



# The First Year Writing Program: A Survival Kit



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## Introduction

Welcome to the University of Michigan-Flint First Year Writing Program. English 111 and 112 are designed to provide you with the writing, reading, and research skills you will need to be successful throughout your academic studies. These courses will give you much personal satisfaction as you develop your intellectual abilities and recognize the power of writing in helping you achieve your goals.

The Writing Faculty assembled this Survival Kit to provide you with information that will help you navigate English 111 and 112.

We hope that you enjoy writing among the University of Michigan-Flint's community of writers!

Sincerely,  
The English Department Writing Faculty

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# Surviving College Composition: A Student's Perspective

by Jason Harrod

When starting as freshmen at the University of Michigan-Flint, or any university, students are often overwhelmed with warnings. These might sound like ‘college is a lot harder than high school’ and ‘you’ll have to make sacrifices to get all the work done, but it will be worth it all in the end’. Parents, family members, or even friends that have been to college may be the source of this vague counsel. Of course your family and friends want to see you succeed, so discounting their advice isn’t smart, as extreme as it might sound. As an outgoing senior, I’ve learned a lot about the university experience, and none of the situations I’ve encountered needed to be solved by anything as drastic as studying all day, every day. This essay is meant to provide insights into specific topics – responsibility, timeliness, tutoring, and class load – that an incoming freshman might not have considered.

The biggest difference between life as a university student and high school is the newfound responsibility. Getting to school is your responsibility, as is going to class; there are no buses and no bells to signal the start and end of class periods. And in some cases, attendance may not be enforced. Homework might not be collected. There were days when I didn’t want to get out of bed or finish a reading assignment; I just wanted to sit in the Pavilion instead of going to class. A few days I even managed each of those three ways to be lazy. At the end of the semester though, I never remembered the extra hour of sleep I got that one Wednesday, or the delicious smoothie I drank in the Pavilion. Instead, I was always disappointed that I missed out on a class discussion that would have been helpful when writing the final paper. Still, it’s all up to you; no one is your boss

here. But there are people who notice what you do, and how you do it.

Besides attendance, maintaining a high quality of work is an important responsibility. And like attendance, no one will force you to hold your work to a high standard. Not procrastinating is the best way to maintain quality. The more time you allow yourself to get even the shortest paper completed the better. You may find you need to ask the professor a question about the assignment, or you need to do more research than you expected. None of these possibilities can be addressed if you started writing the paper on the due date. Revision is another step that cannot occur if not given time. Sure a bit of last minute time is enough to find surface errors, but a day or two to ruminate on what you've written can generate new and better ideas. That time can mean the difference between just getting the paper done, and getting an A.

Taking more time to write a paper has other benefits. Professors and peers are great sources of discussion when you need to talk about a paper you're having trouble with. Most of the time, either will be willing to spend time with you. But, you can't expect professors to spend all their time helping just you when they have other students and lives of their own, and your peers have their own papers to write. Luckily for every student at the University of Michigan-Flint, there is the Marian E. Wright Writing Center, located in 559 French Hall. The tutors there won't write the paper for you, but they will help with everything from prewriting to organization to citation.

Along with attendance and work quality, professors notice those who are routinely late or dozing. They remember who turns in papers late, and who never says anything in class. They can also recognize a motivated student; consistent attendance, class participation, and turning in papers on time are easy ways to get a professor to have a

positive opinion of you. I'm not suggesting that a professor's opinion of you will decide your grade, but it might make getting a deadline extension easier if the professor knows slacking is not your norm. Your fellow students also form opinions of you and of each other based on the same factors. They won't want to be paired with you for group work, loan you notes from classes you missed, or discuss assignments with you if they think you don't take the class seriously.

Blackboard is a great place to earn the respect of your peers and professor and gain useful knowledge while outside of class. You can log in to Blackboard from [www.umflint.com](http://www.umflint.com), and see a list of all your classes. Each of your classes will have its own page with class announcements, assignments, and discussion boards. Some professors use Blackboard more than others, and some will require participation on the discussion boards. Whether participation is required or not, you can still post on the discussion boards to identify yourself as an active member of class. On-line discussions with classmates and the professor (if s/he chooses to participate, too) can only help you to be more prepared for class discussions, writing papers, and taking exams.

Once you're actually in class, there is another factor that can lead to be taken seriously, or not so seriously – your cell phone. To say almost everyone has one is not an unfair claim, so you're unlikely to be asked not to bring yours to class. Plus, with Internet and file storage capabilities, cell phones can be a useful tool to have on campus. But, be considerate. Leave the ringer on vibrate or silent. Just wait until the first time someone has to dig through his bag to stop his favorite song from overpowering the discussion; you'll understand then how annoying it can be for everyone in class.

Now you know that it is important to turn in great papers on time and to earn

respect from your professors and classmates. The only thing left is to make sure you're not burying yourself under a giant class load. Eighteen credits is the maximum amount of credit hours in which a student can enroll without special permission. Eighteen credits is the maximum for a reason. Every student has a point at which they cannot accomplish any more work at the quality the work needs. This point is different for each individual student, and is defined by things like jobs, family life, commute time, or any other number of unique circumstances; twelve to fifteen credits is a pretty average range. You have to figure out just how much you can do for yourself. There is a drop deadline, so it's best to figure your limits out before that time in order not to waste tuition money. If you're mindful of taking a realistic course load, too much homework won't become an issue. Instead, you can just concentrate on studying at a pace that works best with your newly increased self-responsibility.

There is no way an essay like this can cover every issue that might come up. I'm only writing from my own experiences about specific aspects of university life that stood out to me. Being as responsible, as respectful of my professors and peers, and as mindful of the quality of my own papers as I could are the things I consider most important to my success as an undergraduate student. You might find other things are more important to your success. If so, feel good about the fact that you're able to recognize those factors at work within your life at the university. Your own advice is always better to follow than the vague warnings of people who could not possibly have the same experience as you.

## **Important Differences Between High School and College**

There are two key differences between high school and college that are important to keep in mind:

- 1) You are responsible for your own learning. Your teachers will give you the tools that you need to excel, but it is up to you to use them. You choose your major/minor, classes, and schedule; you choose whether you go to class, do homework or choose to seek help. Ultimately, you must set priorities and balance important responsibilities and accept the consequences for your decisions.
- 2) In college you are not just given knowledge that you translate to tests, you are given information and concepts that you are expected to use and apply to new situations or to solve new kinds of problems.

Here are some specific examples:

### **High School**

Teachers have a degree in their field and secondary teaching training and certification. Teaching is a main requirement of their jobs. This means that they are accessible all during the school day and can regularly be found in their classroom.

Parents are often very involved in the education of their children.

### **College**

Professors have an advanced degree in their field. Teaching is part of their jobs, but they can also be researchers. This means that they may not always be on campus and have no regular classroom. However, professors do have an office and consistent hours that they are available in their office and will let you know the best way to contact them.

When you turn eighteen you are considered an adult. When this happens, your record cannot be shared with parents without your consent.

**High School**

There are consistent rules and consequences for tardiness/absences.

Teachers will often contact you and/or your parents when you are struggling. Late work is often accepted and extra credit given.

If you miss class, your teacher will let you make up your work and help you to do so.

You might study little outside of class and/or have class time to work on projects/assignments.

When you are given reading and/or assignments, these are often discussed in class. You are usually told what you need to know from assigned work.

**College**

Professors determine their own class policies. This allows them to construct their classroom in a way that best fits their teaching strategies and subject. However, many professors take and grade attendance, so it can affect your grade even more so than in high school. No matter the individual grading policy, missing class means missing important information that will help you to do well in the course.

You are expected to keep a copy of, and follow, the syllabus, that explains class policies and requirements and often gives assignments and grading scales. You are responsible for keeping yourself on track in the course. This means that if you are struggling, you are expected to take the initiative to ask questions and/or contact the professor for help. Late work is often not accepted and extra credit is rarely given.

If you miss class, you are expected to get notes from another student. Much of what is done in class cannot be made up.

You are expected to study at least 2 to 3 hours for every hour in class. This means that for a 3 credit class you could have 6-9 hours of homework a week (often more for a writing course!).

You will be given reading and assignments that might not be addressed in class or even checked, but that does not mean that the information is not important. Lectures and in-class assignments are given with the assumption that you have completed and understood your homework.

**High School**

You are often rewarded in high school for a good-faith effort.

Many assignments usually make up your grade.

You often may not get out of your seat or leave class without permission of the instructor.

Cheating and/or plagiarism might have minimal consequences. You might be allowed to retake the test/resubmit the work.

**College**

Though professors do respect students who are making a good-faith effort, effort does not guarantee good results.

Grades are usually comprised of a few major tests and/or papers.

You can leave class without permission. When this is done, however, it is assumed to be an emergency. Anything you do in class should be respectful of the professor and others in the class. Professors will not tolerate students who are disruptive and being disruptive can affect your grade.

Academic misconduct has serious consequences that could range from not passing the assignment to not passing the course. Repeated offenses might result in expulsion and can go on your permanent record. See pages 14-19 for details.

**Do's and Don'ts of Success in College**

DO take advantage of all services offered to you; such as advising, tutoring and the Writing Center.

DO consider college an opportunity and not a requirement.

DO worry about grades, but do not consider them the only indicator of learning.

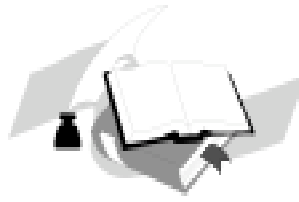
DO NOT try to do too much at once. Think quality over quantity. If you try to work full time and go to school full time, something will suffer, possibly your health, your grades, and/or your job.

DO ask for help if you are struggling, and get to know your professors. They will help out if asked but will not seek you out.

DO remember that failing a class means paying to take it again.

**Remember:** Some of the most successful students in college are those who are not only hard working, organized and responsible, but are those who also have a good attitude.





## First Year Writing Program Information

### Overview of Courses

The First Year Writing Program at the University of Michigan-Flint is designed to help you study and practice critical writing, critical reading, and critical thinking. The First Year Writing Program consists of the following courses (see UM-Flint's current *Catalog* for additional information):

#### **English 100: College Reading and Learning Strategies**

ENG 100 provides intensive work in reading for comprehension and associated learning strategies. ENG 100 is designed to help students be better prepared for academic work at the university. Some students might be required to take ENG 100 on the basis of test performance, other students, including transfer and returning students, who desire to improve their reading and learning skills may elect to take ENG 100.

#### **English 109: College Writing Workshop**

ENG 109, taken for one to three credits, provides individual help to students via work in the Marian E. Wright Writing Center. ENG 109 helps students strengthen their writing and practice the techniques of academic writing. Based on Writing Placement Exam (WPX) results, some students may be required to complete credits of ENG 109 before taking English 111/112 or to enroll in one credit of ENG 109 concurrently with English 111 or 112 [for a more thorough description of the goals and procedures of ENG 109 go <http://www.umflint.edu/writingcenter/eng109.htm>]

#### **English 111: College Rhetoric**

ENG 111 emphasizes the development of the student as a confident writer and an academic thinker. English 111 lays a foundation of writing practice and critical rhetorical awareness which is further developed and expanded in the context of academic writing and research in English 112. All students of the University of Michigan-Flint must complete ENG 111 or transfer the equivalent with a C or better before taking English 112.

## English 112: Critical Writing and Reading

ENG 112 focuses on critical, analytical and researched writing and the thoughtful, informed reading that makes academic inquiry and research possible. ENG 112 is designed to help students strengthen the academic reading and writing skills needed in the university curriculum. All students of the University of Michigan-Flint must complete ENG 112 or transfer equivalent with a C or better.

### The Importance of This *Survival Kit*

We offer several sections of our courses, and many different instructors teach in the program. Within program guidelines, instructors have the freedom to design assignments and classroom experiences to reflect their teaching strengths and philosophies.

Therefore, not every section of a given course will complete the exact same reading and writing assignments. However, every section of a First Year Writing Program course is designed according to the larger program principles and policies stated here in the *Survival Kit*.

While you will be guided by the expectations of your particular instructor, you should know that to help maintain coherence in the program **every instructor in every section will work within the course descriptions outlined above and adhere to the placement procedures, rules on the course cap, the pledge to students, the expectations of students, the principles of the outcomes statements, and the policies on Attendance and Participation and Academic Integrity as described in the sections below.**

Instructors may also expect that you are using resources provided here such as “How to Format a Final Draft,” and that you are aware of other guidelines, such as email expectations, also presented here.

It is important to note that while adhering to program policy, your instructor will have expectations specific to the way he or she has designed a particular section of a course. So that you know what is expected of you in any given section, your instructor will give you written statements of classroom policies and guidelines for performance. Instructors will expect that you read carefully the course documents specific to the section in which you are enrolled. Keep in mind, however, that their policies come from the principles outlined herein. The *Survival Kit* can help you understand more fully what the writing program expects and what you can expect of the course you are taking in the program.

## Placement Information

### Overview:

- All University of Michigan-Flint students are required to complete ENG 111 and ENG 112 or their equivalents
- Depending on Writing Placement Exam performance, students may also be required to take one to three credits of ENG 109.
- Depending on ACT Reading, SAT Reading, or Reading Placement Exam scores, students may be required to take ENG 100
- Students required to take three credits of ENG 109 must complete those credits before taking ENG 111
- Students required to take ENG 100 must complete 100 before taking ENG 112

### **READING PLACEMENT at UM-Flint is automatic and based on your ACT or SAT Reading score.**

- If you have an ACT Reading score of 18 or below, or a SAT Reading score of 390 or below, you are required to take ENG 100: College Reading and Learning Strategies.
- If your ACT or SAT score places you into ENG 100, it is highly recommended that you take an in-house reading assessment called the DRP. Arrangements to take the DRP can be made by calling the Advising Center at 810-762-3085.
- Entering freshman without an ACT Reading or SAT Reading score need to take the DRP reading placement exam on campus in the Advising Center
- Those required to take ENG 100 must complete ENG 100 *before* enrolling in ENG 112.

### **WRITING PLACEMENT at UM-Flint is based on an online Writing Placement Exam (WPX) developed and scored by writing program faculty.**

- We need to get a general idea of all our students' writing knowledge and ability before they begin their careers as writers and students at UM-Flint because all writing programs are different, with different strengths and weaknesses. All students entering the university must write the placement exam, except:
  - Those students who have Advanced Placement credits or transfer in equivalent coursework for *BOTH* 111 and 112 are exempt from taking the Writing Placement Exam since completion of both 111 and 112 fulfills the university composition requirement.
  - Those students who score 22 or higher on the ACT -- ENGLISH COMPOSITE are exempt from taking the Writing Placement Exam; they are placed directly in ENG 111 based on the ACT score and will fulfill the university composition requirement by completing 111 and then 112. (If a student has both an ACT ENG COMP of 22 or higher *and* AP credit or transfer credit for ENG 111, he or she will be exempt from the WPX and place directly in ENG 112.)

**The purpose of the Writing Placement Exam (WPX) is not to place students out of any writing courses; we do not evaluate for that. Rather, we look for those students who, for various reasons, need extra writing practice. The Writing Placement Exam helps us find and help those students succeed.**

- Thus, all students entering the university without transfer credit for ENG 111 or ENG 112 and who demonstrate general control over fluency, audience, thesis, organization, development, coherence, and style place into ENG 111.
- If a student shows the need for practice in any of these areas, they are placed concurrently into three credits of ENG 111 and one credit of ENG 109. The dual placement offers the student additional help with a tutor in our writing center every week.
- If a student shows significant need for practice in several focus areas, he or she will be placed into three credits of ENG 109 and required to complete a full semester of work in the Writing Center before taking ENG 111

**Important Facts about Writing Placement:**

- The results of the Writing Placement Exam do NOT place students out of any writing courses. Instead it helps our writing faculty find and help those students enrolling at UM-Flint who probably need extra help to meet the challenges of university level writing assignments. We have a two semester, six-credit writing sequence that all students must complete here or through transfer equivalents for ENG 111 and 112. Students deemed to need additional help based on their writing on the placement exam may be required to take an additional credits of ENG 109 before or with the regular two semester, six-credit writing sequence that fulfills the General Education “composition” requirement for graduation
- Unless a student transferring to UM-Flint has credit for BOTH 111 and 112, the Writing Placement Exam must be taken before enrolling in any English courses.
- If the Writing Placement exam shows a student has general competence with fluency, audience, thesis, organization, development, coherence, and style, ENG 111 is the proper placement. The student will then complete our regular two semester, six-credit writing sequence to fulfill the General Education “composition” requirement for graduation.
- If a student has transfer or other credit for ENG 111, and the Writing Placement Exam shows general competence with fluency, audience, thesis, organization, development, coherence, and style, then ENG 112 is the proper placement. The student will fulfill our regular two semester, six-credit writing sequence and the General Education “composition” requirement for graduation by transferring in three credits of ENG 111 and completing ENG 112.

If you have questions regarding our placement procedures, please contact Dave Larsen, Writing Placement Director [810-424-5247; dalarsen@umflint.edu].

## Information about Class Size

The First Year Writing Program puts a limit of 15 students per section in a three-credit ENG 109 and 24 students per section in ENG 100, 111, and 112. Maintaining small classes is essential to providing quality writing instruction and ensuring each student receives important feedback, therefore **IT IS WRITING PROGRAM POLICY NOT TO OVERENROLL STUDENTS IN ANY WRITING COURSE. PLEASE BE AWARE THAT INSTRUCTORS ARE NOT AT LIBERTY TO ENROLL STUDENTS BEYOND THE COURSE CAP.**

## Information about ABC>N Grading

ENG 100, 109, 111, and 112 are all graded ABC>N. **THIS MEANS THAT THE GRADE OF C IS THE LOWEST GRADE FOR WHICH CREDIT IN ENG 100, 109, 111, AND 112 IS GRANTED. IF YOU DO NOT EARN A STRAIGHT C OR BETTER, YOUR FINAL GRADE WILL BE AN N (NO CREDIT). READ CAREFULLY THE SYLLABUS OR COURSE POLICY STATEMENT IN YOUR ELECTED SECTION AND/OR TALK WITH YOUR INSTRUCTOR TO LEARN HOW FINAL GRADES WILL BE CALCULATED.** An N signifies that you have received no credit for the course. Earning an N grade in a course does not affect your grade point average for that semester (for more information on N grades and how multiple Ns affect progress toward degree, see the College of Arts and Sciences “Grading System” section of the *Catalog*). **If you earn a final grade of N in ENG 100, 109, 111, and/or 112, you will have to retake the course.**

**A note on Incomplete grades:** Incomplete grades or “I” grades are rare in English 100, 109, 111, and/or 112. Incompletes are granted in extreme circumstances and only after instructor and student have consulted and agreed to the terms of an incomplete. To be eligible to negotiate an incomplete, the student must be passing the course.

## Importance Of The First Year Writing Program At The University

The First Year Writing Program is your introduction to critical writing, thinking, and reading at the college level. Successfully completing ENG 111 and ENG 112

- Makes you better prepared for the work of the university
- Fulfills the prerequisite to all advanced writing and many upper division courses
- Completes the university's "English Composition" requirement
- Makes you eligible to receive a degree from the university

When you leave ENG 112, your education in writing and academic inquiry will have only just begun. The foundation that you build in the First Year Writing Program will be important to your success as a student at UM-Flint and to your sense of what you can accomplish as a writer and thinker in this world.

## Our Pledge to Students

As instructors in the First Year Writing Program, we are interested in your success as writers. We believe it is our job is to provide an environment in which:

- You have abundant opportunity to write
- You interact with other writers
- You receive "frequent, timely, substantive feedback" on your work
- You are encouraged to practice strategies for revision and rethinking and
- You and your writing are taken seriously

*[adapted from the National Council for Teachers of English standards for writing instructors:  
<http://www.ncte.org/positions/statements/whyclasssizematters/>]*

## Our Expectations of You

To help us guide you towards success, all sections of all first year writing courses place a premium on the following:

- Attendance/prompt arrival/focused attention to the work of the class
- Contribution to small and large group discussion/participation in all course activities
- The sharing of drafts through a peer review/peer editing/peer workshop process
- Submission of your best work, on time
- Academic integrity
- Careful preparation
- Thorough attention to course policies, course calendar, and other course documents provided
- Taking responsibility to communicate immediately any difficulties meeting course requirements

Please see the course documents provided by your instructor in order to understand the specific requirements of your section associated with these program expectations and the individual expectations of your instructor.

## Student Concerns

Should you ever have a question or a concern about your first year writing class:

1. **Contact your instructor.** Your instructor is your best first resource for information about the course. Contact your instructor first if you have specific questions about policies, procedures, assignments, grades, etc. Raise your concern in respectful terms.
2. **If talking with your instructor does not address your concern, contact the Writing Program Director.** You may stop by her office or email/call to make an appointment (see below for contact information). You will need to provide the Director with information about your concern and why your instructor's response was unsatisfactory to you. The Director will then investigate and respond. If concern remains, you may then contact the Chair of the English Department (refer to the College of Arts and Sciences Student Grievance Procedures section of the current catalog).

## First Year Writing Program Office

If you have questions or concerns would like additional information about the First Year Writing Program, please contact the Writing Program Director:

Director:	Dr. Stephanie Roach.
Office/Campus Mail Address:	French Hall 326, office 320K
Office Phone/Voice Mail:	810-762-3429
E-Mail Address:	smroach@umflint.edu
Mailbox:	English Department Office, FH 326
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## Student Outcomes For Writing

A statement of *student outcomes* articulates the goals of a course or program. At the university, you will likely hear a lot about student outcomes and student outcomes assessment. Every program, major, department at the university has student outcomes [*to research student outcomes and assessment at UM-Flint, go to <http://www.umflint.edu/assessment/>*]. By indicating the goals, standards, benchmarks, and/or key course experiences, a statement of student outcomes helps you know what to expect and what will be expected of you.

In terms of what to expect and what will be expected of you as a writer at the University of Michigan-Flint, you should be familiar with the following statements of student outcomes for writing:

- The General Education Program's Student Outcomes for Written Communication
- The First Year Writing Program's Student Outcomes Statements for ENG 111 and ENG 112.

### The General Education Program's Student Outcomes for Written Communication

The General Education Outcomes for Written Communication state that upon graduation from the University of Michigan-Flint, all students should be capable of achieving the following in writing:

- Introductory paragraph(s) which frame(s) the central focus of the essay
- Ideas arranged in an organized sequence that bring cohesion to the essay
- Paragraphs developed in multiple, cohesive sentences to explain student ideas
- Evidence incorporated (introduced, interpreted, and/or integrated) to help the reader understand its importance
- Sources cited internally and at essay's end showing a strong understanding of academic documentation
- Conclusion that relates to and draws thoroughly from essay content
- Appropriate academic tone consistently used
- Essay proofread with success and skill for grammar and punctuation

The current General Education Assessment Plan for Written Communication states that the university will assess samples of student writing both early and late in the General Education program. Randomly selected, anonymously distributed final essays from ENG 112 sections in the winter semesters are read and assessed by university faculty according to the above rubric. This assessment process helps our campus look for student success in written communication and helps us improve writing instruction.

The First Year Writing Program supports the basic General Education written communication outcomes by introducing you to and helping you practice techniques of successful academic writing. Many other courses in the General Education Program and in your chosen major will continue your education in writing by requiring you to use and expand your writing knowledge [for more information on writing at UM-Flint, read the Faculty Survey Results later in this document].

## The First Year Writing Program's Student Outcomes Statements

### *Introducing the Writing Program Outcomes*

While the First Year Writing Program courses contribute to the overall goal of graduating competent writers, our courses are unique in that they are devoted expressly to the study of writing and the practice of writers; other courses at the university will ask you to write, but the courses you take in the First Year Writing Program will offer sustained and dedicated writing instruction, a working knowledge of the complex and sophisticated practice of writing, and an understanding of yourself as a writer. While striving for successful written communication as defined by the General Education Outcomes for Written Communication, successful students of the English 111 and 112 will strive more specifically to meet the outcomes of the First Year Writing Program.

### *Importance of the Writing Program Outcomes*

The First Year Writing Program Student Outcomes Statements

- Give you a sense of the kind of work you will do as a student in the program
- Articulate what we see as the most important goals of the program
- Help maintain coherence and consistency in the program

Whether you enroll in English 111 section 2 or section 7 or English 112 section 1 or section 5, the First Year Writing Program Student Outcomes Statements make clear

- What you can expect from any English 111 and 112 section
- What all English 111 and 112 instructors will expect of you

### *Connection to National Writing Standards*

The First Year Writing Program Student Outcomes Statements were derived by the collaborative efforts of those who teach first year writing courses at UM-Flint. Our Student Outcomes Statements represents the collective understanding of the writing program faculty at the University of Michigan-Flint. While locally significant, our Student Outcomes Statements are supported and informed by the work of the “WPA Outcomes Statement for First-Year Composition,” a document published in the preeminent journals of the field of Composition Studies and accepted by several national organizations dedicated to supporting the work of students and teachers of writing: the Council of Writing Program Administrators (WPA), the National Council of Teachers of English (NCTE), and the Conference on College Composition and Communication (CCCC). We have modified and used directly some of the WPA language and categories as they speak “to the common expectations, for students, of first-year composition programs in the United States at the beginning of the 21<sup>st</sup> century” [*for the full WPA Outcomes Statement see College English 63(2001): 321-325 or go to <http://wpacouncil.org/positions/outcomes.html>].*

## **OUTCOMES STATEMENT for ENG 111: College Rhetoric**

“[L]earning to write clearly can help us think and feel and see.”

Joseph Williams (*Style: Toward Clarity and Grace* 14)

The primary objective of English 111 is to help you develop fluency, confidence in yourself as a writer, and increased sophistication in your writing. English 111 lays a foundation of writing practice and critical self-awareness as a writer which is further developed and expanded in the context of academic writing and research in English 112.

### ***BY THE END OF ENG 111, YOU WILL BETTER UNDERSTAND AND APPLY***

#### **WRITING AS A PROCESS by**

- Working collaboratively with others in reading and writing
- Critiquing your writing and the writing of others
- Experiencing the rewards of a full and extended drafting process
- Learning about the Writing Center, library, and other university writing resources
- Recognizing the need to continue to work on your writing throughout your academic and work career

#### **YOUR WRITING PROCESS by**

- Producing informal and formal writing
- Becoming less anxious and more prepared to begin writing projects
- Developing and practicing strategies for generating, revising, editing, and proofreading
- Coordinating and managing the stages of the writing process: discover, identify, and narrow a topic, plan and write a rough draft, revise, polish, proofread, and present work
- Striving to organize ideas fluidly and fluently in sequence
- Becoming aware of and writing about your writing processes and strategies
- Articulating your characteristic strengths and weaknesses as a writer

#### **RHETORICAL STRATEGIES by**

- Developing a central idea and maintaining focus in a sustained piece of writing
- Organizing and exploring ideas in several paragraphs that relate to each other in intellectually coherent and logically consistent ways
- Finding and presenting purpose in writing from introduction to conclusion
- Using relevant evidence to develop your ideas, support main points, back up opinions, prove your argument, and make generalizations more concrete
- Finding and addressing audience in writing
- Practicing your own strategies for thoughtful reading and writing in response to reading

**CONVENTIONS OF WRITING by**

- Responding appropriately to goals and instructions of written assignments
- Discovering conventions of format, structure and documentation appropriate to a given writing situation
- Becoming sensitive to reader expectations and beginning to anticipate reader response
- Submitting typed prose edited for expression and proofread for correctness
- Practicing control over surface features (syntax, grammar, punctuation, and spelling)

## OUTCOMES STATEMENT for ENG 112: Critical Writing and Reading

*ENG 112 picks up where ENG 111 leaves off. Students should review the outcomes of ENG 111 in considering their preparation for ENG 112.*

“The research essay is good practice for this essential element of all academic inquiry: what you think and how you came to think it.”

Bruce Ballenger (*The Curious Researcher* 13)

The primary objective of English 112 is to strengthen your academic writing and reading skills. You will learn strategies to become an active, critical, analytical reader of texts. You will write papers that analyze, interpret, evaluate and respond to readings, and you will make use of sources using techniques of academic research. **The outcomes of ENG 111 are also outcomes for ENG 112; ENG 112 will reinforce and extend your understanding of and experience with WRITING AS A PROCESS, YOUR WRITING PROCESS, RHETORICAL STRATEGIES, and WRITING CONVENTIONS.** In addition, the following are outcomes specific to the critical writing and reading completed in ENG 112.

### ***BY THE END OF ENG 112, YOU WILL BETTER UNDERSTAND AND APPLY***

#### CRITICAL LITERACY by

- Becoming aware of the connection between writing and intellectual inquiry
- Analyzing, interpreting, and evaluating a variety of textual and non-textual materials
- Distinguishing one’s own ideas from the ideas in readings
- Synthesizing material from several sources to develop and support your own point of view, present an argument, or explain an idea
- Accurately summarizing and paraphrasing a text’s central idea without plagiarizing
- Integrating your own ideas with those of others
- Studying how academic argument and analytical writing work
- Using conventions of format and structure appropriate to academic writing
- Controlling surface features such as syntax, grammar, punctuation and spelling so as to present the most effective argument
- Becoming aware that you will need to adapt your writing to meet the different writing requirements and formats of various academic disciplines, and that in future classes, particularly in your major, you will gain this additional writing experience

#### RESEARCH and RESEARCH STRATEGIES by

- Becoming aware of the connection between writing and research
- Practicing techniques of academic research, such as finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, using scholarly resources, approaching the Internet, or writing abstracts and annotated bibliographies
- Gathering and evaluating data from multiple sources

- 
- Developing a thesis or perspective from researched material and exploring and developing that point of view through writing
  - Organizing, drafting, revising, proofreading, and polishing an extended piece of writing based on research
  - Becoming more aware of the rhetorical and historical contexts of ongoing conversations in the academy and the world and how you can contribute to those conversations through your own research and writing
  - Adopting appropriate voice, tone, and level of formality for written assignments
  - Learning why and practicing when and how to appropriately cite and document sources
  - Using MLA style documentation and becoming aware of other citation formats, such as APA and Chicago/Turabian styles

## Policy Statement on Attendance and Participation

For **all** courses in the Writing Program of the English Department  
at the University of Michigan-Flint, including  
ENG 100, 109 (3 credits), 111, 112, HON 155/156  
and upper division writing courses

The following are the participation expectations of students in writing courses:

- Students are expected to arrive on time and stay for the duration of the class
- Students are expected to be prepared
- Students are expected to participate fully in class activities
- Students are expected to engage in all aspects of the writing process and contribute to the classroom community of writers
- Students are expected to contribute productively and consistently in class

Because these expectations cannot be achieved if students are not in class, attendance is required in all face-to-face and online writing courses in the English Department.

### **Attendance is Required Because:**

- “Regular attendance” is an expectation of all UM-Flint students (see The University of Michigan-Flint *Catalog 2005-2007* page 37).
- Active, consistent participation is vital to success in every writing course; thus, it is important that you are in class and/or online doing the work.
- Writing classes at UM-Flint are not just about a final written product, but also a process, a process that involves developing your own writing and contributing thoughtfully to the classroom writing community. Submitting high quality final essays, then, is only part of the work of the successful student.
- Missing class and/or online work means that you are missing important course work—writing, workshops, group work, class discussion, lectures, peer review, handouts and worksheets, revision and proofreading exercises, and other activities—designed by your instructor to help you understand upcoming writing assignments and become better writers. Thus, missing class means 1) missing an opportunity to learn how to improve your final work and 2) missing an opportunity to demonstrate your contributions to the classroom writing community.
- Whether it is for a “good” reason or not, missing class is still missing class, and students who miss classroom and/or online course work are 1) often not as successful in drafting and revising assignments for the writing course and 2) not at all successful in meeting participation requirements.
- Students who do not regularly attend and actively participate in class and/or online are not completing essential work of our writing courses and thus, regardless of the quality of their final essay products, will not be as successful as students who engage in all the work of the writing course.

**Therefore, all faculty members of the writing program give points or other credit for attendance and participation, and all faculty members of the writing program**

**enforce the following attendance policy.** Note that for online courses, application of the policy varies depending on the structure of the course, but all face-to-face and all online courses in the writing program adhere to the policy. Refer to the syllabus and/or course policy statement of your instructor for the details of his or her particular application of the policy.

## **Attendance Policy**

- 1. Missing the equivalent of one week of class is permitted penalty free. No distinction between an excused and unexcused absence will be made. Students are responsible for all class work regardless of absences.**
  - For a class that meets once a week, students are permitted ONE absence.
  - For a class that meets twice a week, students are permitted TWO absences.
  - For a class that meets online, see the syllabus or course policy statement.
  - *IMPORTANT EXCEPTION: it is university policy that students who miss the first two days of class, miss more than two days during the add/drop period, or who do not participate in an online class for the first five calendar days of the semester may be dropped from the course.*
  
- 2. Absences beyond the equivalent of one week of class will affect the student's grade. No distinction between an excused and unexcused absence will be made. Students are responsible for all class work regardless of absences.**
  - For a class that meets once a week, the 2<sup>ND</sup> ABSENCE will affect the course grade as specifically outlined in the syllabus or course policy statement of the instructor.
  - For a class that meets twice a week, the 3<sup>RD</sup>, 4<sup>TH</sup>, AND 5<sup>TH</sup> ABSENCES will affect the course grade as specifically outlined in the syllabus or course policy statement of the instructor.
  - For a class that meets online, read the syllabus or course policy statement.
  
- 3. Missing the equivalent of three weeks of a writing course will result in a failing or no pass grade.**
  - For a class that meets once a week, STUDENTS WILL FAIL OR RECEIVE AN AUTOMATIC N AT THE THIRD (3<sup>rd</sup>) ABSENCE.
  - For a class that meets twice a week, STUDENTS WILL FAIL OR RECEIVE AN AUTOMATIC N AT THE SIXTH (6<sup>th</sup>) ABSENCE.
  - For a class that meets online, see the syllabus or course policy statement.
  
- 4. Late arrivals and early departures are disruptive and will affect a student's grade at the instructor's discretion. No distinction between excused and unexcused tardies or departures will be made. See syllabus or course policy statement for details.**

- 5. The lack of regular and constructive participation in class will affect a student's grade at the instructor's discretion. See syllabus or course policy statement for details.**

Giving credit for successful attendance and participation ensures that your efforts as a student are valued. Enforcing this policy assures that only students who meet the attendance and participation expectations in writing courses earn full credit.

## Policy Statement on Academic Integrity and Plagiarism

For **all** courses in the Writing Program of the English Department  
at the University of Michigan-Flint including  
ENG 100, 109 (3 credits), 111, 112, HON 155/156  
and upper division writing courses

### University of Michigan-Flint *Catalog* Statement on Academic Integrity:

*“No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another person, can be tolerated in a community of scholars. Such transgressions may result in action ranging from reduced grade or failure of a course, to expulsion from the University or revocation of degree.” (refer to current Catalog for the full text and for definitions of the misconducts listed)*

The University code, then, is clear that maintaining academic integrity is paramount. To that end, departments and programs have been authorized by the university to “further delineate academic integrity,” and students “are bound by the University policy on academic integrity as well as these department or program policies”. The following delineates the writing program’s position on academic integrity.

### **The Importance of Academic Integrity in the Writing Classroom**

At this, and all universities, plagiarism, cheating and other forms of academic misconduct cannot be tolerated and penalties are severe. The reason for this is, as Composition scholar Mike Rose argues, that “virtually all the writing academics do is built on the writing of others. Every argument proceeds from the texts of others” (*Lives on the Boundary* 180). Therefore, it is important that students “position” themselves in intellectual work by properly learning to “mark the difference” between their prose and others, to cite the language and ideas of others that they are using, and to “strike the proper balance between [their] writing and someone else’s.” You are expected to know and follow the rules academics and professionals use when they write. When you violate these rules, you show disrespect for the members of the community that follow the rules, and you risk losing your own status as a respected member of that community.

### **Defining Academic Misconduct in Writing Courses**

Academic misconduct includes but is not limited to receiving unauthorized assistance, submitting the ideas, work, or words of another without proper acknowledgement, and submitting your own work for credit in multiple courses without each instructor's consent (remember that writing is learning; if you are not writing in the new context, you are not doing the work).

You are guilty of academic misconduct, for example, if you:

- “Cut and paste” from printed, electronic, or other-owned text and present it as your own
- Submit work written or partially dictated to you by someone else and represent it as your own
- Submit a paper written by you on a previous occasion and present it as new course work
- Put someone else's ideas in your own words without telling the reader this is what you did
- Use another person's words—sometimes even one word—without showing precisely which words are not yours and where they came from—even if you are using the other person's words to express *your* ideas!

### **Avoiding Academic Misconduct in Writing**

To maintain academic integrity, you have to be clear about who your ideas are informed by and fit into the larger conversations of the academy and the world. One way to avoid misconduct is to fully and properly acknowledge all sources of your work by unambiguously identifying the sources of all ideas, language, and other materials that are not your own. In other words, always be honest with your reader about what you are doing, and use the academic conventions that help you express that responsible, ethical approach.

You should:

- Indicate where quotations begin and end by using quotation marks and introductory phrases
- Use transitions or introductory phrases to clarify when “your” words represent another's ideas
- Include in-text citations for every source you borrow from, paraphrase, summarize, or quote
- Attach a complete and properly formatted works cited page

## Why Plagiarism Is a Serious Offense

### *Plagiarism means that you have not learned to do your work.*

- Plagiarism and theft of others' material is a serious violation of academic conduct at the university level, especially since researchers in all fields work with ideas and materials that they develop as their own. Work is published because it adds to our knowledge in many fields. Beyond the university, there are legal ramifications of violating Intellectual Property law
- Stealing the ideas of others means that you misrepresent your own ability to work in your field. It means that you are not a professional and that you are not to be trusted to do accurate research.
- Misrepresenting materials can also have serious consequences, especially in the sciences, where the theft of materials the researcher does not understand can result in harm to people, even large numbers of people.
- In the university community, we recognize the important consequences of stealing the ideas of others. As you become a member of this community, you need to be aware of these consequences.
- Because we want you to become a member of this academic community, it is important to show that you can do the work. Plagiarizing by representing in writing the ideas, development of ideas, and/or specific language of another as your own defeats the purpose of taking writing courses at the University of Michigan-Flint. The writing sequence is about working on *your* writing and practicing the strategies for incorporating the work of others into your writing.

### *Plagiarism can have serious consequences for you.*

- Plagiarism can result in your failing a paper or the entire course. Additional penalties may result when the situation is reported to the College of Arts and Sciences and the Academic Standards Committee. Furthermore, plagiarism may even result in your being suspended from the university.
- Suspension and the indication of plagiarism on your transcript can have serious consequences, and may prevent you from achieving your goals. Medical school, and all medical programs, law schools, and other professional schools, may turn down an applicant who has plagiarism recorded on his or her transcript. At the very least, an unpleasant and embarrassing explanation is required during the application process.
- Because plagiarism is a serious offense, you can expect discussion in class of the concerns of academic integrity and the strategies for using and properly documenting sources. If you do not understand how to avoid plagiarism or if you feel you cannot document sources properly, talk to your instructor. But if you panic or cut corners, if you do not submit your own *new writing* done within the context of your course, if you are confused and do not ask for help, if you plagiarize (use another's words or ideas without full and proper acknowledgment), or if you commit outright academic fraud (buying an essay on the Internet, using someone else's essay, having someone else write something for you that you "fix" later, or turning in your old work to save time, etc.), you will suffer serious consequences.

## The Consequences of Plagiarism in Writing Courses

Learning to document sources correctly and appropriately is part of a long on-going process. One of the goals of your freshman writing courses is to make sure that you know and understand the conventions of documentation and how to eliminate conscious/intentional and unconscious/unintentional plagiarism.

Conscious/intentional plagiarism involves the intentional use of another's work as if it were your own. Unconscious/unintentional plagiarism occurs if you fail to observe documentation requirements because you do not understand how documentation works. Generally unconscious plagiarism involves omitting a reference, or failing to document materials in the text of your paper. Whether conscious or unconscious, any violation of the following principles in a student's completed work constitutes plagiarism.

When sources are required, you will learn how to properly acknowledge and document your sources. Every time you use a source, whether required by the assignment or not, you must be clear about what words and ideas you have taken from others. Of course, when and how to incorporate the words of others into your text and how to properly document a source can be tricky, and some students make mistakes, particularly in early drafts. However, using multiple drafts gives the writer the opportunity to focus on documentation on one of the later draft. Common mistakes include accidentally forgetting a beginning or end quotation mark, paraphrasing an acknowledged source with phrases too close to the original and misusing a citation formula—all concerns that can be remedied during the draft process.

**The penalty for the minor mishandling of sources in work submitted for a grade will be assessed in the grade for that writing. The penalty for plagiarism, however, will be more severe. Plagiarism is no mistake. If you plagiarize you will not earn credit for the course. Regardless of the number of points honestly earned, a student caught plagiarizing all or part of an essay submitted for a grade will receive an automatic N for the course (or F for writing courses beyond the 100 level). Further penalties may result when reported to the College of Arts and Sciences Academic Standards Committee.**

### ***Guidelines for Avoiding Plagiarism***

- 1) ***All written work submitted for credit must be your own work.*** It may not have been composed, wholly or partially, by another person.
- 2) ***Every paraphrase, summary, and quotation must be accompanied by an in-text citation, and all sources cited in the text must appear in a full list of sources at the end of the essay.*** Paraphrases are a version of another's sentence or paragraph presented entirely in your own words. Summaries are reduced versions of another's text written entirely in your own words. Quotations are word for word sections of a source presented within quotation marks. All paraphrases, summaries, and quotations must be accompanied by an in-text citation acknowledging the source, or sources, from which you drew and modified the information. All sources cited in in-text citations should then be listed at the end of your essay. The format for the in-text citations and list of sources at the end will be determined by the documentation style required in the course (MLA, APA, or Chicago, for example).
- 3) ***Write an accurate bibliography (also known as List of References, Works Cited or , References Cited) using the conventions of the documentation style required.*** In order to help your reader locate your sources quickly and easily, you need to provide a good bibliography. All the commas, parentheses, periods and so forth are a code that allows you to write your bibliography in a clear, succinct, and recognizable documentation form. You must follow the codes exactly.
- 4) ***When you put work in quotation marks, you are saying these words are, word for word, the work of another.*** Quotations, then, must be accurately copied in your text, and all quoted material must be accompanied by an in-text citation of the source and the source must be listed on the page of references.
- 5) ***The wording of written work that is not in quotation marks must be your own.*** It is important to note that even if you acknowledge in an in-text citation the source of a summary or paraphrase, without quotation marks, you are saying that the words in the summary or paraphrase are entirely yours. Thus you may not submit work outside of quotation marks that has been copied, wholly or partially, from a book, article, essay, newspaper, another student's paper or notebook, or any other written, printed, or media source even if you cite your source. Another writer's phrases, sentences, or paragraphs may be included only if presented as quotations and the sources acknowledged. Any passage that is not in quotation marks and not accompanied by an in-text citation must represent only your words and ideas.
  - a) ***Rule for re-wording sources:*** If you have even as few as two to five words of your paper in succession identical to the source, that is plagiarism unless those words are enclosed in quotation marks and documented both in the text of your paper and in your list of references.

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- b) ***Simply changing a word or two here or there is not appropriate paraphrasing; it is plagiarism.*** Your paraphrases should not mimic the wording or syntax of the original sentence. While drawing from the idea of another, a paraphrase must be composed in your own words.
- 6) ***Written work that presents any written, printed or media material including pictures, charts, or graphs must acknowledge the source of that material.*** Ideas from books and essays may be incorporated into your work as starting points, governing issues, or illustrations. In each case, however, the source must be documented both in the text itself and at the end of the paper.
- 7) ***Remember that any on-line materials you use to gather information for a paper are also governed by rules about plagiarism,*** so you need to learn to cite electronic sources as well as printed and various other kinds of sources. Again, you need to include in-text parenthetical citations for all sources, and you need to include all sources in your list of references at the end of the paper.
- 8) ***Professors assume that any paper submitted by a student for any class was prepared by that student for that specific class.*** You may not turn in the same paper for two or more different classes/courses, composed at this university or another, unless each professor involved has authorized you to do so in advance.
- 9) ***Do not fabricate or falsify sources or data.*** Making up or changing sources, quotes, page numbers, statistics or other content will get you into serious trouble.
- 10) ***Purchase a handbook, or find a good online resource, to help you with the proper formulas for acknowledging sources in the text and at the paper's end.*** Your professor may require a particular handbook be purchased.

## Writing At the University Of Michigan-Flint: Results of The Faculty Writing Survey

During the 1992-93 academic year, the English Department Composition Staff sent out a survey to all full and part-time teaching faculty at the University of Michigan-Flint outside the Department of English. The purpose of this survey was to find out as much as possible about writing assignments and expectations for writing throughout campus. Approximately half the faculty at UM-Flint completed the questionnaire. Below are the results that the Composition Staff believes would be of particular interest to students.

### What kinds of writing can be expected at UM-Flint?

- Over half of the faculty members who responded assign a library research paper (58%) and give essay exams (56%).
- Nearly half of the faculty members who responded require an oral report with written preparation (45%).
- One-third of the faculty members who responded assign essays (33%), summaries (33%), and original research (31%).

### How much writing will be required?

- Approximately one-third of the respondents reported that their 100-level and 200-level courses require at least one graded writing assignment.
- At the 400-level, 70% of the faculty members who responded to the survey require at least one writing assignment over four pages long.

### How much of the course grades will depend on writing?

- At the 100-level, over 50% of the faculty who responded reported that writing is more than one-quarter of the course grade; 26% reported that writing counts for 75-100% of the course grade.
- By the 400-level, 88% of the faculty respondents reported that writing counts for over 25% of your grade and 37% of them reported it counts for 75-100% of the course grade.



**What kinds of skills do professors want students to have?**

Faculty members in all disciplines expressed the following expectations:

- Critical Thinking Skills
  - “Good writing goes beyond ‘rules of grammar.’ Although they are important, rules are no substitute for critical thinking skills.”
  - “Writing must encompass the use of higher level thinking skills, not just the gathering and presenting of information.”
  - “I tend to use writing as a tool for attaining better understanding... I would like my students to use writing to clarify their own thoughts.”
- Reading Skills
  - “In order to write well, you must be able to read well.”
  - “Writing and reading seem quite intertwined... working on reading comprehension would also have the side benefit of improved writing.”
- Organizational Skills
  - “Students need to learn how to take their ideas and focus them, narrowing them down into a ‘thesis statement’ which they can support through a concise presentation of selected literature in the area. They also need to know when and where to include their own creative ideas.
- Mechanical/Grammatical Skills
  - “Students need to develop an understanding of the basics: punctuation, spelling, forming a sentence, etc.; there is a difference between a written essay and conversational English.”
  - “[Students need] good organizational skills and proper grammar/spelling! Beyond that, I would dearly love to have students answer the question ‘So what?’ as they write.”
- Writing Skills:
  - “I would like to see more sophistication in writing term papers. Students must be able to organize a coherent paper when they gather their own materials.”
  - “I would like to see students better prepared to answer formal essay questions under exam conditions.”



**Is writing an essential skill in the professions?**

Professors responded to this question as it related to their particular field.

- Business:
  - “Students will be seriously handicapped in the business world if they do not write or speak well.”
  
- Science:
  - “Writing/communication are necessary tools for any scientist, and for most peripheral occupations, including doctors and physical therapists.”
  
  - “Most writing in science demands well-organized content and clean cut language.”
  
- Computer Science:
  - “Students need to learn to be concise and precise in their writing and to develop a logical flow of ideas.”
  
- School of Health Professions:
  - “These students must write professionally every day of their careers as an integral part of appropriate patient care and interdisciplinary communication.”
  
- Math:
  - “Mathematics is a subject that requires writing... [with] emphasis on complete, coherent sentences... [and] logical sequencing of ideas.”

**How important is writing for those entering your field as a professional?**

The results from all University of Michigan-Flint faculty were:

Very important	83.3%
Somewhat important	14.3%
Not important	2.4%

### **So what does this mean for students?**

The results of this survey establish the crucial need for you to have effective writing skills, both during your years on campus and later, when you become practicing professionals in the workplace. This survey shows that writing is an important component of all your studies at the University of Michigan-Flint, no matter what field you choose as a major; and writing becomes increasingly more important as you move from lower division 100- and 200-level courses into upper division 300- and 400-level courses. You can also see from faculty responses to the final survey question above that writing plays a significant role in almost all professional fields.

The message here for 111/112 students is to take full advantage of the opportunity offered in your freshman composition courses. Unless you opt to take advanced writing courses, this may be the last time you are able to concentrate solely on your writing and get the individual help you might need with your particular writing problems and concerns.

**Prepared by: Ellen Bommarito, Julie Colish,  
Don Eder, Louise Peacock, and Lois Rosen  
January 1993**

## Students Speak About Their Experience In English 111 and 112

“I know what you are thinking. ‘Oh great, another boring English class I have to take.’ ‘Oh great, another stupid paper I have to write about something I could not care less about.’ Let’s face it, we’ve all been there. Everyone has had to take classes that they did not want to take [and] many times in college, there will be classes we take that give assignments that we think are totally irrelevant to our lives. Having gone through that and having gone through English 111, I can honestly say that English 111 is not like that at all. Writing is a very important and vital part of not only a college education, but in everyday life. Every time you write something, it is a reflection of you. English 111 definitely offers a student the skills to portray himself in a well-educated and professional manner. English 111 is only one of two required English classes [that] will benefit you greatly in all classes you take on the pathway of your college education. Many of the classes taken over the next few years in school will require finely crafted papers. In English 111, you will learn many great skills which you will be grateful for when you reach for them in your bag of tricks in the future.”—Greg Peter

“Face it, for the next four or so years you can pretty much guarantee that you will have quite a few papers or essays that will need to be done. This is your practice time to develop your writing skills.”—Sam Love

“With each essay that I wrote I had a better understanding of what I needed to work on. [...] After reading the comments that were left on my paper, I had a better understanding of things that I had not caught onto in previous high school English classes. The more essays that I wrote the better my understanding became of how to interpret and explain my own point of view into an essay. I also learned how to avoid plagiarizing other essays, as well as how to cite a source of information that I incorporated into my own essay. All of these things were learned by reading others’ essays and writing essays on my own.”—Melinda Amidon

### **Students appreciated courses in the First Year Writing Program because:**

“It teaches you how to think critically and analytically.”—Melissa Fisher

“Being able to write a good essay is very important for future classes and in the work force.”—Melinda Amidon

“[It] has helped me out with all of my writing fears and my overall thought process.”  
Zach Frey

“It is a chance to express things that you feel are important and other people should know.” —Amanda McDonough

“English 111 is a class about writing and finding yourself as a writer. I felt that the class was very useful, and it will really come in handy in the near future.” —Ralkeita Lusane

“Reading, thinking, sharing, and writing are the key skills that you will be developing.”  
— Sam Love

“I liked going to this class because I did see a difference in my writing techniques. I feel it has been easier to write an essay after going through this class. It gives a lot of helpful ideas on how to become a better writer.” —Jennifer Smith

“You will be challenged to reflect on the essays you read. You will be challenged to reflect on your own essays.”—Tim Ross

“I have enjoyed going through English 111 because it helped me develop skills that I never had before; it gave me a reason to stop saying that I am a bad writer and start saying that I am a good writer.”— Jon Doyle

## Advice from Students on Surviving English 111 and 112

### *On Attending Class and Being Prepared:*

“You have to go to all scheduled classes and get to them on time. If you miss important directions and writing exercises, it may impair your essay and not let you write at your full potential.”—Matt Jackson

“Make sure you always have a writing utensil and paper because these will be used in almost every class period”—Bobbie Hodge [And if you think that’s a pain, consider what one student said: “This pain that I hated to do every day was actually helping me. I felt really stupid that I was being negative about something that just helped me.”—Zach Frey]

“[A]ttend class as often as possible . . . the writing program has a fairly strict attendance policy and it could affect your grade if you miss too many days. Also, the more you are in class, the more you get out of it. That is true of any class and this is a good place to start developing good attendance habits”—Sam Love

“If you don’t take time to review, study, write and read then you will have a whole lot of trouble surviving any class in college. English 111 is one of those classes.”— Melinda Amidon

“When I first entered English 111 I was scared that my writing was not up to standard and I would be a step behind everyone in my class. But [now] I know I had the skills and just needed to use them more. . . . A topic may sound hard, but it might just be the way its worded, so take your time and read the topic and ask yourself what they are asking—in a way, it’s like a word problem.”—Ebony Landers.

“Out of all the tips I can offer you on English 111, trying to get something out of the class means the most. If you try to get something out of every class, you will pay attention, be prepared, and participate.” —Kasey Layman

“My advice to students coming into English 111 is to *do your homework and go to class!* If you’re not prepared to discuss what is going on in class, or your paper is not ready to

be reviewed by others, you're not getting out of the class what you could." —Danielle Mikolaizik

"Above all others, timeliness is of utmost importance. For example, when a student walks into class 25 minutes late it not only breaks the concentration of the professor and the students, but that student has already missed much of the lecture and has shown incredible irresponsibly." —Sammi Justice

*On Meeting Assignment Deadlines:*

"I have learned from this experience that you always have to stay on top of deadlines and start research and writing in plenty of time to have the essay well proofread and ready to hand in. My best piece of advice would be to start thinking about what your paper is going to be about and plan to have enough time for research, writing, and proofreading the first day the assignment is given. Also, make sure that you read over the directions of the essay and follow all the requirements very closely."—Matt Jackson

"If you have a chance to work on a paper, do it; even if it is only 15 minutes." —Steve McGrath

"I know that everyone says to start your paper early. But everyone says it because it's true!" —Name withheld upon student request

"A useful guideline to remember is to expect to spend two to three hours outside of class for every one hour in class to study and prepare for the next class session. Working students also must remember that every hour worked is an hour lost for study time. So, make sure that there is a good balance of class load and work. It is better to have a good GPA with four classes than to try to do six classes and wind up on probation." —Sammi Justice

*On Revision and Reflecting on Your Own Writing:*

"I found it was easier to write about something one day and wait a couple of days to come back to revise it. I would read things over that seemed good at the time I wrote them and realize I didn't like it." —Jennifer Smith

"After you write an essay and before you turn it in, you may be asked to reflect on what you have just written; what is it that has made your essay good, what you are most proud of and what you can do to make your essay even better. This time of reflecting is a perfect opportunity to prepare for your next writing. As you consider what you may have done better, you can incorporate those fresh ideas into your next essay."—Tim Ross

"If you ever have any trouble with revising your paper you can take it in to the writing center and they will look it over for you. They are there to help, and it is free of charge." —Name withheld upon student request

“One common mistake students make is taking too little time with the final revision.” — Name withheld upon student request

“The best piece of advice I can give to an incoming student is to make sure you understand what the teacher is asking for.” —Adam Tallman

“When handing in a final draft of a paper, keep in mind that the paper is a direct reflection of you. Neatness is just as important as correct grammar, punctuation and, especially, content. I have too often heard from other students that they had eight pages of “filler” in their ten page paper. This fools no one—especially the professor who requested an eight to ten page paper. When putting a paper together for a class, always remember that the paper might be the only way in which the professor can judge if you know the material or not and that this might be your only chance to prove what you know.” —Sammi Justice

*On Peer Review:*

“During the first peer review I was worried about what others would think of my work but I tried to concentrate on their papers and how they went about exploring the topic. I found that the peer review was extremely helpful. By talking to my peers about my work I got to see what others thought and listen to their ideas for what I could do to make it better as a whole. Also, by reading my peers’ work I got to contribute my ideas to their papers, which then helped me realize that there is not a wrong way to go about writing as long as you clearly argue your point. As I wrote my final draft I took into consideration the suggestions of my peers and kept in mind the discussion we had in class about what makes a good essay. I followed all assigned guidelines and took my time until finally I had a product I was proud of.”—Melissa Fisher

“When Peer Review day comes up, don’t think that your paper is ‘good enough’ to get by. Use the resources that are available to you!” —Steve McGrath

“Forget your high school peer reviews in which everyone said the same lukewarm things. You have the chance to achieve a better peer review in this class. Constructive criticism is *not* about being afraid to criticize; it’s about being useful when you do. The best peer reviewers are the ones who cut up your essay with marks and argue points with you. Don’t be afraid to question a writer’s work, whether it be your own or a peer’s. Especially your own! In fact, peer review is all about teaching you to improve your own work through revision.” — Name withheld upon student request

“Being a good peer reviewer not only helps your peers, but it also helps you. The better you get at critiquing other people’s writing, the better you will get at critiquing your own writing.” —Julie Eggert

“Peer review provided someone to read over my paper, tell me honestly what they thought, and then give me suggestions on how to make the paper better. I got more out of

peer review every time we had it, and my papers were getting stronger every time I turned them in.” —Luke McMunigal

*On Research:*

“Don’t be scared away by things like the MLA format and the research that is needed for some papers. After practice, the MLA comes naturally and you get comfortable with research and knowing what to use and what is reliable information.”—Matt Jackson

“Be well aware that the library has many useful things to help you, so take advantage.”  
—Name withheld upon student request

*On Reading:*

“In order to be a writer you must be a reader. Reading the works of other writers will make you a stronger and more confident writer.”—Greg Peter

*On Plagiarism:*

“Plagiarism is a very serious thing and easy to do if you don’t pay close attention to your words.” —Matt Jackson.

“If you don’t cite your sources, it is considered plagiarism, whether it was intended or not.” —Danielle Mikolaizik

*On Attitude:*

“Your attitude is the key to your success. Although that may be an obvious answer, not many people actually adhere to this piece of advice. If you have a positive attitude towards the class, it will seem like one of the easiest courses you’ve taken. However, if you come in with a negative outlook, it will seem impossible. For example, when many students are assigned to write a paper, they dread it and usually put it off as long as possible, rebelling against the inevitable. That kind of attitude will make this class incredibly difficult and cause unnecessary anxiety. Now I’m not saying that when you are assigned a paper you should be bursting with excitement, hardly being able to refrain yourself from jumping onto your desk and shouting ‘Woo-hoo!’ Frankly, that would just be weird. But, a positive attitude *will* make the semester easier and prevent procrastination-induced panic attack.”—Amanda McDonough

“I quickly noticed that this English class was trying to help me [ . . . ] [H]ave a positive outlook while taking English 111. If you and English never got along your whole life, you should relax and just listen to the people that are trying to help you out. I hope you will get as much out of this class as I did.”—Zach Frey

“My best suggestion is to just keep an open mind to everything that will happen in English 111 and take everything as a learning experience in order to improve the writer you are now.” —Amy Sawade

“Don’t be afraid of what people will think of your topics or how you write.” —Amy Sawade

“Choose a topic that you feel strongly about and put that feeling into your essay. It makes it more interesting to read if the author of the paper cares about it and for more than the grade it is worth.” —Adam Tallman

“It is amazing how many messages are conveyed without uttering a sound. For example, think of the student who sits in the back of the class, slid way down in the seat, half asleep. Obviously this has happened to many of us and occasionally we have a good reason, but if this type of behavior is exhibited often, to what conclusion would a professor come? Remember: how you present yourself is the first impression (and often a lasting one) for professors.” —Sammi Justice

*On Communication/Conferences with Instructors:*

“Something to remember is that teachers can be very helpful if you are having trouble. Don’t be afraid to go ask for their help. One time I was really stuck on how to make my paper work. I scheduled a meeting with my teacher so that I could get her advice on what I needed to do. In the meeting we talked about what was a good idea for my paper, and how I could elaborate on that to make the paper the required length. I used her advice, plus the advice from all of my peer reviewers, to write a great paper.” —Kasey Layman

“Most importantly if you do not understand, or you are having trouble with the assignment, do not hesitate to talk to your professor.” —Paige E. Anderson

“Another great tip for survival is if your professor offers optional conference periods where he/she will read your paper and discuss it with you before the paper is due, utilize them! During these conferences, your professor will tell you exactly what he or she expects for the assignment and will give you ideas on how to improve your paper to their standards and expectations.” —Ron Krawczyk

“On those assignments that are so hard, don’t give up; instead keep pressing on. Ask your peers for advice on where they found information. Ask them to help you organize your thoughts so that you can clearly portray them in the fashion that you need. If that doesn’t work, go to the English Writing Center. They can help get you on track to where you need to be. If still that doesn’t float your boat, ask your professor. There have been plenty of times that I’ve E-mailed my professor and asked to have a conference to help me with the current assignment.” —Steve McGrath

## **Appendix A: How to Format a Final Draft**

This appendix is a sample paper that explains how to format papers you write in college. This sample paper begins on the next page.

Anderson 1

James E. Anderson

Prof. Smith

English 111-1

12 May 1997

### How to Format a Final Draft

“Your paper should be around four double-spaced pages,” the professor tells you. “About a thousand words.” You should realize two things immediately. First, the professor is not asking for a very long piece of writing. Second, he or she probably has a fairly specific concept of a “double-spaced page.” If your paper fails to conform to that concept, it (and you) will be at a disadvantage. Maybe the quality of your writing and ideas will overcome that disadvantage. Maybe not. The question is, why even take the chance?

These pages explain and demonstrate how the final drafts of your college papers should look. Of course, individual professors may have special formatting directions for you to follow. If so, follow them! But these directions will help you to produce a manuscript that fits the general concept of “typed, double-spaced pages.”

First, as with any important piece of writing, the final draft of a college paper must be typed. Today, “typed” could still refer to a manuscript produced on a traditional typewriter, but more and more it refers to a manuscript produced with the aid of a personal computer, word-processing software, and a printer. Regardless, the final copy must feature crisp, clear, black letters on plain white paper. So be sure to replace worn-

Anderson 2

out ribbons or nearly spent printer-cartridges, and save the pale pink or lime green paper for other occasions. This is a time to be sober and conservative—at least on the surface.

Next, the manuscript should be double-spaced, with regular margins. “Double-spaced” simply means that there is one blank line between every line of type. Most word-processing programs have a double-space mode. In Microsoft Word 1997-2003, you will need to set the “Indents and Spacing” Line Spacing setting under Format—Paragraph to “Double” and be sure that there is no additional spacing (0pt) set for Before and After lines. In Word 2007, in the Home tab click the lower right arrow of the Paragraph section and make sure the Line Spacing is set at “Double” and that the Before and After line spacing is set at 0pt (in Word 2007, Before and After spacing can also be changed under Spacing in the Page Layout tab). Before and After line spacing of more than 0pt will add extra blank lines between paragraphs. Do not allow for this extra spacing or put extra returns between paragraphs; the regular double-spacing is fine. As for margins, they should be about one inch on all four sides. In Word 1997-2003, you will need to set the Page Setup margins under File to 1.0” on the top, bottom, right, and left. In Word 2007, in the Page Layout tab click on Margins and select Normal for one inch all around or click Customize and set to 1.0” for top, bottom, right, and left. Do not “right align” or “justify” the right-hand margin because these functions will result in margins and spacing inappropriate for an academic paper. Make sure the Align Text Left button is clicked on the toolbar (in Word 2007 the button is in the Paragraph section of the Home tab).

## Anderson 3

The conventional way to signal the start of a new paragraph in an academic manuscript is to indent its first line five spaces from the left margin. To do this (and to achieve a “hanging indent” for a Works Cited page, which indents not the first line but the subsequent lines of the citation five spaces from the left margin), you will need to learn how to manipulate those little triangles visible on the left hand side of your document’s ruler at the top of the screen. The top triangle indicates where text will start at a hard return. In other words, every time you press the enter key, your text will automatically start wherever that top triangle is. The bottom triangle indicates where text will start on a soft return. When you just keep typing and text wraps around automatically to the next line, it will start on that next line wherever the bottom triangle is. If you slide the top triangle over five spaces to the left while leaving the bottom triangle to the far left, then you are telling your computer that you want an indent at the start of each new paragraph. If you slide the bottom triangle to the left five spaces and leave the top triangle at the far left, you will create a hanging indent. Select the text you want to indent or to have a hanging indent and move the triangles along the ruler accordingly.

To follow MLA format, on the first page of your final copy, type your full name, your instructor’s name, the course and section, and the date on four lines in the upper left corner, double-spacing between the lines. (I have demonstrated this on the first page of these directions, pretending that I am writing this essay for a section of English 111 in the spring semester of 1997.) Then return (which should provide one double-space if you

Anderson 4

have already set the spacing) and center your title. (You do have a title, don't you?)

Generally, no special punctuation is needed for a title. Do not put quotation marks around the title unless it is, in fact, a quote. Do not underline the title. Do not put it in all-caps. Do not use a special font. Double-space after the title, and then begin the text.

MLA format also requires that you type your last name and the page number in the upper right corner of every page one double space above the text (I have demonstrated this on the pages of these directions). Word processing makes this easy. If using Word 1997-2003, click on "View" and scroll down to "Header and Footer." In the Header box, tab twice to the right hand margin, type your last name and a space, and then click the "Insert Page Number" icon in the Header and Footer toolbar. Close the Header and Footer toolbar. If you are using Word 2007, you will need to click the Insert tab then click Header, select the Blank header and then tab over to the right margin. Then click Page Number in the upper left, select Current Position and then Plain Number. Then move your cursor over before the number and type in your last name and a space. You will then click the red x in the upper right to close the Header. Word (either version) will now automatically include your last name and the appropriate page number on every page of your document. It is important that you learn how to automatically insert your name and page number in the Header portion of your document. If you are not using Word, or experience difficulty properly formatting your text, see your instructor for assistance.

Finally, when writing on a computer, pick a common, readable font. I am using the font called "Times New Roman." I have set the font size to a standard 12 point. The

## Anderson 5

goal is to average around 12-14 words per line, with the margins set as described above.

A full manuscript page will have approximately 22 lines and 250-300 words. Using larger, non-standard fonts, or widening the margins to make an essay look longer, will not fool your instructor. It is better that you write your essay to meet to full page length or word count required rather than try to format the essay to look like you did.

This is what most professors mean by a typed, double-spaced page.

## **Appendix B: The Marian E. Wright Writing Center (559 French Hall)**

The Writing Center works with students in improving the quality of the writing and speaking they do for all forms of academic, professional, and personal writing:

- Essays
- Term papers
- Research Papers
- Personal Statements
- Cover Letters
- Resumes
- Scholarship applications
- Graduate school applications
- Speeches
- Class Presentations

Tutoring is available free of charge to any student at UM-Flint. Our tutoring staff is trained to work individually with students covering all phases of the writing and speaking process. We will also help the student identify grammar and punctuation mistakes and provide them with strategies for avoiding them in the future.

### **Making an Appointment**

Students may make appointments via our website, phone 810-766-6602, or stop by the Writing Center in 559 French Hall.

Students should bring the assignment sheet with their papers or speeches to the appointment. They will be assigned to one of our professionally trained writing tutors who will walk them through the process of perfecting their work.

For paper 0-5 pages, schedule a 30-minute appointment.

For papers 6-10 pages, schedule a 60-minute appointment.

For papers over 10 pages, schedule more than one appointment.

### **Online Tutoring:**

We also offer online tutoring for students in fully online courses. If you are in an online course, you can submit your paper via our website and receive a response within three (3) business day.

#### **Fall/Winter Hours**

Monday – Thursday: 9am – 7pm

Friday: 9am – 4am

Saturday: 12pm- 4pm

#### **Spring and Summer Hours**

Monday – Thursday: 9am – 5pm

**For more information please visit our website at:**

**<http://www.umflint.edu/writingcenter>**



## Appendix C: Computing Resources

Your technology fee (part of your tuition) allows you to use the campus computer network. This includes e-mail and Internet access, secure storage space on the student server (your Personal Directory), and printing on campus.

As a student, you can also purchase software at very low price. For more information go to Software Sales at <http://www.umflint.edu/its/services/sales/software.htm>. Students might also download Open Office which is free and compatible with MS Office (<http://download.openoffice.org/>).

### Creating Your Student Computer Account

You need a student computer account to use the computers on campus. You can create your computer account online using the Student Information Services (SIS):

1. Login to SIS (<http://www.umflint.edu/sis/>)
2. Click on the *Personal Information* menu.
3. Click *My Campus Computer Account*

For more information on creating/using your student computer account, changing your passwords, using your e-mail, forwarding your e-mail to another account, or accessing your Personal Directory (H-drive), go the Help Desk home page at <http://www.umflint.edu/helpdesk/>.

### The Importance of Your Student E-mail Account

Even if you have a personal e-mail account (such as Gmail, Hotmail, etc.), you also need to check your UM-Flint student e-mail account often. Important notices and information from the University will be sent to your student e-mail account, and only to that account.

For information on using your student email account effectively in communicating with your instructors, see “Appendix D: Email Expectations.”

NOTE: You cannot forward e-mail from your student account to another e-mail account; however, your student account is easily accessible through any web browser. Just go to <https://mail.umflint.edu/>. Or, from the UMF web site (<http://www.umflint.edu/>), click “Current Students,” then click “Webmail.”

## Beyond E-mail: Other Computer Services

### Blackboard

This online educational system is used no longer just for online courses, but is an important supplement to many classes that meet on campus. If you find yourself in a class that is using Blackboard, you can log onto to the system at <http://bb.umflint.edu> with the same user name and password that you use for your student email.

If you need help with Blackboard, contact the Office of Extended Learning Help Desk:

Email	olhelp@umflint.edu
Phone	(810) 237-6691
Phone Support Hours	6:00AM - 10:00PM Mon - Fri 10:00AM - 6:00PM Sat & Sun
Web Site	<a href="http://www.umflint.edu/oel/">http://www.umflint.edu/oel/</a>

### Personal Directories

ITS allocates 500 MB of server space to each student. You can use this personal directory (also called the “home drive” or “h-drive”) to save or access files from any networked computer on campus or via FTP when using a computer at home. Your personal directory also includes a homepage folder that can house a web page. For details, see <http://www.umflint.edu/helpdesk/articles/150/1/What-is-the-Personal-Directory/Page1.html>.

### PROGDATA

This directory on the student applications server contains a sub-directory (or “folder”) for any professor who wants one to use for sharing computer files with a class. Most campus lab computers will have a PROGDATA shortcut on the desktop. For details refer to <http://www.umflint.edu/helpdesk/articles/152/1/Progdata-For-Students/Page1.html>.

## Student Computer Labs

ITS supports several computer labs on the UM-Flint campus for both general and instructional use. All registered students, faculty and staff are allowed to use the open student computing facilities.

**You can print out documents in the labs by using your “Papercut Account.”** Each semester, ITS will deposit a certain sum from your tech fee into this account, and you can add more funds if needed. See <http://www.umflint.edu/its/services/policies/uniprint.htm>.

A valid computer account including a username and password are needed to use any of the computer labs (see “Creating Your Student Computer Account” above).

For details on the locations and the equipment available in each computer lab go to <http://www.umflint.edu/its/services/labs.htm>.

## **The Marian E. Wright Computer Writing Classroom**

The English Department maintains a computer-equipped classroom in 557 French Hall. Every semester, several English 111 and 112 classes meet in this room to take advantage of the computers, printer, and Internet connection. However, even if your composition class does not meet in the CWC, you are welcome to drop in and use a computer when a class is not in session.

### **Need Help? Contact the ITS Help Desk!**

ITS Help Desk  
206 MSB (See web site for all locations and hours.)  
Phone: (810) 766-6804  
<http://www.umflint.edu/helpdesk/>



## Appendix D: E-mail Expectations

As noted in Appendix C, your student email account is a crucial communications link between you and the university. Email is one important way that students and instructors communicate with each other. Since all communication depends upon shared conventions and expectations, you need to know what instructors expect of you and what you can expect of them.

### What Instructors Expect of Students

Check your UM-Flint account daily at <https://mail.umflint.edu/>.

- Your instructors and the University regularly send information out to your UM-Flint account. Instructors often send by email messages about course changes or updates including class meetings or cancelled classes.
- Some instructors have specific guidelines for email communication, which are often included in the syllabus. Be sure to learn and use those guidelines.

When composing an email, aim for a clear, complete and somewhat formal message.

- Write a meaningful subject line (e.g. RE: Question about Essay #2).
- Be sure to begin emails with a salutation: “Dear Professor/ Dr./ Ms./Mr. Smith”
- Be sure to include the course in which you are enrolled: “ENG 111:17”
- If you are attaching files, include relevant information in the file name: “Student Name Assignment Name”. Mention the attached file in the body of the email and your purpose for attaching the file.
- End your message on a polite note: “Sincerely, Your Name Here”

### What Students Can Expect of Instructors

You can expect your instructor to check his or her email regularly. Most check daily during the week (probably several times a day) and most check at least once during the weekend.

**Do not expect an immediate response**, especially on the weekend. Busy schedules do not always allow for immediate answers to your questions. Plan for at least a 24-hour delay and no response on the weekend. So, for example, if you have questions about an assignment, be sure to allow yourself enough time to get a response and time to do the work based on the instructor’s response.



## Appendix E: MLA, APA, and Chicago/Turabian Styles

Style, or documentation, refers to the method you use to cite your sources when writing a research-based paper. The three most common academic styles are MLA, APA, and Chicago/Turabian.

This appendix is a quick reference to these documentation styles with a few Internet links. It is not meant to be comprehensive. Ask your instructor which style to use, and use the style guide(s) your instructor recommends. If you have any questions about citing sources, always ask your instructor!

### Modern Language Association (MLA) Style

MLA is used when writing in humanities classes (composition, literature, music, theatre, etc.). It uses in-text citations with the author's name and a page number.

#### Links

Using Modern Language Association (MLA) Format  
by the Purdue University Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/557/01/>

Includes:

- Basic Paper Format
- Making Reference to the Works of Others in Your Text
- Your Works Cited List (and Examples)
  - Basic Forms For Sources In Print
  - Basic Forms For Electronic Sources
  - Other Types of Sources
- A Note on Notes
- Additional Resources

Sample MLA Paper courtesy of Diana Hacker (includes APA and Chicago/Turabian, too)

<http://bcs.bedfordstmartins.com/pocket5e/player/pages/Frameset.aspx?sViewAs=S&sTabNo=8>

MLA Style FAQ (Official Web Site)

[http://www.mla.org/handbook\\_faq](http://www.mla.org/handbook_faq)

## American Psychological Association (APA) Style

APA is used for writing in the social sciences, such as psychology. It uses in-text citations with the author's name and the year.

### Links

Using American Psychological Association (APA) Format (Updated to 5th Edition)  
by the Purdue University Online Writing Lab

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

Includes:

- General Format
- Referring to the Works of Others in Your Text
- Your Reference List
- Examples
- Notes
- Additional Resources

Sample APA Paper courtesy of Diana Hacker (includes MLA and Chicago/Turabian, too)

<http://bcs.bedfordstmartins.com/pocket5e/player/pages/Frameset.aspx?sViewAs=S&sTabNo=8>

APA Publication Manual (Official Web Site)

<http://www.apastyle.org/pubmanual.html>

## Chicago/Turabian Style

Chicago/Turabian is used when writing in history. It uses footnotes (on the bottom of the page) or end notes (at the end of the paper). Ask your instructor which method to use.

### Links

Chicago/Turabian

by the University of Wisconsin-Madison Writing Center

<http://www.wisc.edu/writing/Handbook/DocChicago.html>

Includes:

- Get Quick Orientation to Note Systems
- Create Chicago/Turabian First References
- Create Chicago/Turabian Subsequent References
- Create Chicago/Turabian Works Cited Page

Sample Chicago Paper courtesy of Diana Hacker (includes MLA and APA, too)

<http://bcs.bedfordstmartins.com/pocket5e/player/pages/Frameset.aspx?sViewAs=S&sTabNo=8>

The Chicago Manual of Style (Official Web Site)

<http://www.chicagomanualofstyle.org/cmofstyle.html>

## Why We Document Sources

Avoid plagiarism

Establish credibility

Leave a trail for others to follow back to the source

Honor/respect the work of others

Show respect for your own work

Show that you are part of the community that cites sources

Participate in a standard

Recognize the academic context

Establish relationships among texts

Show our expertise by our knowledge of experts

Show evidence for claims

Align self with smart thinkers

Take protection from authority

Give credit where credit is due

Call attention to an overlooked source

Help publicize a source

Suggest our debt to another

Create a trail of how we came to think something

**The following is a sample MLA style essay that explains the importance of adhering to the conventions of academic documentation.**

Roach 1

To You

From Dr. Roach

English 111

16 March 2006

## Understanding MLA Style Documentation

Disciplines in the Social Sciences use a documentation system called APA named after the American Psychological Association. But disciplines in the Humanities such as English, Rhetoric, Film Studies and Comparative Literature adhere to a style of documentation known as MLA (Babington and LePan 96, 86). In fact, in *The Broadview Pocket Guide to Writing*, Doug Babington and Don LePan indicate that the “most prevalent style of documentation in the Humanities is that of the Modern Language Association (MLA)” (86). Students and professionals in the Humanities are expected to follow MLA rules for in-text citation and the creation of a “Works Cited” page. As Bruce Ballenger puts it, the MLA documentation system provides guidance for “how to parenthetically cite the sources you use in the text of your essay” and “how to prepare your bibliography at the end of your essay” (251). MLA also provides guidelines for the appearance of the essay from margins to page numbers to spacing and titles.

Following formatting guidelines for spacing, margins, and pagination is important because it identifies you as someone who knows the conventions of academic writing in the Humanities. But following MLA guidelines for in-text citation and the preparation of the bibliography is particularly crucial for another reason: these guidelines help

## Roach 2

distinguish your work from the work of others, and as such, help students and professionals alike avoid the penalties and repercussions of plagiarism and academic misconduct. Whether it is APA or MLA or some other style, all writers should strive to understand and employ some consistent and thorough system for “the unambiguous identification of all the sources of all ideas, language, and other materials that are not one’s own” (“Freshman” 1). After all, “[e]thical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing” (“Defining” 2).

Because it is a matter of ethics, academic integrity, knowledge of academic conventions, and basic written competency, and because this is a humanities course, students in English 111 are required to use the MLA documentation system in the preparation of their essays. Luckily, *The Longman Pocket Writer’s Companion* by Anson, Schwegler, and Muth provides instructions for and shows examples of how parenthetical in-text citations work, how to prepare the “Works Cited” page, and how to layout the pages of your text. In this *Survival Kit*, careful attention to the sections on “Keys to MLA Works Cited,” “Keys to MLA In-Text Citations,” and “Keys to Quotation Integration” and “Sample Works Cited Formulas” all within Appendix F should help you understand the MLA approach to documentation and the formatting of the style. If not, ask your instructor. It is important you get this right.

## Roach 3

## Works Cited

- Anson, Chris M., Robert A. Schwegler, and Marcia F. Muth. *The Longman Pocket Writer's Companion*. New York: Longman, 2003. Print.
- Babington, Doug and Don LePan. *The Broadview Pocket Guide to Writing*. Peterborough: Broadview, 2002. Print.
- Ballenger, Bruce. *The Curious Researcher*. 4<sup>th</sup> ed. Boston: Longman, 2003. Print.
- “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.” *WPA Position Statements and Resolutions*. Council of Writing Program Administrators, January 2003. Web. 5 May 2009.
- Freshman English Program Statement on Plagiarism and Academic Fraud*. Storrs: University of Connecticut, 2003. Print.



## Appendix F: MLA-Style Guidelines

When documenting sources, find out if your professor wants Modern Language Association (MLA) format or American Psychological Association (APA) format. MLA is used in the humanities and is what your English professors will usually require. The best source for documenting MLA sources is the *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> ed. (Make sure you get the 7<sup>th</sup> ed. © 2009.) However, several reference books, like one that may be required or recommended for your section, contain MLA and APA documentation information. What follows will help you begin to use MLA Style documentation.

With the recent release of *MLA Handbook for Writers of Research Papers (7th edition)*, Works Cited style entries now have noticeable differences from the 6th edition guidelines you may be more familiar with. However, this is not to inform you that everything you know about proper MLA citation format is now wrong. Instead, you should be aware of the following major changes:

- **No More Underlining!** MLA now recommends italicizing titles of books, periodicals, films, websites, etc.
- **No More URLs!** While website entries will still include authors, article names, and website names, MLA no longer requires URLs. However, if citation information does not lead to finding a source with ease, a URL should still be provided.
- **Publication Medium.** Each works cited entry now requires a medium of publication marker. While most will be Print or Web, other possibilities include Performance, DVD, or TV. Most markers should appear at the end of entries, but date of access should follow Web markers.
- **New Abbreviations.** Many web source entries now require a publisher name, a date of publication, and/or page numbers. If no publisher name appears on the website, write n.p. for "no publisher given." If a website omits a date of publication, write n.d. for "no date." For online journals that appear only online (no print version) or on databases that do not provide pagination, write n. pag. for "no pagination."

Given the recent implementation of these changes (among others), it is recommended that you contact your instructor about their specific MLA requirements. For example, even though URLs are now optional, many instructors still prefer students include them in their Works Cited.

## Keys to MLA Works Cited: Documenting Sources at the End of the Essay

- **Know the kind of sources you are dealing with** and be sure to record all the information about a source. Where (and sometimes when) you found a source is important: Is it an article in a scholarly journal or a magazine? Is it a weekly magazine? Did you find it through the library database or did you go to the magazine's own website? When did you access the source?
- **When typing up the citation for a source, look up the formula for the kind of source it is.** As you use the formulas, you might start to know them, but there is never any reason to know the formulas off the top of your head. All you need to know is what your source is, then you simply look up the formula. NOTE: you may need to combine formulas.
  - Example: an article in a magazine is cited using the author's name (last name first) followed by the title of the article in quotation marks followed by the title of the magazine *in italics* followed by **the date in MLA format** (day month year—11 Oct 2004), followed by the pages the article is found on, followed by the designation Print.
    - I know this by finding the formula in a handbook or online reference guide and naming its parts.
  - The **PARTS** of the formula are important, but so is the **PUNCTUATION**. A full narration, then, of the weekly magazine article formula would be: Last Name Comma space First Name Period space Quotation Mark Article Title Period Quotation Mark space Magazine Title *underlined* space Day space Month space Year Colon space Page range Period Print Period Keep in mind:
    - Periods typically separate the sections. Note that there will ALWAYS be a FINAL PERIOD.
    - You may find that an article doesn't name its author. If not, just skip the author's name and fill in the rest of the formula. When you alphabetize entries you will use whatever begins the entry, be it a last name or the first word of an article title.
    - If there are two authors, note that they should be listed in the order in which they appear listed in the book or article and that only the first name is reversed. So it's: Roach, Stephanie and James Anderson.
    - When citing a book, only the first city of publication is needed.
    - If the library database only provides the first page number of the article, write it as page number with a plus sign and period: 223+. If pagination is not available use n.pag.
    - Use the library database's "cite this" function to help find some of the important parts of the citation, **but remember it is your responsibility to finally put those pieces in proper format** (MLA or another style as required).
  - The point is to make sure that there are enough parts of the formula and its punctuation so that the kind of source you are using could be identified *and* someone else could locate the same source you used.

- **List your entries in alphabetical order using the first word of the entry** (typically the author's last name or the first word of an article without an author). If two entries are by the same author use ---. in place of the author's name in the second entry and alphabetize by title.
- **Use a hanging indent** (meaning that the SECOND LINE and third etc. of every entry is indented 5 spaces).
- **The page should be double spaced with no extra returns between entries**
- **The words Works Cited should be centered at the top of the page—no bold, no quotation marks, no larger font, no extra returns after. Your Works Cited page will be the final numbered page in your essay.**
- NOTE: "Article Titles" are in quotation marks and *Book or Magazine Titles are italicized*. Remember to use title case (Capitalize All Main Words of the Title), *regardless of how the title is capitalized in the source*.

### **Keys to MLA In-Text Citations: Documenting Sources Within An Essay**

- **In-text citations are indicators placed in parentheses inside your essay signaling every place you have quoted, summarized, paraphrased or otherwise used outside source material in your writing.**
- Each time you quote, paraphrase, summarize or use a source you must indicate so at the end of the sentence. You do so by putting the **citation information in parenthesis BEFORE THE PERIOD.**
- So you don't clutter your text, you only need to put in parenthesis enough information so that it is evident what source from your Works Cited you have used. In-text citations are quick notations that link to the Works Cited.
- **Generally, the in-text citation will include the last name of the author of the source you are using (or the first word of an entry if author is unknown) and the page number on which the information you are using can be found: (Roach 12) or ("MLA" 4).**
  - Note that using the author's last name means that a reader could immediately find out more about that source by looking at your Works Cited where the source would be listed by the author's last name.
  - If you have used the author's name in your sentence—just list the page number: (12).
  - If your source does not list its author and is therefore not listed by the author's last name in your Works Cited, use the first word of the Works Cited entry in your in-text citation: ("Style" 12).

- Because web pages don't have fixed page numbers, use the paragraph number in the parenthetical citation (instead of the page number). Use the abbreviation "par." for paragraph or "pars." for paragraphs between the author and paragraph number: (Harris, par. 5) or (*Victorian*, pars. 2-3).
- If you find an article in pdf format, cite the article page numbers as you would any other article (Roach 12). If you use an article in html format, cite it as you would any other web page, using the paragraph number (Harris, par. 5).
- If there are multiple works by the same author you need to help the reader determine which one you are citing by using both the author's name and a word from the appropriate title: (Roach, "MLA" 5).
- The idea is that the in-text citation is a quick index to the additional information a reader could find in your Works Cited. Your in-text citation should send the reader directly to one Works Cited entry.
- With the page number a reader looking at one of your sources could easily find the exact portion of the source you used in your essay (particularly important if you were using one page of a 600 page book). Keep track of the exact page you are quoting from or referring to. *Making up page numbers is a form of academic misconduct.*

## Keys to Quotation Integration

- All quotations (word for word sections taken from another source marked off by quotation marks) must be accompanied by an in-text citation with a period following. Possible sentence patterns:
  - Beginning of sentence introduces “word for word quote” (in-text citation).
  - “Quote,” speaker identified (in-text citation).
  - Discussion leads up to “selected quoted passage” that you then continue to discuss (in-text citation).
  - Sentence uses “a longer selected quoted passage with many words” and the continued sentence or a next sentence highlights “small phrase from quote” to help argument (in-text citation).
    - The chairman said “abcdefghijklmnopqrstuvwxyz” (in-text citation). In referring to the issue at hand as “xyz,” the chairman goes against his original position on the issue, confirming that paraphrased abc simply isn’t true.
  - Sentence that includes paraphrase or summary (in-text citation).
- Ellipses (. . .) should not be used at the beginning or end of a quote. Ellipses denote that text is missing, but it is already understood that you are taking a quote from something that has text before and after. You should only use ellipses if you have omitted certain words in the middle of the quote.
  - Not: Dr. X says “. . .the important thing is that y is z” (143).
  - Not: Dr. X says “the important thing is that y is z . . .” (143).
- Quotations should be relevant to your point and accurately stated.
- Quotations should be carefully selected. Great attention should be given to where you begin and end a quotation.
- Quotations should not be overused. The essay is yours.
- Block quotes: If a quote takes up over four lines of your essay, you need to block it off by indenting the entire quote 10 spaces. Because the quote is marked off in a block and is easily recognizable as material taken from another source, blocked quotes do not need quotation marks. Block quotes do need in-text citations. Block quotes, like the rest of the text remain in double space.
  - X goes on to suggest that:
 

quote quote quote quote quote quote quote quote quote  
 quote quote quote quote quote quote quote quote quote  
 quote quote quote quote quote quote quote quote quote  
 quote quote quote quote quote quote quote quote quote  
 quote quote quote quote quote quote.

 (143)
- Most importantly, quotations should not stand alone. A quotation says somebody else is speaking in your essay. Make sure it is clear who is speaking and why. Also, don’t leave the interpretation of the quotation or how you are seeing the relevance/importance of the information up to your reader. It is your job to fully integrate the quotation: introduce the quotation, identify the speaker, re-present the information, show how you are thinking about it, explain the importance of your conclusions based on the new evidence, etc. Your “sandwiching” of a quotation is especially important when you include a long quotation. Your text should dominate.

- To integrate your quotations and avoid “quote bombs” consider the following techniques:
  - ❖ **INTRODUCE THE QUOTATION:** Help set up that someone else is speaking and what the context is for what they have to say
    - In the article “ABC,” x argues that “quote” (in-text citation).
    - Though I have said y, x claims “quote” (in-text citation).
    - Yet, in her book *LMNOP*, x maintains “quote” (in-text citation).
    - X complicates the matter when he writes, “quote” (in-text citation).
  - ❖ **IDENTIFY THE SPEAKER:** Help show who is speaking and why it is important they speak or what credentials they bring that add credibility
    - X who wrote the recent “Abcd” is convinced that “quote” (in-text citation).
    - X, writer of the famed biography about W, suggests “quote” (in-text citation).
    - As the prominent philosopher X puts it “quote” (in-text citation).
  - ❖ **INTERPRET THE INFORMATION:** Help readers understand the evidence
    - In other words, x believes . . .
    - X is insisting that. . .
    - Clearly, x is making the point that. . .
    - The essence of x’s argument is . . .
  - ❖ **INVESTIGATE THE CONTENT:** Help readers get deeper in the evidence and focus in on what’s important
    - X’s claim that “abcdefg” is mistaken because. . .
    - By focusing on “qr,” x overlooks the fact that. . .
  - ❖ **INCORPORATE QUOTATION INTO YOUR ARGUMENT:** Help bring it back to your argument/ideas
    - X’s claim is just one more example of . . .
    - X helps prove, then, that . . .
    - Such an understanding only demonstrates further . . .

#### INTRODUCE AND IDENTIFY:

According to Dr. W, the most prominent writer about Y, the Z of ABC is “efgh” (in-text citation).

#### INTERPRET AND INVESTIGATE:

Basically, W is saying paraphrased efgh (in-text citation). W’s view that “ef” is important because . . . .

#### INCORPORATE:

Furthermore, by focusing on “gh” W confirms my claim that . . .

### *Sample MLA Works Cited Entry Formulas*

#### **Books and Periodicals (Newspapers, Magazines, Journal Articles)**

##### **Book (print version)**

Author Last Name, Author First Name. *Title of Book*. City of Publication: Publisher, year of publication. Print.

Note: If the book has an editor you will insert the following after the *Title of Book*: First and Last name of Editor, ed.

Note: If an article in a book or periodical has two authors, then list the authors in the order given. For the first author given reverse first and last name but for the second author given do not reverse: First Author Last Name, First Author First Name and Co-Author First and Last Name.

##### **Article in a Book (print version)**

Author Last Name, Author First Name. "Title of Article." *Title of Book*. City of Publication: Publisher, year of publication: pages of article. Print.

##### **E-Book (print version viewed online, ACCESSED THROUGH THE THOMPSON LIBRARY)**

Author Last Name, Author First Name. *Book Title*. City: Publisher, Year. Service name. Web. Date of access in MLA style.

Schlager, Neil and Josh Lauer, Eds. *Contemporary Novelists*. 7th ed. Detroit: St. James Press, 2001. Gale Virtual Reference Library. Web. 14 May 2007.

Simpson, Jacqueline and Steve Roud. *A Dictionary of English Folklore*. Oxford: Oxford University Press, 2003. Oxford Reference Online. Web. 14 May 2007.

**Newspaper Article (print version)**

Author Last Name, Author First Name. "Title of Article." *Title of Newspaper* Day Month  
Year of publication: pages. Print.

**Newspaper Article (website version, NOT found through library databases)**

Author Last Name, Author First Name. "Title of Article." *Title of Newspaper*  
Publisher/sponsor of site or N.p., date of publication. Web. Date of access in  
MLA style.

Markoff, John. "The Voice on the Phone Is Not Human, but it's Helpful." *New York Times* The New York Times Company 21 June 1998. Web. 25 June 1998.

**Newspaper Article (print version viewed online, FOUND THROUGH LIBRARY DATABASES)**

Author Last Name, Author First Name. "Title of Article." *Title of Newspaper* Day Month  
Year of publication: pages or n. pag. *Title of Database*. Web. Date of access in  
MLA style.

Contillo, Christine. "Feel No Pain? Your Nurse Does." *New York Times* 18 Jul 2004, late  
ed.:14. *ProQuest Newspapers*. Web. 18 Feb 2004.

**Magazine Article (print version)**

Author Last Name, Author First Name. "Title of Article." *Title of Magazine* Date of  
publication: pages. Print.

**Magazine Article (website version, NOT found through library databases)**

Author Last Name, Author First Name. "Title of Article." *Title of Magazine*

Publisher/sponsor of site or N.p., date of publication. Web. Date of access in  
MLA style.

**Magazine Article (print version viewed online, FOUND THROUGH LIBRARY  
DATABASES)**

Author Last Name, Author First Name. "Title of Article." *Title of Magazine* Day Month

Year of publication: pages or n. pag. *Title of Database*. Web. Date of access in  
MLA style.

**Journal Article (print version)**

Author Last Name, Author First Name. "Title of Article." *Title of Publication*

Volume.number (year): pages. Print.

**Journal Article (website version, NOT found through library databases)**

Author Last Name, Author First Name. "Title Of Article/Web Page." *Title of Journal*.

Volume number. issue number (year): pages, paragraphs or n. pag. Web. Date of  
access in MLA format.

Solmer, Steve. "12 June 1599: Opening Day at Shakespeare's Globe." *Early Modern  
Literary Studies* 3.1 (1997): 46 pars. Web. 26 June 1998.

**Journal Article (print version viewed online, FOUND THROUGH LIBRARY  
DATABASES)**

Author(s). "Title of Article." *Publication Name* Volume.Issue (year): pages or n.pag.

Title of Database. Web. Date of access in MLA style.

Pittman, L. Monique. "Taming 10 Things I Hate About You: Shakespeare and the  
Teenage Film Audience." *Literature/Film Quarterly* 32.2 (2004): 144-52.

*WilsonSelectPlus*. Web. 22 July 2004.

**Note on Periodical Articles (newspaper, magazine, journal) Found through Library  
Databases**

**Article Format**

When you retrieve full-text articles you sometimes get to choose the format. The two most common formats are pdf and html.

PDF = portable document format. You need Acrobat Reader to open these but they look exactly like the print copy (with tables, pictures, page numbers, etc.)

HTML = web page format. You can open these with any web browser. The text is the same as the original article, but tables and pictures usually are not included and, of course, the page numbers will not match the original layout.

**Always choose pdf format when you can because you will be able to see the original, accurate page numbers, and this will make documenting easier! Remember that you cannot use the page numbers that the printer automatically assigns to non-pdf, full-text documents, as they are not correct.**

## Websites and Other Electronic Sources

### Formatting Uniform Resource Locators (URLs)

You may include the complete URL in angle brackets following the date of access:  
<http://www.flint.umich.edu>.

Break a URL after a punctuation mark: tilde (~), hyphen (-), underscore (\_), period or dot (.), forward slash (/), backslash (\), or pipe (|).

As a last resort, you may break a URL in the middle of a word, but do **not** hyphenate.

Make sure URLs and e-mail addresses are **not** formatted like hyperlinks. They should be the same font, size and color as the rest of the text. You can tell if a URL is hyperlinked if it is in blue and if when you click on it you are automatically taken to that website. Hyperlinks make breaking URLs impossible and therefore should be removed. There are several ways that you can remove hyperlinks from your URLs:

- 1) If you have just finished typing the URL, it probably turned blue after you hit return. Simply backspace to remove the hyperlink you just created.
- 2) Right-click on the hyperlinked URL. In the menu that pops up, scroll to the bottom and click "Remove Hyperlink."
- 3) Word 1997-2003 only: To prevent Word from automatically turning your URL into a hyperlink, go to the Tools menu and then click AutoCorrect. Then, click on "Auto Format as you Type." Under "Replace as you Type" unclick the box next to "Internet and Network Paths with Hyperlinks."

### World Wide Web Site

Author Last Name, Author First Name. "Title of Article/Individual Page." *Title of Web Site/Home Page*. Publisher/Sponsor/Copyright owner of site or N.p., Date of publication or revision in MLA format or n.d. Web. Date of access in MLA format.

Harris, Jonathan G. "The Return of the Witch Hunts." *Witchhunt Information Page*. N.p., n.d. Web. 28 May 1996.

*Victorian Women Writers Project*. Perry Willet, ed. Indiana University, April 1997. Web.  
15 June 2001. <<http://www.indiana.edu/~letrs/vwwp/>>.

**E-mail message**

Author Last Name, Author First Name. "Subject Line." Message to the author or name of  
person. Date of Message in MLA style. E-mail.

Franke, Norman. "SoundApp 2.0.2." Message to the author. 29 April 1996. Email.

## Government Publications

These examples are from the *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA, 2009.

### Printed Government Publications (except for the Congressional Record)

Include as much info as you can. If known, the author's name may go first. If the agency comes first, put the "By," "Comp." (for compiled), or "Ed." (for edited) and the author's name *after* the title.

Country. Department/Agency. Commission/Committee. *Title of Document*. City:

Publisher, Year. Print.

United States. Cong. House. Joint Committee on the Investigation of the Pearl Harbor Attack. *Hearings*. 79<sup>th</sup> Congress, 1<sup>st</sup> and 2<sup>nd</sup> sess. 32 vols. Washington: GPO, 1946. Print.

United States. Dept. of Labor. *Child Care: A Workforce Issue*. Washington: GPO, 1970. Print.

Pope, Benjamin Perley, Comp. *A Descriptive Catalogue of the Government Publications of the United States, September 5, 1774-March 4, 1881*. US 48<sup>th</sup> Congress, 2<sup>nd</sup> sess. Misc. Doc. 67. Washington: GPO, 1885. Print.

United States. Cong. *A Descriptive Catalogue of the Government Publications of the United States, September 5, 1774-March 4, 1881*. Comp. Benjamin Perley Pope. US 48<sup>th</sup> Congress, 2<sup>nd</sup> sess. Misc. Doc. 67. Washington: GPO, 1885. Print

**Online Government Publication (except for the Congressional Record)**

Country. Department/Agency. *Title of Document*. Authors (if any). Date published. Web.

Date of Visit. <URL>.

National Research Council. *China and Global Change: Opportunities for Collaboration*.

*Washington*. Natl. Acad. 1992, National Academies Press. Web. 5 Mar. 2007.

<[http://www.nap.edu/catalog.php?record\\_id=2075](http://www.nap.edu/catalog.php?record_id=2075)>.

**Congressional Record (print or online)**

*Title*. Date: pages. (Abbreviating the title is acceptable)

*Cong. Rec.* 28 Apr. 2005: D419-D428.

**Notes on Government Publications**

Because some government publications are only available on-line and some instructors limit the number of Internet sources you may use, always ask your instructor if he or she considers them Internet sources.

Always ask if your instructor wants you to include the URL for web sites. If so, put the complete URL at the end of the entry in pointed brackets, followed by a period (just as you would for a web site).

In-text citations for government publications should be formatted like those for a work with a corporate author.

## Appendix G: Research Websites

The following is a list of websites that will help with the research and writing of a paper. Please pay close attention to the sites on evaluating information on the Internet. When doing research on the Internet, students should be aware that there is both good and bad information because almost anyone can put a site on the Internet. Because websites are always changing, the University of Michigan-Flint and/or the English Department cannot be held responsible for all links included in the sites listed below.

### Evaluating and Understanding Websites

#### How to Critically Analyze Information Sources

<<http://www.library.cornell.edu/olinuris/ref/research/skill26.htm>> This site breaks down the evaluation process into initial appraisal and content analysis.

#### Ten C's for Evaluating Internet Resources <

<<http://www.uwec.edu/Library/research/guides/upload/tenCs.pdf>> This site contains a list of ten ways to evaluate sources including: content, credibility, comparability, context and more.

#### The Anatomy of a Web Page

<<http://www.slu.edu/colleges/AS/ENG/cai/research/page0.html>> This site explains the basic parts of a web page and the importance of each.

### Research Sites and Links

#### Essential Links <<http://www.el.com>>

This site contains an extensive listing of links to newspaper, periodical and government sites.

#### Reference Desk <<http://www.refdesk.com>>

Links to dictionaries, encyclopedias, and news. Scroll down to find academic resources.

#### Library of Congress <<http://www.loc.gov>>

This is the official Library of Congress web site that includes historical photos, speeches (text and audio), maps, legislative information, research tools, and much more.

#### Smithsonian Institute <<http://www.si.edu/>>

This site is the official site for the Smithsonian in Washington DC. It includes all museums in the Smithsonian, archives, the National Zoo (great photos) and more.

Questia <<http://www.questia.com>>

They claim to be the world's largest on-line library. Subscription required to see articles and books, but not topics. (This is a good place to look for paper topics. Use ONLY the free areas—do not give your credit card number for “free” trial.)

Grammar and Style Notes <<http://andromeda.rutgers.edu/~jlynch/Writing/>>

This site contains information on stylistic questions, format and more.

## **Michigan Libraries and State Government**

The Michigan Electronic Library <<http://mel.org>>

Includes statewide library catalog and borrowing service, librarian-recommended websites, and databases (magazines, journals, newspapers, and more). NOTE: these databases are similar to UMF's library but not nearly as complete; use this only if you can't get to the UMF library databases.

The Library of Michigan < <http://www.michigan.gov/mde/0,1607,7-140-54504---.00.html> >

Current and historical Michigan books and materials; State and federal government publications; State Law Library, one of the 10 largest genealogy collections in the country; consultation, support and information to librarians, library staff and trustees throughout the state; demographic, economic and social data.

Michigan State Government <<http://www.michigan.gov/>> Everything you ever wanted to know about the State of Michigan, and more!

## Appendix H: Library Information

### Library Information

#### The Frances Willson Thompson Library

The building is named after Frances Willson Thompson (1895-1988), long-time benefactor of the University of Michigan-Flint and great-granddaughter of Henry Howland Crapo (1804-1869), industrialist, mayor of Flint (1860-1862), state senator (1862-1864) and governor of Michigan (1864-1869). The library is located across the river from the site of Crapo's Flint lumber mill.

#### Accessing the Library from the Internet

The University of Michigan-Flint and the Frances Willson Thompson Library are both accessible by the Internet. The UM-Flint home page can be found at <<http://www.umflint.edu>> and the library at <<http://lib.umflint.edu>>. From the library home page, one has access to searches for books (Mirlyn), journal indexes, e-books, reserve materials, links to other libraries, a Find Help with Research page, and much, much more useful and essential information. Students also have the ability to access all of this from home. Instructions for doing this are on the library web page.

Remember that all students may use and check out any resources in the Frances Willson Thompson Library and the library in Ann Arbor for free! See Appendix F for directions to Ann Arbor and a campus map. Remember, *the Internet is a wonderful tool, but does not take the place of the real thing.*

#### Library Databases

The databases are a tool that lets you search for journal and periodical articles, some of which are full text. For a complete list of the periodicals and indices available at the Thompson Library, go to <http://www.umflint.edu/library/databases.htm>.

Refer to p. 63-64 for how to cite database articles.

**Library of Congress Classification Schedules  
(used at most universities)**

A	General Works
B-BJ	Philosophy, Psychology
BL-BX	Religion
C	Auxiliary Sciences of History
D	History: General and Old World (Eastern Hemisphere)
E-F	History: America (Western Hemisphere)
G	Geography, Anthropology, Recreation
H	Social Sciences
J	Political Science
KD	Law of the United Kingdom and Ireland
KF	Law of the United States
L	Education
M	Music, Books on Music
N	Fine Arts
P-PA	General Philology and Linguistics, Classical Languages and Literatures
PA Supplement	Byzantine and Modern Greek Literature Medieval and Modern Latin Literature
PB-PH	Modern European Languages
PG	Russian Literature
PJ-PM	Languages and Literatures of Asia, Africa, Oceania, American Indian Languages, Artificial Languages
P-PM Supplement	Index to Languages and Dialects
PN, PR, PS, PZ	General Literature, English and American Literature, Fiction in English, Juvenile Literature
PQ, Part 1	French Literature
PQ, Part 2	Italian, Spanish, and Portuguese Literatures
PT, Part 1	German Literature
PT, Part 2	Dutch and Scandinavian Literatures
Q	Science
R	Medicine
S	Agriculture
T	Technology
U	Military Science
V	Naval Science
Z	Bibliography, Library Science