Writing and Research Handbook

Fall 2022 Update

Southwest Tennessee Community College

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About this Handbook

This handbook has been designed by instructors at Southwest for composition students at Southwest. It has also been designed to be as brief, straightforward, and practical as possible. It is meant to be used by students in different composition sections, taught by different Southwest composition instructors, with different reading and writing assignments. You will need to read your instructor's course syllabus and schedule for information about your specific reading and writing assignments, course policies and deadlines, etc.

This handbook is designed to help you work quickly and effectively on *any* reading, writing, or research assignment. Reading, writing, and researching are "universal" skills: most if not all academic and professional fields demand them. They are also remarkably complex processes, with many moving parts. This handbook is meant to simplify some of that complexity with straightforward explanations, practical advice, easy-to-follow checklists, and more. Our goal is to provide resources and information that will help you succeed not just in English Composition but in *any* situation that requires critical reading, writing, and research.

This handbook covers more than writing, reading, and researching. It discusses resources and tools like Microsoft Word and Grammarly that can help you succeed in any writing-intensive course at Southwest. We've also included helpful, trustworthy writing resources online – often from other colleges or universities. We cover these resources in the section Getting Started and reference them throughout the handbook. Wherever possible, we've included hyperlinks that will take you directly to these resources so they are right at your fingertips, right when you need them.

Reading this handbook alone will not improve your reading and writing skills. The best way to improve your reading and writing skills is to practice reading and writing routinely — daily, if possible — in a dedicated, focused manner.

The assignments given by your instructor are really just *opportunities* to practice reading, writing, and researching so that you can build a habit. And that practice is far more important than anything we have to say. But reading this handbook should help you make the most of your practice by making it more informed, more focused, and therefore more effective.

You may already have an effective approach to some of these topics in place. Your instructor may have different suggestions than the ones we present here. That's okay. Take whatever works for you, and use it to your advantage.

Using this Handbook

Here are some ways we present information in this book:

Resource boxes look like this.
They provide direct links to helpful outside resources.

Chapter & Section Links

The handbook is divided into **chapters**. At the beginning of each chapter you will see a table which lists the sections in the chapter. All chapter and section names are linked. Click on the name to go directly to the chapter or section.

Section #1
Section #2
Section #3

Quick Lists:

- Quick lists look like this.
- They are designed to convey the most essential information you need to get to work quickly and efficiently. You can read these lists to find out the basic requirements of each section.

Tips:

- Tips look like this.
- They present shortcuts, tricks, and practical advice that will save you precious time and energy (and even $$) and help you work more quickly and efficiently.

Infographics

- This handbook contains Infographics which display important information in a condensed visual format: for example, Managing Your Reading Sessions or Managing Your Writing Process, which use the Pomodoro Technique.
- In some infographics, you will be able to click hyperlinks which take you to more detailed information (ex. The Writing Process).

Do and Do Not Boxes

- Do and Do Not Boxes help you identify effective habits you want to embrace and cultivate along with common, ineffective habits you want to avoid.

Do

- Do follow the advice in the green box.
- Do look for links in these boxes which provide more detailed explanations of each piece of advice.

Do Not

- Do not forget to avoid the common mistakes and ineffective habits listed in the red box.

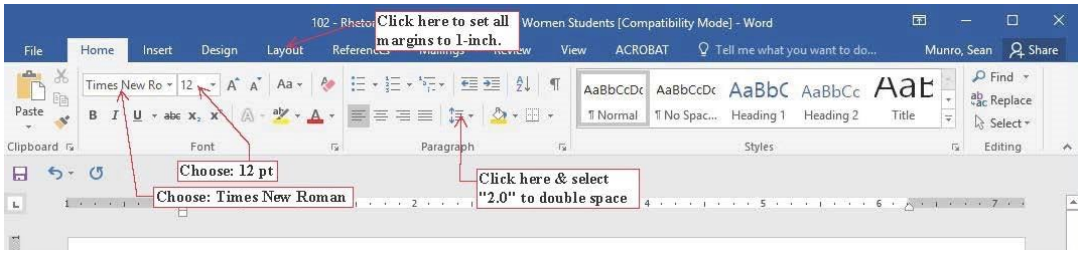
Font Size

- **Information in larger fonts is more essential and important.**
- Information in smaller fonts is useful but more detailed.
- Small-font sections do things like explain the specific reasoning behind our advice, the specific benefits it provides, specific challenges it is meant to address, or break down some more basic strategies you can use to keep the advice in focus.

- **Read through the large-font headers first in any chapter or section.**
- Read the small-font sections under each larger headers if you would like further explanation or if you simply have more time and energy.

Screenshots

This handbook uses screenshots to show you how to navigate online resources:



Note: We include detailed screenshots for Microsoft Word, which is available free to all Southwest students.

Copyright and Attribution

Attributions

This handbook includes original, open-access content and "remixes" several excellent Open Educational Resources. Specific attributions are listed at the beginning of each chapter.

We are especially indebted to Sean Munro and Monica Mankin's *Writing & Research Handbook (Delgado Community College)* and borrowed from it copiously for concept, scope, organizational structure, content, and screenshots. Cover photo by Dr. Julie Lester, Associate Professor of English at Southwest Tennessee Community College.

Acknowledgements

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Feedback

We update this handbook annually so that it remains relevant to your experience at Southwest. Please let us know if you have any questions or suggestions, or if information is outdated or missing, or if any hyperlinks are broken or discontinued. We welcome and appreciate any and all feedback. Please address feedback to Dr. Adam Sneed (asneed@southwest.tn.edu) or Dr. Loretta McBride (lmcbride@southwest.tn.edu).

Getting Started: Tips and Resources

In this introductory chapter, we offer words of encouragement, instructions for printing this handbook, guidelines for communicating with your instructors at Southwest and beyond, and tips for saving and submitting documents. We also provide a detailed overview of various resources available to you including PAWS (Southwest's "learning management system") and Microsoft 365.

Attributions: "Printing this Handbook," "Communicating with Your Instructor," and "Saving and Submitting Documents" remix content from Munro and Mankin's *Writing & Research Handbook (Delgado Community College*).

You Got This!

Writing can be intimidating – especially if you haven't done it in a while. Let's begin with a simple affirmation: You got this.

- No one is born a great reader or writer. Reading and writing are habits that *everyone* must develop over time with practice. There is no such thing as a naturally "good" or "bad" writer.
- People we call "good" writers are really just writers who practice often, which makes their writing skilled, confident, and effective.
- Similarly, "bad" writers are simply out of practice, which makes their writing less skilled, less confident, and less effective.
- After all, how can you become "good" — that is, skilled, confident, and effective — at *anything* if you don't practice?

Anyone can become a skilled writer.

- *Anyone* can become a skilled writer with the right kind of practice. Even if you don't read and write often yet — even if you haven't written anything in years, or ever — that's okay.
- No matter where your reading and writing skills are at the moment, you can improve them if you practice. Why not start now?

Writing empowers you.

- Learning to write well empowers you. It gives you the power to speak up, enter important conversations, and make original contributions.
- Effective writing earns your ideas respect, credibility, and authority.
- Effective writing keeps your reader engaged and makes people want to hear what you have to say.

Do (click a section for more info)

- Practice reading and writing often — a little every day, if possible.
- Respect the writing process by breaking it up over multiple days or sessions.
- Stay positive: focus on progress over perfection.
- Set small, manageable goals to help you achieve your big-picture goals.
- Trust the skills you already have.

Do Not

- Wait until the last minute or just before class to read or write.
- Forget that writing is a process with multiple stages or collapse the process into a single, frantic session.
- Expect to be perfect and then get discouraged.
- Believe you have no skills and must "start all over."

Practice a little every day.

- Our first and best advice to you is to practice, practice, and practice.
- Set aside time every day to practice reading and writing. Practicing is hard — even painful — at first. That's why we recommend that you start with modest practice — **even just 15 minutes every day** — to avoid burnout.
- If you practice, you will improve. And, even better, the more you practice reading and writing, the more experience and confidence you'll develop, the easier your assignments will be, and the more fun you'll have.

Respect the writing process.

- This handbook focuses on writing as a process with different stages like prewriting, drafting, and revision.
- One common bad habit is to collapse all these stages into one, mushy, chaotic, and stressful writing session the night before an assignment is due.
- Waiting until the last minute to draft does not respect writing as a process. It compresses the process instead of allowing it to "breathe" — that is, to unfold and develop naturally over time.
- A draft is like a seed that needs time and space to develop into a plant. Starting the process too late typically results in a rushed and underdeveloped final draft.
- But starting early allows your seed plenty of time and space to develop, mature, and thrive into a healthy, hardy plant.
- When you respect the writing process and spread out your writing over multiple sessions — with each session guided by a few small, manageable goals — you are almost guaranteed to end up with a much more developed final draft.
- If you've already got a writing process that breaks down your assignments into multiple parts, that's excellent. Keep using it.
- If you don't have a process yet, or have developed some bad habits like procrastinating and are looking to change things up, we walk you through a tried-and-true process in Chapter 2.
- Your instructor may have different ideas about process than what we present here that you may want to adopt. It doesn't matter what process you adopt, as long as you respect it.

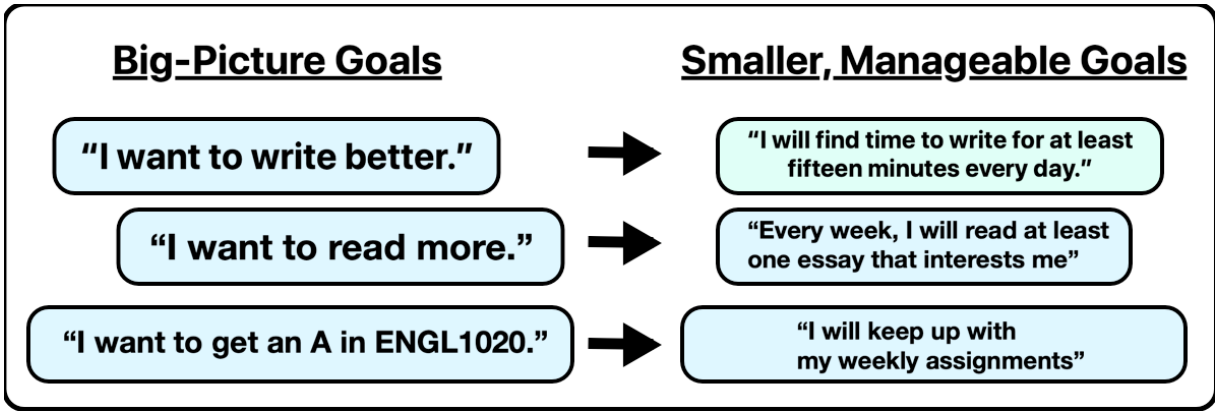
Stay positive: focus on progress over perfection.

- Think of your composition course as a training program, like a workout routine. You have "writing muscles" that may be out of shape and in need of development. A composition course is like a "writing gym" where you go to develop your writing muscles.
- Like any workout routine, starting is the hardest part. The first few days or even weeks can be difficult, even miserable. You will probably feel this way about reading, writing, and researching when you first start.
- But the key is to stay positive and focus on progress instead of perfection. If you just hang in there, work a little every day, and keep up the habit, your workout will get easier, your writing muscles will get stronger, and you will make significant gains, no

matter where you started.
- Again, if you simply commit to working out your reading and writing skills a little every day, they will improve — guaranteed.

Set small, specific, manageable goals.

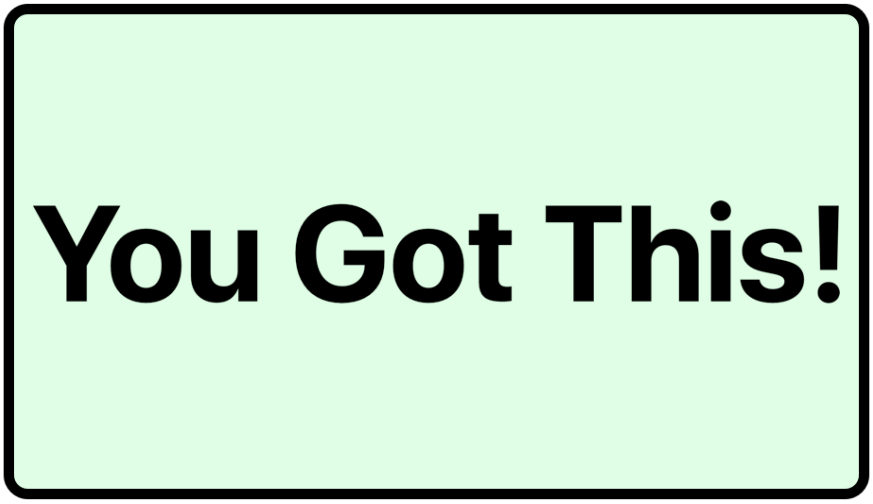
- The best way to focus on progress over perfection is to make small, specific goals for yourself.
- Most composition students probably have similar big-picture goals: "I want to become a better writer," "I want to read and write more," or even just "I want to make an A in my composition course."
- Big-picture goals are important, but they are also generally too vague or abstract to be helpful on a daily or weekly basis.
- So, we recommend breaking down big-picture goals into small, specific, and manageable goals that will help you measure your gradual progress towards your big-picture goals.
- In short, you need attainable goals to focus on and small "wins" to celebrate along the way.



- When it comes to developing writing skills, students often try to rush things because they have been led to believe they are "already behind," that they should be farther along than they are.
- But such negative thoughts lead to discouragement, and rushing leads to burnout. "Already behind" according to whom?
- Wherever your reading and writing skills are now, it's okay. Accept where you are, focus on small goals, and celebrate your small gains over time.
- Let's return to the idea of the "writing gym." We don't expect anyone to walk into a gym and lift 300 lbs. on the first day. If you tried, you'd most likely injure yourself early on, get discouraged, and never want to come back to the gym.
- Rather, we'd expect someone to start with manageable weight — say, 5 lbs. — and then work up to 10 lbs., then 20 lbs., and so on, gradually increasing weight until they reached 300 lbs.
- Developing your writing muscle is no different than building physical muscles: we need small, attainable goals to help us gradually progress to big goals.

Trust the communication skills you already have.

- Academic writing may feel very unfamiliar and difficult at first. It is more formal and polished than the ways we communicate every day like talking and texting.
- Be we do already communicate every day, all the time, with skill and natural fluency. And academic writing is not as different from everyday communication as you might think.
- The most effective academic writing draws on the same basic communication patterns — for instance, agreeing or disagreeing with other people's opinions, raising and answering questions — that most everyone practices all day, every day.
- So recognize and trust the communication skills and instincts you *already* have. You do not have to "start from scratch." You just need to learn how to translate and harness the skills you have in the context of academic writing.



Printing this Handbook

This handbook works best as an electronic resource. You'll find hyperlinks throughout that connect you quickly and directly to many helpful online resources. You'll also find colorful visual sections that, depending on the printer, may not print well.

But this handbook was also designed to be printed cheaply on or off campus. Feel free to print the whole thing or just the sections you need. It is an "open educational resource," which means it is free for anyone to share and use.

Printing On-Campus (MyPrint Initiative)

- Printing on Southwest campuses is organized through the MyPrint Initiative. Visit the MyPrint website for instructions and printer locations.
- At the time of publication, the current cost for printing on campus at Southwest is $0.05 a page for black and white, $0.10 per page for color. Each student receives a $35.00 credit at the beginning of each semester. That's equivalent to about 700 printed pages.

Visit the MyPrint website for instructions and printer locations.

Tips:

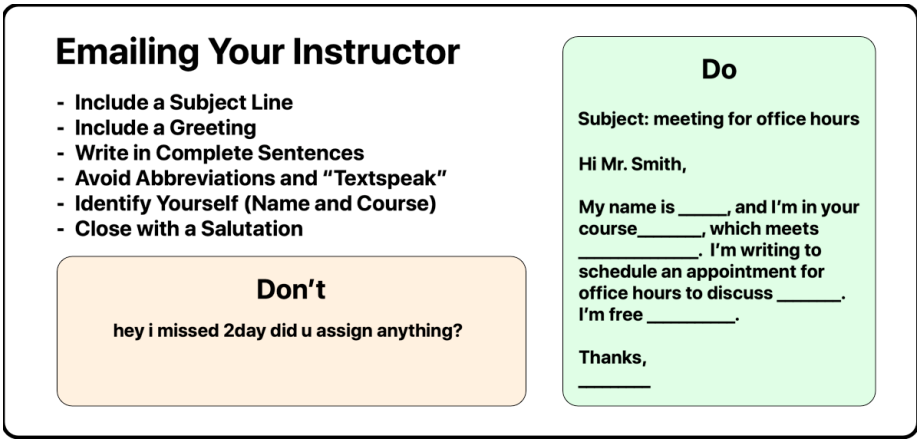
- To save printing cost, you can print on both sides of the page.
- To save even more cost, you can print this handbook "2 pages per sheet," but be aware that fonts will be smaller and could be more difficult to read.
- We recommend printing in black & white because it's cheaper but be aware that some of the color screenshots may be difficult to read in black and white.

Communicating with Your Instructor

Open, respectful, and effective communication is essential to your success in any course — especially writing courses. Below are a few guidelines for maintaining professionalism when communicating with your instructors.

Email

- Use your Southwest email account for all college-related communications, not your personal email account.
- Note that you have ***two*** Southwest email accounts:
  - Your Outlook email address (username@southwest.tn.edu), and
  - Your PAWS email (username@ucourses.com).
- In general, these two email systems don't interact well together. For instance, you cannot send email from your PAWS account (username@ucourses.com) through your Outlook account (username@southwest.tn.edu), or vice versa.
- Find out which email system your instructor prefers to use. Check both frequently — once daily, if possible — especially your Outlook email.
- Include a subject line and use a standard size and style font.
- Include a greeting: refer to your instructor by prefix (Mr., Mrs., Dr., Prof.) and ***last name***. "Hi" or "Dear" are formal and professional. "Hey" is generally considered too informal and should be avoided.
- Be sure to write in complete sentences, with proper capitalization and punctuation. Emails should be more formal and professional than text messages, even if you draft emails using your phone.
- Spell out all words, avoid using "textspeak" abbreviations (ex. u, ttyl, brb) or emoticons (at least until you get to know your instructor), and do not use all capital letters, which is considered "shouting."
- Always identify yourself and the specific course that you are taking with the instructor.
- State the purpose of your email.
- Include a closing salutation such as *Sincerely*, *Thank you very much,* or *regards.*
- Respect your instructor's stated response time. Most instructors ask for at least 24 hours on weekdays, longer on weekends.



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, and you may need to contact your instructor (after class or via email) to make 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 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.
- You should also expect a professional tone from your instructor.
- If you feel your instructor has breached professionalism, refer to Southwest's Academic Misconduct Policy for proper recourse.

Do

- Do use a Southwest email account to correspond with your instructors.
- Do begin emails with a greeting and close with a salutation.
- 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

- Use an unprofessional email address, such as hotboi##@gmail.com or no_h8ters@yahoo.com.
- Use all capital letters when you email an instructor.
- Use "Hey" or forget to include a greeting at all.
- Expect your instructor to be available outside his or her office hours unless you have made an appointment.
- Use a disrespectful or overly familiar tone with instructors. Even if you are frustrated, maintain your professionalism. We're all human.

Saving and Submitting Documents

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

Where to Save Documents

- **Never save documents directly on the local hard drive of a public computer.**
  - Every Southwest computer you use on campus is considered a public computer. If you save your work on a hard drive on campus, you will likely never find the file again.

- **Instead, save documents to your Microsoft OneDrive account, a "cloud" storage drive.**
  - Since cloud storage is especially convenient and has become standard practice across the internet, we recommend saving all documents to your Microsoft OneDrive account provided by Southwest.
  - Microsoft OneDrive is one application within Microsoft 365, Microsoft's online office suite, to which you also have access as a Southwest student.
  - Microsoft OneDrive is convenient because it saves your work *automatically* for you, as you work, in a "cloud storage drive." (A cloud storage drive is like an online version of a "thumb drive" (also called a "USB flash drive") or a "internal hard drive" on a desktop or laptop computer. A cloud drive is not tied to a single computer or storage device, but accessible from any device with internet capabilities. You "upload" files to the OneDrive to store them. You can also "download" them from the Cloud to other storage drives.
  - Your OneDrive account can be accessed on or off campus (see "Accessing Microsoft OneDrive").
    - **On campus:** Most computers will provide an option to save files to your OneDrive when you select "File" and then "Save." Double check that you select "OneDrive" instead of saving directly to a local hard drive of a Southwest Computer.
    - **Off campus:** You will need to first log-in to your Microsoft OneDrive account using your Southwest credentials.

Watch an instructional video about saving files to One Drive.
(credit: University of Wisconsin-Stevens Point)

Watch a simple explanation of "the cloud."
(credit: GCFLearnFree.Org)

- **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. Sometimes, student events even hand them out to participants for free.
  - We do still recommend OneDrive as your first option, since USB Drives are easily lost, forgotten, or misplaced.

- **Email documents to yourself as attachments.**
  - If you are working on a public computer without a thumb drive or access to the OneDrive cloud, you can save a document locally on a public computer, sign into your email account, and then attach the document to an email.
  - You can access your Southwest email from any computer with an internet connection.
  - Remember that you have two email addresses, one in Outlook and one in PAWS. Both should work, but your Southwest email address in Outlook works best in this scenario.

Submitting Writing Assignments (PAWS/D2L Brightspace)

- Different instructors may prefer different submission methods. But most will use PAWS to submit writing assignments online.
- We cover submitting writing assignments in detail in the next section on PAWS. But below is a quick list of FAQ.

How do I…

- Submit an assignment in PAWS (D2L/Brightspace)?
- Upload a file from Microsoft Office 365 as an assignment submission in PAWS (D2L/Brightspace)?
- Confirm my assignment has been submitted?
- View grades and feedback from my instructor in PAWS (D2L/Brightspace)?
- View Grademark/TurnItIn in PAWS (D2L/Brightspace)?

Using PAWS (D2L/Brightspace)

What Is PAWS?

- PAWS is the "learning management system," or "LMS," we use at Southwest. PAWS is a customized version of a more general LMS called D2L/Brightspace.
- Each of your Southwest courses has a PAWS homepage. Many instructors make frequent use of PAWS, so you want to be familiar with it.

- **Watch an overview of PAWS.**
- **Learn about D2L/Brightspace on this help page (scroll down to "learner topics").**

Tip: Consider downloading the Brightspace Pulse app, which allows you to view PAWS content and even complete some course assignments on your phone.

Watch a short overview of Brightspace Pulse.

Accessing PAWS

- Before you begin with any course, you'll need to learn how to access and navigate PAWS.

Read instructions for accessing PAWS on or off campus.

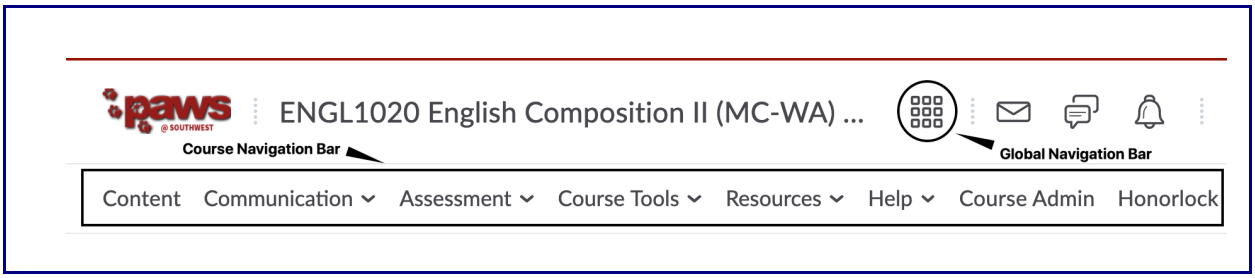
Tips:

- PAWS works best with internet browsers like Mozilla Firefox, Google Chrome, and Apple Safari. PAWS may not work as well with Microsoft Explorer or Edge.
- If you're having trouble accessing PAWS, contact Southwest's Helpdesk at 901-333-4375 weekdays between 8 AM and 4:30 PM CST or submit a student technical support request online.

Tips and Resources: Adding Bookmarks for Your PAWS Courses	How to Add Bookmarks:
- We recommend adding and saving bookmarks for each of your PAWS course pages for quick, easy access. You create bookmarks in your preferred internet browser (Chrome, Firefox, etc.), and they show up at the top of your browser and connect you directly to your favorite, most frequently-visited web pages. - Bookmarks take a little work to set up, but they save you precious time and energy. - Bookmarks work best for personal computers and other safe, secure computers you use frequently.	Chrome Firefox Edge

Navigating PAWS

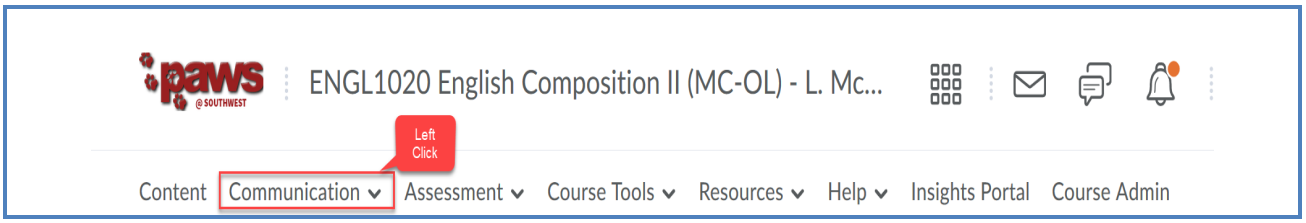
- Your composition course may require the use of several features and tools in PAWS, so we'll cover some of the most important ones here.
- To navigate around PAWS, use the **Global Navigation Bar** and the **Course Navigation Bar**:



- The **Global Navigation Bar** allows you to toggle between your different Southwest courses in PAWS. When you click on it, you will see a dropdown menu with your current courses for the semester.
- The **Course Navigation Bar** runs across the screen and allows you to navigate through a specific course's materials and tools:
  - **Content** takes you to all of your course content like assignments, readings, presentations, quizzes, etc.
  - **Communication** takes you to tools like your PAWS Email, Calendar, and Classlist.
  - **Assessment** takes you tools like Discussions, Dropbox, Quizzes and Grades.

Communication Tools in PAWS

- Communication Tools are located under "Communication" in the Course Navigation Bar and include features such as Email (PAWS), Calendar, and the Classlist.



PAWS Email

- Your PAWS Email account allows you to send and receive email to instructors and classmates within PAWS.
- Access PAWS Email by selecting the "Communication" on the Course Navigation Bar and then selecting "E-mail".

Tips:

- Your email address in PAWS is different than your Southwest email address in Microsoft Outlook. If your Southwest email address is jsmith12345@southwest.tn.edu, your PAWS email would be jsmith12345@ucourses.com.
- Your PAWS email allows you to email your classmates or instructor without knowing their specific Southwest email.
- In general, these two email systems don't interact very well together. For instance, you cannot send PAWS (or "ucourse") email through Outlook, or vice versa. Therefore, it's best to keep them separate in your mind and to check both frequently during the semester, daily if possible.
- Some instructors may request that you communicate exclusively through your PAWS email. Other instructors may prefer you communicate exclusively with your Southwest email address using Microsoft Outlook. Some instructors may not have a preference at all. In any case, it's important to be mindful of these two different email systems and your instructor's preferences so that you can communicate effectively.

Calendar

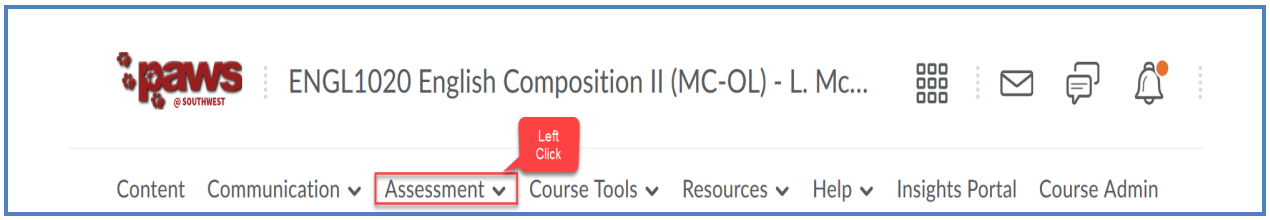
- The Calendar tool in PAWS allows you to see due dates for your various reading and writing assignments. Access the Calendar tool by selecting the Communication menu and then the link. Watch an overview of the Calendar tool.
- The Calendar function in the phone app Brightspace Pulse has an especially handy calendar feature with clear and engaging visual information about assignments and due dates.

Classlist

- The Classlist tool allows you to view the instructor's and other students' email addresses. Access the Classlist by selecting the Communications menu and then the Classlist link.
- The Classlist will display your fellow classmates, email addresses, homepages, and groups. It will also display who is online. Users who are online will appear with a green dot to the right of their name.
- You can also email anyone listed in the Classlist. To send someone in your class an email (through PAWS):
  - Select the *Communication* menu
  - Select the *Classlist* link
  - Select the *Email Address* of the person you wish to contact
  - Enter a Subject and Message
  - Select the *Send* button
- The classlist provides Southwest usernames for instructor(s) and your fellow classmates, which you can use to send emails via Outlook. Simply take the username and add @southwest.tn.edu to arrive at any student/instructor's email.

Assessment Tools (PAWS)

- Assessment Tools are located under **Assessment** in the Course Navigation Bar and include functions like **Discussions**, **Assignments (Submission Folders)**, **Quizzes**, and **Grades.**



Discussions

- The Discussions tool is made up of forums and topics. You may be required to post to selected topics within a set time frame. Due Dates for topics are posted to the course calendar. To access the Discussions Tool:
  - Select the Assessment menu & then the Discussions link.
  - Find the Discussions Forum you wish to access.
  - Read the instructions in the message box under the forum.
  - Then select the topic to which you are going to respond.
  - After reading the topic, select Add Message. In the Subject box enter the name of the topic.

- Enter your message, being certain to follow the criteria for messages.
- Proofread your message after you enter it.
- Make any needed changes and then select Submit at the bottom of the screen.

Assignments (Submission Folders)

- You can find your different writing assignments on the PAWS course page under "Assessment" -> "Assignments." They are also often listed throughout the different modules, often with direct links.
- At the top of each assignment, there is a set of instructions letting you know what is required in completing the assignment.

Submitting Writing Assignments in PAWS

To upload a file in PAWS:

- Click on the link of the Assignment you want to submit.
- Upload your essay file by clicking on "Upload" and locating your File or by simply "dragging and dropping" your file where indicated (see picture below):
- Once your file is successfully uploaded, you will see a "Comments" textbox and a submit button appear.
- Click the "Submit" button to submit your writing assignment.
- **Note on File Types:** At Southwest, we use Microsoft Word, with a *.doc or .docx* extension for all assignments. PDF is okay as well. But if you use another word processing system (especially Apple's Pages), an instructor may not be able to open your document. So best to convert all documents to Word docs or PDFs before submitting.

Viewing Feedback in PAWS

You can view feedback on your assignments a few different ways:

1. On the "landing page" for the course, look for the "Updates" widget to the left and click "View Unread Feedback."
2. Under "Assessment->Assignments," click the "View Feedback" link next to the assignment.
3. Under "Assessment->Grades," my feedback should post directly by each assignment.

Grades

- The Grades tool is found in the Assessments menu under the Paws banner. Select Grades and you will see a screen that displays Item Names (assignments, quizzes, and exams), Points, Grades, and comments.

Writing Resources for Southwest Students

- In this section, we cover some writing resources available to all Southwest students.
- **You may be tempted to skip this section. But becoming an effective writer begins with learning about and working with tools that can streamline your overall writing experience so that you can focus on what matters most.**
- You can click on the links below to learn about specific resources.

Microsoft 365
- **Microsoft OneDrive**
- **Microsoft Word**
- **Microsoft Outlook**
- **Microsoft Teams**

Grammarly

Academic Support Center (ACS)

InfoNet Library

Microsoft 365 (formerly Microsoft Office 365)

- As a student at Southwest, you have a subscription to Microsoft 365 online.
- Microsoft 365 includes access to widely-used Microsoft Office applications like Microsoft Word, PowerPoint, Excel, and OneDrive.
- Your composition instructor may not require you to use applications like Word or OneDrive, but they can be especially handy resources for students. You can use Word to draft and edit your writing assignments, and you can use OneDrive to save them.
- You can also take advantage of features like sharing your documents and commenting on your documents, especially if your particular course includes peer review workshops.

View Southwest's user guide to learn about how to access your Microsoft 365 account.

View Southwest's FAQ page on Microsoft 365.

View Microsoft's support page on Microsoft 365.

Tips:

- Your Microsoft 365 subscription allows you to install Microsoft Office applications (Word, Excel, Powerpoint, etc) to **up to five personal computers.** We recommend taking advantage of this feature and downloading these useful applications on at least one personal computer. Some basic information about how to install these application can be found in the Southwest user guide linked above or from this video.
- You can also install versions of these applications on your smart phone. Once installed, use your Southwest username and password to sign in.
- While most Microsoft login screens will ask you for just your Southwest username, some may request your full Southwest email address (username@southwest.tn.edu). If you're unsure, try both.

Microsoft OneDrive

"What is Microsoft OneDrive?"

- In addition to applications like Word, PowerPoint, and Excel, your student subscription gives you access to **1 TB (terabyte) of free storage** in Microsoft OneDrive, a "cloud storage" service like GoogleDrive.
- OneDrive is a great place to store and manage your Southwest school work because it allows you to save and access your work from *any* device with internet capabilities.

Accessing Microsoft OneDrive

- To use any of the applications in Microsoft 365, you first need to sign in to your Microsoft OneDrive student account using your Southwest username and password.
- You can sign into Microsoft OneDrive directly.
- Or you can sign in from your Southwest email account in Outlook by clicking on the "App Launcher" icon in the top-left corner and selecting OneDrive.

- **Watch support videos all about OneDrive.**
- **Or view a beginner's guide.**

Tip:

- While most Microsoft login screens will ask you for just your Southwest username, some may request your full Southwest email address (username@southwest.tn.edu). If you're unsure, try both.

Tip and Resource: Adding Bookmarks	**How to Add and View Bookmarks:**
- We recommend adding and saving **bookmarks** for **your Microsoft OneDrive account and your email (Outlook)** for quick, easy access. You create bookmarks in your preferred internet browser (Chrome, Firefox, etc.), and they show up at the top of your browser and connect you directly to your favorite, most frequently-visited web pages. - Bookmarks take a little work to set up, but they save you precious time and energy. - Bookmarks work best for personal computers and other secure computers you use frequently.	**Chrome** **Firefox** **Edge**

Files and Folders in Microsoft OneDrive

To use OneDrive in the most effective manner, you'll need to learn some basics about how create, upload, save, name, and manage files and folders in OneDrive.

Creating Files in Microsoft OneDrive

- Once you're in OneDrive, you will be able to create new files such as Word documents (.docx), Excel spreadsheets (.xls), PowerPoints (.ppt), etc.
- You can also create folders where you store your files.
- Simply select "New" in the OneDrive Toolbar and choose your file type or to create a folder.

Watch a video about creating files and folders in OneDrive.

Uploading Files in OneDrive

- There are a few ways to upload files in OneDrive:
  1. You can upload files or folders by dragging them into OneDrive in your internet browser.
  2. You can "upload" or "save" files to OneDrive from your Southwest email (Outlook).
  3. You can Select "Upload" and add a file or folder.

Watch a video about uploading files and folders to OneDrive.

Saving Files in Microsoft OneDrive

- Any file you create "within" your Microsoft OneDrive account is automatically and continuously saved in OneDrive after every change (unless you are in a special "offline" mode). This auto-save feature makes OneDrive extremely handy for schoolwork.
- If you create a file within a *desktop* version of Word, Excel, or Powerpoint and you have internet access, you can and should save that file to OneDrive.
- You can even make saving to OneDrive the "default setting" for a personal or any safe, secure computer. But you have to specify that you want to save your file in this location when prompted.

- **Watch a video about saving files to OneDrive.**
- **Watch a video about saving to OneDrive from a desktop Office application.**
- **Watch a video about setting up your personal computer to save or "back up" to OneDrive automatically.**

Naming Files in OneDrive

- We recommend naming new files with a recognizable word or phrase instead of generating many "Untitled" documents which are indistinguishable and hard to manage.
- Including your name, assignment name, and even course number or date in a file name is helpful.

View a resource on best practices of file naming.
(credit: Princeton University Library)

Organizing Files and Folders on OneDrive

- If you use OneDrive a lot without keeping close track of where you files live, your account can quickly become cluttered and hard to manage.
- So we recommend developing a method for organizing and managing your files using folders.
- There are also helpful ways to search for files by name and contents (like specific phrases). Learning these early will likely save you precious time later.

Watch a video about
managing, organizing, and viewing files in OneDrive.
(credit: GCFLearnFree.org)

Microsoft Word

What is Microsoft Word?

- Microsoft Word is a widely-used, versatile word processor that you can use to draft, edit, format, and even share your written assignments.

How do I…

- Create, name, and save a Word document in OneDrive (online)?
- Save a Word document to OneDrive from a desktop app?
- Save a Word document (or any file) to a USB Drive?

Tips:

- When you create a new Microsoft Word document on any desktop computer at Southwest, that Word document (or any file) can and should be saved to your OneDrive account instead of the local hard drive.
- Remember: we do not recommend saving any files to a local hard drive of a public computer like those at Southwest.
- Watch a video about saving to OneDrive from a desktop Office application. Watch a video about setting up your personal computer to save or "back up" to OneDrive automatically.

Formatting Your Essay in Microsoft Word

- Microsoft Word has many "formatting" functions: functions that allow you to design the "look," or visual presentation, of your essay.

- Academic writing has fairly strict formatting conventions that you need to follow closely to demonstrate that you care about the quality of your work — that you take it seriously enough to make it presentable — and that you respect your instructor.

- How you format will depend on what formatting "style" or "conventions" you use. We cover formatting in Word for two different conventions, MLA (Modern Language Association) and APA (American Psychological Association), in Chapter 5 (MLA) and Chapter 6 (APA).

Watch a video about formatting in Word.

Sharing a Word Document in OneDrive

- Word gives you the ability to "share" your documents virtually with other OneDrive accounts (like your peers' or instructors'). Sharing your document can make the "peer review" process (asking for and receiving feedback from your peers) much easier.

Watch a video about sharing Word documents in OneDrive.

Microsoft Outlook

- Microsoft Outlook allows you to manage your Southwest email account. But it also includes a calendar and task management system, which can help you schedule time for reading, writing, and researching.
- Outlook can be especially helpful when you are trying to create and schedule an optimal reading setting.

- **Watch a video about how to schedule events in Outlook.**
- **Watch a video about how to create Tasks and To-Do Lists in Outlook.**

Microsoft Teams

- Teams is Microsoft's collaboration and videoconferencing app that allows you to attend online classes, schedule online office hours, share files, and even work in small groups with your fellow classmates. Teams is fully integrated with Microsoft 365 apps, and some instructors may increasingly rely on it to conduct class business.

Watch an introduction to Microsoft Teams.

View a collection of training videos for Microsoft Teams.

Grammarly

What is Grammarly?

- As a Southwest student, you have access to a "premium" **Grammarly** account. Grammarly is an online resource that you can use to proofread your writing for grammar and style.
- Grammarly is especially useful because, instead of just identifying problems in your writing and correcting them, it provides full explanations of issues. It has the potential to be an excellent learning resource. In more advanced writing courses, your instructor will probably not focus as much on grammar instruction, which makes Grammarly helpful if you need additional grammar support.
- **Note:** Grammarly is only an automated "algorithm," not a real human editor. It catches many grammatical and spelling issues well, but it is not perfect. It may not correctly identify all grammatical issues. It may even introduce *new* issues or offer unsound advice. Therefore, it is best used as a *supplement*, one helpful tool among many in your revising process — but not the only tool.

Accessing and Using Grammarly

- Grammarly has a free basic service that anyone can use and a "premium" service that paid subscribers can use. You have access to the premium version as a Southwest student. You can find instructions for how to register this premium account below.

To register your premium Grammarly account, follow these steps:

1. Visit https://www.grammarly.com/enterprise/signup.
2. Register using your Southwest email address (Outlook: username@southwest.tn.edu). You must register with your Southwest email address, not your personal email address, to get the student license. If you already have set up a free Grammarly account registered to your Southwest address, Grammarly should prompt you to log in and then ask if you'd like to join Southwest's EDU subscription.
3. You will need to create a password for Grammarly when you register. **Note:** You can use your current Southwest user password for ease, but keep in mind that this Grammarly account is *separate from your* Southwest account. If you change or update your Southwest password, it *does not* update this password at Grammarly. You have to update your password manually in Grammarly as well.
4. Check your Southwest email (Outlook) for a confirmation email/activation link from Grammarly. It may take five minutes or so for the email to be sent. You may need to check your "Junk Mail" folder in case the email has been filtered.

Tips:

- There are two ways to edit documents with Grammarly. You can
  - upload and edit documents on the Grammarly website, or
  - add a Grammarly "browser extension" to your preferred internet browser to allow Grammarly to edit within programs like Outlook (email), PAWS, and other supported programs.

Visit this support page for more information about how to use and navigate Grammarly.

Or watch this tutorial from our Southwest librarians.

Academic Support Center (ASC)

- The Academic Support Center (ASC) provides free services and resources to help Southwest students successfully reach their academic and career goals.
- Services include online and in-person tutoring, computer labs, success workshops, academic coaching, early alerts from your instructors and areas for individual or group study at numerous locations.

Visit the Academic Support Center to learn more.

InfoNet Library

- Southwest's library services are collectively known as "The InfoNet Library."
- There are currently five physical library facilities for student, faculty, and staff use
  - Bert Bornblum Library (Macon Cove campus),
  - Jess Parrish Library (Union Ave campus),
  - Gill Library,
  - Maxine Smith Library, and
  - Whitehaven Center Library.

- The InfoNet library provides access to a number of academic (i.e. scholarly) and popular databases, which can help you with your research.

- The library also hosts helpful webinars (called Virtual Classroom Experiences or VCEs). These require registration. Some relevant VCE sessions (which recur throughout the semester):
  - VCE: Writing Resources
  - VCE: Locating Scholarly Resources
  - VCE: Steps to Writing a Research Paper

- InfoNet has also produced instructional videos that introduce you to different library resources available to you as a student. These are posted on the InfoNet's YouTube channel.
- We cover other specific database resources in the section, "Finding Outside Sources."

- **Visit the InfoNet Library's home page.**
- **Sign up for the InfoNet's online orientation.**
- **View a schedule of upcoming Webinars offered by the InfoNet library**
- **View instructional videos on the InfoNet's YouTube channel.**

Other Southwest Resources

The Navigate App

- **Navigate** is a new mobile app that helps you take charge of your student experience here at Southwest. Navigate includes
  - links to resources on campus that will help you be successful
  - a To-Do list that helps you keep track of upcoming deadlines for admissions
  - Financial Aid and advising/registration
  - an engaging calendar of events for your campus involvement
- Navigate is also the primary tool for you and your Professional Academic Advisor to connect, schedule appointments, and plan your academic career at Southwest.

Click here to read about and access Navigate.

Center for Access (Disability Services)

- Southwest Tennessee Community College is committed to serving all students, including students with disabilities, and adheres to the guidelines set forth in Title II of the Americans with Disabilities Act (ADA). The Center for Access (Disability Services) assists students with disabilities reach their personal and academic goals by
  - ensuring equal access in the classroom and throughout the college campus
  - providing consultation to faculty regarding academic accommodations, legal compliance responsibilities, and instructional, programmatic, physical, and curriculum modifications
  - determining accommodations that are appropriate and consistent with medical documentation
  - teaching self-advocacy
  - increasing college-wide disability awareness and sensitivity

Visit Southwest's Center for Access.

Other Useful Southwest Resources:

- Hieroglyph (Student Literary Magazine)
- Academic Catalog and Student Handbook
- Student Success Weekly Newsletter
- Campuses, Centers, and Sites
- Student Information & Services
- Advising
- Testing Services
- Student Technical Support Request
- Full List of Student Success Resources

Other Writing Resources

Resources from Other University Writing Centers

- Since there are many approaches to writing, it's worth browsing writing resources from other universities and organizations to find resources that speak to you.
- Below are links to writing resources developed by of the most prominent US universities:

- The Purdue University OWL (Online Writing Lab) includes detailed guides to citation styles, grammar instruction, writing process strategies, and even instructional videos. Purdue OWL is one of the most essential, widely-used online writing resources. We highly recommend it and will reference it frequently in this handbook.

- Excelsior College (online) also hosts an extensive "online writing lab" with excellent resources on reading and writing. We feature Excelsior's open-access grammar resources in Chapter 6.

- Harvard College Writing Center Strategies for Essay Writing includes guides to various aspects of writing academic essays. It is process-oriented, meaning that it leads student writers through the steps of reading the assignment prompt, generating ideas, outlining, and so on.

- The University of North Carolina's Writing Center Tips and Tools includes handouts and instructional videos on parts of the writing process, on writing in specific disciplines and genres, and on sentence-level and stylistic topics.

- The University of Wisconsin-Madison Writer's Handbook hosts a broad range of guides to aspects of the writing process, argumentation, and genres.

- The Sweetland Writing Center at University of Michigan - Ann Arbor offers a number of writing guides that address common questions about academic writing.

Pomodoro (pah-mah-DOR-oh) Technique for Time Management

- Once you gain experience and confidence writing, you will likely want to increase your practice time, which means you'll be able to read and write for longer stretches and be more productive in single sittings.
- Many professional writers use the "Pomodoro Technique" for time management, which breaks down longer work sessions into shorter increments of 25 minutes.
- With the Pomodoro technique, you work on a specific task for 20 minutes — for example, drafting a single paragraph, reading a single section, or making a works cited page.
- After your 20-minute session of work, you break for 5 minutes to do whatever you want and then continue the same way with a new 25-minute session.
- After four Pomodoro sessions in a row, you take a longer break (20-30 minutes).
- In Chapters 1 and 2, we offer suggestions for breaking up reading and writing tasks using the Pomodoro technique so that you study effectively.

Read a helpful explainer about the Pomodoro Technique. (credit: Disability Services at the University of Illinois)

PDF Reader

- This handbook is an example of a **PDF** (or **P**ortable **D**ocument **F**ormat) file, which is a very common format for readings online.
- While many web browsers (such as Google Chrome or Mozilla Firefox) and applications like Microsoft OneDrive and Microsoft Word now support viewing PDF files, you may want to download Adobe Acrobat PDF Reader (or some PDF reader) so that you can view and print PDFs with ease.

Chapter 1: Building Strong Reading Skills

- In this chapter, we cover ways to get the most out of your reading. Throughout, we focus on strategies that can help you read *smart*, not *hard*.
- "Building Strong Reading Skills" explains why you must first improve your reading skills if you want to improve your writing skills.
- "Active Reading Strategies" covers six simple strategies you can employ to become a smarter, more effective reader.
- "Critical Reading Strategies" covers more advanced techniques meant to deepen your reading practice so that you go "beyond" reading just for information or content (what's already there) to thinking critically about the choices the author has made when constructing the text.
- The final infographic offers suggestions for how to schedule and manage your reading sessions so you can read effectively whatever your time constraints.

Building Strong Reading Skills

Effective writing begins with effective reading.

- It's difficult, if not impossible, to improve your writing skills without building strong reading skills first.
- Learning to write without reading is a bit like learning to play a game (say, basketball) or an instrument (say, a guitar) without ever observing anyone else do it. You might get some things right. You may even manage to convince other beginners that you're skilled. But it's unlikely that you will convince an expert.
- Much like playing basketball or the guitar, writing is a complex process with rules and conventions [link] that you must learn through observation and practice.
- Most if not all writers learn how to write by reading other people's writing, observing new skills or ideas (for example, a new word, concept, phrase, organizational pattern, or convention) and then trying those skill and ideas out in their own writing.
- The more you read, the more writing techniques you'll observe, and the more tools you'll collect in your own writing toolbox.

Step 1: Read every day.

- At first, the most important thing is to read every day. At first, any kind of reading will do. As a start, read about things that interest you, in formats that are familiar to you, at a pace you are comfortable with.
- But, if you want to grow and develop as a reader, you'll eventually need to stretch your reading skills by varying the materials you read and challenging yourself with longer, less familiar, more difficult readings.

Step 2: Learn and practice active reading strategies.

- **Active reading** means reading in a way that allows you to stay actively focused and minimize time "spacing out."
- Reading is hard and unnatural. Most, if not all, readers struggle with maintaining focus during reading. It's easy to get distracted, to let your mind wander, even as your eyes still move from word to word.
- It's also tempting to claim you "read" something even though you weren't really paying attention.
- There's no shame in growing drowsy or losing focus. It happens to everyone, even the most experienced readers.
- But it's important to be honest. Distracted reading isn't really reading at all. And it's often a waste of precious time. Better to just **"preview"** (see below) than to pretend to read while distracted.

- As you might guess, active reading skills are very important to college students, no matter what field you're going into: you'll be doing a lot of reading and you won't have time to waste. But the more effectively you read, the easier it'll be, the less time it will take, and the more you'll enjoy the experience.
- Fortunately, there are some basic strategies for effective reading that help you get the most out of your reading, which we will cover in the section, "Strategies for Active Reading."

Step 3: Learn and practice critical reading strategies.

- We ultimately practice *active* reading so that we can practice ***critical* reading.**
- Critical reading is effective reading at the next level. It is reading "on all cylinders" — actively and expertly — with the specific goal of analyzing and engaging a text in a deeper manner.

Step 4: Keep reading every day.

- Yes, every day, even just for a little bit. Once you learn strategies for active reading, it's important to put them into practice. Simply learning about active, critical reading will help you maximize your practice, but it's nothing without the practice. Try concentrating on one reading strategy at a time (per day or even per week) until you master it.
- At first, you might simply focus on a basic effective reading strategy — for instance, you might focus on establishing an optimal reading routine and environment. Or you might concentrate on catching yourself whenever you space out so that you can refocus your attention and "reactivate" your reading. Once you feel like you've established good effective writing strategies, then move to the more advanced strategies of critical reading.

Active Reading Strategies

- If you learn how to read effectively, you'll spend less time on your reading and get more out of it. Here are a few strategies to promote active reading.
- You need not use all of these strategies all of the time (especially if you're short on time), but you should practice at least the four basic strategies every time you read.

Basic Strategies	Advanced Strategies
• Create an optimal setting for reading. • Learn and practice "previewing" strategies. • Annotate texts with notes, questions, and reactions. • Look up unfamiliar words and references.	• Reflect on and record your response. • Write a short summary of the reading.

Create an optimal setting for reading.

- If you want to build strong reading skills, you should read as much as you can, any time or place you can, in whatever format you can: ***Any reading is better than no reading.***
- Still, your reading environment often has a significant impact on how effectively you read.
  - A loud or distracting environment may not matter all that much for casual reading, or when you're reading something you are truly interested in.
  - But your college reading assignments will likely be demanding, time-consuming, and hard to carve out space for given personal and professional obligations. So it's important to identify one optimal reading environment to tackle those more difficult, strenuous readings.
- Experiment with different times, places, and formats to discover the optimal reading setting for you. The goal is to find a setting that allows you to maximize active, focused, effective reading — and minimize distracted, drowsy, ineffective reading.
- Once you've found your ideal setting, reserve it for academic reading (for the semester anyway).

- **For students with children, family obligations, work obligations, pets, or other responsibilities**: it is important to protect this time and place from disruptions, especially early on while you're trying to establish a routine. Kindly let everyone know that you are busy and unavailable at this time. Don't hesitate to escape to a local library, coffee shop, or other quiet location to get your work done.
- The goal is to establish a habit of reading by daily repetition. We won't lie: it is hard at first, especially if you're out of practice. Showing up and working a little each day is the

hardest part.

- But bottom line: If you do manage to habituate yourself to reading, each day your reading will feel a little bit more natural, seem a little bit easier, and also be more effective. And if you read in an optimal setting, you'll get the most out of your reading and finish faster so that you can get on with the rest of your day.

Tips for Creating an Optimal Setting for Reading:

- Consider scheduling daily reading sessions in your smart phone or your Outlook Calendar until you establish a routine. Rest assured that once you have the routine, you'll have more reading stamina and won't be as easily distracted.
- If you begin to feel fidgety or drowsy, that's okay. Stop, get up, and take a five minute break. Then get back to your reading. The more you read, the stronger your habit will grow, and the easier reading will be.
- Silence or mute messages on your smartphone (*especially* if you're working on your smartphone) to limit distractions. Consider shutting your smartphone off entirely for the duration of your study period.

Learn and practice "previewing" strategies.

- Active reading does not necessarily mean reading intensely or staying hyper-focused on every little word or detail. In fact, giving equal attention to every detail is often counterproductive and ineffective.
- Active reading is about reading *smart*, not *hard.*
- One way to read smart is to "preview" a reading before you dive into it.
- Previewing tries to sketch a "mental map" of the reading so that you can conserve your reading energy, avoid burnout and fatigue, identify the main arguments and most important passages, and distribute your attention accordingly.
- Experienced readers use previewing to great effect, and students typically don't use previewing enough.
- Previewing is especially useful when you're first learning how to navigate a complex piece of academic writing.
- The goal of previewing is to avoid "bogged down" or overwhelmed with your reading, which can happen quickly when you're out of practice.
- If the previewing has worked well, your actual in-depth reading will be both easier and more effective.
- In some ways, "previewing" a text is actually *more* important than reading word-for-word, especially when you're struggling to focus or short on time. If you only have fifteen or five minutes to read a longer text, you're better off just previewing instead of trying to read the text word-for-word.

Watch this excellent short video to learn why and how to preview a text. (credit: Excelsior College).

Some Especially Effective Previewing Strategies

- There are many kinds of previewing strategies. Here are popular ones to try (these and more are covered in the video resource above).

Read the Title and Section Headers

- Titles and section names attempt to boil down the meaning of a piece of writing in a few words and phrases. They are easy to identify and, when effective, can convey a lot of rich information.

"Firsts and Lasts"

- One especially handy previewing strategy — especially when you're first developing your reading habit — is to read the *first* paragraph, the *last* paragraph, and the first and last *sentence* of every paragraph in a piece of academic writing.
- This strategy works because effective academic writers generally place the most important information in these prominent locations to indicate its significance and increase its visibility. Be careful with literature or other more "stylish" or expressionistic writing, since they don't always rely as heavily on topic sentences.
- If you only have time for one previewing strategy, use this one.

Read the Works Cited

- You can learn a lot about a piece of academic writing by looking at the other texts and thinkers it cites. If you don't see a works cited page, that likely indicates that the text is more popular (or informal) than academic (or formal).

Look for Visuals and Hyperlinks

- Photographs, charts, graphs, maps, or other illustrations. Images—and their captions—will often give you valuable information about the topic. If working with an e-text, you may also find embedded web links. Follow these: they'll often lead you to resources that will help you better understand the article.

Annotate texts with notes, questions, and reactions.

- Reading is really about *interacting* and *conversing* with a piece of writing.
- Annotating or "marking up" readings can help you visualize, record, sustain, and improve your interaction and conversation with a text.
- Annotations don't have to be fancy or formal (though there are whole systems you can learn to annotate quickly and efficiently).
- Any physical engagement with the text will do!

Tips:

- Always read academic texts with a pen or pencil in hand.
- Use the margins.
- Place a star by an important concept, an exclamation mark by a moment you found smart or powerful, a question mark by a moment you found confusing, or a smiley face by a part you found funny.
- Underline or highlight important passages, jot down a question or reaction that you had to a certain moment in the text in the margins, write one-sentence summaries next to each paragraph or section.

Look up unfamiliar words and references.

- Look up new and unfamiliar words. This is important for comprehension; it also helps build your vocabulary.
- Most of us are good contextual readers; that is, we can usually figure out what an unfamiliar word means based on the content around it.
- But in your academic, college-level writing, every word is important, and some words carry enough power to change the meaning of a sentence or to launch it into a whole new level of detail.
- Also, some words have different meanings in the academic setting than in our more casual everyday lives.
- When you hit a word you don't know, stop, make a note in the margin (or on a piece of paper), and look it up.
- If you find that stopping to look up individual words is too distracting, you can make a list of all the unknown words you run into and then look them all up when you've finished reading.
- **Tip:** Most PDF readers (or text readers) have a quick "search" option for looking up definitions of unfamiliar words.

Reflect on and record your response.

- Once you've finished a reading — or once you've read enough to generate a reaction or response to the reading — take five to fifteen minutes to write out how the reading made you feel.

- Your response can be emotional or intellectual or both. Write what you liked about the reading, what you didn't like, how you felt while reading different passages, anything works.
- Even if you felt very little while reading — or found the reading boring — say so and try to explain why.
- These immediate, personal responses could lay the foundation for a critical response later.
- If you're looking to inspire a critical response, you should prioritize writing down questions you still have about the reading or points of disagreement, as these are generally the most promising responses to explore later.

Write a brief summary of the reading.

- After you read, take 5-15 minutes to write a short descriptive summary of the reading.
- This may feel like time you don't have, but a good summary could ultimately save you from having to re-read the text later (in full anyway).
- Instead of focusing on your personal opinion about the piece, try to focus on developing a "neutral" description that covers "just the facts." Focus on:
  - **Identifying the thesis:** what is the major idea or question the author explores?
  - **Contextualizing the thesis:** What problem is the author trying to solve? For example, is the author disagreeing with a common opinion or another author? Or "correcting" a false view of something? Or noticing something that someone else hasn't noticed?
  - **Identifying Supporting Evidence:** What specific evidence does the author offer to justify or support his thesis? Keep in mind that evidence comes in many forms — statistics, outside authorities, scientific research, personal experiences and anecdotes — and most authors try to draw on multiple types of evidence at once.

Critical Reading Strategies

- The ultimate goal of active reading is to foster critical reading. Active reading strategies try to create ideal conditions for critical reading. Critical reading is active reading "firing on all cylinders."
- Critical reading means stay engaged enough with what you are reading to not simply "follow it" or understand it but also to "criticize it" — that is, to engage, analyze, and evaluate what a text says and how it says it.
- Here are some strategies to promote critical reading.

The author is making choices: think about and evaluate them.

- Critical reading entails thinking about all the choices the author made (or didn't make) in a text.
- Approaching a piece of writing as a series of distinct choices is difficult, especially when it is well written. A polished piece of writing feels natural, seamless, and complete. This feeling of naturalness, seamlessness, and completeness may make a polished piece of writing easier to read and understand, but it makes it harder to see it as a series of choices.
- But the truth is that most writing is a product of a messy and chaotic process, marked by a series of choices and trade-offs about things like scope, focus, length, word choice, organization, what to keep in and what to leave out, etc.
- Think about your own writing process: isn't is chaotic and messy in this way? Isn't it full of uncertainty, difficult problems, and good-enough decisions? Why would any other author's experience be different?
- The more you can see the decisions the writer makes as choices that could have been different, the closer you are to reading critically.

Look beyond what is *already present* in the text to what *could* or *should* be there but isn't.

- If active reading is learning how to pay attention to what is *actually* already in the text, critical reading is learning how to pay attention to what *could* or *should* have been in the text but isn't.
- Critical reading is about seeing *beyond* the specific decisions the author did make to the many choices the author could have made but didn't — beyond the material that is already present in the text to the material that *could* or *should* have been in the text.
- Some choices are more deliberate and intentional than others. Some are careless and reflexive and may not seem like actual decisions at all. But every aspect of a text is a choice the author has made, whether he or she realizes it or not. You can prove that every aspect is a choice simply by showing that it could have been otherwise.

- Here are some things that are always choices (some more deliberate and thoughtful than others):
  - how long to make an essay,
  - what style or word choice to use,
  - which topic to discuss first or last,
  - what kind of evidence to prioritize,
  - how general or specific to make a discussion (depending on audience).

- To think *beyond* or *behind* a specific text, you have to have an "ideal" form in mind to compare the text against.
  - For example, if you're reading a narrative, you might think:
    - What makes a "good" or effective narrative?
    - What details are typically included in a good narrative?
    - Does this narrative I am reading include the types of things I would expect from a good narrative?
    - Is it missing any essential parts I would expect in a narrative?
  - Or, to take another example, think about a pop song with no "hook" or catchy chorus. Listening to it, you might say: "This song sounds pretty good, but it needs a hook." Or, "I like the lyrics but it needs a better beat." When you say these things, you have an ideal form of a pop song in mind, which helps you see other choices the artist could (or should) have made.
- *Should* is the important word here because it signals that you are actually evaluating or criticizing the text: looking beyond what it already is to what it could or *should* be.

Re-read and paraphrase difficult or important passages.

- The first two critical reading strategies listed above are "big-picture" strategies. But a more practical critical reading strategy is to return to difficult and important passages, re-read them, and then write about them.
- First, isolate the passage by removing it from the text itself (copy and pasting it into a Word document, for instance).
- Next, paraphrase the passage: re-write the passage in your own words, more or less sentence for sentence.
- As you paraphrase the actual content, write out any other potential *choices* or *alternatives* that come to mind.
  - For instance, you might write: "The author uses the word *obviously* here, apparently to emphasize how simple this point is." Then you might examine the word as a choice, with trade-offs, advantages, and risks:
    - But what makes this point "obvious?" Is it really obvious?
    - Why exactly did the author choose to include this word?
    - What is the benefit of adding *obviously* here (ex. signaling that this is not your most important point, making your reader feel smart and included when they agree that the point is obvious)?
    - What are the risks of using *obviously* (ex. your reader objecting to the claim that

this point is obvious, or feeling embarrassed for not knowing this apparently "obvious" thing)?

- If there is a sentence you're having difficulty paraphrasing (either because you don't understand an important concept in it, or its sentence structure, etc.), mark it and return to it later when you are thinking about questions and moments of confusion.

Research and evaluate any outside references the text makes.

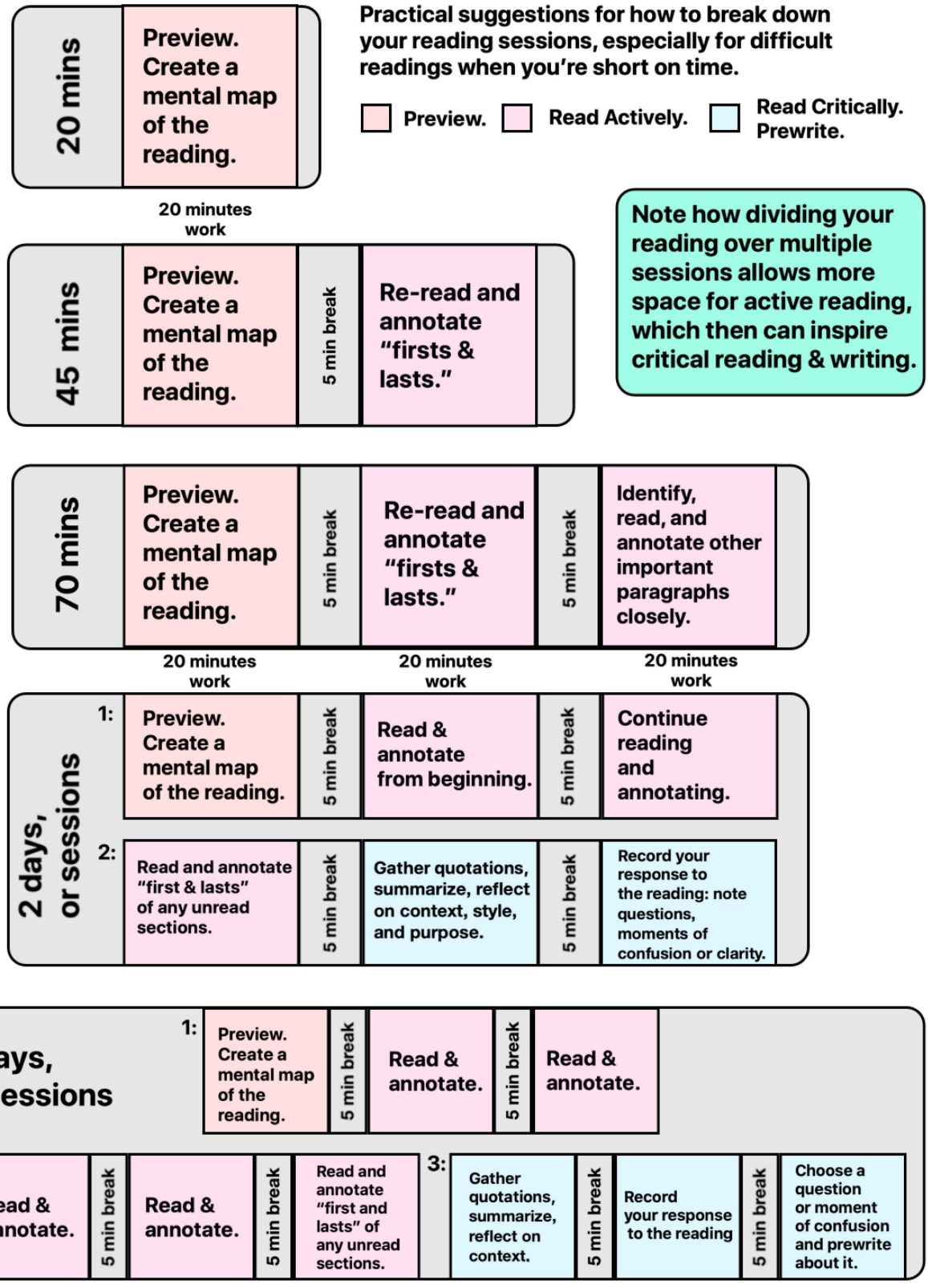
- Most academic writing responds to what other people have written. Most academic writing tries to enter an already-existing debate or conversation and offer an original perspective.
- The best way to learn about that broader conversation is to look at the other sources an author references.
- When you identify an outside source, pay special attention to whether your author seems to agree or disagree with that source — or, alternatively, if your author is trying to remain "neutral" or "disinterested" in that source. Make a list of all the outside sources who seem to be on the "same side" as the author (who the author respects or trusts) and all the outside sources that the author seems to oppose or question.
- If the author references an outside term or topic you are unfamiliar with, perform a quick internet search to gather more information about the topic and to see how other writers generally approach it
- These strategies will help you get a clearer sense of the *original contribution* the author of your text is trying to make — in other words, the reason he or she is writing at all.

Prioritize moments of resistance or confusion — both your own and the author's.

- People rarely write just to say they agree with everything that other people have already said — or that they understand everything completely.
- Instead, people generally write to express disagreement, or to raise a difficult question, or to point out something confusing and in need of more study.
- Look for moments where your author expresses resistance (or disagreement) or identifies a confusing or difficult topic he or she wants to explore.
- Similarly, look for and embrace your own moments of resistance and confusion. Genuine disagreement and questions inspire genuine, compelling writing.

Managing Your Reading Sessions with the Pomodoro Technique

If you have...



Practical suggestions for how to break down your reading sessions, especially for difficult readings when you're short on time.

Preview. Read Actively. Read Critically. Prewrite.

Note how dividing your reading over multiple sessions allows more space for active reading, which then can inspire critical reading & writing.

Managing Your Reading Sessions with the Pomodoro Technique

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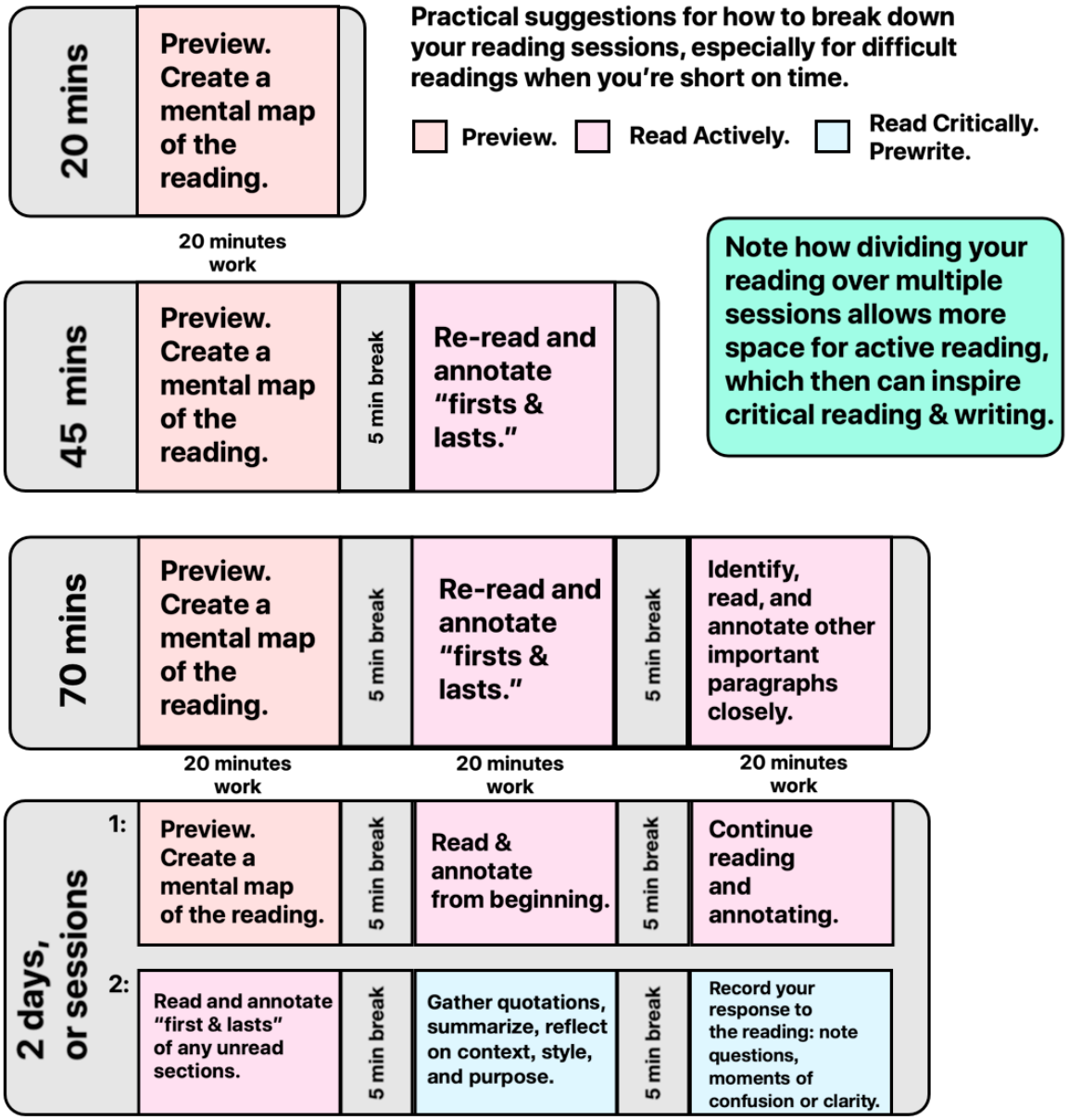

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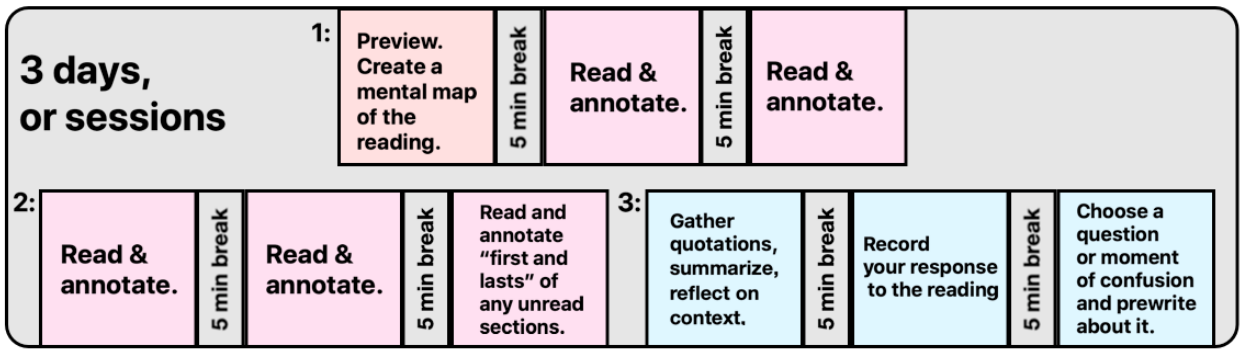
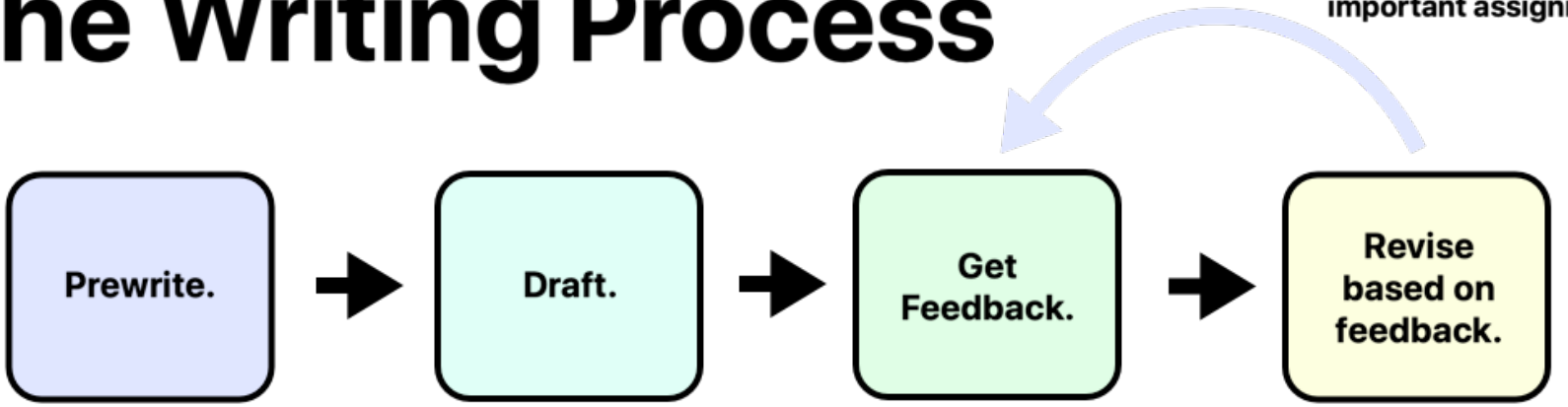


Chapter 2: Breaking Down the Writing Process

- In this chapter, we show you how to break down the writing process into manageable stages. For each stage, we give you a few important goals to concentrate on.
- The first infographic provides an overview of the writing process, and sections that follow discuss each stage.
- The last infographic shows you different ways to break up your writing process into short sessions, depending on the amount of time you have.

The Writing Process



Write. Don't worry about grammar or structure, or even the quality of your ideas (at least at first).

Focus on generating content and getting ideas out on the page.

Use prompts and probing questions to help generate content.

Draw on your critical reading of other people's ideas.

Embrace and explore authentic questions and moments of confusion: they will give your essay urgency and focus.

Select and arrange the most promising content from your prewriting.

If you're struggling to come up with content: stop, go back to prewriting, and generate more content. You should have more content than you can use *before* you begin drafting.

When ready, draft *quickly*, from the "middle" out: draft the body of the essay ***first***, intro & conclusion ***last***.

Draft *freely* at first, then use paragraph breaks to separate ideas and signal shifts in argument.

Reach out to your instructor, peers from class, tutor, or writing support for feedback.

Raise specific questions and concerns you have ahead of time to receive more targeted, actionable feedback.

Remain open to major structural revisions and allow yourself the time to execute them.

Evaluate feedback based on evidence. If you have multiple reviewers, look for consensus and debate.

Focus on "global" revisions (major revisions in content and organization) first.

Content: Cut to grow.
Cut weaker content in order to develop more promising content. Say "more about less" rather than "less about more."

Organization: Use para-graph breaks and topic sentences to elevate the most important information. Don't "bury the lede."

As you approach the deadline, shift focus to making "local" revisions, editing for grammar and clarity, citing sources, and formatting.

Prewriting Strategies

Write. Don't worry about grammar or structure, or even the quality of your ideas (at least at first).

- Your first goal with prewriting is to begin writing anything.
- Don't worry about editing at all, or even writing in complete sentences. Write down single words or phrases, associations. Write out direct quotations that you found in other people's writing. Write about those quotations — your reactions to them, what you liked about them. If you start thinking about or get distracted by something else — say, something you have to do later — you can even just start writing about that. Get it out of your system. Then try to come back to the topic at hand
- Once you get on topic, write whatever comes to mind, whatever you observe or think about the topic. Don't worry about the quality of your ideas. You will have time to evaluate the quality and potential later. Thinking about that too early (like trying to edit too early) will only distract you and interrupt your prewriting.
- Grow, grow, grow, knowing that you can and will cut later.

Focus on generating content and getting ideas out on the page.

- Your end goal with prewriting is to generate content — ideally, far more content than you could possibly use in your essay.
- Aim to generate three times the material that you could possibly use. If you have a 600 word essay, try to generate 1800 words. Even 1200 words should be more than enough, but aim high so you have more potential content to select from when the time comes.
- You want your drafting process to be about *selecting* the best content you already have instead of *generating* new content. If you generate more than you need, you'll have more than enough to select from, which means you'll probably have at least 1-2 especially promising ideas or questions you can take up and develop.

Use prompts and questions if helpful.

- Some people have no trouble generating content by "free-writing" in the manner described above.
- But others find free-writing too open-ended and unstructured to stay focused or to come up with ideas.
- For some, it is much easier to generate content by responding directly to prompts or questions. The questions help draw out the content in a direct, effective manner. They get you looking in the right places for ideas and questions.
- Some instructors (or textbooks) may have lists of prompts or questions to help you

start your prewriting. Your assignment prompt is one example, but a list of 10-12 short, directed questions is often better for generating the "parts" that will add up to create your essay. If you instructor or textbook does not provide more specific questions, try searching for some on the internet (but make sure you still stay on topic!).

- But it's good practice to come up with your own prompts or questions, especially ones customized to a specific topic. **Just make sure that they speak to the original prompt (if your instructor gives you one) and keep you on track.**

- Here are some questions or prompts that work for about any topic:
  - What is the purpose of this assignment? Why am I writing it?
  - What do I find confusing, difficult, or interesting about this writing assignment, or the topic I'm writing about? **(Genuine questions like these are top priority. Find one, and the essay writes itself.)**
  - What is the most important thing I want to say? Why is it the most important thing?
  - What is the strongest piece of evidence I have for my argument
  - How would someone who disagrees with me probably respond to my argument? How would I respond back?
  - What does my instructor expect me to do in this assignment? What matters most to my instructor?
  - What models do I have for this writing assignment? What did those models do well that I could imitate or borrow? What did they do poorly that I should avoid?
  - **The journalistic five:** Who? What? When? Where? Why? How?

- But prompts are even more effective when they are specific to the assignment.
- If you were writing a story or personal narrative, you might want prompts like these:
  - **Describe Characters:** Who, besides yourself, are the "central" characters of this narrative? For each central character, provide a physical description in 1-2 sentences. Make lists of any other relevant, rich details you want to use to "capture" each character
  - **Describe Setting:** Describe where and when your story happened. Use rich, descriptive language to capture the location and any central objects. Try to be exact with respect to time. Make a timeline to capture chronological order (a good idea, even if you don't end up presenting your narrative in strict chronological order).
  - **Write Out Dialogue:** Write out the most important part of the most important conversation that happened during this event. Try to keep this dialogue brief and to-the-point (in 6-8 conversational "turns"). Make sure it is clear exactly who's speaking when.

- An online guide for businesses trying to develop their brand and pitch offers these prompts:
  - What is the behind-the-scenes look at your business?
  - What is your process? Can you share it externally?
  - What's the history of the organization?
  - What do you do better than anyone else in your industry?

- Why should prospects care about your organization?
- What questions do people ask in sales or new business meetings?
- What is something you disagree with in your industry?
- How did the leaders of your organization get started in their niche?
- What are some things everyone should avoid in your industry?
- What absolutely does not work in your industry?

- The goal is to use prompts and questions to prepare detailed descriptions to the most relevant details and compelling answers to the most important questions.
- Focus on generating these detailed descriptions and compelling answers individually first — in isolation, so to speak — and then you can start to arrange them later.

Draw on your critical reading of other people's ideas.

- Most academic or professional writers start the prewriting process with reading and responding to other people's ideas.
- They might come across a passage that they disagree with or that they find confusing or complicated, or interesting enough to research more, and then feel compelled to record their reaction to the passage in detail — to try to explain what *exactly* they disagreed with or found confusing in the passage, for instance.
- Students often neglect this important way into prewriting, often because they are not in the habit of paying close attention to their response. But your "gut feeling" is where you find authentic questions and interest. Strong negative reactions are especially worth exploring.

Embrace and explore authentic questions and confusion: they will give your essay direction and urgency.

- The prewriting stage is partly about generating content for your writing. But it is mostly about finding a genuine question to explore in your writing.
- A genuine question can "drive" your writing, give it a clear direction, and give it urgency. Many writing instructors refer to a good central question as a "driving question." If a reader is interested in the question, he or she will want to read your writing to find out the answer. Think of it like a good murder mystery or whodunnit.
- Moments of confusion are especially fruitful. Don't be embarrassed of confusion and avoid it or pretend it doesn't exist. Embrace it and lean in. Again, if you arrive at a genuine question, a paper has a way of writing itself, of unspooling in a naturally interesting and compelling way because it has been inspired by an authentic question.

Drafting Strategies

Select the most promising content from your prewriting, arrange in a rough outline, and start drafting.

- After you've generated a sufficient amount of content in the prewriting, it's time to start the drafting process.
- Look over your ideas and questions from your prewriting. Try to select out the most important or promising. Look for other details or idea relevant to the idea/question(s) you selected.
- Make a rough outline to start to arrange these topics in a logical order. Any order will do at first. You can and should rearrange the order later.

Watch a video about making outlines.
(credit: University of North Carolina Writing Center)

If you're struggling to come up with content: stop, go back to prewriting, and generate more content.

- If at any point in the drafting process you find yourself having to stop and think of new content, you should go back to prewriting. You are not ready to draft.
- When you draft, you should only be thinking about how to present and arrange ideas *you have already thought up and developed*, to some extent.
- When people talk about writer's block, they are usually describing what happens when you force a drafting session too soon.
- Outlines can be deceptive and make you think you've developed more content than you have and that you're ready for drafting. But having an outline may not necessarily mean you are ready to draft, especially if the outline is vague and unhelpful.
- The good news is that even a bad outline can help guide your second prewriting session, so that you come up with even more focused, related content.

When ready, draft quickly, from the "middle" out: draft body paragraphs first, introduction & conclusion last.

- It is best to draft body paragraphs first — separately, without too much attention to exactly where they will go in the paper
- Pick your most important idea or question and draft.
- Many students try to write an introduction first. But how can you introduce something before you know what it is going to be about? One the other hand, if you've already drafted the body of the essay, you'll be in a much better position to describe what it is about.
- Many instructors may ask you to turn in a **thesis statement** early on during a writing assignment. Most students are also taught to place the thesis in the introductory paragraph. These common practices lead to the assumption that the **thesis statement** is one of the *first* things you write in a paper.
- But the thesis is arguably the *last* thing you write. You have to "write yourself to the thesis." You have to develop and refine a thesis through the process of drafting and revising. Trying to draft a thesis too early will only result in a weak, underdeveloped thesis.
- Draft your conclusion with an eye to either (a) an idea you didn't have space to explore in the essay or (b) a genuine question that remains unanswered, or that follows from the question you did answer in the essay itself.

Draft *freely* at first, then use paragraph breaks to separate ideas and signal shifts in argument.

- Again, it's best to ignore the *exact* structure laid out in your outline and instead just focus on generating freestanding passages around ideas.
- If you get focused on the idea that "I must write *this* paragraph *first*," you will likely generate writer's block.
- Just find the easiest path into the draft, which will probably look very different than the original outline when it's all said and done.
- Once you've generated long passages of content, go back and look for opportunities to introduce paragraph breaks and "elevate" main ideas, which will likely be buried later in the draft (when you've finally "warmed up" your writing muscles and "written yourself" to your thesis.
- Any place where you change topics, make a turn in an argument, discuss a new example or piece of evidence, introduce a paragraph break.

Getting and Evaluating Feedback

Reach out to your instructor, peers from class, tutor, or writing support center for feedback.

- Professional writers consistently work with other writers, ask for feedback, and then use that feedback to revise and improve their writing.
- Because you most likely work on tight deadlines and don't always have the opportunity to take time away from your drafts, you should solicit feedback from your classmates, the Writing Center, your instructor, or your friends and family. As readers, they have valuable insight to the rhetorical efficacy of your writing: their feedback can be useful in developing a piece.
- Many composition instructors try to incorporate this feedback process through "peer review workshops" — where students share their drafts with fellow classmates.
- Getting outside feedback on a working draft can be scary. And it's okay to be anxious about having your writing judged. But, when executed well, peer review workshop is a constructive, supportive, helpful, and satisfying experience.
- Peer review workshops and other forms of feedback can only make your writing more effective. Other readers can help you identify issues with your writing that you're "too close" to see. They can also help you identify the most interesting or engaging parts of your writing, and even propose more questions to address or ideas to consider.

Identify specific questions and concerns ahead of time so you receive more targeted, actionable feedback.

- Listen actively and seek to truly understand feedback by asking clarifying questions and asking for examples. The reactions of your audience are a part of writing that you cannot overlook, so revision ought to be driven by the responses of your colleagues.
- While you should be prepared for issues you never thought of to come up in peer review, it's important to come to peer review prepared with a few specific questions and concerns about your writing. These specific questions will help "focus" and "direct" your peer reviewers so that they read for and address the issues that matter to you.
- Ideally, your instructor will prepare an assignment rubric which points out the most important questions and concerns for a specific writing assignment so make sure to consult that rubric (or ask your instructor) so you don't spend your energy focusing on less important issues.

Remain open to major structural revisions and allow yourself the time to execute them.

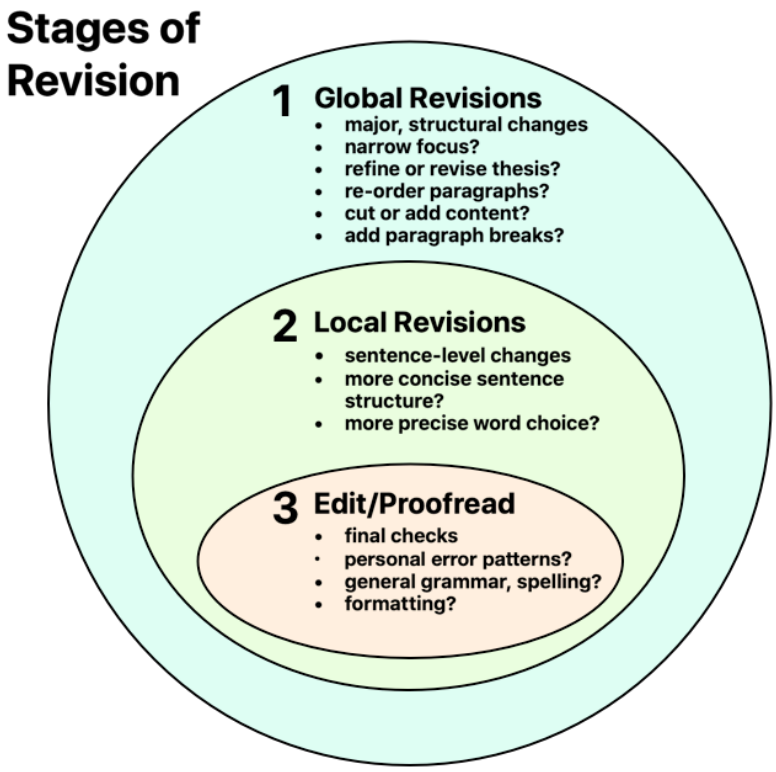
- One major challenge with revision is that it comes at the end of the writing process, often very close to the deadline. That means that you may have already spent a lot of time and effort your draft and be tired of writing when it's time to revise. You may have a tight deadline and feel the need to rush the process.
- As a result, many students are not very open to making major structural revisions, no matter how necessary they are to improve the essay.
- But you need to resist the urge to rush revision, which is far more important than drafting in the first place.
- If you want to rush something, it's better to rush drafting (not prewriting). The less time and effort you put into the first draft, the more willing you will be to rework that draft substantially. However, if you spend a lot of time with the first draft, you will probably be reluctant to change the draft.
- Bottom line: don't sink a lot of time into the first draft. Write the first draft knowing that you will modify it substantially. Remain open to major structural revisions when the time comes, and if possible, allow yourself plenty of time to make major revisions.

Evaluate feedback based on evidence. If you have multiple reviewers, look for consensus and debate.

- Remember that the ultimate choice to use or disregard feedback is at the author's discretion: provide all the suggestions you want as a group member, but use your best judgment as an author.
- Contradictory feedback reminds us that writing is a dynamic, transactional action which is dependent on the specific rhetorical audience.
- Notice when there is a "consensus" among your peer reviewers – or a shared agreement – about an issue. When multiple, independent observers see the same issue (for instance, if multiple people are confused by the same passage), it's often a good sign that the issue is "real" and needs to be addressed.
- When there is a debate – or differing opinions – about an issue, that is often a sign that the issue is worth revisiting and analyzing more closely. When you are trying to decide which peer reviewer is "correct" in a debate, be sure to pay close attention to the evidence each peer reviewer uses to support his or her position. If a peer reviewer has a feeling but can't point to specific textual evidence to support it, then it's better to listen to the peer reviewer who can point to specific textual evidence in support of his or her opinion.

Revision Strategies

- Revision isn't just about polishing—it's about seeing your piece from a new angle, with "fresh eyes." Often, we get so close to our own writing that we need to be able to see it from a different perspective in order to improve it.
- **Revision happens on many levels.** What you may have been trained to think of as revision—last-minute grammatical and mechanical fixes—is just one level of revision, and not the most important.
- Here's a diagram of three "levels" of revision: **global revision, local revision,** and **final editing (or proofreading).**



Before You Begin Revising…

- If you can, take some time away from your writing before you revise. When you return, you will have a clearer head. You will even, in some ways, be a different person when you come back—since we as humans are constantly changing from moment to moment, day to day, you will have a different perspective with some time away
  - The feedback process is a natural time for you to step away from your draft for a day or two.
  - If you know you struggle with procrastination, try to pre-write and draft early on, as soon as you receive your assignment. Then, you can come back to it a few hours or a few days later with fresh eyes and a clearer idea of your goals.
- When you start to revise, go back and reread the assignment prompt, so that the requirements are fresh in your mind.

- Read your essay aloud. This technique distances you from your writing; by forcing yourself you to read aloud, you may catch unnatural spots, mechanical errors, abrupt transitions, and other mistakes you would miss if you were only reading your draft silently.

Read a handout and watch a video about reading aloud.
(credit: University of North Carolina Writing Center)

Focus on "global" revisions first.

- Even though all kinds of revision are valuable, your global issues are first-order concerns, and proofreading is a last-order concern.
- Global revision involves the big picture of your essay; it relates to ideas, purpose, audience, evidence, analysis, and organization.
- Focusing on global issues first saves you time and energy you might waste on proofreading or editing too soon. If your entire topic, approach, or structure needs revision, it doesn't matter if you have a comma splice or two. It's likely that you'll end up rewriting that sentence anyway.

- **Tips for Revising Content:**
  - "Cut to grow:" Cut weaker or repetitive content in order to develop more promising content.
  - Say "more about less" rather than "less about more."

- **Tips for Revising Organization:**
  - Use paragraph breaks and topic sentences to elevate the most important information. Don't "bury the lede."
  - Pay special attention to the transitions - particularly the first and last sentence of every paragraph. Does one paragraph lead you to the next in a logical manner?
  - Sometimes it's easier to "see" the organization if you make a **"reverse outline"** after you have a draft. Go through the paper and write a list of topics each paragraph covers. Does this order make sense? Is there a better order? Do you find places where you are repeating yourself?

Watch a video that models reverse outlining.
(credit: Shane Abrams, Portland State University)

As you approach the deadline: Shift focus to "local" revisions, editing for grammar and clarity, and formatting.

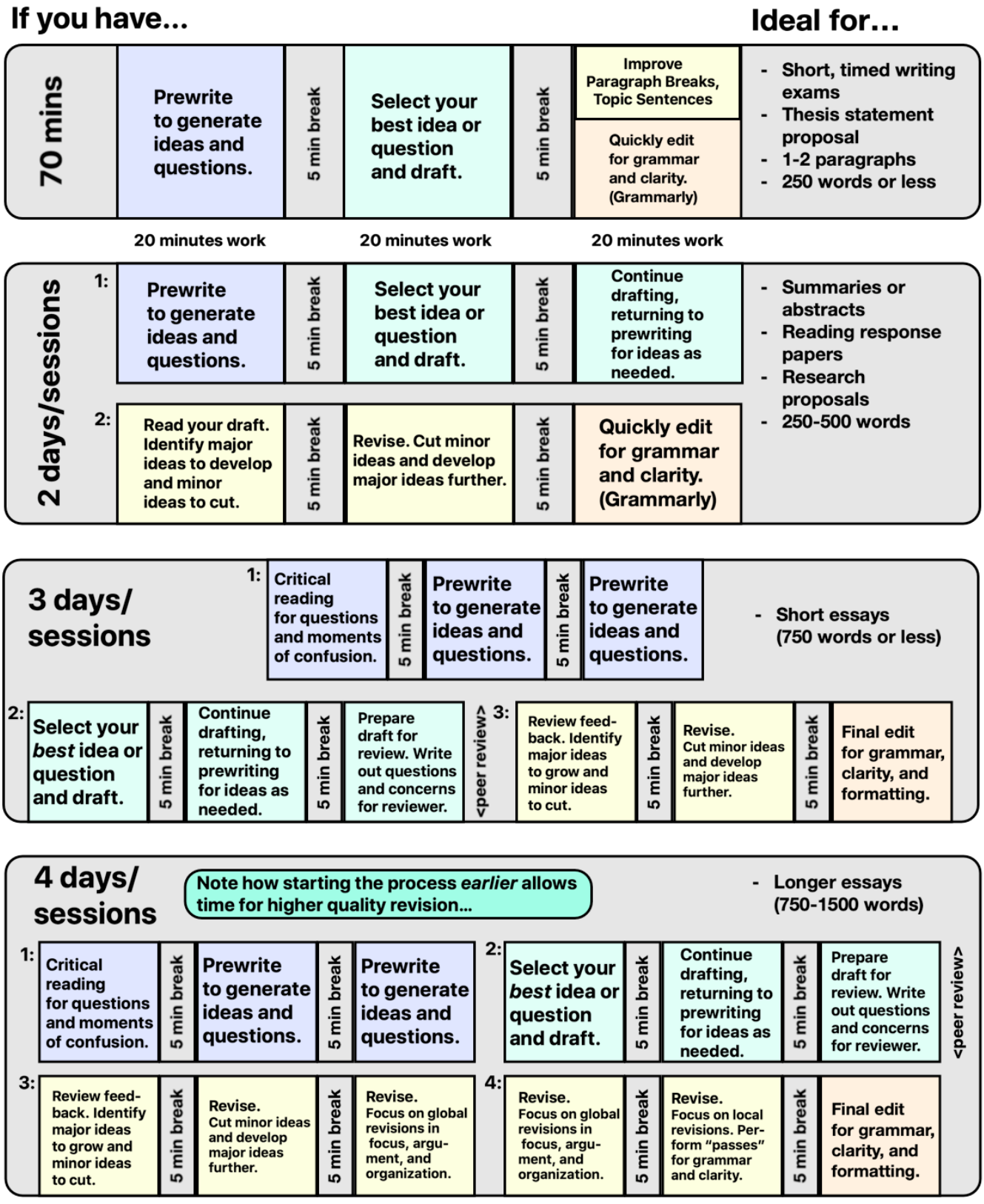
- Local revision focuses more on sentence-level revision: changing words so that a sentence is clearer, correcting grammatical or spelling errors, etc.
- Are there specific concerns you have about your writing or problems that you know frequently occur? Keep a list of those and check for them.
- Do these in passes.
- Edit for: correct verb tense, subject/verb agreement, parallel structure, word choice, punctuation (avoiding run-on sentences, sentence fragments, comma splices), articles, prepositions, and general idiomatic usage.

See another, similar perspective on revising drafts. (credit: The Writing Center, University of North Carolina Chapel Hill)

Managing Your Writing Process with the Pomodoro Technique

Suggestions for breaking down your writing process into focused, manageable sessions.

Prewrite. Draft. Revise. Edit.



Chapter 3: 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 on plagiarism.
  - Use the power of visual comparison. If your citation does not look like the example provided, try again or ask your instructor or tutor for help.
  - Note: The examples in this section are in MLA style. You may need to consult Purdue OWL if your course requires you to use another style (ex. Chicago or APA).

Attributions: The sections "What is Plagiarism," "Reporting and Integrating Sources," "Editing Quotations," and "Combining Methods" borrow and/or remix content from Munro and Mankin's *Writing & Research Handbook* (Delgado Community College). Infographic comparing summary, paraphrase, and quotation remixed from University of Montana Writing Center. List of topics that require documentation in "What is Plagiarism?" borrowed from John B. Padgett, "Using Sources" (http://home.olemiss.edu/~egjbp/sources/sources02.html). Section on "Block Quotations" borrowed from Writing Commons, which is licensed under Creative Commons license: CC BY-NC-ND 4.0. Sections of "Comparing Methods" and "Direct Quotations" borrowed from Stephen Krause's *Process of Research* Writing (2007).

What is Plagiarism?

- Whenever you are using outside sources in your writing, it is imperative that you cite every source you use.
- In particular, you must acknowledge the source of
  - any direct quotation,
  - any statistic,
  - someone else's idea or opinion (whether from a print or non-print source),
  - concrete facts, or
  - information not commonly known.

Watch a video about "Why We Cite"
(credit: University of North Carolina Writing Center).

Read TurnItIn.com's Plagiarism Spectrum.

- Failing to cite an outside source — in other words, claiming someone else's idea as your own, intentionally or unintentionally — is considered a serious academic offense known as plagiarism.
- Southwest's academic catalog states, "Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class."
- If you plagiarize an assignment, you will likely fail the assignment and, depending on the instructor, possibly the entire course. So it is imperative to understand plagiarism and avoid it.
- The questions below try to help clarify what counts as plagiarism and why.

Common Questions about Plagiarism

Question	Answer
I see templates and examples in this handbook and other resources. Is using these kind of resources and templates a form of plagiarism?	**No.** • Templates show you common structures and patterns used by lots of authors (called conventions), not original ideas. • Templates often leave "blank spaces" where original content would go. • As long as you are only borrowing conventional patterns from other writers and not specific ideas or unique wording, you do not need to cite the source you borrowed from.
If the student unintentionally copies another's work, is this	**Yes.** • Two students writing exactly the same material — in the same class, for the same assignment! — is extremely improbable and immediately suspicious.

plagiarism?	• It will be nearly impossible to convince your instructor you plagiarized unintentionally, even if it was somehow truly unintentional.
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, a reader has no idea where you used the source in your essay, and could easily assume the worst. • This is a less flagrant form of plagiarism. Some instructors may grant you mercy for carelessness, but some could easily see plagiarism.
If the instructor never states that students must cite their sources and a student copies a source, is this plagiarism?	**Yes.** • Unless your instructor states otherwise, you should assume that all instructors expect you to submit original work and not copy the work of others (even your younger self!). • It's a basic expectation of higher education that you are completing course assignments as they are assigned, in good faith. Copying someone else's work suggests you are not serious about your education.
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 (intentionally or otherwise), you are claiming the language is your own. This is a less flagrant form of plagiarism. Some instructors may grant you mercy for carelessness, but some could easily see plagiarism.
If a student puts a source's idea into her own words but does not cite it, is this plagiarism?	**Yes,** paraphrase and summary still require citation because they involve other people's original ideas. This is another less flagrant form of plagiarism. Some instructors may grant you mercy for carelessness, but some could easily see plagiarism.
If a student submits an old paper she used in another course without the instructor's permission, is this plagiarism?	**Yes**. • Unless an instructor explicitly says you can submit old assignments or assignments from other classes, you are expected to turn in new, original work for each writing assignment. • Writing instructors often develop unique assignment prompts. It is likely that an older essay will not quite meet the requirements for a writing assignment anyway, and so will immediately seem out-of-place and suspicious.
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.

Reporting and 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 methods 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.

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

Summary

- A **summary** is brief description, written in your own words, of the main idea of a source or a section of a source.
- Summaries are meant to reduce a longer amount of information into a more general, more compact form.

Quick List:

- Be sure you completely understand the main idea of the source or passage you're summarizing before writing your summary. If possible, read the source again.
- When you summarize a source, you must include an in-text citation that corresponds to an entry on your works cited page.
- Summaries of specific sources require signal phrases that provide basic identifying information (such as author's name, title, or place of publication).

Do

- Write the entire summary in your own words.
- Keep your summary significantly shorter than the original. If the source is a paragraph, your summary should be a sentence.
- Boil down and present main idea clearly.
- Use signal phrases to clarify you are summarizing some one else and not presenting your own position.
- Include in-text citations that correspond to a works cited entry.

Do Not

- Copy any exact words and phrases from the source.
- Try to convey every small detail of a source in a summary.
- Forget to cite the source of the summary, both in-text and in the works cited page.
- Misrepresent the source (for instance, by focusing on minor instead of major details or "putting words into the author's mouth").
- Include your own opinion or ideas in the summary. Save that for after your summary.

- **Why summarize a source?**
  - To survey the content of multiple sources at once.
    Ex: *Three recent studies in microbiology all suggest the same idea: ____.*
  - To condense long, complicated material to its main idea.
    Ex. *Though the work is 500 pages long, it focuses on one major question: _____.*
  - To prepare to engage, analyze, or evaluate a source in more detail.
    Ex. *Before we analyze X's treatment of the main character, it's important to briefly summarize the plot of the novel. Essentially, the novel is about_____.*
  - To contextualize a direct quotation
    Ex. *X's first use of the concept occurs in the fifth paragraph of the third chapter. He begins by discussing ____. Then he states, "_____" (direct quotation).*

- **What makes an effective summary?**
  - Summaries come in all lengths but should always be briefer and more general than the source.
    - A summary of a paragraph should be a sentence or two in length.
    - A summary of multiple paragraphs should be a single paragraph in length.
    - Abstracts (summaries of entire scholarly articles) are generally around 250-500 words, and summaries of entire books not much longer than that.
  - Summaries should **"boil down"** source material to its most essential content and ideas.
  - Summaries try to report "just the facts" and avoid offering an opinion, evaluation, or analysis of the source.
  - Summaries try to be as "faithful" (***accurate*** and ***precise***) to the source material as possible (while still being condensing and simplifying that material).

- **How do I build a summary?**
  - First, read the passage carefully. Look up words you don't know.
  - Annotate. Read with a pen or pencil. Underline or circle key phrases or concepts (ideas that are repeated or that are "elevated" in topic sentences).
  - Write a quick one-sentence summary of each paragraph.
    - Pay special attention to ***thesis*** moments in paragraphs: "firsts and lasts," questions, transitional words that stress disagreement like ***but, however***, ***on the contrary*, etc.**
  - Use your quick one-sentence summaries to draft a paragraph length summary. Begin your paragraph-length summary with your one-sentence summary of the strongest or clearest thesis moment (or thesis statement) you found
  - Avoid summarizing specific examples, data, or minor details unless they help illustrate the thesis.
  - Avoid adding new information or your own opinion ("putting words into the author's mouth") or altering the original emphasis of the source.
  - For longer summaries, you may want to incorporate a few direct quotations of key words, phrases, or sentences. But keep these short and use them sparingly
  - Use conventional signal phrases to maintain a boundary between your voice and that of the author you are summarizing (discussed in "Direct Quotations")

Examples of Summary

Some things to consider:

- **What information gets selected from the original for each summary? What information gets omitted from each summary? Why?**
- **What additional "work" does each summary do that the original doesn't? For instance, connecting passages that are spread apart in the original?**
- **Note how the shorter summary can function as the topic sentence of the longer one.**
- **Note the placement of the in-text citations.**

Original Text from Source (166 words)

"The Osiris-Rex spacecraft is happy and healthy," said Richard Kuhns, the program manager at Lockheed Martin, which built the spacecraft.

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.

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.

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.

Short Summary (~25 words)

only main idea, condense elements (ex. timeline)

In 2016, NASA launched a space craft on a seven-year mission to collect rock samples from a local asteroid (Chang).

Slightly Longer Summary (~75 words)

main idea, room to develop 1-2 important elements (ex. names, timeline)

In 2016, NASA launched a space craft on a seven-year mission to collect rocks from Bennu, a local asteroid. The space craft, named Osiris-Rex, is expected to enter Bennu's orbit in 2018, land a year later, collect rock samples until 2021, and then return in 2023 (Chang).

Works Cited Entry

Chang, Kenneth. "The Osiris-Rex Spacecraft Begins Chasing an Asteroid." *The New York Times*, 8 September 2016. www.nytimes.com/2016/09/09/scie nce/nasa-launches-osiris-rexspacecraft-to-retrieve-asteroidpieces.html. Accessed 15 Aug. 2018.

Original Text from Source (194 words)

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).

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.

Very Short Summary (~25 words)

In a recent article, Howard Stein and Seth Allcorn argue that right-wing resistance to Obamacare is ultimately more about racism than health care policy (Stein and Allcorn 235-37).

Slightly Longer Summary (~75 words)

In a 2018 essay published in the *Journal of Psychohistory*, Howard Stein and Seth Allcorn argue that the persistent right-wing efforts to dismantle Obamacare are ultimately more about racism than health care policy. To support this claim, Stein and Allcorn point to what they see as the right's irrational preoccupation with Obamacare, which has been defined by vitriolic rhetoric and a years-long effort to repeal the first black president's signature legislative achievement (Stein & Allcorn 235-27).

Works Cited Entry

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." *Journal of Psychohistory*, 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=129740 215&site=ehost-live. Accessed 15 Aug. 2018.

Paraphrase

- Paraphrase is a rephrasing, rewording, or restatement of an excerpt from a source. Paraphrases are written in your own words, like summaries.
- You can think of a paraphrase as a more detailed type of summary with a narrower focus on a specific excerpt, which it tries to capture point-by-point (rather than just the main idea, as summary does).

Quick List:

- Paraphrase using your own words, with your own sentence structures.
- Be sure you completely understand the main idea of an excerpt before writing your paraphrase. If possible, read or preview the source more than once.
- It's best to identify and isolate specific quotations and passages that you want to paraphrase first. Place them in a separate document so you can focus. Construct a paraphrase for each direct quotation (even if you don't end up using all of them).
- It is important to use signal phrase when you paraphrase. Signal phrases help maintain a **clear boundary** between your voice and ideas and those of your sources. This is harder than it seems, especially when you are introducing a number of outside voices.
- When you paraphrase, you should include an in-text citation that corresponds to an entry on your works cited page.

Do

- Write the entire paraphrase in your own words and sentence structures.
- Make your paraphrase a similar length as the excerpt from the source.
- Always introduce a paraphrase with a signal phrase to establish a clear boundary between your voice and that of the outside source.
- Provide an in-text citation that corresponds to the works cited page. at the end of your paraphrase
- Use a thesaurus when paraphrasing if you're struggling to "translate" unfamiliar words.
- Take your time. Write out a first draft. Let it sit. Then write another draft.

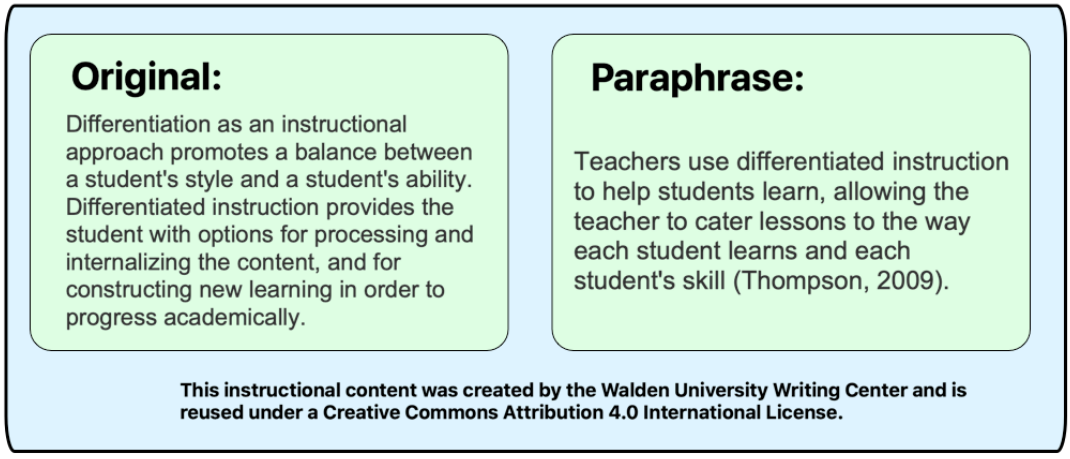
Do Not

- Copy any exact words and phrases from the source (unless you place them in quotation marks).
- Write a paraphrase that is much shorter than the excerpt from the source. That would be a summary.
- Forget to cite the original source. You have written in your own words but not your own ideas.
- Misinterpret the excerpt from the source.
- Include your own opinion or ideas in the paraphrase. Save that for after your paraphrase.

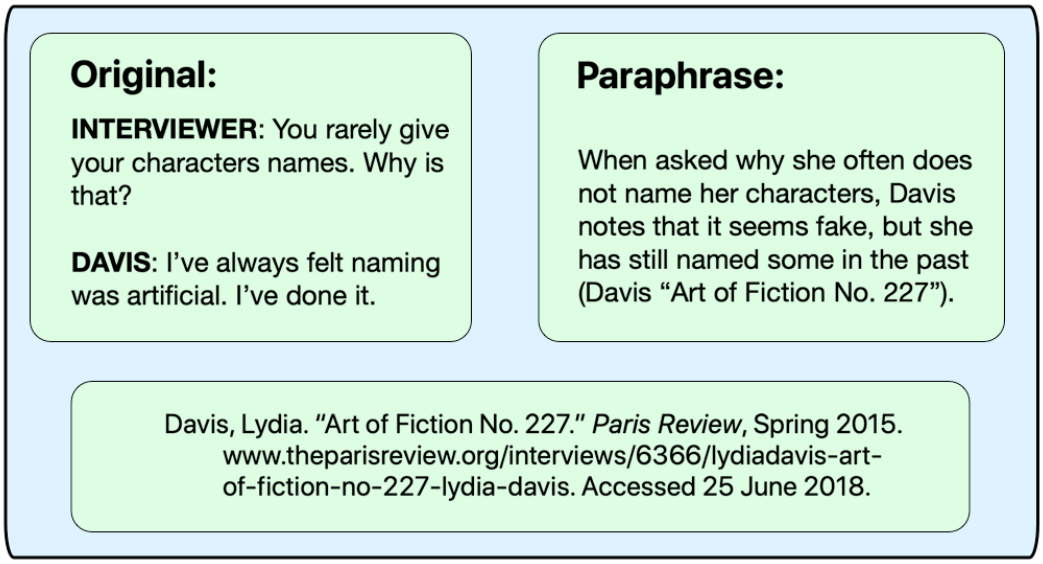
- **Why Paraphrase?**
  - To restate important information from an outside source that may not be expressed in a way your audience can easily understand.
  - To maintain control of sentence structure and overall "voice" in your own writing while integrating other sources.

- **What Makes an Effective Paraphrase?**
  - Unlike summaries, paraphrases are often about the same length as the excerpt from the source. Think of it as a word-for-word "translation."
  - Paraphrases should depart clearly from the sentence structure of the original source.
  - Like summaries, paraphrases try to cover "just the facts" and avoid offering an opinion of the source.
  - Like summaries, paraphrases should try to be as "faithful" (accurate and precise) as possible to the original excerpt, and not introduce new ideas, personal opinions, etc.
  - Even though they should not add new ideas, paraphrases still should add "value" by

    -translating difficult terms or language into simpler, easy-to-understand terms, or **(re)arranging** the content from the original source in a clearer manner:



    -integrating content from an outside source into your own writing style so that it feels "consistent" and "natural" in the context of your writing:



Direct Quotation

- A "direct quotation" is a direct restatement of the *exact words* from the original source.
- Quoting a lot is fairly easy to do and tempting for writers interested in increasing their word count.
- But direct quotations should be used sparingly and skillfully. Quoting effectively is harder than it may first appear. And quoting too much creates more problems than it solves in your writing.
- Direct quotations are essential to academic writing and can be very effective, but they must be introduced in the right ways, in the right contexts, for the right reasons.
- Direct quotations sometimes require special formatting (such as block quotations) or additional editing to integrate a quotation into a pre-existing sentence structure.

Do

- Follow the **ICE Method: Introduce, Cite, Explain** to integrate direct quotations.
- Introduce direct quotations with a signal phrase.
- Use conventional signal phrases.
- Provide an in-text citation that corresponds to the works cited page.
- Have a good reason to quote.
- Integrate direct quotations into your essay following the examples we provide.

Do Not

- Forget the ICE method. Direct quotations are tricky and important, and these rules are here to help.
- Forget to use signal phrases or invent unconventional ways to introduce a quotation.
- Use a web address as an in-text citation.
- Forget to open and close your quotation marks.

The ICE Method: Introduce, Cite, and Explain

- One common approach to direct quotations is the **I.C.E. method** (also sometimes called the 3Cs: Claim, Cite, Clarify):
  - **Introduce** a direct quotation using signal phrases,
  - **Cite** the direct quotation using both in-text citations and a works cited entry, and
  - **Explain** the direct quotation's relevance, including your reason for including it in the first place.

INTRODUCE a direct quotation using (conventional) signal phrases.

- A signal phrase is a short passage that provides essential context about a direct quotation: most importantly,
  - who said it (author) and why they are important (credentials),

- and where the quotation occurs (title of source, or site of publication).

- A signal phrase generally comes right before a direct quotation, in the same sentence. Some examples:

  Ex. *In "Letter from a Birmingham Jail," Martin Luther King Jr. argues, "Sometimes a law is just on its face and unjust in its application"*

  Ex. *The "Declaration of Independence" states, "We hold these Truths to be self-evident, that all Men are created equal."*

- If you introduce a quote without a signal phrase or a sufficient amount of context, a reader will have a hard time situating the direct quote at all; it will feel disconnected and isolated.
- In the two examples above, there is a fairly simple format for signal phrases, which includes:
  - the **author's name** (MLK Jr.),
  - **source's title** ("Letter from a Birmingham Jail," "The Declaration of Independence"),
  - and a **reporting verb** (argues, states)
    - **Note:** In MLA Style, the reporting verb should be in present tense: (**Ex**. he *states* rather than he *stated* or *stating*).

- **Important: When "introducing" direct quotations, keep signal phrases simple and conventional.**
  - Many times, students forget to use or include a signal phrase at all, leaving the reader to wonder where the quotation comes from:

    Ex. *But that isn't always the case.* ***"****Sometimes a law is just on its face and unjust in its application." I agree.* (Where did this quote come from? Who said it? Why is it important?)

  - Other times, student writers "invent" original ways to introduce quotations in an attempt to sound more scholarly. For example:

    Ex. *Martin Luther King Jr. asserts* ***in a quotation that reads,*** *"Sometimes a law is just on its face and unjust in its application."* (Why is **in a quotation that reads** necessary? Can't we just cut it?)

  - But there are really only a half dozen or so ways professional writers introduce quotations. Innovations on these forms typically come off as awkward. They suggest a lack of familiarity with the basic forms and distract from the content that matters — that is, the quotation itself and the analysis that follows.

  - **Bottom Line: Stick to the conventional signal phrases, and save your energy and creativity for what you say *about* the direct quotation.**

Tips:

- If you want to spice up the conventional signal phrase, simply vary the reporting verb you use to make it more precise. Here are some options:
- **Neutral Verbs**: *writes, says, claims, argues, states, observes, remarks, believes, reports, thinks, notes, mentions, adds, asks, introduces, postulates, describes, expresses, continues, mentions, raises, presents, finds, compares, considers, discusses*
- **Verbs Signaling Neutral Response**: *replies, answers, addresses, responds, replies, offers*
- **Verbs Signaling Positive Response/Agreement**: *agrees, concurs, confirms*
- **Verbs Signaling Negative Response/Disagreement**: *disagrees, laments, complains, protests, charges, disputes, criticizes, critiques, rejects, objects, opposes, refutes, contests, notes*
- **Verbs Signaling Concession**: concedes, admits, acknowledges, grants
- **Verbs Signaling Emphasis/Decisiveness**: *emphasizes, insists, asserts, maintains, contends, announces, demonstrates, declares, indicates, shows, determines, concludes, points out, determines, contends, finds*
- **Verbs Signaling "Hedging"/Caution**: *cautions, advises, suggests, proposes, posits*
- **Verbs Signaling Analysis/Clarification**: *interprets, elaborates, clarifies, analyzes, explains, reveals, specifies, shows, translates, points out, examines, implies, illustrates, identifies*

Consider looking up any of these reporting words that are unfamiliar. Knowing how to use precise verbs skillfully — in a way that capitalizes on the slight but important differences in meaning — will go a long way in enhancing your writing.

CITE the direct quotation using both an in-text citation and a works cited entry.

- Every quotation you introduce needs to be clearly enclosed in quotation marks. Otherwise, your reader will not know it is a direct quotation.

- Every quotation you introduce needs two types of citation:
  - an **in-text citation** (also sometimes called a parenthetical citation) that occurs right after the quotation itself
  - a corresponding **works cited entry** (also sometimes called an end-text citation) in the works cited page
- We cover these citation forms in the examples.

EXPLAIN the direct quotation's relevance, including your reason for including it in the first place.

- You have to have a good reason to use a direct quotation. Otherwise, you are better off paraphrasing or summarizing.
- There are really only a handful of good reasons to quote, which you should become very familiar with before you begin quoting.

- **Good reasons to include a direct quotation:**
  - **To get a clear, detailed look at a passage you plan to discuss at length or analyze carefully.**
    - **Ex**. *Early in the chapter, Z writes, "_____." Let's identify and break down some of the major ideas that show up in this brief but complicated passage…*

    - This kind of quotation generally precedes and "opens up" a longer discussion or explanation of specific elements of the quotation, such as:
      - Specific words, phrases, or ideas in the quotation, and/or
      - something unique, complex, or confusing about the language's tone, style, or sentence structure.

  - **To agree or disagree with an author's specific language.**
    - **Ex**. *Professor Q has argued that "_____." I agree with the general idea that "_____," but I disagree with Q's use of the word "_____". Here's why.*

    - This kind of quotation generally "opens up" a longer discussion (Captured by "here's why" above) and therefore needs a longer explanation to follow.

  - **To appeal to an outside authority to support a claim.**
    - **Ex.** *I'm not alone in arguing for this idea. Renowned scholar Y also argues that "___".*
    - **Ex**. *But the data suggests that ____ is not always appropriate. For instance, a 2018 study observes, "_____."*

    - This kind of quotation generally supports and "closes down" a previous claim and therefore doesn't need as much explanation to follow the quotation. Above all, it answers the common question, "Really? Says who?"

  - **To convince your reader that a summary or paraphrase of another source is fair and accurate — especially when you are presenting ideas you disagree with or ideas that seem strange and improbable.**
    - ***Ex***. *It may sound like I'm distorting or oversimplifying Z's position. But I'm not. Z himself writes, "____."*

    - This kind of quotation generally supports and "closes down" a previous claim and therefore doesn't need as much explanation to follow the quotation. It answers the question: "Really?"

- **To enrich your own writing by borrowing or adopting especially clear, concise, or striking language from another author.**

  -Ex. *Shakespeare captures this same idea beautifully: "_____."*

  -This kind of quotation generally supports and "closes down" a previous claim and doesn't need as much explanation to follow the quotation.

- If you introduce a direct quotation, a skilled reader will expect and look for at least one (but ideally more) of these good reasons. If no good reason is evident, they will assume you have not "earned" the quote and are simply using it to increase word count.

- **Bottom line: If you are not quoting for *at least one* of these reasons, better to paraphrase or summarize.**

Read a different explanation of the ICE method.
(credit: PSU Abington)

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, but never in both places.
- 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
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.	**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"). **Works Cited Entry:** "7 Ways We Know Systemic Racism Is Real." *Ben & Jerry's*, www.benjerry.com/home/whatsnew/ 2016/systemic-racism-is-real.
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.	**Using 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." **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/
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."	**Using a signal phrase and a comma:** When asked about the Civil War, a Southern man offered the words of William Faulkner, "The past is never dead. It's not even past"(qtd. in Blount et al. 372). **Works Cited Entry:** Blount, Brian K., et al. "Exploring Race/Racism past and Present: A Forum at Union Presbyterian Seminary." *Interpretation: A Journal of Bible & Theology*, vol. 71, no. 4, Oct. 2017, pp. 371-397. EBSCOhost, doi:10.1177/0020964317716129.

Block Quotations (MLA Style)

- **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. Rather, you want to follow any block quote with analysis which "looks back" at the block quote, breaks it down, and analyzes it for the reader.

MLA Block Quote Example

In their investigation of the way the human mind deals with multitasking, Salvucci and Taatgen determined that driving is an act that requires drivers to engage in a variety of simultaneous subtasks; when drivers choose to add interaction with an electronic device to an already complex activity, the new demands on their minds can distract them from their primary task:

> The heavy cognitive workload of driving suggests that any secondary task has the potential to affect driver behavior. Any concurrent task would necessarily involve procedural steps and thus, whether large or small, create additional cognitive workload. At the same time, not all secondary tasks are created equal, and we would expect some tasks to interfere with driving more than others. Not surprisingly, tasks involving significant visual demand have the greatest potential for negative effects on driver performance. (Salvucci and Taatgen 108)

Thus, the researchers determined that the use of electronic devices—such as cell phones—while driving can possibly place enough additional demands on the drivers' mental capacity to compromise their ability to operate a vehicle safely.

Works Cited Entry

Salvucci, Dario D., and Niels A. Taatgen. Multitasking Mind. Oxford: Oxford UP, 2011. eBook Collection (EBSCOhost).

Watch this video about formatting block quotes.
(credit: Imagine Easy Solutions)

Editing Quotations

- Here are some special situations that require additional editing to integrate a direct quotation.

Quotations within Quotations

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

Original Text:	Edited Version:
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 ellipses (the three dots) to shorten a direct quotation.
- The sentence still must be grammatically complete with the ellipsis.
- Ellipses are most often used to omit unnecessary words or phrases from the *middle* of a quotation.

Original Text:	Edited Version:
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 an Ellipsis to Shorten a Quote:** 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.

Editorial Brackets

- Use editorial brackets to adjust grammar, clarify a pronoun, or indicate a spelling or grammatical error in the original published text.
- Brackets should not be used to alter the *meaning* of a direct quotation.
- Remember that the sentence must still be grammatically complete with the brackets.

Original Text:	**Edited Version:**
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.	**Using Brackets 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.
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.	**Using Brackets 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/syriaprisonartist.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=photo-spotregion& region=top-news&WT.nav=top-news.
Despite the constant negative press covfefe. *: [*sic*] is the Latin word for *thus* or *such*.	**Using Brackets 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.

Direct Quotation: Advanced Considerations

- The ICE method should give you enough to focus on as a start.
- But, once you're ready, there is more to think about. Below are other, more advanced considerations.

Do

- Respect a quotation's original context.
- Integrate direct quotations into your essay following the examples we provide.
- Use quotes sparingly and skillfully.
- Balance quotations with paraphrases.

Do Not

- Take quotations "out of context."
- Alter or distort the meaning of the original text
- Quote too much, or passages that are too long for a reader to process.

Respect a Quotation's Original Context.

- We've all heard the claim that a quote has been "taken out of context" and, thus, misrepresented or misread. But what exactly does "respecting the original context" mean, and how do we avoid taking a quote out-of-context?
- Respecting a quote's original context means quoting language in such a way that demonstrates an awareness and solid grasp of the language's role or status in its original context. This could mean a number of things, including:
  - Understanding the function(s) that the quotation performs in the original source (i.e. as representative claim, thesis, exception, variation of thesis, example, counterargument, concession, afterthought, preliminary thought, etc.)
  - Understanding the author's relative "commitment" to the statement (e.g. whether it was delivered as sincere or ironic, hyperbolic or measured, etc.
  - Understanding the "relative location" of the quoted language in original context's form or content (e.g. center, periphery, item in a list, appendix, beginning, middle, end, repeated phrase, representative sample, "outlier")
  - Understanding the "character" or "tone" of the language in context (ironic, serious, ponderous, joking, exaggerated, subtle)

- When you fail to demonstrate your awareness of context — by, for instance, misreading what an author intends to be a joke as serious, or pursuing an interpretation that seems outrageous or misguided — you can lose your reader's faith quickly. And mistakes at this basic level, when discovered, can be embarrassing.

Integrate Your Quotation Properly.

- When you use a direct quotation, remember that you are extracting and relocating language from an entirely different writing context, with its own unique sentence structure, tone, style, feel, etc.
- It is essential to *integrate* a direct quotation smoothly with your own writing. This often involves:
  - using [editorial brackets] to alter the grammatical structure of the quotation so that it "fits" with your sentence structure.
  - using [editorial brackets] to provide essential context and detail not included in the direct quotation itself such as replacing pronouns with their references or even inserting short phrases when necessary.
  - using ellipses (…) to remove less essential parts of the direct quotation.

- These integration methods are covered in the section on editing quotations.

Keep Quotations Short: Avoid Quoting Long Passages Unless Absolutely Necessary.

- While this is an attractive option when faced with a longer paper, the overuse of long quotations gives the reader the impression you cannot think for yourself.
- More importantly, the longer the quotation, the harder it will be for the reader to know what you want her to focus on about the quotation. You are making the reader do extra guesswork to determine why you've included the quotation, and it's likely most readers will not do this work for you.
- Always "boil-down" your direct quotations to only the most essential elements
- If you must quote longer sections (to demonstrate an overall style or the "twists-and-turns" of an argument, for instance) then you need to spend ample time breaking the long quotation into smaller parts, pointing the reader to the most important aspects, and generally "unpacking" the complexity and length of the quotation
- If you quote a longer passage, be sure to make it a **block quotation.**

Don't Quote Too Much: Keep Your Own Voice Front and Center.

- The main problem with quoting too much is that the outside voices start to "take over" your essay and "drown out" your own voice.
- When you quote too much, you lose control of important things like sentence structure and style (the things that make your writing yours)
- You also will likely leave your argument under-developed and disconnected: a hodgepodge of other people's ideas loosely held together
- When you quote too much — especially when you use quotations as topic sentences, for instance — you ask direct quotations to do complicated argumentative work for your essay that they can't do very effectively (because they belong to different essays with different goals!).

Balance Direct Quotations with Paraphrases.

- Skilled writers balance direct quotations with paraphrases. Like signal phrases, paraphrases provide important context "around" the quotation that helps a reader understand the substance and relevance of a quotation.
- As a general rule of thumb, you want to use quotations very sparingly. For advanced writers, quotations account for around 25% or less of the entire piece of writing.

- But ***when you're first starting out***, you could aim to balance *each* quotation with at least *one* paraphrase for a 50/50 ratio.
  - For example: for a longer summary of a source composed of paraphrases and direct quotations (see "Combining Methods"), you might have up to 1/2 of your sentences be paraphrases of parts of the source. Then practice "balancing" and "supporting" each of these paraphrases (which are claims about the text you are summarizing) with direct quotations that "prove" you're not making the content up
  - As you grow more confident, you can start to adjust this balance.

Comparing Methods

"When should I paraphrase? When should I quote?"

In general, **it is best to use a quote when:**

- **The exact words of your source are important for the point you are trying to make**. This is especially true if you are quoting technical language, terms, or very specific word choices.
- **You want to highlight your agreement with the author's words.** If you agree with the point the author of the evidence makes and you like their exact words, use them as a quote.
- **You want to highlight your disagreement with the author's words.** In other words, you may sometimes want to use a direct quote to indicate exactly what it is you disagree about. This might be particularly true when you are considering the antithetical positions in your research writing projects.

In general, **it is best to paraphrase when:**

- **There is no good reason to use a quote to refer to your evidence.** If the author's exact words are not especially important to the point you are trying to make, you are usually better off paraphrasing the evidence.
- **You are trying to explain a particular a piece of evidence in order to explain or interpret it in more detail.** This might be particularly true in writing projects like critiques.
- **You need to balance a direct quote in your writing.** You need to be careful about directly quoting your research *too* much because it can sometimes make for awkward and difficult to read prose. So, one of the reasons to use a paraphrase instead of a quote is to create balance within your writing.

"How is paraphrasing different than summary?"

- Paraphrase is not meant to shortening the original passage (like summary is), even though your paraphrase may end up shortening the original passage.
- With paraphrase, you do not rearrange the order of the ideas, as you can do in summary.
- Paraphrase is done for very short concentrated passages (from a sentence to a paragraph) whereas summary tries to cover and condense longer passages.

Comparing Summary, Paraphrase, Quotation, and Plagiarism

Original Passage from Source (138 words)

By and large Yosemite has been preserved as though it were a painting. The boundaries of the park are the gilt frame around a masterpiece, and within the frame we are urged to take only pictures, leave only footprints. There are enormously important reasons to do so—there are too many people coming to the park to do it any other way—and yet I cannot help feeling something is sadly missing from this experience of nature. Looking is a fine thing to do to pictures, but hardly an adequate way to live in the world. It is nature as a place in which we do not belong, a place in which we do not live, in which we are intruders. A tourist is by definition an outsider, a person who does not belong, a stranger in paradise.

Example of Plagiarized Passage

copies phrasing & sentence structure without attribution

Yosemite has been preserved as though it were a framed masterpiece. Within the frame of this masterpiece—within the park boundaries—we are urged to take only pictures. Although this is an important approach to take in visiting national parks, it is not an adequate way to live in relation to a place. When people are told to look but not touch, they are sent the message that this is a place in which they are intruders, a message that may preclude a healthy relationship with the natural world (Solnit 263).

Works Cited Entry

Solnit, Rebecca. Savage Dreams: A Journey into the Landscape Wars of the American West. Berkeley: University of California Press, 1999. Print.

Effective Summary

captures main points, re-expresses In new language

Conservation efforts traditionally have represented Yosemite as a work of art marked by distinct borders (Solnit 263). While Solnit acknowledges that this representation may serve to protect the park, she also suggests that it limits the individual's relationship to the landscape (263).

Effective Paraphrase

captures the entire passage, re-expresses in new language

Solnit argues that because conservation efforts have conceived of Yosemite as a work of art, the park is represented as nature appropriately experienced as one might experience a painting: through sight only (263). While this representation makes sense in light of the throngs of people flocking to Yosemite, it limits the ways in which an individual might experience the park's landscape, since it implies that that nature is to be viewed and not altered, that it is to be visited and not lived in (Solnit 263).

Effective Direct Quotation

captures sections of the passage word-for-word, integrates smoothly

Efforts to preserve Yosemite "as though it were a painting" create a distance between the visitor and the landscape (Solnit 263). Solnit worries that such a distance between nature and visitor implies that nature is "a place in which we do not belong, a place in which we do not live, in which we are intruders" (263). This distanced relationship with a place differs drastically from one in which the individual interacts with and relies upon the land, sometimes altering it and sometimes being altered by it.

credit: content remixed from University of Montana Writing Center

Comparing Methods for Reporting and Integrating Sources

"Which Method Should I Use? What Should I Prioritize?"

broader, more general, less detailed, zoomed-out

narrowing focus

narrower, more specific, more detailed, zoomed-in

Method	Length	Ideal for...	Prioritize
1 sentence summary	25 words or less	▪ summarizing multiple related sources at once ▪ condensing main argument of a single source ▪ note taking	clear, concise statement of main idea or argument
3-5 sentence summary	125 words or less	▪ summarizing a debate or conversation with multiple perspectives ▪ condensing a source's main argument and supporting evidence ▪ note taking	main argument, basic context, most relevant evidence or concerns
1-2 paragraph summary, with paraphrases & quotations	250-500 words	▪ detailed summary of a longer, more difficult academic text ▪ entry in an annotated bibliography	thesis, basic context, most relevant evidence, 1-2 major passages with quotations
paraphrase	close to original excerpt	▪ detailed description of a single paragraph, passage, or section ▪ re-phrasing in simpler, more accessible language	translation of difficult passage into simpler language & structure
direct quotation	the shorter & more focused, the better	▪ supporting claims ▪ isolating specific language or ideas for extended analysis or discussion	having a good reason to quote, analysis of specific words or phrases

source text

Combining Methods

- 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.
- Longer summaries that try to capture an entire argument (often called "abstracts," "single-source" or "full-text" summaries) are usually composed of series of paraphrases and quotations that "zoom in" on the most important parts of a source.
- When writing longer summaries, it's a good idea to develop a good "balance" of paraphrases with direct quotations.

Do

- Experiment with the variety of ways to integrate sources.
- Ask questions of your instructor or tutor if you're not certain how to combine source integrations.
- Feel free to imitate some of the examples below.
- Use the other sections in this chapter to summarize, paraphrase, or quote properly.

Do Not

- Create two in-text citations if you use two integration techniques in one sentence.
- Forget to put quotation marks around exact words and phrases from the original source, especially when mixing paraphrase and direct quotation.
- Ignore the rules about summary, paraphrase, and quotations in the other sections.

Original Text:	**Combined Version:**
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.	**Paraphrase with Direct Quotation:** Coates argues that there will be some retribution for West's actions and attitude toward his "definition of freedom" (Coates).
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 Giulianism; 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.	**Combining Summary and Direct Quotation** 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, http://www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/

Chapter 4: Researching Outside Sources

- This chapter will help you evaluate, find, and manage outside sources while researching a topic for an essay.
- 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.

Tips:

- Use the hyperlinks in the Commonly Used Databases section. They will take you directly to those databases. See also the instructions on how to access these databases off campus in this handbook.
- 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.

Attribution: This chapter borrows and remixes content from Munro and Mankin's *Writing & Research Handbook* (*Delgado Community College*).

Evaluating Sources

Credibility & Relevance

To evaluate a source's credibility & relevance:

- Look at the author's or organization's qualifications and reputations.
- Determine whether the source's content is fact, opinion, or propaganda (that is, strongly biased, uncritical, or one-sided opinion).
- 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 Sources vs. Scholarly Sources

"Popular Sources…"	"Scholarly Sources…"
• 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.	• Include academic 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.

Watch a short video about the relationship between scholarly and popular sources. (credit: NYU John Pfau Library)

Print vs. Digital Sources

"Print sources…"	"Digital sources…"
• 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.	• 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.

Read a guide to evaluating digital sources. (credit: Purdue OWL)

Using Wikipedia Wisely

- Wikipedia deserves special mention as a popular online resource.
- Previous instructors may have told you to avoid Wikipedia entirely in the research process. To be sure, Wikipedia has limitations and you want to be cautious about how you use it.
- But Wikipedia can be an excellent resource early on in the research process, especially for finding other more credible and useful sources (in the "References" section or works cited of an article).

Read an excellent essay, "Wikipedia is Good for You?!," which discusses how to use and how not to use Wikipedia. (credit: Purdy, *Writing Spaces*)

Finding Outside Sources

Commonly Used Databases

The following databases provide articles and various media:

- S.O.A.R. (Southwest's Online Academic Resources): watch this tutorial
- ProQuest Central: provides newspaper & scholarly journal articles
- Academic OneFile: articles from a variety of academic sources, including journals, magazines, newspapers, and reference sources
- Gale General OneFile: articles from a variety of academic sources, including journals, magazines, newspapers, and reference sources
- Issues & Controversies: reports (pro/con) on current issues
- Opposing Viewpoints in Context: provides various media on current issues
- Gale Literary Sources: databases devoted to the study of literature
- Credo Reference: reference database, watch this tutorial from Southwest's library

*These links are through Southwest's Library. If you are off campus, you will have to log in to access them. If you are on campus, you will be taken directly to the databases.

How to Use a Search Engine

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

- Determine what you need to know.
- 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

- 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

- Choose databases randomly.
- Focus on just one database.
- Enter an entire sentence or question into the search engine field.
- Cite from abstracts provided in the databases.
- Forget that librarians will happily help you navigate these databases if you are stuck.
- Plagiarize any of the abstracts, sources, or ideas in the sources you find.

Managing Outside 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:
  - **Citation Information:** Title, Author, Publisher, Place of Publication, Volume, Page Numbers, Date Published
  - Important quotation(s) from the source
  - Your paraphrase of the quotation(s)
  - A brief comment or reflection on the meaning or relevance of each 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.

Watch a series of videos that discuss note-taking strategies for different stages of the research process. (credit: Humber Libraries)

Chapter 5: MLA Style

- MLA Style is a set of formatting and citation conventions developed by the Modern Language Association and used primarily in the Humanities.
- MLA Style is an evolving set of rules, most recently updated in 2021 with the 9th edition of the *MLA Style Guide.*

Read this excellent guide to the new 9th edition of MLA. (credit: Spartanburg Community College Library)

- The first part of this chapter, "Formatting Documents with MLA," will walk you through the basics of how to format an essay in MLA style with Microsoft Word.
- The second part of this chapter 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.
- These formatting rules may seem arbitrary. But correctly formatting your essay shows your readers that you respect the quality of your own work and your readers enough to present them a polished final product.
- For both formatting and citation, 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.

Attribution: This chapter remixes content from Munro and Mankin's *Writing & Research Handbook* (Delgado Community College).

Part I: Formatting Documents with MLA

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

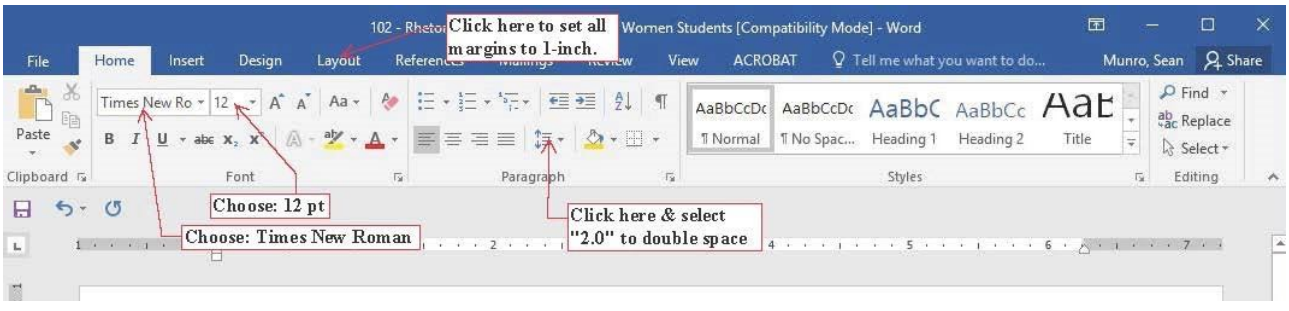
- Set all margins to one inch.
- Choose MLA Style from a template if possible.
- Set the document to double-space before you begin writing.
- Set the font to Times New Roman 12pt before you begin writing. Often, it is set to a different font & size.

Do Not

- Assume these settings are correct when you open a new document.
- Press ENTER at the end of every line to double-space your document.
- Choose another font or size when turning in a draft. Your instructor does not want to struggle reading an odd font.

Setting Up the Page in Word
(Zoom in by selecting "View->Zoom")

Microsoft Word



The Header

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

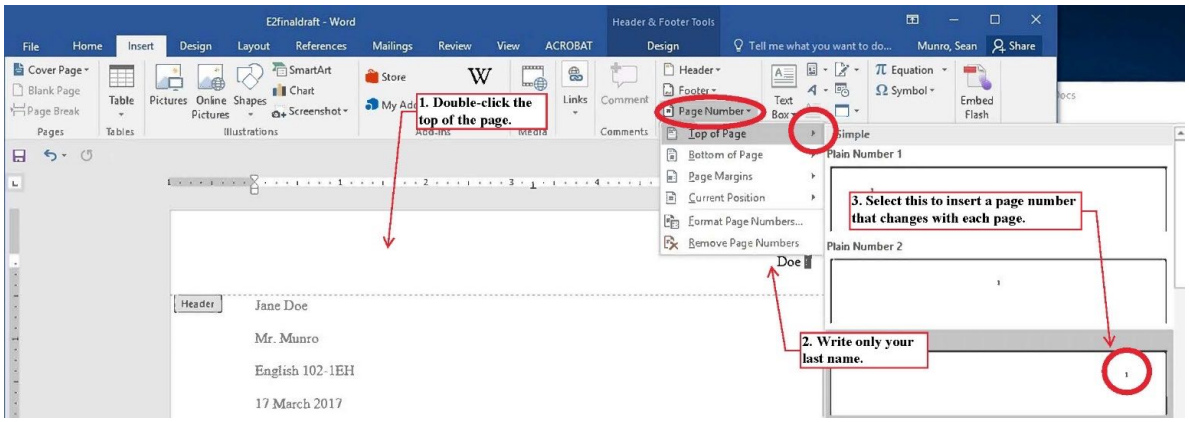
- Add page numbers using the page number function in Word (shown below).
- Use only your last name next to the page number.
- Only put one space between your last name and the page number
- Make sure font style and size are consistent with the rest of the document.

Do Not

- Forget to include page numbers and your last name in your header. This will make it harder for your instructor (or peers) to navigate your essay.

Adding a Header with Page Numbers in Word
(Zoom in by selecting "View->Zoom")

Microsoft Word



Titles

- You are required to have a title.
- Center the title.
- Make your title original.
- Use standard MLA font & size.

Do

- Relate the title to the topic of your essay
- Keep your title brief and informative.
- Imitate titles you like – from any genre.
- Capitalize the first word, no matter what it is.
- Capitalize all nouns, pronouns, verbs, adverbs, conjunctions, and adjectives
- Write your title in 12pt, Times New Roman font with no bold, italics, underlining, or quotation marks
- Center the title by using the centering button.

Do Not

- Use these as your essay's title:
  - Title of the assignment given by the instructor
  - The prompt given by the instructor
  - Your full thesis statement (though short phrases from it can be effective)
- Capitalize prepositions (of, with, before, etc.) or articles (a, an, the), unless they are the first word
- Change the font in any way. The format should be boring. The language you use should be exciting.

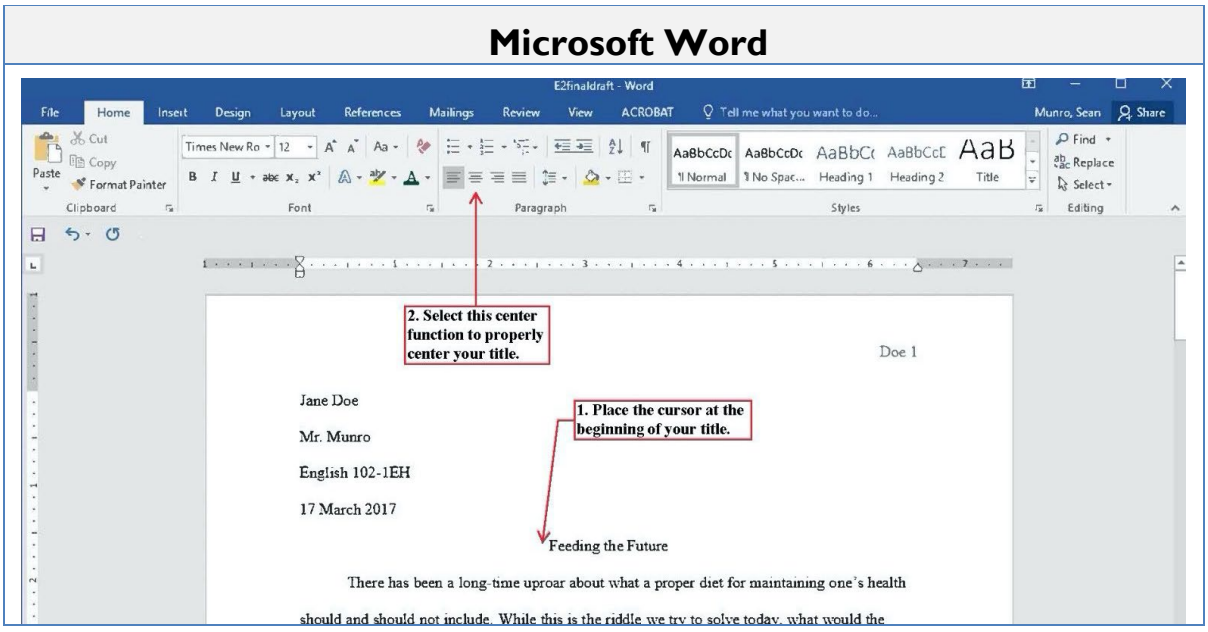
Effective Titles

Stay Woke
The New Jim Crow
Manufacturing Consent
This Is America
Confederacy of Dunces
Ain't I a Woman?

Less Effective Titles

Persuasive Essay
Essay #3
WHY AM I YELLING IN THIS TITLE?
Why have I forgotten to capitalize?
Crazy Font

Microsoft Word



Paragraphs

- Each paragraph should be clearly separated from others.

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

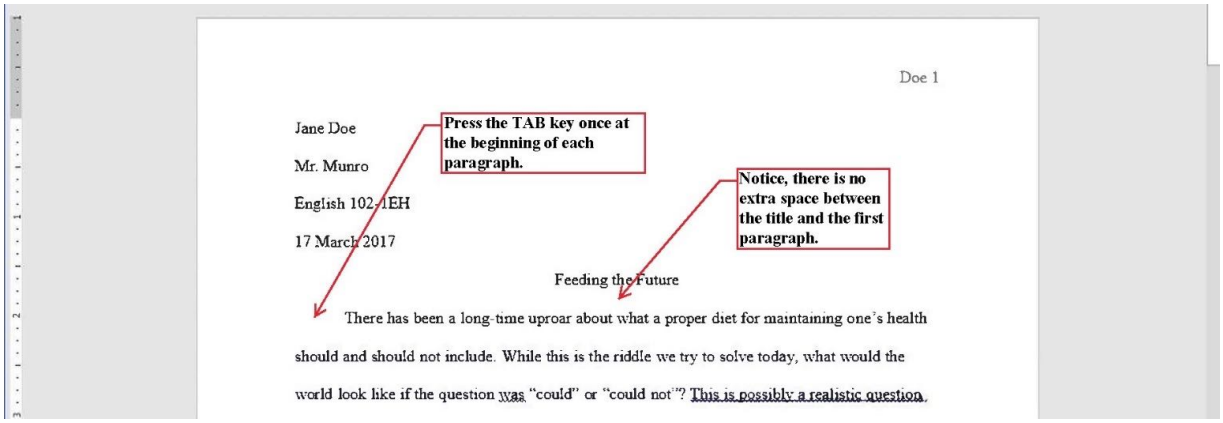
- Indent the first line of a paragraph by pressing the TAB key once.
- Double space the entire paragraph, using the double space function (see The Page)
- Use standard MLA font & size.

Do Not

- Use the SPACE bar to indent.
- Press ENTER at the end of every line to double space
- Add extra space between paragraphs. Indentations will mark new paragraphs.

Indenting First Lines in Word
(Zoom in by selecting "View->Zoom")

Microsoft Word



Heading

- The heading appears in the top left of only the first page.
- Include all the following:
  - Your first and last name
  - The instructor's name
  - The course and section number
  - The day, month, and year the paper is due
- A heading is double-spaced like the rest of the document

Do

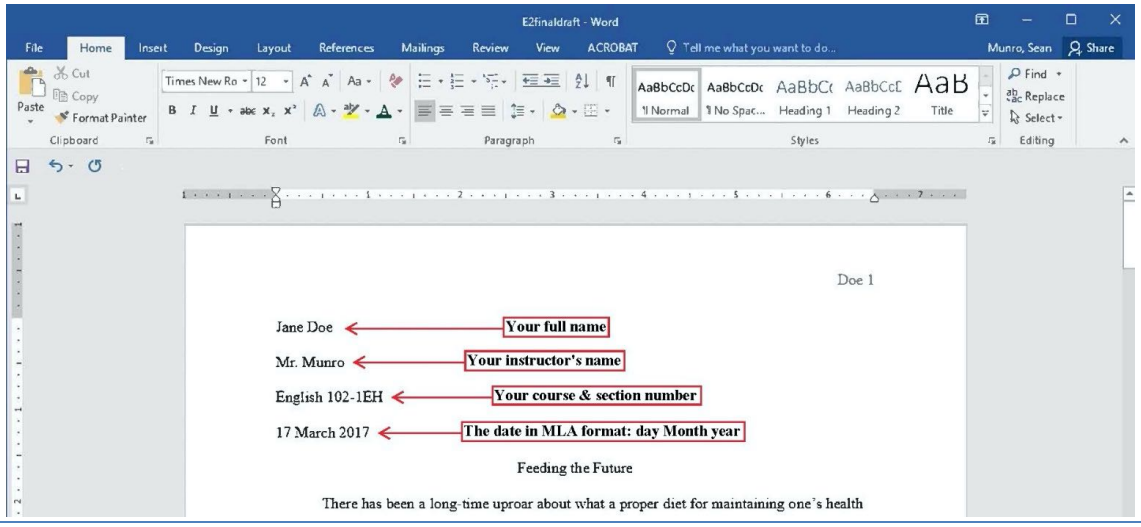
- Double-space the entire heading.
- Use Ms., Mrs., Mr., Dr., or Professor before the instructor's last name.
- Check the course number and section number.
- Use MLA style date format: 25 June 2018

Do Not

- Misspell your instructor's name.
- Guess the course and section number.
- Double-space the heading by using the Enter key.
- Label the heading information. Include the specified information as shown below.

Example Heading
(Zoom in by selecting "View->Zoom")

Microsoft Word



Works Cited

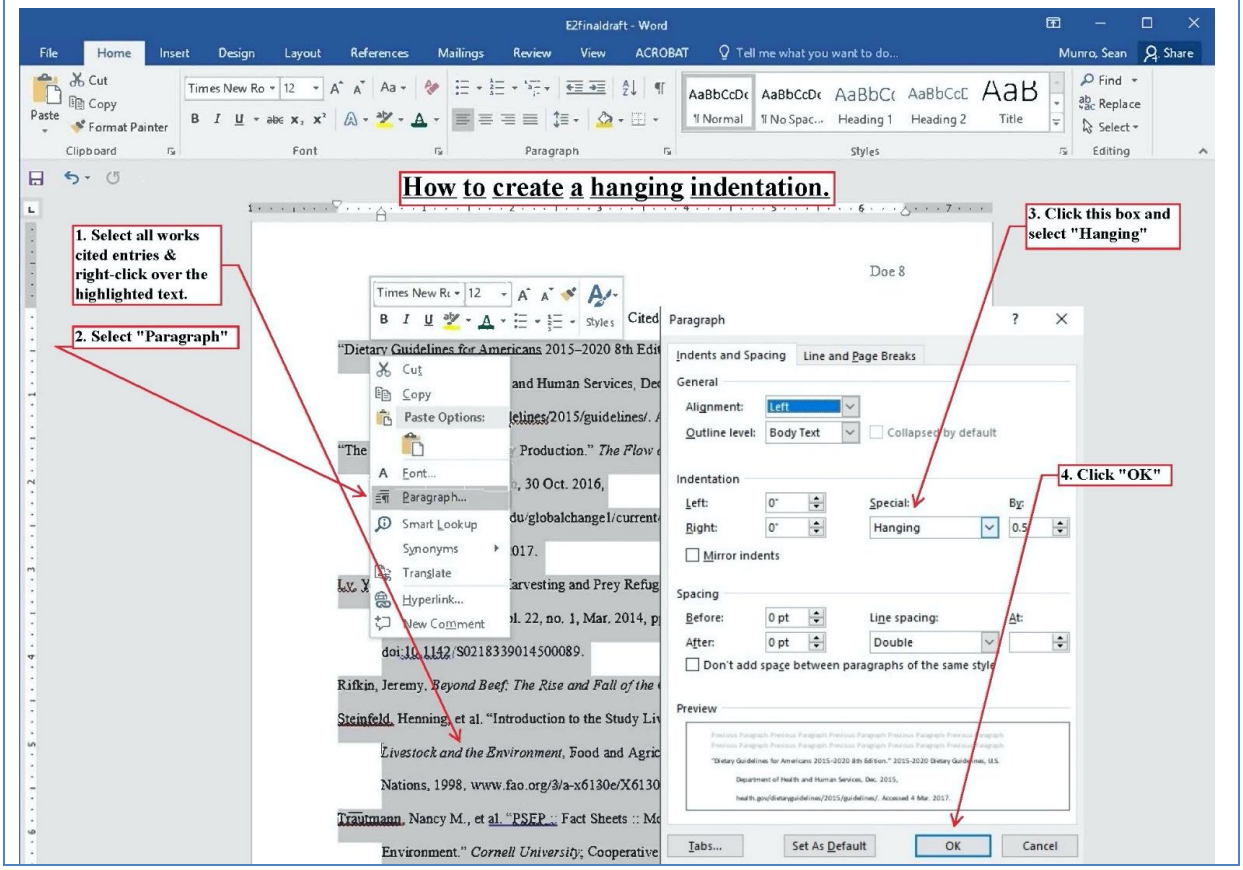
The works cited page is where you show each source you have used (summary, paraphrase, or quotation) in your essay. There should be a corresponding in-text citation that matches one of your entries on the works cited page.

Quick List:

- Title your Works Cited page "Works Cited" — keep the text simple (with no embellishments, italics, bold print, etc.) and center it.
- Each citation should have a hanging indent.
- 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 Not
• Begin the works cited on a new page. • Title the page Works Cited (centered, simple font and text format). • Double-space the Works Cited page. • Use the hanging indentation function (unique to MLA) • Put all the entries in alphabetical order, by author's last name. • Use standard MLA font & size for the entire Works Cited page.	• Guess at how to create and format a Works Cited entry or "wing it." Use this handbook to learn the established conventions. • Include a hyperlink or long web address without any identifying information (author name, title, etc.) • Number each citation.

How to Create a Hanging Indentation



Common 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.
  - *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.
  - *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.
  - *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.
  - *Three or more authors:* If there are three or more authors listed, you are required to list only the first author's name and the abbreviation *et al* (Latin abbreviation for *et alia* or "and others") in the works cited entry and the in-text citation (ex. *Smith, John, et al*).

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:

- For example: 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. Write "np" (for "no page numbers) or 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 (the web address) in the Works Cited Entry (but *not* an in-text citation).
- 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.

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.
- *Tip:* Often, databases have helpful citation generators that will give you a basic template to work from. However, these are generated by algorithms, not humans, so you want to check for accuracy and touch up the format if necessary.

https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html

Do	Do Not
• Always make sure the works cited entry matches an in-text citation you used in your essay. • Ask questions if you are confused about a source. Any English instructor or tutor will likely be able to answer it. • Only include items in works cited entries that you can find in the source.	• Guess at the format for works cited entries. Use this guide. • Assume page numbers or publication dates. If you cannot see it, it might not be there. • Invent items to include in a works cited entry.

Examples of Works Cited Entries

#	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." *Name of Container*, Publisher, Date Published, URL.**	**Items to Include**
1a	Article in a Newspaper, a Magazine, or a Website (with no author)	"7 Ways We Know Systemic Racism Is Real." *Ben & Jerry's*, www.benjerry.com/home/whats-new/2016/systemic- racism-is-real.	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." *The New York Times*, 8 Sept. 2016, www.nytimes.com/2016/09/09/science/nasa-launches- osiris-rex-spacecraft-to-retrieve-asteroid-pieces.html.	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." *The New York Times*, 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&region=top-news&WT.nav=top-news.	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." *The Washington Post*, 1 Aug. 2018. www.washingtonpost.com/news/local/wp/2018/08/01/paul-manafort-trial-day-two/?utm_term=.aad9b9af1228.	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." *Name of Container*, Volume, Issue Number, Date Published, Pages. *Name of Database*, URL or doi.**	**Items to Include**
2a	Library Database Journal Article (with 1 author)	Shaw, Matthew P. "The Public Right to Education." *The University of Chicago Law Review*, vol. 89, no. 5, 2022, pp. 1179-1244. *ProQuest*, elib.southwest.tn.edu:3443/login?url=https://www.proquest.com/scholarly-journals/public-right-education/docview/2715836976/se-2.	Matthew Shaw's recent essay in *The University of Chicago Law Review* begins on a pessimistic note: "The decades-long fight to recognize a fundamental right to education within the U.S. Constitution appears lost" (Shaw 1180).
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." *The Journal of Psychohistory*, vol. 45, no. 4, 2018, pp. 234-243. *ProQuest*, elib.southwest.tn.edu:3443/login?url=https://www.proquest.com/scholarly-journals/fateful-convergence-animosity-toward-obamacare/docview/2036209107/se-2.	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." *Interpretation: A Journal of Bible & Theology*, vol. 71, no. 4, Oct. 2017, pp. 371-397. *EBSCOhost*, doi:10.1177/0020964317716129.	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." *Name of Container*, Date Published, URL.**	**Items to Include**
	Online Video (example)	LastWeekTonight. "Stupid Watergate II: Last Week Tonight with John Oliver (HBO)." YouTube, 10 June 2018, www.youtube.com/watch?v=mOVPStnVgvU.	John Oliver notices that Fox News mostly tries to "confuse public opinion" and "redefine the investigation on their terms" (LastWeekTonight).
4	**Film or Documentary**	***Title of Film*. Role by First Name Last Name, Production Studio, Date Released.**	**Items to Include**
	Film or Documentary (example)	*Avengers: Infinity War*, Directed by Anthony Russo and Joe Russo, Marvel Studios, 27 Apr. 2018.	In Avengers: Infinity War, when Thanos is asked what it costs, he says, "Everything."
5	**Interview**	**Subject's Last Name, First Name. Interview or "Title of Interview." *Name of Container*, Date Published, URL.**	**Items to Include**
	Interview (example)	Davis, Lydia. "Art of Fiction No. 227." *Paris Review*, Spring 2015, www.theparisreview.org/interviews/6366/lydia-davis-art-of-fiction-no-227-lydia-davis.	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**
	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." Title of Program , season, episode, Sponsor, Date Published, URL.**	**Items to Include**
	Podcast (example)	Koenig, Sarah, host. "The Alibi." *Serial*, season 1, episode 1, fall 2014. Serialpodcast.org/season-one.	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**	**Account Name. "Contet of Post." Name of Container, Date/Time Published, URL.**	**Items to Include**
	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?" Twitter, 1 Aug. 2018, 8:35 a.m., twitter.com/realDonaldTrump/status/1024680095343108097.	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. *Name of Book*. Publisher, Year Published.**	**Items to Include**
	Print Book (example)	Wolfe, Tom. *Bonfire of the Vanities*. Bantam Books, Dec. 1988.	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.'"
10	**Article in Print Anthology**	**Author's Last Name, First Name. "Title of Article." *Name of Container*, edited by First Name Last Name, Publisher, Year Published, Pages.**	**Items to Include**
	Article in a Print Anthology (example)	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.	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 Same Author**	**Coates, Ta-Nehisi. "Civil-Rights Protests Have Never Been Popular." *The Atlantic*, 3 Oct. 2017, www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/.** **- - -. "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/.**	**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." *Title of TV Show*, role by First and Last Names, season, episode, Network, Day Month Year.**	**Items to Include**
	TV Show (example)	"eps1.0_hellofriend.mov." *Mr. Robot*, 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. *Title*. Publisher, Date of Publication.**	**Items to Include**
	Print Book (example)	Bechdel, Alison. *Fun Home: A Family Tragicomedy*. 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." *Title of Album*, Distributor, Date.**	**Items to Include**
	Article in a Print Anthology (example)	Simone, Nina. "To Be Young, Gifted, and Black." *Black Gold*, 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 9?"**	

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.

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

- Always provide an in-text citation.
- Put the in-text citation either in the signal phrase or in the parentheses after the sentence.
- Use conventional or "established" signal phrases you use when using direct quotation
- Feel free to imitate the examples in this handbook.

Do Not

- Do not forget to use an in-text citation when using an outside source. Otherwise, an instructor will likely interpret it as 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 copy a web address (URL) as the in-text citation.

Examples of In-Text Citations

#	MLA In-Text Citation Type	MLA In-Text Citation Example	Corresponding Works Cited Entry
1	**One Author in Signal Phrase with Page #**	Matthew Shaw's recent essay in *The University of Chicago Law Review* begins on a pessimistic note: "The decades-long fight to recognize a fundamental right to education within the U.S. Constitution appears lost" (Shaw 1180).	Shaw, Matthew P. "The Public Right to Education." *The University of Chicago Law Review*, vol. 89, no. 5, 2022, pp. 1179-1244. *ProQuest*, elib.southwest.tn.edu:3443/login?url=https://www.proquest.com/scholarly-journals/public-right-education/docview/2715836976/se-2.
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." *Paris Review*, Spring 2015, www.theparisreview.org/interviews/6366/lydia-davis-art-of-fiction-no-227-lydia-davis.
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." *The New York Times*, 8 Sept. 2016, www.nytimes.com/2016/09/09/science/nasa-launches-osiris-rex-spacecraft-to-retrieve-asteroid-pieces.html.
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." *Ben & Jerry's*, www.benjerry.com/home/whats-new/2016/systemic-racism-is-real.
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." *Ben & Jerry's*, www.benjerry.com/home/whats-new/2016/systemic- racism-is-real.
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." *The New York Times*, 7 Aug. 2018, www.nytimes.com/2018/08/07/arts/design/syria-prison-artist.html?hp&action=click&pgtype=Homepage&clickSo urce=story-heading&module=photo-spot-region&region=top-news&WT.nav=top-news.

#	MLA In-Text Citation Type	MLA In-Text Citation Example	Corresponding Works Cited Entry
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." *The Journal of Psychohistory*, vol. 45, no. 4, 2018, pp. 234-243. *ProQuest*, elib.southwest.tn.edu:3443/login?url=https://www.proquest.com/scholarly-journals/fateful-convergence-animosity-toward-obamacare/docview/2036209107/se-2.
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." *The Washington Post*, 1 Aug. 2018. www.washingtonpost.com/news/local/wp/2018/08/01/p aul-manafort-trial-day-two/?utm_term=.aad9b9af1228.
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.).	Same as (8) above
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).	Same as (7) above

#	MLA In-Text Citation Type	MLA In-Text Citation Example	Corresponding Works Cited Entry
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." *Interpretation: A Journal of Bible & Theology*, vol. 71, no. 4, Oct. 2017, pp. 371-397. *EBSCOhost*, doi:10.1177/0020964317716129.
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." *The Atlantic*, 3 Oct. 2017, www.theatlantic.com/politics/archive/2017/10/colin- kaepernick/541845/. Note: Imagine that the source in (13) was featured in the same essay as this source (i.e. same author but different essay). Since the works cited below would come after this one, instead of writing the author's name again, one places three hyphens - - - to show that this source is from the above author, Coates.
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").	- - -. "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/.
14	**Authors with the Same Last Name (Add the 1st Initial)**	R. Smith calls some of the paintings "lackluster." **OR** These paintings are "lackluster" (R. Smith).	Smith, Roberta. "Painting: An (Incomplete) Survey of the State of the Art." The New York Times, 2 August 2018, https://www.nytimes.com/2018/08/02/arts/design/painting-now-and-forever-review-chelsea.html?searchResultPosition=1

#	MLA In-Text Citation Type	MLA In-Text Citation Example	Corresponding Works Cited Entry
15	**Two 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" (Blount et al. 372; Coates).	Blount, Brian K., et al. "Exploring Race/Racism past and Present: A Forum at Union Presbyterian Seminary." *Interpretation: A Journal of Bible & Theology*, vol. 71, no. 4, Oct. 2017, pp. 371-397. *EBSCOhost*, doi:10.1177/0020964317716129. 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/.

Resources for Other Common Styles: APA & Chicago Style

- A more thorough treatment of other common formatting styles will have to wait for a later edition of this handbook, but we wanted to provide links to some outside resources that cover two other common styles, APA (American Psychological Association) and the Chicago Manual of Style.

APA Style (7th edition)

- Excelsior College's APA Refresher (https://owl.excelsior.edu/writing-refresher/apa-refresher/)
- Purdue OWL's Guide to APA Style (7th edition) (https://owl.purdue.edu/owl/research_and_citation/apa_style/)
- University of North Carolina Library's APA Style Guide (7th edition) (https://guides.lib.unc.edu/APA)

Chicago Manual of Style (17th edition)

- Chicago-Style Citation Quick Guide (https://www.chicagomanualofstyle.org/tools_citationguide.html)
- Purdue OWL's Guide to Chicago Manual of Style (https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)

Grammar and Style Solutions

- This short appendix lists some of the most common grammatical issues and provides links to several free, high-quality online resources that will help you better understand and tackle these issues.
- While reading about common grammar issues is an important facet of improving your grammar skills, the best way to learn about and improve your grammar is to practice writing yourself and see what specific grammar issues and so-called "error patterns" emerge in your own writing. When you see a specific error pattern emerge, focus on learning about and addressing that specific issue (rather than trying to learn all grammar rules at once).
- Grammarly can assist with identifying common grammatical and stylistic issues and really help jumpstart this learning process. If you haven't yet, be sure to register for a premium Grammarly account, which is free to you as a Southwest student.
- For additional help with grammar and other style issues like writing clear, effective sentences or building effective paragraphs and transitions, we highly recommend OpenStax's free open-access Handbook. (printable pdf — long, best to print sections).

- **Attributions**: Resources from Excelsior College are licensed under a Creative Commons Attribution-4.0 International License. Resources from Northern Illinois University's Effective Writing Practices Tutorial are licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Resources from Rice University's OpenStax *Writing Guide with Handbook* is licensed under a Creative Commons Attribution-4.0 International License. Purdue OWL's Exercises are not licensed under Creative Commons but are free for individual use.

Test and refresh your grammar skills with
Excelsior College's Writing Refresher
or Northern Illinois University's
Effective Writing Practices Tutorial.

Practice your Grammar Skills with
Purdue Online Writing Lab (OWL)'s OWL Exercises.

Common Grammatical and Stylistic Errors

Sentence Fragments

- Read this explanation, watch this video, or complete this Grammar Refresher from Excelsior College to learn more about sentence fragments and how to avoid them.
- Complete this tutorial and quiz on sentence fragments developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.
- Complete these exercises on sentence fragments from Purdue's Online Writing Lab (OWL).

Run-on Sentences

- Read this explanation and complete this Grammar Refresher from Excelsior College to learn more about run-on sentences and how to avoid them.
- Complete this tutorial and quiz on run-on sentences developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.

Common Splices

- Read this explanation from Excelsior College to learn more about comma splices and how to avoid them.
- Complete this tutorial and quiz on comma splices developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.

Word Choice Errors

- Read this explanation from Excelsior College to learn more about effective word choice.
- Complete tutorial and quiz on commonly confused words developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.

Pronoun Agreement and References

- Read this explanation and complete this Grammar Refresher from Excelsior College to learn more about using pronouns effectively.
- Complete this tutorial and quiz on comma splices developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.

Subject-Verb Agreement

- Complete this Grammar Refresher from Excelsior College to learn more about subject-verb agreement.
- Complete this tutorial and quiz on subject-verb agreement developed by Northern

Illinois University as a part of their Effective Writing Practices Tutorial series.
- Complete this exercise on sentence fragments from Purdue's Online Writing Lab (OWL).

Capitalization

- Read this explanation from Excelsior College to learn more about capitalization conventions in academic English.
- Complete this tutorial and quiz on capitalization developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.

Poorly Integrated Quotations

- Read this explanation and complete this short activity on signal phrases from Excelsior College to learn more about how to integrate quotations effectively.
- Complete this tutorial and quiz on integrating direct quotations effectively developed by Northern Illinois University as a part of their Effective Writing Practices Tutorial series.
- You can also review the section on "Direct Quotation" in Chapter 3 of this handbook.

If there are other common grammar or style issues that you'd like us to include in this list, please email Dr. Adam Sneed at asneed@southwest.tn.edu.