The Pocket Prof

A Composition Handbook

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———

A Composition Handbook

Student: Why do we even need to know all of this
writing stuff? This isn't an English class.

Professor: Listen, *life* is an English class.

—*Liz Neumeyer, Professor Emeritus, History*

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INTRODUCTION

Let's start with an inescapable fact: you'll be writing and communicating for the rest of your life whether you're a second grade teacher, a corrections officer, an ER nurse, or a district manager at Target. You don't want to sound like an idiot on paper or in person. People lose interviews, jobs, and respect when they write or communicate poorly. Simply put, developing effective writing and speaking skills can help you succeed far beyond the classroom.

This handbook is the product of much collaboration. In creating this resource, the faculty at KCC have attempted to distill their collective wisdom about writing and present that material in a concise and accessible way. This is by no means a complete reference for every English question you might encounter in your life; however, it is a collection of common issues and areas of concern that professors across all disciplines address.

Matthew Samra
Department of Arts and Communication

ETIQUETTE ISSUES

Netiquette 101

It's never been easier to connect with professors and classmates online, but along with ease and convenience comes a certain level of responsibility when you are posting or mailing information. Keep in mind this basic rule: don't do anything online that you wouldn't like someone else to do to you (i.e. sending an aggressive email, posting an overly critical reply, forwarding messages to third parties without permission). Remember, your online activity leaves a permanent digital trail. Here are some "netiquette" tips to remember in an academic setting:

Act Within the Law:

- Never send a message that threatens, harasses, or blatantly offends any member of the KCC community.

- Always give credit for words or ideas that belong to someone else.

- Identify yourself by name. Don't pretend to be someone else.

Be Courteous and Respectful:

- Avoid using profanity in an email or discussion forum.

- Keep personal matters between you and your classmates and/or professors private—both in online and face-to-face courses.

- Before you press "send" or post something in an online discussion forum, re-read your text to make sure it won't be misunderstood. Your readers will not necessarily know your mood or be able to read your body language.

- If you decide to send a message via cellphone, take the time to punctuate your text properly.

- Don't write in all lowercase letters.

- YOU'RE SHOUTING when you write in all capital letters!

- Abbreviations and emoticons can help convey tone or mood, but keep in mind that they wear thin on some readers. LOL ☺

Emailing Your Professor—Ten Tips

1. Put your class/section in the subject line, followed by the nature of the communication. (ENGL 151:04 Illness)

2. Use an appropriate standard greeting, such as "Dear Professor Shaw" or "Good Morning." Never "Hey."

3. Keep the message on point. "My question about today's assignment is this:"

4. Write in standard English—no "textspeak" or slang.

5. Always sign your name at the end (full name if you are unknown to the recipient or first name if you are known).

6. Never ask your professor if you missed anything important; of course you have.

7. Don't share too much personal detail if you miss class. An absence is an absence.

8. If you will be missing class, always ask what you need to do to keep current.

9. Never forward jokes, memes, or chain letters to your professor.

10. Make readers want to respond. Your email is a reflection of you, your work habits, and your professionalism.

SEND   DISCARD   INSERT   APPS   ···

To: binneym@kellogg.edu

All instructor emails are
lastname+first initial @ kellogg.edu

Cc:

Subject: LITE 105:04 Absence

Dear Ms. Binney,

I am unable to attend class tonight because of illness. According to the syllabus we are covering documentation. I have read the suggested pages in the *Pocket Prof* and will study those parts of the textbook. Do you have any other suggestions? I will have a classmate take notes and will talk to you during office hours next week.

Thank you for your understanding.

Sincerely,
Ramona

Participating in Online Discussions

Many college courses provide students with opportunities to exchange ideas with their peers and professors in online forums. If you are required to participate in online discussions, make sure your posts are civil, thoughtful, and well-edited.

The student exchange on the next page comes from an online sociology course. The students were asked to define sociological concepts. In addition, students were required to refer to the textbook to support their points.

You'll notice the students included references for their textbook. Usually references have a hanging indent. Because this was posted in a Moodle discussion board, however, hanging indents were not required. Otherwise, APA citations are correct.

Exercise/Discussion:

1. Where do these students use specific examples to support their ideas?
2. Is there evidence that these students have learned anything from this reading assignment?
3. How do these writers exhibit civility or promote further discussion?
4. In what ways do these students personalize the course material?
5. How is this discussion different from forums in which you've participated?

Sociology Concepts

By Jennifer L.—Wednesday, 15 February 2017, 1:26 PM

I chose to explain social construction, microsociology, and the sociological imagination for this assignment. These terms were all new to me. I find them interesting and think they are important to understanding sociology.

Social construction is "an idea or practice that a group of people agree exists. It is maintained over time by people taking its existence for granted" (Giddens et al., 2016, p. 7). Many people believe that the ideas we accept are natural truths. However, according to Giddens et al. (2016), sociology teaches us that "in many ways we are freer than we think" (p. 7). Sociology points out that many behaviors thought of as biological, are actually a result of social construction (Giddens et al., 2016).

According to *Introduction to Sociology*, microsociology focuses on everyday behavior during small group or individual interactions, whereas macrosociology analyzes patterns in large-scale groups, organizations, or social systems (Giddens et al., 2016). A macrosociologist and a microsociologist would analyze different settings, e.g. a food court, differently.

The textbook, *Introduction to Sociology*, discusses the work of C. Wright Mills, who stated in *The Sociological Imagination*, that "each of us lives in a very small orbit," limited by the social situations of our daily encounters (Giddens et al., 2016).

<div align="center">Reference</div>

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2016). *Introduction to sociology* (10th ed.). New York, NY: W.W. Norton & Company.

Re: Sociology Concepts

By Steven R. – Thursday, 16 February 2017, 4:15 PM

Your explanation helped me understand these concepts better, Jennifer. I also wrote about the sociological imagination. I had not thought about this whole idea before taking this class and find it interesting. Sociologists believe that we can understand problems like poverty, unemployment, and money troubles by looking at the social structure in our society. If we develop a sociological understanding, we stop looking at these types of troubles as simply personal, and instead start to understand them as larger, public issues, perhaps resulting from policies, and applying to many people in society (Giddens et al., 2016, p. 7).

<div align="center">Reference</div>

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2016). *Introduction to sociology* (10th ed.). New York, NY: W.W. Norton & Company.

WRITING

Organizing a Basic Essay—One Model

Introductory Paragraph

- Begin with an attention getter: an anecdote or story, a vivid description, a compelling fact or statistic, or a rhetorical question.

- Give some background information on your topic, narrowing it down to a central idea or focus.

- Arrive at your thesis statement—a single claim or assertion that might include a list of your major supporting points.

Body Paragraph Number One

- Topic sentence with your first major point/idea
- Supporting details: examples, explanation, direct quotations or paraphrases, etc.

Body Paragraph Number Two

- Topic sentence with your second major point/idea
- Supporting details: examples, explanation, direct quotations or paraphrases, etc.

Body Paragraph Number Three

- Topic sentence with your third major point/idea
- Supporting details: examples, explanation, direct quotations or paraphrases, etc.

Concluding Paragraph

- Revisit your thesis without copying and pasting it word for word.
- Now that your readers have finished your essay, what do you want them to take away from the experience? Do you want to leave them with a memorable quotation? A call to action? A thought-provoking question? Can you give your audience something witty or memorable to unify the entire essay?

Writing a Thesis Statement

Whether you're writing a report, essay, or research paper, most works of academic writing benefit from a controlling idea that's stated early in the body of the text. This thesis statement should concisely express the whole point or claim of your paper.

A thesis is a statement rather than a question. It should actually appear in the body of your paper (usually, but not always, at the end of the introduction).

What I was about to learn that afternoon on the soccer field about teamwork has stayed with me throughout my life. [*descriptive narrative*]

Although they both sought social change in the 1950s and 1960s, Martin Luther King, Jr. and Malcolm X used different ideologies and strategies as leaders to achieve that change. [*comparison/contrast*]

My experience job shadowing Ms. Tompkins in her first-grade classroom has reinforced my desire to become an educator. [*reflective journal*]

Many sources confirm that the abuse of study stimulants like Adderal has increased among college students. [*informative research paper*]

Research shows that the fluoridation of water supplies can reduce dental decay in children. [*argumentative research paper*]

The recent phenomenon known as "helicopter parenting" has created a whole generation of young adults who view their parents as best friends, delay major milestones such as marriage and careers, and struggle with achieving independence. [*argumentative research paper with three supporting points*]

Using Transitions

Transitional words and phrases can give structure and clarity to a piece of writing.

To illustrate or explain a point	For example, . . . For instance, . . . In addition, . . . In fact, . . . In other words, . . . Specifically, . . . To clarify, . . .
To compare or show difference; to provide a change in direction	Similarly, . . . Likewise, . . . In contrast, . . . On the other hand, . . . However, . . .
To show a cause-and-effect relationship	As a result, . . . Consequently, . . . In turn, . . .
To show order	First, . . . / Second, . . . / Third, . . . One . . . / Another . . . / Finally, . . .
To wrap up a point or paragraph	In short, . . . Ultimately, . . . Simply put, . . . In conclusion, . . . In essence, . . . To conclude, . . .

Creating a Good Title

The title is the first thing readers see. It acts as an invitation to the rest of the reading experience—a kind of handshake or greeting. A good title will also have more meaning for readers after the work has been read.

Keep in mind that academic research papers don't have to use boring titles. Consider, for example, how the following titles use both creative phrasing and explanatory description to engage and inform readers:

> Crime Fighters in Corsets: Sexism in Comic Books

> Texting and Driving: R U Ready 2 Die?

> Dressed for Battle: Shakespeare's Disguised Heroines

Sometimes your title can simply come right out and announce the focus of your essay, report, or study:

> The Role of Hand Hygiene in Controlling the Spread of Viral Infections in Nursing Homes

> Inconsistent Identification of Pit Bull-Type Dogs by Shelter Staff

> Radiation Secrecy and Censorship after Hiroshima and Nagasaki

Participating in Peer Review

Unfortunately, many student writers see peer review as a waste of time. Let's face it, reading your classmates' drafts—and having them read yours—can be awkward and unproductive. However, peer workshop sessions don't have to be a painful ordeal. Giving and receiving constructive feedback on a work in progress is one of the best ways to fine-tune your own writing. Here are a few suggestions to follow for a positive peer-review experience:

1. Mix praise with constructive feedback. Your peers want to know what they're doing well, but they're also interested in improving their work. Be honest yet tactful.

2. Avoid giving generic or vague comments like "nice job," "make it longer," "you should get an 'A' on this," "I like your font," etc. Instead, identify specific passages or points that you like as a reader. If you have concerns, offer concrete suggestions: "Have you considered adding _____ to your conclusion?" "Would it help to switch the order of the paragraphs on page two?" "Can you tell your readers more about _____?" etc.

3. You might see your role as simply a corrector as you read your classmates' drafts. However, viewing yourself as a reader will allow you to offer so much more to your peers. A reader can convey what it was like to experience a piece of writing. Grammar and punctuation are certainly important, but all writers want to know if they've connected with their audience.

4. Don't be afraid to write in the margins. Leave some time at the end to read these comments and have a short conversation with your peers. You'll need time as a group to clarify points and have some discussion about the papers you've just critiqued (groups of three to four tend to work best for peer review).

5. If you need a starting point, follow the PQS model for responding to classmates' work: Praise, Questions, Suggestions.

Evaluating Your Writing

	Strong	Moderate	Weak
CONTENT			
The writing is unified by a clearly stated main idea	☐	☐	☐
Main idea is adequately supported	☐	☐	☐
ORGANIZATION			
Sentences or paragraphs follow a logical sequence	☐	☐	☐
Transitions are used to link ideas	☐	☐	☐
STYLE			
Ideas are expressed with precision and clarity	☐	☐	☐
Word choice and phrasing reflect college vocabulary	☐	☐	☐
MECHANICS			
Writing contains few errors in spelling, grammar, and punctuation	☐	☐	☐
Work is formatted appropriately	☐	☐	☐

Comments:

_____

_____

_____

_____

_____

_____

GRAMMAR AND PUNCTUATION

Common Errors: Fragments and Run-Ons

Sentence Fragments:

A sentence fragment is a piece of a sentence, not a complete thought. Remember, a sentence must contain a subject and a verb, and it must make sense by itself. Here are three fragments:

- After John and Julie saw the way their daughter was dancing at the prom.

- Feeling a lot like an inflated Thanksgiving Day Parade balloon.

- Something I had wanted to say to her for a long time.

To correct a fragment, add what is missing (a subject and/or a verb):

- After John and Julie saw the way their daughter was dancing at the prom, **they grounded her for a year.**

- **I ate so much at dinner that I felt** a lot like an inflated Thanksgiving Day Parade balloon.

- **That was** something I had wanted to say to her for a long time.

Many fragments can be fixed by linking the incomplete group of words to a nearby sentence, or by adding words to create a complete thought.

Incorrect (three sentence fragments):

> Technology has definitely changed human behavior. **But not always in positive ways.** Cell phone usage in public spaces and during social situations is now accepted by many people. **Thinking they aren't being rude. Even though it has become normal to hold both digital and face-to-face conversations simultaneously.** Some users are making a conscious effort to minimize this kind of "self-splitting," as MIT professor Sherry Turkle calls it (58).

Corrected (fragments are fixed):

> Technology has definitely changed human behavior but not always in positive ways. Cell phone usage in public spaces and during social situations is now accepted by many people who think they aren't being rude. Even though it has become normal to hold both digital and face-to-face conversations simultaneously, some users are making a conscious effort to minimize this kind of "self-splitting," as MIT professor Sherry Turkle calls it (58).

Run-on Sentences:

A run-on sentence keeps on going when it should stop. Without the proper punctuation, having more than one thought jammed together will produce a run-on sentence:

- The Pueblo cliff dwellings of northern New Mexico served as winter residences they could accommodate large families.

- Some students study every night, others study only when they have to.

To correct a run-on sentence, you have multiple options (see page 18):

Create two sentences:

- The Pueblo cliff dwellings of northern New Mexico served as winter residences. They could accommodate large families.

Join the two thoughts with a coordinating conjunction (and, so, but, etc.):

- Some students study every night, **but** others study only when they have to.

Link the ideas with a subordinating conjunction (because, if, when, although, etc.):

- The Pueblo cliff dwellings of northern New Mexico served as winter residences **because** they could accommodate large families.

Add a semi-colon alone, or add a semi-colon with a transitional word:

- Some students study every night; others study only when they have to.

- Some students study every night; **however**, others study only when they have to.

Comma—Six Main Uses

1. **To separate items in a series.**

   - I need to buy milk, bread, chicken, and potatoes for dinner. (Notice that the comma before the "and" is required.)

2. **To set off introductory material.**

   - After several days, the fish in the refrigerator began to smell.

   - Impatiently, the young mother jerked her son away from the store window.

3. **On both sides of words that interrupt the flow of thought in a sentence.**

   - The children, clean and dressed, were ready to meet the company.

   - Mary Jones, who won the lottery, is my new best friend.

4. **Comma between complete thoughts connected by a coordinating conjunction.**

   - Make sure that you have two complete thoughts. If you do not have a subject on both sides of the conjunction, no comma is needed. (Notice that the previous sentence made use of comma rule 2.)

   - John and Mary used to live in Annapolis, but now they live in Seattle.

5. **Comma with direct quotations.**

   - The exact words out of the speaker's mouth are put in quotations and preceded by a comma.

   - I hate it when paratroopers ask, "Is your chute folded correctly

6. **Comma with everyday material.**

- I think, Leo, that you are a wonderful person. Wendy, can you show me how to make donuts? [*addressing people*]

- We hit a deer on December 12, 2012, and again on January 1, 2013. [*dates*]

- My mother lives in Pittsburgh, Pennsylvania. Her address is 2910 Weston Avenue, Gibsonia, Pennsylvania 15229. [*addresses*]

- Dear Titus, / Sincerely, Kim [*openings and closings of letters*]

- Last year, Lou lost over $24,000 at FireKeepers Casino. [*numbers*]

Exercise:

The following paragraph is missing five commas. Using the previous rules, consider where you would (and wouldn't) add commas to individual sentences.

Many people would not view the Industrial Revolution as a time of poverty. While the revolution was good for the economy of the United States it was not a solution for poverty or the poor. It changed people's lives and although they were more mobile the impoverished moved from one poorhouse to another to find work. Life became easier for many citizens of course but factory life was often grueling and dangerous. The effects are still lingering today and movement between social classes is difficult for many to achieve.

Semi-Colon

The two primary uses of the semi-colon are to connect two closely-related sentences and to separate items in a list in which commas are used:

- My father majored in economics; my mother majored in biology.

- The band's tour included stops in Tulsa, Oklahoma; Detroit, Michigan; Seattle, Washington; and Austin, Texas.

The main use of the semi-colon is to connect closely-related sentences for more effective presentation of material. This is done in two ways. The easiest is to take two sentences, which will probably be next to each other anyway, and replace the period with a semi-colon. Make the next letter lower case, but avoid conjunctions like "and, but, for, so, yet, nor" with the semi-colon. It wants to do everything!

- I have to get to Macy's; that sale on raincoats won't last forever.

There is a type of sentence writers use frequently, the kind of sentence that says one thing (It's a nice day.) but in the middle, adds some information that alters the meaning. (However, the forecast says rain.):

- It's a nice day; however, the forecast says rain.

Readers like this construction. It lets them know that the writer is looking for exact description.

The semi-colon is also a great cure for the run-on sentence. To place the semi-colon correctly, you need a complete thought on both sides of it. The semi-colon likes for things to be equal:

- Michigan is beautiful in the fall; however, its winters are miserable.

- Her phone bill rose; her grades plummeted.

Colon

Think of the colon as the Vanna White of punctuation: it's used almost exclusively to present the sentence's really important content. A colon can introduce a list, a direct quotation, or an explanation (see, for example, the first sentence above). A colon almost always needs to follow a complete thought:

- The treasures he found were impressive: rubies, diamonds, and the original VW Beetle. [*complete thought followed by list*]

- Herman Melville begins his novel *Moby-Dick* with a simple yet intriguing sentence: "Call me Ishmael." [*complete thought followed by direct quotation*]

- The candidate lacks one of the most essential traits of an effective leader: integrity. [*complete thought followed by explanation*]

You can't use "such as" or a "be" verb like "is" or "are" in front of a colon. Like the semi-colon, it prefers to work alone.

- Many school districts struggle to fund important programs such as: music and art. [**incorrect**—*colon disrupts the flow*]

- Many school districts struggle to fund important programs such as music and art. [**correct**]

- My favorite pizza toppings are: peppers, onions, and ham. [**incorrect**—*colon disrupts the flow*]

- My favorite pizza toppings are peppers, onions, and ham. [**correct**]

Be careful when writing letters. A comma after "Dear Jane," is friendly; a colon after "Dear Jane:" means business.

Joining Sentences

Coordination   Complete thought   { , for / , and / , nor / , but / , or / , yet / , so }   complete thought.

Semi-colon   Complete thought   ;   complete thought.

Semi-colon and Transition   Complete thought   { ; however / ; furthermore, / ; in addition, / ; indeed, / ; in fact, / ; therefore, / ; then, / ; nevertheless, / ; consequently, }   complete thought.

Complete thought   { after / although / as / because / before / if / since / when(ever) / while }   complete thought.

Subordination

{ After / Although / As / Because / Before / If / Since / When(ever) / While }   complete thought, complete thought.

Apostrophe

The apostrophe either shows possession (Meg's cat) or replaces letters or numbers you've left out (I don't know anyone in the class of '13).

Sometimes if nouns end in "s" already, they can show possession by simply adding an apostrophe.

- The students' papers were exceptional.
  (i.e. all of the students turned in really good papers!)

However, if the "s" is pronounced, that should be reflected on the page.

- The Harris's house was blue.

Bonus information: there are only two ways i-t-s can be punctuated. With nothing, "its" shows possession.

- Its fur was covered in briars.

"It's" shows that a letter has been left out:

- it's = "it is" (It's getting cold.) or "it has" (It's been so cold.)

Homonyms

Homonyms are words that sound alike but are spelled differently – and of course that means they *mean* different things, too.

The Difficult Dozen

it's its	It's time for that cat to have its claws removed!	An apostrophe doesn't always show ownership. Instead, recall that an apostrophe can also take the place of a letter: *it's* always means *it is* whereas **its** shows possession.
you're your	You're not going to believe this, but your dog has fleas.	*You're* always means *you are* whereas *your* shows ownership – i.e. the dog that belongs to you. A noun (a person, place, or thing) will always follow the word *your*.
who's whose	Whose dirty plates are these, and who's going to load them in the dishwasher?	This one trips up many writers who assume the apostrophe in *who's* shows possession. However, *who's* means *who is* while *whose* shows ownership.
they're their there	We don't want the troops to think they're on their own over there.	they're = *they are* their = ownership/possession there = location or place
then than	I know more now than I did back then.	To remember this, think of *than* with an "**a**" as a comp**a**rison; *then* has to do with tim**e** and ord**e**r and **e**ffects.
to too two	There are two ways to get to the highway, but both require too many details to remember.	to = *at* or *towards* too = *a degree of* or *also* two = 2

GRAMMAR AND PUNCTUATION

effect affect	The effects of the tornado are yet to be determined, but officals report that it did not affect every neighborhood.	This one is straightforward: *effect* with an "**e**" is a noun that refers to a r**e**sult; *affect* with an "**a**" is a verb showing **a**ction.
accept except	I would accept his apology in a minute except for the fact that it doesn't seem sincere.	accept = to take except = to exclude
here hear	Once you get here, we'll walk down to the auditorium to hear the sound check.	Okay – keep it simple: *hear* contains the word *ear*, which is all about sound.
past passed	In the past, our neighbor would wave to us as he passed our driveway.	Try to remember this tip: *past* with a "**t**" refers to **t**ime; *passed* is a verb and shows action.
weather whether	My wife is wondering whether we should move to a warmer climate after the frigid weather we endured this winter.	What do heat and sweat have in common? They both contain the letters *ea* – and both are related to the w**ea**ther.
allowed aloud	The student was hoping that she would be allowed to read her final draft aloud in class.	One way to remember this pair of homonyms is by looking at their root words: *allow* = to let or enable; *loud* = sound.

Bonus tips:

You *should have* discovered *The Pocket Prof* a long time ago. (not *should of*)

My professor told us we were *supposed* to use the book often. (not *suppose to*)

Italics/Quotation Marks

Generally speaking, you should punctuate the following items with either quotation marks or italics—depending on the level of specificity. As a rule of thumb, the bigger item or **container** name gets the italics; the smaller item or specific article gets the quotation marks. Think of it this way: the source contains the item. Note the "bigger/smaller" pattern in the columns below:

CONTAINER	ITALICS	QUOTATION MARKS
Newspaper	*USA Today*	"Ohio Roads Worst in Nation"
Magazine	*Rolling Stone*	"Pixies to Reunite for Fall Tour"
Journal	*Journal of Athletic Training*	"Study: Most Football Helmets Unsafe"
Book	*Fast Food Nation*	"Behind the Counter"
Anthology	*Emily Dickinson's Collected Poems*	"Wild Nights –Wild Nights"
Movie or Documentary	*The Kellogg Brothers: Cornflake Kings*	"My Brother, My Boss"
Album	*Thriller*	"Billie Jean"
TV Show	*Family Guy*	"Save the Clam"

Note that titles of works of art and ships also get italics: Records indicate that Blondel's *La Circassienene au Bain* went down with the *S.S. Titanic*.

Capitalization

Proper nouns are capitalized. A proper noun is the formal name of a person, month, building, pet, day of the week, product, language, title, state, and many other things.

Common nouns are not capitalized. They are everyday, generic words like the list in the sentence above: "person," "month," "pet."

Sometimes writers think nouns that are important to them should be capitalized, but feelings don't matter in grammar. "My elementary school" is lower case unless you write "Oakhill Elementary School." Then it is a title and a proper noun.

The same is true of family members. Once you write "my" in front of "grandma," she becomes a common noun. If you write her as "Grandma," the name you actually call her, then she is a proper noun.

Using proper nouns in your writing gives specificity to what you're saying. If you say, "I went to a movie and it was good," I know nothing except you went to some movie. But if you say, "I went to *Moonrise Kingdom*, and I loved it!" I know one interesting thing about you.

If you are not sure, dictionaries will tell you if nouns are proper or common and should be capitalized or not. If you are unsure, at least be consistent. It's better to make one mistake three times than three separate mistakes.

RESEARCH AND DOCUMENTATION

Primary, Secondary, and Tertiary Sources

A quality research paper is often just as much a result of the source material the writer finds as it is the actual writing. While tertiary sources like encyclopedias and online reference sources (Wikipedia, about.com, etc.) are useful as a starting point, your college professors will expect to see more primary and secondary sources cited in your research.

Primary sources are original works that have not been filtered through someone else's evaluation or interpretation. They are the material on which other people's research is based.

Secondary sources are one step removed from the original artifact or work; they respond to or interpret the subject. They are often scholarly and analytical (academic journals) or tend to be objective and factual (newspaper articles).

Tertiary sources are general reference works and, as such, might provide only limited coverage of your research topic. These include dictionaries, encyclopedias, textbooks—anything that has to cover a lot of topics and, therefore, can only devote a limited amount of space to the subject at hand. They make great starting places to get some background on your topic.

In the chart on the next page, notice that the primary source is often the actual raw material of the topic. You can't get any closer to the subject of your paper than this particular source. The authors of the secondary sources most likely consulted primary sources to complete their work. Using both primary and secondary sources in your research can strengthen the quality and depth of your work.

RESEARCH QUESTION	PRIMARY SOURCE	SECONDARY SOURCE
Should Mark Twain's novel *The Adventures of Huckleberry Finn* be censored on grounds that it's racist?	*The Adventures of Huckleberry Finn*	Interview with a high school English teacher who has taught Twain's novel and encountered opposition
Does the *No Child Left Behind Act* of 2001 place too much emphasis on standardized testing?	The actual *NCLB Act* or "Executive Summary" at www.ed.gov	A *New York Times* editorial defending *NCLB* as a way to hold school districts accountable for progress
To what degree do reality television shows "bait" contestants and create drama through deceptive editing?	Specific episodes of *The Bachelor*, *Keeping Up with the Kardashians*, *Survivor*, etc.	A scholarly essay from *The Journal of Popular Culture* on manipulative practices in television media
How much was Dr. Martin Luther King, Jr. influenced by Mahatma Gandhi?	Speeches and letters of both Martin Luther King, Jr. and Mahatma Gandhi	A recently published biography of Martin Luther King, Jr. (an autobiography would be a primary source)
Did the Donner Party pioneers resort to cannibalism when they were stranded in the winter of 1846?	Nineteenth-century memoirs and diaries of survivors of the Donner Party incident	A feature-length article from *Smithsonian* on the Donner Party tragedy in the Sierra Nevadas
Is there a link between high-stakes exams and the abuse of the stimulant Adderall among college students?	A personal interview with a college student who battled an addiction to stimulants	A peer-reviewed scholarly article on college students and drug use
Does the Electoral College give unequal power to specific states, and should the United States consider moving to a popular vote to elect the President?	The Constitution of the United States of America	An opinion piece from a professor of political science published in the *Washington Post*

Evaluating Websites for Quality

The Internet has provided students with unprecedented research opportunities, but writers should proceed with caution when choosing potential sources to consult and cite. The following chart offers some criteria to consider as you evaluate a website's reliability:

Who	• Who published this information, and is the author's name available? • What gives this person or organization the authority to address this topic? • If an author is identified, does he or she have any credentials listed (degrees, titles, publications, professional affiliations, work experience)?
What	• What is the nature of the content at this site? • What sources are listed/used? • Is the material carefully edited? Is the writing professional?
When	• When was this material published? • When was this site last updated?
Where	• Where is this domain name taking you? Is it connected to a college or university (.edu)? Is it a government site, such as the Library of Congress (loc.gov)? • Where do the links take you?
Why	• Why does this site exist? Is it trying to sell you something? Is it trying to inform, persuade, or recruit you? • Does the writing rely mostly on facts or opinions?

Exercise:

Using your search engine, enter a topic that might yield varied results: abortion, 9-11 conspiracy theories, Barack Obama's birth certificate, climate change, welfare recipients, Donald Trump's tax returns, vaccines, school prayer, cloning, terrorism, animal testing, the Holocaust, HIV-AIDS, the Kennedy assassination, UFOs, aliens, border control, immigration reform, gun control, weight-loss pills, the Confederate flag, etc. Find two websites—one that is questionable, the other that is credible.

Types of Sources

Most published sources fall into one of three types: popular, scholarly, or trade. Popular sources are available at newsstands and are written for a general audience. Scholarly sources are based on original research and written by professors or experts in the field. Articles that appear in scholarly journals or books are published by academic presses and are subject to a peer-review process, which means that other experts in the field evaluate the quality and originality of the research before publishing. Trade journals or magazines are written by and for individuals within a particular field. They might not be peer-reviewed, but they are usually edited.

	POPULAR	**SCHOLARLY**	**TRADE**
Examples	*New York Times, Newsweek, National Geographic*	*Cambridge Opera Journal, Policy Review, Psychiatric Quaterly*	*Chemical & Engineering News, Electronic Education Report*
Author	Journalists, staff, or freelance	Scholars with credentials	Staff or contributing authors
Publication Process	Edited	Peer-reviewed (other scholars have "double-checked" the work)	Edited
Structure	Varies	Sometimes broken into sections like literature review, methods, discussion, conclusion, and references	Varies
Support of Argument	Confirmed sources	Based on prior research, lengthy bibliography	Report on industry trends, new products, or techniques
Purpose	To inform, persuade, or entertain	To advance knowledge in the field	To inform within one industry
Scope	Often broad	Limited to a very narrow research question	Limited to a specific profession or industry
Audience	General public	Scholars, students, and practitioners	Members of specific business or industry
Appearance	Glossy photos and advertising	Plain, sometimes with graphs, tables, maps, or images	Industry-specific ads

Integrating Source Material/Signal Phrases

Using source material effectively is a major part of academic writing—whether you're quoting, paraphrasing, or summarizing. One of the easiest assignments any professor can give you is to have you read and respond to an article or essay. Your role as a writer will often involve having a written "conversation" with your source(s).

If done well, a signal phrase can accomplish three things:

1. it can smoothly set up the context of the material you're about to use

2. it can add credibility to your writing

3. it can show your readers where your ideas end and your source material begins (which helps you avoid plagiarism)

The following examples illustrate the power of the signal phrase:

- As one writer points out,… (citation).

- A recent cover story in *Newsweek* reveals that… (citation).

- Writer Naomi Wolf contends that… (citation).

- According to Ta-Nehisi Coates (2015),…

- Multiple studies confirm how… (citation).

- *The Journal of the American Medical Association* has noted this trend:… (citation).

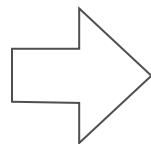| PERSUADING		INFORMING	
argues	claims	reports	acknowledges
contends	refutes	reveals	observes
asserts	insists	suggests	notes
questions	affirms	points out	explains
believes	dismisses	illustrates	states
maintains	denies	concludes	shows

Avoiding Plagiarism

Plagiarism—the use of someone else's words or ideas as though they were your own—is a very serious offense. KCC counts plagiarism as a Violation of Academic Integrity. You can read more about disciplinary procedures in the *Student Handbook*.

If you've read this far into our handbook, you're most likely not the kind of student who is looking to turn in an eight-page research paper on cloning that you bought from www.lazywriter.com. However, you might still have some questions about what constitutes fair usage of a source. Here are some guidelines to follow when integrating outside material into your writing:

1. When in doubt, cite it—both in the body of the paper and on a Works Cited (MLA), References (APA), or Bibliography (CMS) page.

2. If it's fairly common knowledge (i.e. smoking causes cancer, over half of all marriages in the United States end in divorce, Abraham Lincoln was assassinated by John Wilkes Booth in Ford's Theatre in April of 1865), you don't need to cite it.

3. Most students realize that direct quotations must be credited to the original source or author. However, you also need to give credit for anything you've paraphrased or summarized. Merely changing a few words does not make someone else's work your own.

4. Try to strike a balance between quoting and paraphrasing; too much of either gets predictable and boring. Some situations call for a powerful direct quotation, but there are other times when a paraphrase allows you to exhibit your understanding of the material.

5. A successful paraphrase re-states a passage using different words and structure.

Case Study:
Three Student Paraphrases of the Same Source

Original Passage:

> Scientific evidence increasingly suggests that, amid all the texting, poking and surfing, our children's digital lives are turning them into much different creatures from us—and not necessarily for the better… We know the dangers of texting or talking on the phone while operating a motor vehicle—but what about when forming a brain? A Kaiser Family Foundation report released last year found that on average, children ages 8 to 18 spend 7 hours and 38 minutes a day using entertainment media.
>
> Dalton Conley from "Wired for Distraction: Kids and Social Media" / *Time* / 2011 / pages 55-56

Student 1:

Writer Dalton Conley cites scientific evidence to suggest that children's online lives are turning them into very different animals than their parents—and this isn't necessarily a good thing. We know the perils of texting while operating a car, but what about when shaping a brain? One Kaiser Family Foundation report found that on average, children and adolescents spend over seven hours a day using electronic media (55).

Work Cited

Conley, Dalton. "Wired for Distraction: Kids and Social Media." *Time,* 21 Feb. 2011, pp. 55-56.

VERDICT—Plagiarism: Despite a signal phrase identifying the author, and a parenthetical citation at the end, this student borrows far too much of the wording and structure of the original passage. This is often referred to as the "thesaurus paraphrase": you look up a few synonyms and replace words here and there. Simply put, this is a careless paraphrase.

Student 2:

> Just how prevalent have technology and social media become in the life of a young person? According to one study, children between the ages of 8 and 18 spend nearly one third of each day connected to some form of "entertainment media" (Conley 55). In turn, experts fear that so much multitasking could have some unintended cognitive effects on this particular generation (55).
>
> <div align="center">Work Cited</div>
>
> Conley, Dalton. "Wired for Distraction: Kids and Social Media." *Time,* 21 Feb. 2011, pp. 55-56.

VERDICT—Safe Use of Source Material in MLA Format: Although the second half of this is more summary than paraphrase, the writer has safely captured the main point and carefully converted the statistic. In addition, the parenthetical documentation clearly identifies the source both times it's used.

Student 3:

> As Conley (2011) reports, children and adolescents are now typically spending nearly eight hours of each day connected to some form of social or electronic media, according to one Kaiser Family Foundation study. Conley wonders what kind of effect such multitasking is having on this "wired" generation, a group whose "digital lives are turning them into much different creatures" than their parents (p. 55).
>
> <div align="center">Reference</div>
>
> Conley, D. (2011, March 19). Wired for distraction: Kids and social media. *Time.* Retrieved from http://content.time.com/time/magazine/article/0,9171,2048363,00.html

VERDICT—Safe Use of Source Material in APA Format: The student has carefully reworded the original text but has kept key information and concepts. The material is presented in a different structure than the original, and the ideas and wording are safely attributed to the author of the article. Notice this student found the same article online.

Ellipses and Brackets

Quoting a source involves more than simply copying and pasting; you want the material to make sense to your readers and serve a larger purpose. Quoting is really an art form, but sometimes you have to omit or add material to a direct quotation for a passage to make sense or flow. Understanding ellipses… and brackets [ ] will help you accomplish this.

Ellipses:

An ellipsis indicates an omission of words in the middle of a passage rather than at the beginning or ending of the quoted sentence. Ellipses are not necessary at the beginning or end of a passage.

Original:
> *For all registered participants, KCC will offer rides to the event—free of charge—provide lunch, and return everyone safely at the end of the day.*

Correctly quoted sentence using an ellipsis:
> "For all registered participants, KCC will offer rides to the event…and return everyone safely at the end of the day."

Incorrectly quoted sentence with an ellipsis:
> Please be advised that after the event the College will "…return everyone safely at the end of the day."

Brackets:

The proper use of brackets occurs when the writer has quoted another source and includes additional detail or clarification to the quoted information.

Original Passage with MLA citation:

> Students' association of feminists with certain personal characteristics suggests that emphasis should be placed on redefining the type of person who is and is not a feminist.
>
> Houvouras, Shannon, and J. Scott Carter. "The F Word: College Students' Definitions of a Feminist." *Sociological Forum*, vol. 23, no. 2, 2008, pp. 234-56. *JSTOR*, www.jstor.org.lrc1.kellogg.edu/stable/20110263.

Correctly quoted, with brackets:

The study's authors suggest that due to "students' association of feminists with certain [negative] personal characteristics . . . [an] emphasis should be placed on redefining the type of person who is and is not a feminist" (Houvouras and Carter 253).

Original Passage with APA citation:

> By giving us a glimpse of his influences and contexts, *Hamilton: The Revolution* reveals the porousness of the artistic process. It also gives fans who started out loving one genre — musical theater, hip-hop, or historical biography — paths for where to go next.

Regaignon, D. R. (2016, September 27). Why I like the new MLA Handbook. *The Chronicle of Higher Education.* http://www.chronicle.com/article/Why-I-Like-the-New-MLA/237904/

Correctly quoted, with brackets:

An English professor explains how the book *Hamilton: The Revolution* "reveals the porousness of [Miranda's] artistic process. . . . . [and] gives fans who started out loving one genre . . . paths for where to go next" (Regaignon, 2016, para. 18).

Citing Sources

Academic writing means using citations, both within the body of the paper and at the end. Your professors are going to expect you to use citations for the following reasons:

1. Citations help you avoid plagiarism. They give credit to the person(s) who originally did the research, wrote the article, or published the material. Writing involves a lot of work, and you want to give credit where it's due.

2. Citations let your readers easily track down the sources you found.

3. Citations show respect for your reader, establishing you as someone who takes the time to do things right.

4. By using the tools of the trade you are inserting your voice into a scholarly conversation.

No matter the citation style you are using – MLA, APA, or Chicago – there are some elements common across them all:

- Double-spaced text

- Times New Roman 12 pt. font

- Standard one-inch margins

If a source appears in the body of your paper it needs to be represented on a separate References (APA), Works Cited (MLA), or Bibliography (Chicago) page.

- All sources are listed in alphabetical order with a hanging indent.

To create a hanging indent in Microsoft Word, highlight the citation entry >> CTRL "T."

Quick Reference Chart: APA vs. MLA

	APA (American Psychological Association)	MLA (Modern Language Association)
In which subjects is this citation style used?	Nursing, business, social sciences (sociology, psychology, social work, etc.)	Literature and the humanities (art, film, music, etc.)
Sample in-text citation: one author	(Jones, 2011, p. 68)	(Jones 68)
Sample in-text citation: two authors	(Amani & Mader, 2011, p. 68)	(Amani and Mader 68)
Sample in-text citation: three or more authors	(Amani et al., 2011)	(Amani et al. 68)
Sample in-text citation: no author or page #	(United Nations, 2013) **or** ("Study Finds," 2014, para. 5)	(United Nations) **or** ("Study Finds")
Sample in-text citation: an indirect quotation (i.e. quoting someone who was quoted within a source)	Give credit to the original speaker in your signal phrase, but cite the source where you found the direct quotation:	
	As lawyer Sara Gomez notes, "...." (**as cited in** Jones, 2012, p. 45).	As lawyer Sara Gomez notes, "...." (**qtd. in** Jones 45).
Formatting long/block quotations:	Indent the quotation **½ an inch,**	
	if the passage is **40 words or longer.**	if the passage **will take up more than four lines.**
Book	Author, A. A. (Year). *Title of book: Subtitle of book.* City, State: Publisher.	Last name, first name. *Title of the Book.* Publisher, Date.
Article from library database	Author, A. A., & Author, B. B. (Year). Title of article: Subtitle of article. *Title of Periodical Volume*(Issue), page numbers. doi:#	Last name, First name and First name Last name. "Title of the Article." *Title of the Periodical*, vol. #, no. #, year, pages. *Database Name,* doi:#.

APA Documentation

APA (American Psychological Association) is the standard citation method in nursing, business, and the social sciences.

APA requires an in-text citation in the body of your paper and a References page at the end. APA emphasizes author name(s), the date a study or publication was completed, and a page number (required for direct quotations).

Let's say you are writing a paper on measures to improve hand sanitation in schools and have come across the following article. Here is how this source would be cited in the body of the paper and on the References page:

3

One study found that schools with nurses who regularly inspected bathrooms had a much higher likelihood of having hand washing supplies available (Ramos et al., 2016). Part of the challenge is simply raising employee awareness about hygiene. Sometimes, according to Ramos et al. (2016), facility improvements "are the result of increased attention [to hygiene] and not necessarily due to a specific intervention" (p. 358).

Note that a citation with three or more authors uses "et al." (Latin for "and others"); further, when the author(s) and date are mentioned in the signal phrase just the page number appears at the end of the sentence.

5

References

Ramos, M. M., Shilling, R., Trulio, R., Blea, M., & Green, C. (2016). School nurse impacts on the school. *School Health Journal, 86*(6), 355-358. https://10.1111/j.1466-1561.2011.00602.x

APA: Additional Situations and Rules

Basic Layout:
One inch margins, double-spaced, and Times New Roman 12 pt. Insert page numbers in the upper-right corner. Note: essays not submitted for publication do not require a Running head in the upper-left corner.

Block Quote:
A direct quotation under 40 words should be enclosed within double quotation marks. If the quotation includes 40 words or more, it should be treated as a block quotation, meaning that it is displayed in a block of text without quotation marks. Indent this passage ½ an inch. (For an example, see page 40.)

Indirect Source:
You want to quote someone who is being quoted within one of your sources. Give credit to the original writer/source in your signal phrase, but identify the actual source you consulted in your in-text citation.

- In her analysis of online culture, Frost argues that "cybersecurity will become a constant threat" (as cited in Jones, 2015, p. 3).

Multiple Authors:
APA lists up to two author names in a citation. When a source contains three or more authors, use the first author's last name followed by "et al." (Latin for "and others").

- Two authors: (Hamilton & Lafayette, 2016)

- Three or more authors: (Adams et al., 2016)

Paraphrasing:
APA encourages you to include a page number not only when you quote directly, but also when you put information in your own words. Sometimes when summarizing an entire work a page number isn't necessary.

- College students suffered from ice cream headaches at a higher percentage than the population at large (Tyrell, 2015, p. 4).

- According to one source, community college is a cost-efficient option for many students (Smith, 2012).

For additional help with APA, visit The Bridge in Ohm 207 or the Citation Guide http://guides.kellogg.edu/citations.

1

The Effects of Hand Hygiene Programs

Jane L. Junjabi

Kellogg Community College

NURS 208: Community Health

Professor Temple Stovall

March 18, 2020

2

Abstract

Hand sanitizer dispensers have become standard features in public spaces like weight rooms, hospitals, grocery stores, and schools. With our collective fear mounting each flu season, not to mention recent outbreaks of the Avian flu, some studies have revealed that hand washing programs in schools and hospitals can indeed decrease the spread of infection. However, these same studies suggest that simply increasing student and employee awareness of how germs spread is often just as vital as providing sanitation stations.

Keywords: hand hygiene, germs, public spaces

3

The Effects of Hand Hygiene Programs

Handwashing is a simple and easy way to prevent illness from spreading. Nowhere is this more important than in the place where millions of children gather daily: schools. Many government resources exist to illustrate the importance of good hand hygiene (Centers for Disease Control and Prevention, 2016). It is crucial for students to understand the importance of this simple disease-prevention tool.

Before examining what is being done to instruct students on handwashing, it is important to understand past efforts to promote handwashing in public spaces. Larson and Lusk (2006) have been investigating a controlled and scientific method for evaluating medical personnel and their handwashing techniques. The authors admit that handwashing remains an easy topic for a research study due to the "never ending stream of new knowledge to describe and apply" (p. 50). Other websites point to trends in handwashing techniques, including timed scrubs ("Safety Dancing," n.d.).

Even within the medical community a number of innovative techniques have been implemented to raise awareness about proper handwashing technique. For example, medical staff from Hamilton Hospital collaborated to create a video demonstrating

 proper technique while grooving to an adaption of Disney's "Let It Go" (Noblecase, 2015).

In addition, one hospital director described a mandate her staff tried to enforce: doctors and nurses were expected to loudly sing the birthday song while washing hands in order to ensure that they scrubbed for the appropriate amount of time (P. Zachinko, personal communication, February 5, 2017). While ultimately abandoned in favor of more neutral signage, this last initiative shows the lengths to which hospitals will go to reinforce hand washing among staff.

Examining a local hospital policy manual reveals different procedures for the level of hygiene required:

> Heightened hand hygiene involves the use of a sustained hand wash upon entering a patient's room as well as after returning to the same space following a break or meal.… Heightened hand safety [requires] medicated soap that, in this facility, consists of a 2% Chlorhexidine gluconate solution. (Health Care Facility, 2015, para. 7)

Other hospitals had similar suggestions in their policy manuals, all of which included a detailed discussion of methods as well as prescribed times for use within specific situations. Londt et al. (2013) detail a teaching scenario which allows for allied health students to learn more about the benefits of proper

APA: The References Page

<div style="border:1px solid #000">

References

Centers for Disease Control and Prevention. (2016). Hand hygiene in healthcare settings. http://www.cdc.gov/handhygiene/providers/index.html

[*Government website listing agency responsible for the site*]

Diamond, M. (Executive Producer). (2015-present). *Why hand hygiene matters* [Audio podcast]. PODFLY. https://deepdive.tips

[*Podcast*]

Health Care Facility. (2015, August 12). Handwashing policy.

[*Internal policy manual, with hospital name withheld*]

Larson, E., & Lusk, E. (2006). Evaluating handwashing technique. *Journal of Advanced Nursing*, *53*(1), 46-50. https://doi.org/2648.2006.

[*Article from our databases with address*]

Londt, S., Lazaros, E. J., & Xu, R. (2013). The drama of the 'ick' factor: Students in Maine learn how germs spread. *Tech Directions*, *73*(5), 18-21. JSTOR.

[*Article from our databases with database name, no address*]

Noblecase. (2015, October 12). Letting go of germs [Video File]. Retrieved from http://youtube/TGddy

[*YouTube video*]

Safety dancing: Hygiene trends in Ohio clinics and hospitals. (n.d.). http://www.wittenwif.edu/hygienetrends/html

[*Website with no author and no date*]

Walter, D. E. (2013). Hygiene policing. C & C Press.

[*Book*]

</div>

MLA Documentation

MLA (Modern Language Association) is the standard citation method in arts and humanities courses: art, literature, drama, film, etc.

MLA requires an in-text citation in the body of your paper and a Works Cited page at the end. MLA places value on the author name(s) and page number (whereas APA emphasizes author last name(s), date, and page number).

Let's say you're writing a paper on Jane Austen's depiction of the 19th century British middle class in *Pride and Prejudice*. Here is how this source would be cited in the body of the paper and on the Works Cited page:

Jones 2

Pride and Prejudice opens with one of the most famous first lines in all of literature: "It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a wife" (Austen 3). Whether she is being sarcastic or serious, author Jane Austen introduces the novel's central themes of social class and marriage in this single memorable line.

Jones 5

Works Cited

Austen, Jane. *Pride and Prejudice*. Penguin, 2008.

MLA: Additional Situations and Rules

Basic Layout:
One-inch margins, double-spaced, and Times New Roman 12 pt. In the header, insert your last name and a page number on the upper right.

Author's Name Appears in the Signal Phrase:
Just cite the page number.

- Author Michael Pollan contends that "plotting our way out of the Western diet is not going to be simple" (438).

Multiple Authors:
MLA lists two author last names in a parenthetical citation; if there are three or more authors use et al. (Latin for "and others") in your in-text citation.

- (Smith and Kelly 322) and for three or more: (Stevenson et al. 55)

Block Quote:
Any direct quotation that will take up more than four lines in your paper should be indented 1/2 an inch. Stay double spaced, and don't use quotation marks (merely blocking this text off tells your readers that it's a direct quotation). Include a parenthetical citation. (For an example, see page 46.) Use this option sparingly; shorter essays usually don't use block quotations.

Indirect Sources:
Give credit to the original writer/source in your signal phrase, but identify the actual source you consulted in your in-text citation.

- Dennis Burkitt, an English physician who gave many Western diseases their names, claimed that "the only way we're going to reduce disease is to go backwards to the diet and lifestyle of our ancestors" (qtd. in Pollan 437).

Note: as a general rule, your in-text documentation should easily lead your readers back to the left-hand side of the Works Cited page. It's all about providing a trail back to the specific source you're using.

For additional help with MLA, visit The Bridge in Ohm 207 or the Citation Guide http://guides.kellogg.edu/citations.

MLA: Sample Pages

Lauren Asher

Professor Samra

ENGL 152:02

29 November 2015

Crime Fighters in Corsets: Sexism in Superhero Comics

A villain holds up a bank, the police are at a loss, and the hostages are terrified. Suddenly, the local female superhero bursts through the wall dressed for battle. Surely that strapless corset and those stiletto boots are the perfect outfit to fight crime in, right? How would it feel to know that your life is in the hands of someone dressed like a dominatrix? Unfortunately, many of today's super heroines are depicted this way. Even in the 21st century, women continue to be misrepresented and objectified in American superhero comics.

Superheroes have been a staple in comics for many years. Created in 1939, DC Comics' Superman was the first official superhero. Featured in the comic is Lois Lane, a reporter portrayed conflictingly as an independent career woman and as a damsel in distress ("Women in Comics"). Many of the other women who appeared in early comics took on similar roles, whether the hero they fawned over had powers or not. Often these women never actually got their man either, as he was too busy saving the world to ever settle down. A change occurred in the 1940s; it was wartime in the United States and patriotism was at an all-time high, and with this attitude patriotic superheroes such as Captain America became popular. In 1942 Wonder Woman was created; finally there was a fierce, strong woman who was also a superhero (Lavin 93). Problems with Wonder Woman do exist, however. She is depicted

in what basically amounts to a red corset, blue underwear and tall boots; her

main weapon is the lasso of truth, which, among other uses, often suggests

bondage. Novelist Jodi Picoult has even wondered how Wonder Woman

manages to "fight crime in a freaking bikini" (qtd. in Yabroff 59).

    After an initial influx of crime-fighting heroines in the 1950s, artists

began to take risks with them. "In the days before…*Playboy* and *Penthouse*,

comic books offered one way to girl-watch," comic book historian Ron

Goulart explains (qtd. in Lavin 93). This interest inspired creators to make

women's costumes more revealing and their encounters sexier. These

shameless portrayals of women are the precursors to today's scantily clad

comic book vixens. As one source puts it, comics have always been about

"the male gaze" (Birch and Romans 51).

    At the heart of this sexism is the fact that most of the people who create

comic books are men. According to statistics gathered by Tim Hanley, women

represented fewer than twelve percent of the creative staff at DC Comics in

2011 (see figure 1). Simply put, the industry remains a male-dominated field.

Credits in DC Comic Books By Profession, Percentage — October 12, 2011

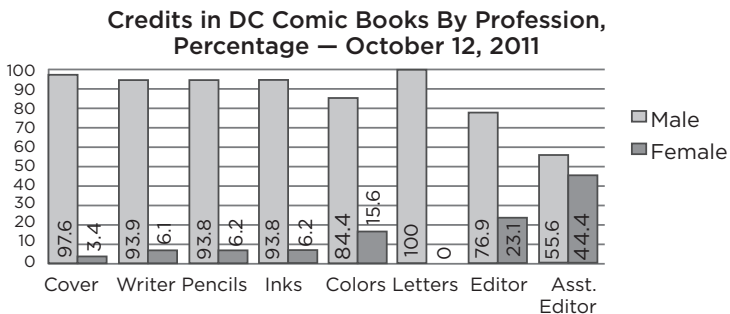| Profession	Male	Female
Cover	97.6	3.4
Writer	93.9	6.1
Pencils	93.8	6.2
Inks	93.8	6.2
Colors	84.4	15.6
Letters	100	0
Editor	76.9	23.1
Asst. Editor	55.6	44.4

Fig. 1. Gender breakdown of comic-related professions at DC Comics
www.thanley.wordpress.com

Clearly the creative side of the industry remains far too closed to female contributors, yet as a recent article in *The Guardian* points out, the number of female readers and creators has been growing since 2011:

> Much of the growth in female comic readers can be [attributed] to the fact that there are far more women working in comics these days…. [and that] comic books from Marvel and DC featuring women characters are proliferating…. There is also the rise of digital comics, which can be bought from home without having to step foot across the threshold of the local comic shop,…. [traditionally] a male-dominated territory. (Barnett)

Though female characters continue to be objectified, the spike in female readers and contributors is a promising sign for the entire industry. Additionally, contemporary artists like Paul Sizer are starting to reimagine figures like Wonder Woman as powerful and less sexualized characters (see Appendix A). Notice the clothing is revealing only in the sense that it accentuates Wonder Woman's toned physique; otherwise, the

Appendix A

www.paulsizer.com

MLA: The Works Cited Page

Works Cited

Barnett, David. "Kapow! The Unstoppable Rise of Female Comic
    Readers." *The Guardian*, 18 Sept. 2015, www.theguardian.com/
    books/2015/barnett.

[*Article from a popular magazine found online*]

Birch, Cassie and Ella Romans. "Comic Book Vixens." *Journal of
    Comics*, vol. 18, no. 4, 2012, pp. 49-61, doi:10.00473892213.

[*Article from an online journal with doi*]

Brown, Jeffery A. "Gender, Sexuality and Toughness: The Bad Girls
    of Action Film and Comic Books." *New Images of Tough Women
    in Pop Culture,* edited by Sherrie A. Inness, Palgrave Macmillan,
    2004, pp. 55-73.

[*Selection from an anthology with an editor*]

Lavin, Michael R. "Women in Comic Books." *Serials Review*, vol. 24,
    no. 2, 1998, pp. 93-100, *Academic Search Elite*.

[*Article from our databases with no doi number*]

Sizer, Paul. "Wonder Woman and the Legion of Super Heroes." *Sizer Design
    + Illustration,* 2016, www.paulsizer.com. Accessed 13 Oct. 2016.

[*Image from a website*]

Winick, Judd. *Catwoman 1*. DC Comics, 2011.

[*Book with one author*]

"Women in Comics." *Comic Vine*, www.comicvine.gamespot.com/
    women-in-comics/4015-43357/. Accessed 13 Oct. 2016.

[*Unsigned article from a website*]

Yabroff, Jennie. "Holy Hot Flash, Batman!" *Newsweek,* vol. 151, no. 2,
    2008, p. 7-8, *Academic OneFile*.

[*Article from our databases with no doi number*]

MLA: Core Elements

The 8th edition of the *MLA Handbook* suggests your documentation be guided by three principles:

- "Cite simple traits shared by most works" (3).
- "Remember that there is often more than one correct way to document a source" (4).
- "Make your documentation useful to readers" (4).

At the end of your paper you need to create an entry for each work you reference in your paper. This process has been simplified and streamlined in the 8th edition of MLA. Filling out the basic template (below) will help you build each Works Cited entry. Notice how you won't always have information for each category.

1. Author.	Who created the source?	Yabroff, Jennie.
2. Title of source.	Title of the specific source you are citing. this might be the whole book (in italics) or the title of an article within a magazine (in quotes).	"Holy Hot Flash, Batman!"
3. Title of container,	Title of the larger "thing" containing your source. This might be the title of the magazine or the website where your article exists.	*Newsweek,*
4. Other contributors,	Any additional noteworthy contributors like editors or translators.	
5. Version,	If your source has multiple editions.	
6. Number,	Numbers like the volume and issue number or episode number for a TV series.	vol. 151, no. 2,
7. Publisher,	Organization that produces or sponsors the source.	
8. Publication date,	When the source was made available to the public.	14 Jan. 2008,
9. Location.	Where to find your source, this might be page numbers, a URL, doi #, or database name.	pp. 7-8, *Academic OneFile.*

Work Cited

Yabroff, Jennie. "Holy Hot Flash, Batman!" *Newsweek*, vol. 151, no. 2, 14 Jan. 2008, pp. 7-8, *Academic OneFile.*

Chicago Manual of Style Documentation

The Chicago Manual of Style (CMS) is the standard citation method in history. The CMS uses footnotes to cite sources in the body of the paper. A Bibliography follows the end of a paper.

Let's say that you are writing a paper on the causes of the American Revolution. You have found two scholarly sources that you want to use. Here is how the sources would be cited in the body of the paper and on the Bibliography page:

Historian Joseph J. Ellis explains that the colonists came together in "common cause to overthrow the reigning regime."[1] Other historians have attempted to find out what that cause, or causes, might be. According to Vernon Creviston, the origins of the Revolution could be found as early as the 1760s, but it was the Quebec Act of 1774 that broke "the bonds of loyalty" between the colonist and the king.[2] Yet neither the war nor its outcome were inevitable.[3]

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1. Joseph J. Ellis, *Founding Brothers: The Revolutionary Generation* (NewYork: Alfred A. Knopf, 2000), 15.

2. Vernon Creviston, "'No King Unless it be a Constitutional King': Rethinking the Place of the Quebec Act in the Coming of the American Revolution," *The Historian* 73 (2011): 465, doi:10.1111/j.1540-6563.2011.00297.x.

3. Ellis, *Founding Brothers*, 5.

5

Bibliography

Creviston, Vernon. "'No King Unless it be a Constitutional King': Rethinking the Place of the Quebec Act in the Coming of the American Revolution." *The Historian* 73 (2011): 463-479. doi:10.1111/j.1540-6563.2011.00297.x.

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Alfred A. Knopf, 2000.

Chicago: Additional Situations and Rules

You are using the same source multiple times:
The first time you use the source you need to include a full footnote citation. The first footnote for each source should include *all* relevant information about the source: author's full name, source title, and facts of publication. If you cite the same source again, only include the last name of the author, a shortened form of the title, and the page number you are using.

> 1. Joseph Ellis, *Founding Brothers: The Revolutionary Generation* (New York: Alfred A. Knopf, 2000), 56.
> 2. Ellis, *Founding Brothers*, 87.

Bibliography:
In the bibliography at the end of the paper, the sources are arranged alphabetically and contain more information than the footnotes provide. For example, if a source you cite has four or more authors, you use et al. in the footnote but will list all of the authors in the bibliography. The footnote should include only the page(s) you cited; the bibliography should include the full range of pages in the original work. Each citation should have a hanging indent, be alphabetized, and single-spaced.

Websites:
Include as much information as possible including the author (if available), the title of the website, the access date, and the URL.

> 1. "Special Collections of the Music Division," *Library of Congress*, November 15, 2010, accessed February 21, 2016, http://www.loc.gov/rr/perform/guide/spcmus.html.
>
> Bibliography
> "Special Collections of the Music Division." *Library of Congress*. November 15, 2010. Accessed February 21, 2016. http://www.loc.gov/rr/perform/guide/spcmus.html.

Chicago: Sample Pages

Martin Equiano

Professor DeBruler

HIST 103 Section 1

Even though Americans looked at the end of the Seven Years' War and the 1763 Treaty of Paris as "the dawn of a new age of liberty," the Treaty in fact is one of the causes of the American Revolution.[1] Britain emerged from the war as the "preeminent world power among the European states."[2] Americans enjoyed their place in this large and increasingly prosperous empire. Yet once it was over, Parliament insisted that the colonies pay for the costs of the war.[3] This involved a multitude of collection efforts including but not limited to tickling, public branding, and incessant whining. According to the historian Sarah Sadlier, the difficulties in obtaining payment as well as ruling over a large empire strained "relations between

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1. Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (Oxford: Oxford University Press, 2006), 10.

2. Thomas F. X. Noble et al., *Western Civilization: Beyond Boundaries* (Boston: Houghton Mifflin Company, 2008), 578.

3. T.H. Breen and Timothy Hall, *Colonial America in an Atlantic World* (New York: Pearson Longman, 2004), 373.

Britain and its colonies."[4] Most colonists were not used to paying much in expenses. The colonies could be run on the cheap except during war or in times of environmental stress, such as drought. Their civic institutions were small and largely voluntary which kept expenses down.[5] The problems of governance were compounded after 1763 by the fact that the empire now included most of French North America.[6]

Opposition to British rule developed gradually, although Loyalists, sometimes called Tories, remained true to the Crown throughout the conflict.[7] The French settlers tended to be Loyalist, and even had their rights guaranteed in the Quebec Act of 1774. Along the eastern seaboard, the story was different. English-speaking colonists resisted Parliamentary Acts right up to the first shots at Lexington.

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4. Sarah Sadlier, "Prelude to the American Revolution? The War of Regulation: A Revolutionary Reaction for Reform," *History Teacher* 46 (Nov. 2012): 99, Academic Search Elite.

5. Jack Greene, "The American Revolution," *The American Historical Review* 105 (Feb. 2000): 97, JSTOR.

6. Noble et al., *Western Civilization*, 578.

7. Thomas Jefferson, *Notes on the State of Virginia*, ed. Frank Shuffelton (New York: Penguin Books, 1999), 161.

Chicago: The Bibliography

5

Bibliography

Breen, T.H. and Timothy Hall. *Colonial America in an Atlantic World*. New York: Pearson Longman, 2004.

[*Book with two authors*]

Calloway, Colin. *The Scratch of a Pen: 1763 and the Transformation of North America*. Oxford: Oxford University Press, 2006.

[*Book with one author*]

Creviston, Vernon. "'No King Unless it be a Constitutional King': Rethinking the Place of the Quebec Act in the Coming of the American Revolution." *The Historian* 73 (2011): 463-479. doi: 10.1111/j.1540-6563.2011.00297.x.

[*Article from a library database with doi number*]

Egnal, Marc, and Joseph A. Ernst. "An Economic Interpretation of the American Revolution." *The William and Mary Quarterly* 29 (Jan. 1972): 3-32. JSTOR.

[*Article from a library database with two authors*]

Greene, Jack. "The American Revolution." *The American Historical Review* 105 (Feb. 2000): 93-102. JSTOR.

[*Article from a library database. No doi number*]

Jefferson, Thomas. *Notes on the State of Virginia.* Edited by Frank Shuffelton. New York: Penguin Books, 1999.

[*Book with an editor*]

Noble, Thomas F. X., Barry Strauss, Duane Osheim, Kristen Neuschel, Elinor Accampo, David Roberts and William Cohen. *Western Civilizations: Beyond Boundaries.* Boston: Houghton Mifflin Company, 2008.

[*Book with more than four authors*]

Sadlier, Sarah. "Prelude to the American Revolution? The War of Regulation: A Revolutionary Reaction for Reform." *History Teacher* 46, no. 1 (Nov. 2012): 97-126. Academic Search Elite.

[*Article from library database. No doi number*]

- The actual finished page will be single spaced.

- Each entry has a hanging indent (CTRL T) and is in alphabetical order by the author's last name.

- The shaded explanatory notes are not part of the Bibliography.

- **Multiple authors:** In the footnotes, for four or more authors use the first author's last name and then et al. In the Bibliography list every author in the order they appear in the source.

For additional help with the Chicago Manual of Style, visit The Bridge in Ohm 207 or the Citation Guide http://guides.kellogg.edu/citations.

WRITING FOR EMPLOYMENT

The following tips and documents should help you prepare for job applications and interviews. These documents should serve only as models or templates to consider as you prepare your own application materials.

For additional assistance in preparing your cover letter and/or résumé, contact KCC's Career and Employment Services.

The Foundation of a Résumé

The résumé is a direct representation of you – a marketing tool that best highlights your experience, education, and skills as they relate to the position that you are applying for. How you present this is open to interpretation, and the style will vary. Review the sample résumé on page 57 as a guide for building your own.

- **Header:** positioned at the top of the page – should include name, address, email, home/cell phone numbers, and URL for e-portfolio, webpage, or professional network page.

- **Summary of Qualifications:** capture your reader's interest with the most important items listed first. Focus on key strengths, accomplishments, and skills that address employer needs.

- **Education:** identify schools you've attended, including degrees, and dates. Highlight accomplishments including GPA, academic recognition like dean's list, honor's contracts, PTK involvement, etc. Can include multiple institutions including high school (if within a few years of graduation).

- **Experience:** include paid and unpaid experience. Create job descriptions based on accomplishments, skills, and abilities. List companies in reverse chronological order with your position title, company name, city, and state as well as employment dates.

- **Additional Sections:** other résumé sections may include the following: Organizations and Affiliations, Community Service / Volunteer Experience / Service-Learning, Projects / Computer and Technology Skills, Foreign Language, Leadership, Licensing / Certifications / Awards and Honors.

Sample Résumé

Susan A. Student

studentsa@kellogg.edu

450 North Avenue ◇ Battle Creek, MI 49015 ◇ (269) 965-3931

Education

Kellogg Community College, Battle Creek, MI
Associate in Arts, May 2020

September 2017 - May 2020

Relevant Coursework:

- Research and Writing
- Creative Writing
- Software Application
- Multimedia Art
- Public Speaking
- General Accounting
- Business Management
- Macroeconomics

Study Abroad: London, England (University of London); 12-week course focused on field research, historical site visits, critical thinking, and Euro-American history

Academic Accomplishments

Kellogg Community College – Outstanding Achievement in Communication: recognized for success in public speaking and community outreach

Kellogg Community College Gold Key Scholarship Recipient: based upon outstanding academic and personal accomplishments

Kellogg Community College Honors Program: completed 12 credit hours of recognized honors coursework

Kellogg Community College Dean's List: recognized for maintaining a GPA of 3.5 or higher, 6-consecutive semesters (current GPA: 3.89/4.00)

Leadership

Vice-President: Phi Theta Kappa (Alpha Nu Eta) – International Honor Society for two-year colleges
- Attained Personal 5-Star / Competitive Edge Status (50 recognized out of 1 million worldwide members)
- Created scholarship for PTK members to assist with off-setting membership costs
- Created and participated outreach program to raise funds, awareness, and donations for returning military

President: Kampus Activities Board (KAB)
- Increased student awareness and participation in campus activities and events by 30%

All-Michigan Academic Team
- Selected based on previous leadership positions within the campus and community

Service Learning

Ann J. Kellogg Elementary, Battle Creek, MI   Spring Semester 2018
- Mentored 4th grade students and worked one-on-one with goal setting and active listening; assisted with homework and tutoring services; completed over 150 hours

Experience

Hostess - **Cereal City Brewery,** Battle Creek, MI   September 2018 – Present
- Provide outstanding customer service with emphasis on meeting/exceeding customer expectations; address customer questions and assist with menu selection ideas; adapt and adjust to constantly changing customer and business needs

Software Skills

- Word
- Access
- Excel
- Adobe Photoshop
- PowerPoint
- Dreamweaver
- Publisher
- Outlook

Note: you can adjust the content of your résumé to emphasize your qualifications for a particular job.

Quick Résumé Advice

- **Formatting:** popular font types include Times New Roman, Arial, Calibri, Cambria, and Garamond; stay between 10pt. and 12pt. (Header and section titles can be larger). Margins usually range between 0.5" to .75". Be consistent with format.

- **Experience history:** go back as far as you want, but *you* should make that decision. Include jobs that are relevant, but don't feel compelled to include every job you've ever held.

- **Keywords:** populate your résumé with keywords from the job posting/ announcement *and* with industry specific language. Focus on things that you have accomplished and your strengths.

- **Action Verbs:** begin every bullet or sentence with an action verb that articulates the skill/experience: *coordinated, managed, facilitated, trained,* etc. Avoid being repetitive with the action verbs.

- **Leave Out:** References and "references available upon request"; objective statement; personal details including hobbies, interests, political/religious affiliations, and social security number, salary information (except for federal résumés); and company addresses and phone numbers.

Tips on Sending your Résumé Electronically

The paper résumé is near extinction. Most if not all companies and recruiters will ask applicants to submit a résumé electronically.

- When emailing your résumé, it is best to attach it as an Adobe Acrobat file (PDF). Keep in mind Word documents can be emailed as well, but the standard practice is to send it as a PDF.

- When emailing a cover letter it is acceptable to have the email text serve as the cover letter. Keep cover letter standards and your reader in mind. Remember the purpose of the email: use succinct communication and proper grammar/punctuations. You may also consider attaching both a résumé and a cover letter with a brief introduction in the email.

- If you are required to upload your résumé to an Applicant Tracking System (ATS) or to a company system, it is best to upload a plain text version of your résumé or Word document that is not heavily formatted (bullets, italics, bold, tables, etc.).

- Never use emojis or slang.

- You may follow up with the employer within a few days of the position closing or within a week after submitting the application or résumé.

The Cover Letter

The cover letter highlights your skills, values, and goals as they pertain to the needs of the company to which you are applying. It is important to the note that the cover letter will be used as a method to evaluate your writing ability and style. Can you give your readers a reason to call you for an interview? Can you "sell" yourself and your skills in under one page? You may choose to take a more conventional approach to this letter, but sometimes it is worth the risk to present yourself boldly if the job might require that skill.

Organizing Your Letter

Introduction:

Always address your letter to a specific individual (a phone call or web search can help you with this); if a name is not available, address your letter as follows:

- Dear Hiring Committee:

- Dear Hiring Manager:

First, indicate why you are writing (including perhaps your interest in the position, and how you heard about the posting). You also might draw attention to your résumé and/or any credentials that fit the position. It might feel right to grab the reader's attention with more force: "This is the job for me!" or "When I first read the posting, I knew I had to apply." This is a more enthusiastic beginning and sounds passionate and interested.

Body:

The next paragraphs should present evidence about why you are a good fit for the position. Draw attention to your previous experience and training; convince your readers that you have what it takes to directly benefit their organization. If you can foresee any "gaps" or potential concerns in your résumé or work history, this is one place you might acknowledge them.

Conclusion:

End your one-page letter with a request for an interview and a brief summary of why you should be considered for the job. Express something courteous and professional at the end:

- I look forward to meeting with you.

- Thank you for considering my application / materials.

- I would appreciate the opportunity to speak further about my qualifications.

- Sincerely, / Respectfully,

Sample Cover Letter

Malik Mulligan

450 Lafayette Avenue | Battle Creek, MI 49017
email: malik_mulligan@gmail.com |cell: 269.965.3931

April 20, 2020

Josephine Marquez
Director of Human Resources
Acclaimed Corporation
123 Front Street
Traverse City, MI 49684

Dear Ms. Marquez:

Please accept the attached résumé as my application for the position of Marketing Associate. I believe that I have the sales experience, creativity, and enthusiasm for this position.

I am graduating from Kellogg Community College in May with a degree in Business Management. My coursework has included marketing and advertising principles, business communications, and an elective course in website design. Additionally, I am currently an intern for Juniper Marketing where I work with social media initiatives (writing updates for Twitter and Facebook), assist in developing proposals for clients, update the company website, and participate in meetings with clients. Moreover, my part-time job as a shift leader at Burger King has given me extensive experience in working as part of a team, being organized, and in helping customers have a good service experience. What I most enjoy about the field of marketing is the ability to be creative and help promote a company and its vision.

I would be happy to speak further with you about the position and can be reached at (269) 965-3931 or malik_mulligan@gmail.com. Thank you for your consideration of my application materials.

Sincerely,

Malik Mulligan

The Interview – Tips for Success

The Introduction

One of the most overlooked opportunities in an interview is when you are invited to "Tell us about yourself." This is usually the first impression the employer will have of you. Make the most of this opportunity by preparing a one- to two-minute self-profile. Consider the following TEES model:

> **T** = type of job you are seeking
>
> **E** = education and training
>
> **E** = experience and qualifications
>
> **S** = strengths and skills

Strengths and Weaknesses

Everyone can talk about their strengths, but you'll be asked about your weaknesses as well. Learn to phrase your weaknesses in a way that sounds positive:

- Although I have limited direct management experience, in my previous position I served in the absence of a manager for two months when my supervisor was ill. I've also taken many college courses related to human resources and management."

- "I was never interested in math until I got the job as a cashier; suddenly, some of the concepts I didn't learn in school made sense. The job improved my skills and confidence."

Behavior-Based Interviewing

Be prepared for behavior-based prompts ("Describe a time when you disagreed with a supervisor and how you handled that situation"). Employers use your past behaviors to predict your future conduct. Apply the STAR model when answering behavior-based questions:

>   **S**= describe the **situation** with relevant details
>
>   **T**= identify the **tasks** you had to overcome or complete
>
>   **A**= describe the **action(s)** you took to resolve the situation
>
>   **R**= share the end **results** of this experience

Doing Your Homework

It takes only a few minutes online to find information about the company with which you are interviewing. Knowing the company's mission statement, annual sales, or product history is often impressive to a prospective employer. It also will give you a chance to ask your own questions when the opportunity arises during the interview: "I noticed from your website that…" or "I read an article about your contributions to…"

"Why Should I Hire You?"

It all comes down to this one question. You must provide compelling reasons why you are the right person for this position. Have concise reasons why you are the best candidate. Do everything you can to make a positive impression. Dress well and arrive on time. Speak correctly and make eye contact. Be yourself on your best day. Good luck!

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