to be, plus the present participle of the main verb.	At 10:00 p.m., we will have been studying for six hours. Janet will have been trying to find another job for two months next week.

Ch. 8 Style and Clarity

This section will help you edit and revise your writing for style and clarity. Style is *how* something is said – as opposed to content, which is *what* is said. Clarity is being clear and direct for your audience.

Click the links below to view the section:

- [Active Voice](#)
- [Transitions](#)
- [Parallelism](#)
- [Sentence Variety & Structures for Argument](#)
- [Comma Usage](#)
- [Concision](#)
- [Tone](#)

Active Voice

A problematic shift to avoid is the unnecessary shift from the active voice to the passive voice. Below is a table to illustrate the difference between active and passive voice.

ACTIVE VOICE	PASSIVE VOICE
The subject completes the action.	The object of an active sentence appears as the subject.
The students completed their homework.	The homework was completed by the students.
Note: Active voice is concise.	Note: Passive voice is wordy.

When to Use Passive Voice

- We do not know the actor—the one who completes the action—in the sentence.
 - **Example:** My car was broken into last night.
- The actor is less important than the receiver of the action is.
 - **Example:** My brother was hit by a car.

COMMON ERRORS IN VOICE

- **Error:** I lost my purse, so a new one was purchased.
- **Correction:** I lost my purse, so I purchased a new one.
- **Error:** I made lasagna two nights ago, and the leftovers were eaten by my brother.
- **Correction:** I made lasagna two nights ago, and my brother ate the leftovers.

Proofread your own writing to eliminate unnecessary instances of the passive voice. As you proofread, look out for voice shifts within in the same sentence.

Transitions

Transitions help to create a sense of structure in writing because they illustrate relationships between ideas. Choose transitions for their logic, and do not overuse them. A few well-placed transitions will go a long way.

To add ideas	also, and, and then, too, plus, in addition, furthermore, moreover, similarly, again, on top of that, another, first, second, third...
To organize ideas chronologically	now, then, before, after, afterwards, earlier, henceforth, thereafter, previously, later, immediately, temporarily, soon, next, in a few days, meanwhile, gradually, suddenly, finally
To compare ideas	in the same way, similarly, just like, just as, likewise, in fact, in like manner, indeed so, also, furthermore
To contrast ideas	but, still, however, on the other hand, on the contrary, yet, nevertheless, despite, in spite of, even though, in contrast, although, whereas, anyhow, conversely, instead, notwithstanding
To illustrate causes and effects	because, since, so, consequently, as a result, therefore, then, accordingly, hence, thus, for this reason, for this purpose, so that this may happen
To emphasize	indeed, in fact, surely, necessarily, certainly, without any doubt, in any event, truly, again, most important, above all
To provide examples	to be specific, as proof, to illustrate, in fact, indeed, namely
To restate	that is, in other words
To concede a point	it is true, granted, admittedly, to be sure
To show alternatives	on the one hand . . . on the other hand
To summarize	in summary, as I have shown, as has been stated, in other words, in brief, to sum up, in short

Parallelism

Parallelism is a grammatical form that creates balance between ideas using single words, phrases, and clauses.

COORDINATING & CORRELATIVE CONJUNCTIONS	
Coordinating conjunctions connect ideas of equal importance. Whether used to connect words, phrases, or clauses, the use of coordinating conjunctions often requires parallel grammatical form.	<i>for, and, nor, but, or, yet, so</i> (FANBOYS)
Correlative conjunctions come in pairs and require that the grammatical structure that follows the first half of the pair is parallel with the grammatical structure that follows the second half of the pair.	<i>either / or</i> <i>neither / nor</i> <i>not only / but also</i> <i>both / and</i> <i>whether / or</i>

COMMON ERRORS WITH PARALLEL FORMS

- Errors in parallelism can occur in a series or list of nouns, in phrases, or in clauses.
 - Error:** Sarah cleaned the **kitchen, bathroom and she swept the garage.**
 - Correction:** Sarah cleaned the **kitchen, bathroom, and garage.**
 - Error:** Athletes who practice regularly build **strength, endurance, and they are more confident.**
 - Correction:** Athletes who practice regularly build **strength, endurance, and confidence.**
 - Error:** **Watching** football, **listening** to music, and **time with friends** are Darrell's favorite activities outside of work.
 - Correction:** **Watching** football, **listening** to music, and **spending time with friends** are Darrell's favorite activities outside of work.
 - Error:** He told me **either to take** the streetcar **or ride** my bike.
 - Correction:** He told me **either to take** the streetcar **or to ride** my bike.
 - Error:** Darrell **was not only** inefficient **but also was** unfriendly.
 - Correction:** Darrell was **not only inefficient but also unfriendly.**
 - Error:** It is more fun **to exercise** outside than **working** out at a gym.
 - Correction:** It is more fun **to exercise** outside than **to work out** at a gym.
Exercising outside is more fun than **working out** at a gym.

Sentence Variety and Structures for Argument

Repetitive sentence structures can make an interesting idea sound boring or a strong argument sound weak. Know the four sentence types and use them to control the pace and rhythm of your writing and strengthen the rhetorical effect of an argument.

The Simple Sentence

A sentence that has only one independent clause*:

Subject + verb.

Subject + verb + verb.

Subject + subject + verb.

Subject + subject + verb + verb.

*A *clause* is simply a group of words having a subject and a verb. A *clause* may be *independent*, expressing a complete thought and able to stand alone, or *dependent*, not able to stand on its own.

Note: You can add a prepositional phrase to the opening or closing of a simple sentence. This can also help to create sentence variety among simple sentences.

Examples:

David was late to the movie last night.

I prefer steak to pizza.

David and John missed the bus for school.

Strategies for Argument:

One problem with [opposing view] is _____.

Activists insist _____. Still, _____ would [make the problem worse/violate a basic human right].

_____ must be taken into consideration.

A common concern about this issue is _____.

The Compound Sentence

Two independent clauses joined by a comma and a coordinating conjunction (*for, and, nor, but, or, yet, so*):

Subject + verb, for + subject + verb.

Subject + verb, and + subject + verb.

Subject + verb, nor + subject + verb.

Subject + verb, but + subject + verb.

Subject + verb, or + subject + verb.

Subject + verb, yet + subject + verb.

Subject + verb, so + subject + verb.

In compound sentences, use a comma before the coordinating conjunction.

Examples:

David was late, for he missed the bus.

I would prefer steak, but I will eat pizza.

David missed the bus, so he was late.

Strategies for Argument:

Some proponents of _____ agree with _____, but _____.

This subject has become controversial, so we must look carefully at _____.

I agree with those who support _____, yet there are alternative views to consider.

The Complex Sentence

Two clauses joined with a subordinating conjunction (*as, because, although, since, before, when, once, if, even if, whatever, whenever, during, until, unless, wherever, whether, while, as if, even though, that, which, who*)

Subject + verb + because + subject + verb.

Because + subject + verb, subject + verb.

Comma use in complex sentences can be confusing, so here are examples of the rule:

When the dependent sentence comes first, use a comma.

Do not use a comma **when** the dependent sentence comes last.

Examples:

Because David missed the bus, he was late.

David was late **because** he missed the bus.

Even though I prefer steak, I like pizza.

I like pizza **even though** I prefer steak.

Strategies for Argument:

Although most would agree with _____, it does not mean _____.

Opponents disagree with this argument because _____.

If this solution seems too expensive and time-consuming, then consider _____.

While some support _____, I support _____.

The Compound Complex Sentence

Two or more coordinate independent clauses and one or more dependent clauses:

Subject + Verb + S. Conjunction + Subject + Verb, C. Conjunction + Subject + Verb.

S. Conjunction + Subject + Verb, Subject + Verb, C. Conjunction + Subject + Verb.

Note: The comma usage rules for both compound and complex sentences apply.

Examples:

Because David missed the bus, he was late for class, **so** he failed the exam.

Even though I would prefer steak, I will eat pizza, **but** I want to try that new place.

Strategies for Argument:

Research shows that most people favor _____, but this does not make _____ right or true.

As some critics have claimed, _____ does not hold true, and they are right.

Because _____, I support _____, and here is why: _____, _____, and _____.

This issue divides our community, yet some people still argue _____ because _____.

Comma Usage

Here are six common comma rules:

1. **Put a comma before one of the FANBOYS (*for, and, nor, but, or, yet, so*) when they connect two independent clauses.**

EXAMPLE: The neighbors recently bought a minivan, and they take short trips every weekend.

2. **Put a comma between three or more items in a series.**

EXAMPLE: Students in literature classes are reading novels, stories, poems, and plays.

3. **Put a comma after an introductory expression or a subordinate clause.**

EXAMPLES:

Finally, he was able to get through to his insurance company.

However, when he showed up, he looked tired.

After he left school, he went home.

If she goes to Jazzfest, she will have fun.

Once upon a time, I used a comma in a sentence.

As we walked out the house, she sneezed.

4. **Put commas around the name of a person directly addressed.**

EXAMPLE: Did you know, Danielle, that you left your backpack at the library?

5. **Put commas around words like *however* or *therefore* when they interrupt or begin a sentence.**

EXAMPLES:

I know, of course, that I have missed the deadline.

However, he had an unusually large hat, and I was pleased.

6. **Put commas around additional information. (Pro-tip: If you can omit the phrase from the sentence and the sentence remains grammatically correct, you should surround the phrase with commas.)**

EXAMPLE: Maxine Taylor, who organized the fundraiser, will introduce the committee.

Concision

If you can say it in five words, why use ten? To improve sentence style, eliminate wordiness. Indirect and mixed sentence constructions, redundancies, unintentional or unnecessary repetition, and wordy phrases can all lead to wordy sentences. Practice reducing the number of words in a sentence without changing its meaning.

Indirect Constructions

Indirect constructions occur when a writer overuses the verb 'to be.' Use stronger verbs to make these sentences more concise.

Examples:

There are many nutritionists **who** claim intermittent fasting works.
John's family **was involved in planning** his surprise birthday party.

Concise Alternatives:

Many nutritionists **claim** intermittent fasting works.
John's family **planned** his surprise birthday party.

Mixed Constructions

Mixed constructions occur when two or more types of sentence constructions collide in a sentence.

Example:

The reason we did not go to the party last night **was because** it rained.

"The reason was" and "because" are two different sentence constructions with the same meaning and should not be used together.

NOTE: "The reason was" is grammatically correct, but it also creates a wordy sentence. We can simply use "because."

Concise Alternatives:

We did not go to the part last night **because** it rained.
It rained last night, **so** we did not go to the party.

Redundancies

Redundancies occur when a writer unnecessarily repeats the same idea.

Examples:

She wore a dress that was **purple in color**.

John **quickly sped** downhill on his bicycle.

Concise Alternatives:

She wore a dress **that was*** purple.

*Make the sentence more concise by moving the modifier *purple* in front of the noun that it modifies: She wore a **purple** dress.

John **sped** downhill on his bicycle.

Repetition

Repetition occurs when a writer repeats the same word(s).

Example:

Good **students** know they need to **be the kind of students who** attend classes **regularly** and study **regularly**.

Concise Alternative:

Good **students** know they need to attend classes and study **regularly**.

Wordy	Concise
<p>As a matter of fact</p> <p>In today's world</p> <p>Due to the fact that</p> <p>In spite of the fact that</p> <p>In the event that</p>	<p>In fact</p> <p>Currently</p> <p>Because</p> <p>Although</p> <p>If</p>
<p>These phrases can be cut completely:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>I think</p> <p>I believe</p> <p>I feel</p> </div> <div> <p>In my opinion</p> <p>It seems that</p> <p>One must admit</p> </div> </div>	

Tone

Tone refers to a speaker's or writer's attitude toward his or her subject and audience. As readers, we may identify a tone generally as angry, humorous, serious, formal, or informal, but tones can often be more specific and complex. For instance, a humorous tone can be more specifically sarcastic. An angry tone can be more specifically indignant. Choose a tone that will evoke the reaction to your message that you want your readers to have.

Imagine a customer responding to a grocery store clerk who is having an off day. Note how the different tones each reveal a different attitude:

Indignant: Never, in thirty years of shopping at this grocery store, have I ever experienced such incompetence. Where did you learn to count change?! You should be embarrassed.

Humble: I'm sorry to bother you, but I gave you a \$20, right? Would you mind double-checking? I mean, I've had a long day, so maybe I miscounted...

Sarcastic: Wow. Great service here today. No wonder the checkout line is so long.

Sympathetic: I know you are under a lot of pressure to help all these customers. I get flustered too when I am stressed, so I can understand why you gave me the wrong change. I really appreciate you taking your time to correct this.

Ch. 9 Additional Resources

The Writing Center

City Park Campus, Isaac Delgado Hall,
Building 1, Room 216W
(504) 671-6339

These centers' services and resources are available on a walk-in basis to Delgado students working on writing assignments. They provide specialized tutoring and computer services for students enrolled in English Composition or any other course. Online writing tutoring is also offered.

Learning Resource Center

West Bank Campus,
Building 1, Room 107
(504) 762-3131

These centers offer computer lab services that are available for students working on writing assignments and research projects. Computer lab services include the following: assistance using Microsoft Word; internet access for writing-related research; assistance accessing Canvas and Delgado email.

Delgado Library

[English Research Guide](#)
[Commonly Used Databases](#)
[DCC Library: Writing & Citing](#)

Delgado English YT Channel

Click the above link to visit Delgado English Department's YouTube Channel. There are video instructions to common grammar issues, as well as organization strategies for paragraphs and essays.

EBSCOhost

These videos will help you navigate EBSCO's library database:

- [Introduction to the Database Interface](#)
- [Basic Search](#)
- [Advanced Searching](#)
- [Improving Your Search Results](#)
- [Using the Results List](#)
- [Citing Articles on EBSCOhost](#)

Online Resources

[MLA Format: Everything You Need to Know Here](#)
[The CRAAP Method of Evaluating Credibility](#)
[Facts, Opinions & Reasoned Judgments](#)
[Using Advanced Search Effectively](#)
[EasyBib: Research Guide \(PDF\)](#)
[Homework LA](#)
[Grammarly](#)

Images

[Images: Literary & Visual Arts Magazine](#) is Delgado Community College's student run magazine. Click the link above to find out about events, submissions, and contests. The magazine is published once a year and features original poetry, short fiction, and creative nonfiction as well as photos, paintings, and sketches from Delgado students.

Purdue Online Writing Lab (OWL)

[General Writing Resources](#)
[Research and Citation Resources](#)
[MLA Guide](#)
[APA Guide](#)
[OWL Exercises](#)