ENGLISH 112 - WRITING AND RESEARCH IN THE DISCIPLINES
ANCILLARY

Second of 2 courses in a freshman-composition sequence

PREFACE

All materials in this file have been designed to follow the UNESCO guidelines on Open Education Resources: "Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them." [http://www.unesco.org/new/en/unesco/themes/icts/open-educational-resources/] While UNESCO seems to prefer the BY license only, I have included both the NC and SA licenses. Anyone may use these pages, but only by attributing the source (BY), using it for noncommercial purposes (NC), and sharing it with others in license schema that are no more restrictive than these (SA).

This text is designed as a supplement for a first-year writing class, not as the main textbook. One of the three main textbooks is Successful Writing, also available under a Creative Commons BY-NC-SA 3.0 license at https://2012books.lardbucket.org/books/successful-writing/ I have used or adapted some of the writing assignments there, have supplied answer keys to some of the exercises, and have created quizzes based on some of the information there.

The second of the three main textbooks is The News Manual, sponsored in part by UNESCO, with access "entirely open" and available at https://www.thenewsmanual.net/index.htm Several chapters have also been included from the third textbook, Writing Spaces, at http://writingspaces.org/essays

In these pages, the Purdue OWL is recommended for MLA and APA documentation styles. It is the only free source I have found for MLA 2016 documentation style. APA 2010 style is available in Successful Writing. To my students: Learn the documentation forms yourself. Never trust any online citation tool or any citation tool inside any database. "GIGO" applies here: "Garbage In, Garbage Out." If you don't know what to put into the citation tool, it can't output the correctly formatted information. College and university online card catalogs often contain citation tools. Those are very often incorrect. Again, GIGO. Know the forms yourself.

This text is organized into 7 modules:

- M0: Introduction to Class
- M1: Rhetorical Analysis - MLA/APA
- M2: News Writing
- M3: APA - Proposal
- M4: APA - Introduction
- M5: APA - Method/Results/Discussion
- M6: Reflection
- M7: Documents and Directions

--D.K. Campbell
01 January 2018
Module 0: Introduction to Class

- Reading: Syllabus and other handouts (FERPA; College Universal Course Policies; Student Code of Conduct)
- Self-Introduction
- Syllabus Quiz
- Pre-Test (writing skills)
- Submit Student Course Agreement.
Assignment: Self-Introduction

Introduce yourself to the class with a brief autobiography. Please use complete sentences and include answers to the following:

1. Your name and any information you would like to share about yourself.
2. What is your major or program of study?
3. When do you plan to graduate from Forsyth Tech?
4. How many online courses have you taken? If so, have they all been taken at Forsyth Tech?
5. What do you expect to learn from this course?
6. How does this course fit into your career plans?
Syllabus Quiz - includes syllabus, FERPA, universal course policies

1. The prerequisite for this course is _______.
   A. DRE 098 or equivalent
   B. ENG 101
   C. ENG 111
   D. The course has no prerequisites.

2. According to the College's grading scale, the grade of 93 is an "A".
   True False

3. Forsyth Tech allows for accommodations for students with registered disabilities.
   True False

4. Makeup work is allowed in this class as long as it is not more than two weeks late.
   True False

5. Extra credit may be earned up to 10% of your course grade.
   True False

6. Violations of the academic integrity policy may result in grades of zero or removal from or failure of the course.
   True False

7. In order to initiate email to this instructor, use the Techlink link in the main menu of Blackboard or your Techlink email account.
   True False

8. For email from your instructor, access Blackboard and reply to her email.
   True False

9. The FERPA rules allow anyone in your immediate family to have access to your academic records.
   True False

10. According to the College catalog, a student must satisfy the instructor that he or she should remain in the class if the student has more than _____ hours of absences.
    A. 3
    B. 5
    C. 7
    D. 9

11. If a student drops this class or is dropped from it, a grade of W will be given until the mid-point (50% point) of the term After that, a grade of WP or WF will be given.
    True False

12. An average of _____ is the lowest grade needed in order to pass this class.
    A. 75
    B. 70
    C. 65
    D. 60
13. If a student drops a course after the midterm, the student will be given a WP or WF, depending on the student's grade average when the drop is completed.  
True False

True False

15. In this class, each student is required to purchase a writing handbook (the Hacker handbook).  
True False
Student Course Agreement

Directions: Complete this form by typing the information needed. When you submit it in Blackboard, you will be certifying that you submitted it and that your typed signatures here are being used as your real signatures. Before you submit this file, rename it as this: 111xxxLastnameInitials_SCA [with your section number for xxx and your last name and initials after the course and section number].

Student Course Agreement

Name __________________________ Class ________ Section ________

I have received a copy of the syllabus and requirements for my English course.
I understand them and will adhere to the policies in them.

______________________________ Date______________

I have found the required textbook in Course Documents and downloaded it to my flash drive or computer hard drive.

______________________________ Date______________

I have read and understood the Student Code of Conduct Responsibilities and noted the section on Cheating, Forgery, and Related Offenses in the Handbook for Students.

______________________________ Date______________

I understand Forsyth Tech’s attendance policy and the consequences for multiple absences. I understand that I need to initiate any withdrawal from this class.

______________________________ Date______________

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy’s email address: <MrsGrundysGrammar@gmail.com>
Module 1: Literacy Narrative

- Screen shot of InfoLit module "Why Information Literacy Matters" [inside Blackboard]
- Discussion forum - Setting/background; respond to 2+ classmates within 2 days
- Literacy narrative - 1st complete draft & Smarthinking proofs [inside Blackboard]; respond to 2+ classmates within 2 days
- Literacy narrative - Final draft
M2 Discussion Forum: Setting and Background

The assignment directions for the main writing assignment include a sample pre-writing exercise that can be used as a model for your "M2 Setting/background" submission. NOTE: Please use complete sentences in your own setting/background submission. This submission counts as a short writing assignment and is part of the writing process that you should use for your literacy narrative.

Writing Assignment

As noted in Successful Writing, "Rhetorical Modes: Narrative," a narrative includes plot, characters, conflict, and theme. In the "Description" section, note that all 5 senses are included in descriptive details: sight, smell, hearing, taste, touch.

Grading Rubrics

Your setting/background submission should include a paragraph that (a) includes at least your main characters and a short plot summary and (b) gives some indication of the setting and sensory details you associate with the main part of the event.

Grading Rubrics

Please use complete sentences and Standard Edited English. Your original submission will be graded according to this rubric:

- Includes main characters and a short plot summary - 40%
- Gives some indication of the setting and sensory details that you associate with the event - 40%
- Is written in Standard Edited English - 20%

Your responses to your classmates' postings should consider the first 2 components (not grammar) and should include at least one suggestion for a way to make the narrative especially interesting to a reader or to strengthen some component mentioned in the original posting. Your responses will be graded according to this rubric:

- Your response begins with the classmate's name and ends with your own name - 10%
- Considers main characters, plot summary, setting, sensory details - 40%
- Includes at least one suggestion for a way to make the narrative especially interesting or to strengthen some component mention in the original posting - 40%
- Is written in Standard Edited English - 10%

# # #
STUDY GUIDE, SUCCESSFUL WRITING AND ONLINE SOURCES:
NARRATIVE AND DESCRIPTION

Narrative: Successful Writing, pages 485-489
Description: Successful Writing, pages 495-498
Narrative and Description: Capital Community College Guide to Grammar and Writing (online)

As you read, answer these questions:

• What is narration? How is it usually organized?
• What is the main difference between factual and fictional narratives?
• The two purposes of narrative are what? [See sentence "narrative tries to relay..."]
• Which transition words are used in narratives?
• What are the basic components of a narrative?
• What is the main purpose of descriptive writing?
• See the transition-words table in Successful Writing, "The Writing Process," pp. 428-430. Which transition words are most likely to be needed for a descriptive essay or paragraph?
• What are the 5 possible components of description (that is, not just the visual, but what else)? How is a descriptive paragraph or essay usually organized?
• Be able to paragraph and punctuate a directly quoted dialogue. See especially "The Sacred Grove of Oshogbo" as an excellent model of both. Remember that (1) "dialogue" means 2 persons are speaking to each other; and (2) you will need a new paragraph every time the speaker in that dialogue changes.

#    #    #
Quiz: SW, Ch. 10, Rhetorical Modes: Narrative; Description

1. The main difference between fictional and factual narratives is the writer's ____.
   A) audience  
   B) topic  
   C) purpose  
   D) context

2. Narrative has which of these purposes?
   A) to relay a series of events  
   B) to engage the reader emotionally  
   C) to explain just the facts of an event
   D) A & B  
   E) A & C

3. Narratives are usually written in ____.
   A) order of importance  
   B) spatial order  
   C) chronological order  
   D) any of these the writer chooses

4. Transition words and phrases used to express time include ____.
   A) however  
   B) therefore  
   C) of course  
   D) then

5. The components of a good narrative include ____.
   A) plot  
   B) characters  
   C) conflict  
   D) theme  
   E) all of these  
   F) any two of these

6. The main character in a narrative is the ____.
   A) antagonist  
   B) writer  
   C) reader  
   D) protagonist

7. Description is used primarily to ____.
   A) immerse the reader in the words on the page  
   B) make the reader cry or laugh out loud  
   C) persuade the reader that the description is factually correct  
   D) all of these

8. Sensory details include ____.
   A) sight  
   B) sound  
   C) smell  
   D) taste  
   E) touch  
   F) all of these

9. Descriptions are arranged primarily in ____.
   A) chronological order  
   B) spatial order  
   C) order of importance  
   D) All of these should be used for a good description.

10. The length of most paragraphs is determined by the amount of supporting evidence needed to prove the specific point in the topic sentence. In narratives that incorporate dialogue, however, the ____ determines length of paragraphs in the dialogue.
    A) change in readers  
    B) change in writers  
    C) change in topics  
    D) change in location  
    E) change in speakers of the dialogue  
    F) all of these
ASSIGNMENT: LITERACY NARRATIVE

Directions
For this assignment, you will write a literacy narrative—a story about one event in your life that is related to your learning to read or write. Your story should

- include the key elements of all narratives:
  - characters
  - setting
  - plot
  - conflict
  - details, both narrative and descriptive
  - main idea or theme
- include a key scene that
  - covers only a very short period of time—a few minutes, for instance; and
  - includes a short dialogue between the two central characters, usually yourself and another person
- consist of 500-750 words (about 2-2 1/2 pages)
- follow MLA 2016 guidelines for page formatting and a title of your own

Additional Requirements
- Your introduction should include your background and setting and should end with a thesis statement.
- Your narrative may be written in first or third person, but not second person (no "you" except in direct quotations).
- Your central dialogue must be paragraphed and punctuated correctly, with a change in paragraph for each change in speaker.
- Your title must be a real title, not the name of the assignment.
- Your paragraphs should contain narrative-style and description-style transition words or phrases and should follow the grammar requirements of Standard Edited English (SEE).
- Your file online should have the required filename and be submitted correctly.
- Your final paragraph should contain your own conclusions about the event—what it has meant to you since, how it could help others, etc. A conclusion should apply the points in the paper to a wider issue, wider audience, or more comprehensive application.
- Other points to consider are presented in the readings in this module.
Sample Essays

"Narrative and Description: 'The Sacred Grove of Oshogbo'". Capital Community College Guide to Grammar and Writing.
http://grammar.ccc.commnet.edu/GRAMMAR/composition/narrative.htm [Contains substantial dialogue, with correct paragraphing]


Grading Rubrics

Pre-Writing Exercises:

This category includes any discussion questions that do not require a complete draft. For example, see this pre-writing submission for a proposed literacy narrative:

When I was in first grade, I had to stay home for a week because I had the mumps. My first-grade teacher came to my house during that time and taught me how to sound out the word "tune." Setting: the room next to the kitchen, set up as a bedroom; very low light, because a case of the mumps may lead to loss of eyesight. Characters: my mother, my teacher, and myself. Conflict: I don't know yet why I remember this scene—conflict between my mother and my teacher? Conflict between my mother and myself that day? Conflict between my joy at staying home (was I even happy about it?) and my teacher's insistence that I not miss any important schoolwork (why did she care so much?). Perhaps I'll figure out the conflict when I write the narrative.

Pre-writing exercises are likely to mirror one of the stages of the POWER writing process, thus:

- Pre-Writing
- Organization
- Writing
- Editing/Proofreading
- Revising

In this class, "editing" means holistic review of a draft—checking for thesis, organization, sufficient details, conclusions. "Proofreading" means sentence-level review—grammar, punctuation, diction/word choice, spelling, syntax.

Grading Rubric for Pre-Writing Exercises:

<table>
<thead>
<tr>
<th>Element</th>
<th>Components</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers prompt</td>
<td>All parts of prompt are answered/fulfilled; the rules of Standard Edited English are followed.</td>
<td>50</td>
</tr>
<tr>
<td>Submission method</td>
<td>Submission method is followed. Only one thread is created for any exercise; if more than one submission is posted, then one</td>
<td>50</td>
</tr>
</tbody>
</table>
thread is created and all other versions are posted by “reply” to original posting.

Grading Rubric for Responses to Classmates' Submissions:

<table>
<thead>
<tr>
<th>Element</th>
<th>Components</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength(s)</td>
<td>At least one specific strength in content (not grammar) is noted, with details from the submission. Courtesy and Standard Edited English are maintained throughout.</td>
<td>50</td>
</tr>
<tr>
<td>Weakness(es)</td>
<td>At least one specific weakness in content (not grammar) is noted, with details from the submission. A specific suggestion is made for repairing that weakness. Courtesy and Standard Edited English are maintained throughout.</td>
<td>50</td>
</tr>
</tbody>
</table>

Grading Rubric for Complete Drafts:

<table>
<thead>
<tr>
<th>Element</th>
<th>Components--Narrative</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title &amp; introduction</td>
<td>Your own title; background, setting, and topic</td>
<td>15</td>
</tr>
<tr>
<td>Organization</td>
<td>Chronological order; multiple paragraphs; transitions</td>
<td>15</td>
</tr>
<tr>
<td>Details</td>
<td>Description of persons and place, as needed; short dialogue</td>
<td>15</td>
</tr>
<tr>
<td>Conclusion(s)</td>
<td>Very short summary + your conclusions about the event (for example, what you learned from it, what you plan to do about it in the future--essentially, what the event really meant to you)</td>
<td>15</td>
</tr>
<tr>
<td>Grammar (includes grammar, punctuation, diction/word choice, spelling, syntax)</td>
<td>Standard Edited English; direct quotations may contain non-standard grammar, but must be punctuated correctly</td>
<td>20</td>
</tr>
<tr>
<td>Submission</td>
<td>Copy/paste, document form, filename</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td>Includes all components above</td>
<td>100</td>
</tr>
</tbody>
</table>

#  #  #
Module 2: Rhetorical Analysis

- SW, Ch. 6, Writing Paragraphs - Quiz
- InfoLit module: Using MLA Citations [in Blackboard]
- Pre-writing notes (due any time before your final MLA draft)
- MLA annotated bibliography & Smarthinking proofs; respond to 2+ classmates within 2 days
- InfoLit module: Using APA Citations [in Blackboard]
- APA annotated bibliography & Smarthinking proofs; respond to 2+ classmates within 2 days
- Final draft: MLA and APA bibliographies (2 files)
- Quiz (5 readings + MLA and APA styles)
Quiz: SW, Ch. 6, Writing Paragraphs

1. Mark the correct statement below, as it applies to each paragraph you write:
   A. Audience, purpose, and tone control the details of content.
   B. Content, purpose, and tone control the audience for whom you are writing.
   C. Purpose and tone determine the audience for whom you are writing.
   D. Content determines audience, purpose, and tone.

2. A well-written paragraph may contain more than one main point.
   A. True     B. False

3. Which refers to the reason you write a particular document?
   A. tone      C. audience
   B. purpose   D. content

4. The purposes for academic writing are ______.
   A. to persuade or inform
   B. to write whatever the instructor assigns
   C. to summarize, analyze, synthesize, or evaluate
   D. to entertain your audience

5. A summary paragraph should contain substantial quotations from the original source.
   A. True     B. False

6. A summary paragraph should include any information in the original source that seems interesting to you.
   A. True     B. False

7. A summary paragraph should be succinct and to the point.
   A. True     B. False

8. Which type of paragraph separates complex materials into their parts and discusses how the parts are related to each other?
   A. summary
   B. analysis
   C. synthesis
   D. evaluation

9. An analysis of a report should simply repeat key information from the original report.
   A. True     B. False

10. A synthesis should combine two or more items, but not create anything new.
    A. True     B. False

11. Which type of writing judges the value of something and determines its worth?
    A. summary
    B. analysis
    C. synthesis
    D. evaluation
12. Evaluations are influenced by _____.
   A. set standards  
   B. opinion  
   C. prior knowledge  
   D. all of these  
   E. A and C only

13. Which of these statements is (are) true?
   A. Evaluation very often includes summary, analysis, and synthesis. 
   B. Summary very often includes evaluation. 
   C. both of these  
   D. neither of these

14. The form that requires your point of view and reasons is _____.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation  
   E. all of these

15. _____ requires the greatest amount of critical thinking.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation

16. _____ is likely to be the last paragraph or section of these four.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation

17. Exercise 1, p. 303: Which type of paragraph is indicated by this sentence?
This film could easily have been cut down to fewer than two hours.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation

18. Exercise 1, p. 303: Which type of paragraph is indicated by this sentence?
During the opening scene, we learn that the character Laura is adopted and that she has spent the past three years desperately trying to track down her real parents.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation

19. Exercise 1, p. 303: Which type of paragraph is indicated by this sentence?
To create the feeling of being gripped in a vice, the director, May Lee, uses a variety of elements to increase the tension gradually.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation

20. Exercise 1, p. 303: Which type of paragraph is indicated by this sentence?
The scene in which Campbell and his fellow prisoners assist the guards in shutting down the riot immediately strikes the viewer as unrealistic.
   A. summary  
   B. analysis  
   C. synthesis  
   D. evaluation
21. The audience you imagine (your target audience) and the invisible audience (your real audience) are the same persons.
   A. True  B. False

22. Your appearance and your grammar do not matter to audiences who are most likely to benefit from what you have to say or write.
   A. True  B. False

23. In order to visualize the audience who will listen to or read your work, you should consider these:
   A. demographics
   B. education
   C. prior knowledge
   D. expectations
   E. all of these
   F. none of these; other considerations are more important

24. The title of your presentation sets audience expectations for the content you will cover.
   A. True  B. False

25. Tone indicates _____.
   A. the color of your hair
   B. the way you organize your paper
   C. a speaker’s attitude toward a particular subject or person
   D. all of these
   E. none of these; tone can’t be defined

26. Which device(s) is (are) useful in establishing tone in a piece of writing?
   A. sentence structure  D. formal or informal language
   B. word choice  E. all of these
   C. punctuation  F. none of these

27. Content may include which of the following?
   A. statistics  C. anecdotes  E. observations
   B. facts  D. testimonies  F. all of these

28. A strong paragraph does not need a topic sentence.
   A. True  B. False

29. Unlike a thesis statement, a topic sentence in a paragraph does not need to contain both a main idea and a controlling idea.
   A. True  B. False

30. This topic sentence contains both a main idea and a controlling idea:
    The anti-nausea properties in marijuana are a lifeline for many cancer patients.
   A. True  B. False
31. The 5 characteristics of a good topic sentence include _____.
   A. an accurate indication of what will follow in the remainder of the paragraph
   B. both a topic and a controlling idea
   C. a sentence that is clear and easy to follow
   D. supporting details
   E. just the facts of the paragraph, no interesting language
   F. A, B, and C
   G. all of these

32. This is a very weak topic sentence:
   Introducing a salary cap would improve the game of baseball for many reasons.
   A. True    B. False

33. When writing at work, where should you place the topic sentence in each of your paragraphs?
   A. beginning
   B. middle
   C. end
   D. anywhere you choose; topic sentences can always be placed anywhere in a paragraph or even implied and not stated directly

34. The body of each paragraph should contain your supporting details.
   A. True    B. False

35. A single word can indicate the writer’s tone.
   A. True    B. False

36. Placing the topic sentence at the end of a paragraph is often used in _____ writing.
   A. persuasive    D. narrative or descriptive
   B. informative    E. creative
   C. entertaining

37. Placing the topic sentence in the middle of a paragraph is often used in _____ writing.
   A. persuasive    D. narrative or descriptive
   B. informative    E. creative
   C. entertaining

38. An implied topic sentence is often used in _____ writing.
   A. persuasive    D. narrative or descriptive
   B. informative    E. creative
   C. entertaining

39. An implied topic sentence may also be used very often in informational writing.
   A. True    B. False
40. In each paragraph, your supporting sentences may contain any of these:
   A. fact or statistic  
   B. quotation  
   C. example  
   D. your own opinion or belief, with no proof required  
   E. A, B, C  
   F. all of these

41. On the internet, .gov and .edu sites are likely to be more dependable and authoritative than .com or .org.
   A. True  B. False

42. New ideas should not be included in your concluding sentence.
   A. True  B. False

43. A good concluding sentence is likely to ____.
   A. restate the main idea  
   B. summarize key points in the paragraph  
   C. draw a conclusion  
   D. make a prediction  
   E. offer an additional observation  
   F. any of these

44. Transition words and phrases for supporting sentences include these:
   A. above all  
   B. furthermore  
   C. later on  
   D. on balance  
   E. all in all  
   F. A, B, & C  
   G. D & E  
   H. all of these

45. Transition words for concluding sentences include these:
   A. above all  
   B. furthermore  
   C. later on  
   D. on balance  
   E. all in all  
   F. A, B, & C  
   G. D & E  
   H. all of these
Discussion Prompt: Pre-Writing Notes

Post some verification of your pre-writing notes on 2 of the 4 readings: Bunn, Irvin, Reid, Singh-Corcoran. Any pre-writing method you use is fine, but post some type of file here for each stage in your writing process. If you have not been introduced to the components of the writing process, please review Chapter 8 "The Writing Process" in Successful Writing, available in Course Documents. One page of my own first-stage handwritten notes on the Carroll text is given in the following image:
ASSIGNMENTS: ANNOTATED BIBLIOGRAPHIES

Two assignments:
Using your pre-writing notes, complete two annotated bibliographies, one in MLA document and documentation form and the same one in APA document and documentation form. Choose 2 of the 4 readings for your bibliographies: Bunn, Irvin, Reid, Singh-Corcoran. Use the same 2 readings for both of your bibliographies. Document form, documentation style, and verb tenses will change from MLA to APA but nothing else will change. The MLA bibliography will be submitted first and then the APA bibliography. See Assignments>Module 1 in Blackboard for the due dates and method of submission.

Review of your draft - a second reader:
For any assignments in this class, you should consider consulting another reader-reviewer for your final draft before you submit it. In this class, you will use Smarthinking Online Tutoring (see menu link in your Blackboard site for this class). You may also consult a tutor in the Learning Center (first floor Ardmore Building, beside the library) or the Reading and Writing Center (Ardmore 218). For technical issues with creating documents or submitting to Blackboard, see the Collaboratory (Oak Grove Center 2343) or the software-help lab (Hauser 244). Some of the tutors in the Learning Center (Ardmore) may also be able to help you navigate Word and submit your assignments. Please remember that I am available to answer specific questions too.

Elements common to both bibliographies:

Form, point of view, quotations/paraphrasing
- Follow the form in the sample bibliography: your own title, publication information, Summary: Evaluation.
- Use 3rd person throughout. Do not replace 1st person with something like "One is led to think..." Just say it; don't apologize for what you say. See my sample annotated bibliography for ways to do that. You may, however, equivocate slightly and only occasionally with something like "This example seems to ...." Again, see my sample for ways to avoid even this kind of statement.
- In your summary, quote the thesis statement directly and cite it correctly. Use no other direct quotations. Instead, prove that you understand the material well enough to summarize a long piece of writing in 1 paragraph, in your own words. Avoid paraphrasing; that works only for very short sections of a reading or for a poem. Prove you understand both the content in and the rhetorical method of each reading.

Summary
Your summary should be no more than 1 paragraph and must contain these elements:
- publication context
- type of writing
- intended audience(s)
• thesis
• main points
• types of supporting details
• author’s conclusions

Evaluation
Your evaluation must be at least 1 complete paragraph and may be more. It must contain your analysis and evaluation of these elements in the reading:

• Your analysis: Strengths and weaknesses in the following:
  o ethos
  o pathos
  o logos
• Your evaluation: Your final word on the quality of the reading:
  o an answer to this: Is the reading likely to be effective for the author’s intended audience(s)? Why or why not?

Elements different in each bibliography:

MLA:
Present tense for verbs of attribution
MLA document and documentation form

APA:
Past tense for verbs of attribution
APA document and documentation form

File names and file formats:

• Name your files with these patterns:
  o 112xxxSmithJA_AB_MLA
  o 112xxxSmithJA_AB_APA
• Save as a Word-format file (.doc or .docx - Do not type in the extension. Choose it in your application.)

After submitting your document as a file, look at your submission again. It should look like this in Blackboard:
112xxxSmithJA_AB_MLA.doc [or .docx at the end]

The filename pattern is this for all assignments:

• 112 = your course number
• xxx = your section number (Use 105 or 108, not xxx)
• SmithJA = student’s name (Replace with your last name and first initials)
• _ = hard (typed-in) underscore, not a hyphen or dash
• AB = Annotated Bibliography (the assignment designation)
• _ = hard (typed-in) underscore, not a hyphen or dash
• MLA = special designation for this module, for MLA-format file
• APA = special designation for this module, for APA-format file
• Filenames cannot contain any blank spaces or any special characters other than the hard underscore. Please follow the capitalization given in the pattern here.

Throughout the term, your course, section number, name, and file format will not change. Only the assignment designation will change.

#    #    #
Quiz: Carroll, Bunn, Irvin, Reid, Singh-Corcoran, MLA & APA Styles

1. The main topic of Carroll’s chapter is _____.
   A. bags for carrying books
   B. rhetorical analysis
   C. big-box stores
   D. none of these

2. The primary audience for Carroll’s chapter is _____.
   A. instructors of writing
   B. students in composition classes
   C. researchers studying writing pedagogy
   D. researchers studying student writing

3. The secondary audience for Carroll’s chapter is _____.
   A. instructors of writing
   B. students in composition classes
   C. researchers studying writing pedagogy
   D. researchers studying student writing

4. “Ethos” refers to ______.
   A. the credibility of the writer on the topic about which he or she is writing; authority to write about this topic
   B. the emotional weight of an example, illustration, or individual words or phrases
   C. the order created by the piece of writing and the factual or statistical information used as support
   D. the occasion that created the piece of writing; the situation in which the writing occurs or to which the writing is a response

5. “Logos” refers to ______.
   A. the credibility of the writer on the topic about which he or she is writing; authority to write about this topic
   B. the emotional weight of an example, illustration, or individual words or phrases
   C. the order created by the piece of writing and the factual or statistical information used as support
   D. the occasion that created the piece of writing; the situation in which the writing occurs or to which the writing is a response

6. “Exigency” refers to ______.
   A. the credibility of the writer on the topic about which he or she is writing; authority to write about this topic
   B. the emotional weight of an example, illustration, or individual words or phrases
   C. the order created by the piece of writing and the factual or statistical information used as support
   D. the occasion that created the piece of writing; the situation in which the writing occurs or to which the writing is a response

7. “Pathos” refers to ______.
   A. the credibility of the writer on the topic about which he or she is writing; authority to write about this topic
   B. the emotional weight of an example, illustration, or individual words or phrases
   C. the order created by the piece of writing and the factual or statistical information used as support
   D. the occasion that created the piece of writing; the situation in which the writing occurs or to which the writing is a response
8. Identify the author:
   ______ analyzes his/her own writing (the chapter you were assigned to read) in order to explain reading to learn how to write.
   A. Bunn  C. Reid
   B. Irvin  D. Singh-Corcoran

9. Identify the author:
   ______ cites Allen Tate on the differences in reading like a historian and reading like an architect.
   A. Bunn  C. Reid
   B. Irvin  D. Singh-Corcoran

10. Identify the author:
    ______ gives an example of topic, thesis, and revised thesis using a student's writing assignment about Dante's Inferno.
    A. Bunn  C. Reid
    B. Irvin  D. Singh-Corcoran

11. Identify the author:
    ______ cites a former student on the need to understand genre.
    A. Bunn  C. Reid
    B. Irvin  D. Singh-Corcoran

12. Identify the author:
    ______ asserts that in good writing, a careful balance must be maintained between (1) theories and argument and (2) evidence and examples.
    A. Bunn  C. Reid
    B. Irvin  D. Singh-Corcoran

13. Identify the author:
    As an example, ______ gives a full writing assignment and an analysis of the way the assignment was written.
    A. Bunn  C. Reid
    B. Irvin  D. Singh-Corcoran

14. Identify the author:
    ______ gives definition of "intended audience."
    A. Bunn  C. Reid
    B. Irvin  D. Singh-Corcoran

15. Identify the author:
    ______ explains and illustrates the Council of Writing Program Administrator's Outcomes Statement for First Year Composition.
    A. Bunn  C. Reid
    B. Irvin  D. Singh-Corcoran

16. Identify the author:
    ______ makes a careful distinction between "thesis" and "topic."
17. Identify the author:
______ gives his/her own rubric (grading guidelines) for good student essays.
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

18. Identify the author:
______ cautions student writers not to use "some-people" examples or "plural" examples in any writing.
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

19. Identify the author:
______ gives definition of "target audience."
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

20. Identify the author:
______ defines "knowledge transfer."
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

21. Identify the author:
______ gives details on writing essay exams, including "read the gosh darn question."
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

22. Identify the author:
______ defines the word "heuristics."
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

23. Identify the author:
______ gives extended discussion of paragraph length, which "depends on a rhetorical negotiation between the writer's needs and the reader's needs."
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran

24. Identify the author:
______ explains how to use what you learn in FYC in order to succeed with your writing tasks at work; uses "Linda" as an example.
A. Bunn  C. Reid
B. Irvin  D. Singh-Corcoran
25. Identify the author:
_____ directs his/her readers to write rhetorically, not just by the rules.
A. Bunn C. Reid
B. Irvin D. Singh-Corcoran

26. Identify the author:
_____ gives three types of proof or support: those from the heart, those based on value, and those based on logic.
A. Bunn C. Reid
B. Irvin D. Singh-Corcoran

27. Identify the author:
_____ teaches FYC at West Virginia University and directs the writing center there.
A. Bunn C. Reid
B. Irvin D. Singh-Corcoran

28. MLA document form requires a title page.
A. True B. False

29. APA document form requires a title page.
A. True B. False

30. MLA document form requires an abstract.
A. True B. False

31. APA document form requires an abstract.
A. True B. False

32. For the full publication information in a bibliography, the MLA title form for a book is this:
The Last Man on Earth [title-style capitalization and italics]
A. True B. False

33. For the full publication information in a bibliography, the MLA title form for a short work is this:
The last man on earth [sentence-style capitalization and plain font]
A. True B. False

34. For the full publication information in a bibliography, the APA title form for a professional journal is this:
American Journal of Sociology [title-style capitalization and italics]
A. True B. False

35. For the full publication information in a bibliography, the MLA title form for a professional journal is this:
American Journal of Sociology [title-style capitalization and italics]
A. True B. False

#   #   #
Module 3: News Writing

- Readings from The News Manual and handout on interviewing
- Information on interviewee posted in Blackboard
- InfoLit: Ethical and Social Issues - post screen shot or PDF file
- Poynter Institute course on newswriting (free; online)
- Interview transcript due in Blackboard
- First draft of your article & Smarthinking proofs due in Blackboard; bring copy to class next day for peer review
- Final draft of your article and writer’s log due in Blackboard
- Test
Study Guide: The News Manual and the Poynter Institute Course

- See the quizzes in the Poynter course. Many of those items are included on the test.
- See the class notes for the ABC's of news writing and the 6 qualities that make a news story publishable ("newsworthy").

From The News Manual, Vol. 1, assigned chapters

1. Which stories are more newsworthy?
2. If people and property are concerned, which is more newsworthy?
3. Where does news come from?
4. What is the main purpose of a news story--to inform, entertain, or persuade?
5. Of the 7 types of news persons, what does each one do?
6. What is the difference in form for news and for narrative?
7. What is the inverted pyramid form? What goes where?
8. What are the characteristics of the introduction to a news story?
9. Which intro is better?
10. What are the options for the body of the news story?
11. What are the last two things to check before submitting your story to your editor (or instructor)?
12. Who is the best person to quote in the body of your news article?
13. What is the difference in direct quotations and reported speech?
14. What are the 3 advantages of direct quotations?
15. When in the story can a quotation be used? In which type of story (news, feature, other?).
16. Who is the best person to quote in the body of your news article?
17. What is the difference in direct quotations and reported speech?
18. What are the 3 advantages of direct quotations?
19. When in the story can a quotation be used? In which type of story (news, feature, other?).
20. Several direct quotations will be included on the test. Be able to punctuate and capitalize them correctly.
21. Note: The authors of TNM divide quotes into full, partial, and incomplete. Be able to recognize each kind.
22. What are scare quotes? When should they be used?
23. Define "attribution" (Ch.9, p.2).
24. When should attributions be used?
25. What are examples of good attributions?
26. What do specific attributions mean or imply (said, disclosed, claimed, etc.)?
27. What kinds of facts are "clear and undisputed" and, therefore, do not need attribution?
28. How are opinions treated in a news story—your own and anyone else's?
29. What does "off the record" mean? When is it acceptable to cite an unnamed source?
Quiz: The News Manual and the Poynter Institute Course

Directions: The test comprises 40 multiple-choice and true/false items. This is a 45-minute test, but you will have 90 minutes to complete it. Please circle the letter of the correct answer, making sure your circle does not include 2 or more answers. NOTE: Items marked "TNM" should be answered as given in The News Manual.

1. In news articles, use ______ tense for attributions.
   A. present  C. past perfect
   B. past      D. present perfect

2. A news article is organized by ______.
   A. least to most important
   B. most to least important
   C. background first, then new information
   D. background, main points, conclusion

3. A news story should be written ______.
   A. with the appearance of pure objectivity
   B. by a reporter who has a clear personal interest in the story
   C. with an informal style of writing
   D. from the reporter's personal point of view, clearly identified by first-person pronouns

4. The ABC's of news writing are ______.
   A. acknowledge, believe, clarify
   B. admit, berate, confuse
   C. accuracy, brevity, calm
   D. accuracy, brevity, clarity

5. A good lead should include ______.
   A. what, when, and where only; keep it short
   B. who and what only; keep it short
   C. who, what, when, where, and why; and how if the "how" is short and concise
   D. who, what, how, and when only; keep it short

6. The lead should be the _______ of the news story.
   A. first sentence or two
   B. most important part
   C. 1 or 2 sentences containing the most encompassing and interesting elements
   D. All of these

7. A news story should contain ______.
   A. proximity or prominence
   B. timeliness or human interest
   C. oddity or consequence
   D. at least one of any of these; but the more of these, the better

8. TNM: Of the two leads below, the first is the better lead:

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01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy’s email address: <MrsGrundysGrammar@gmail.com>
Seventeen houses were flattened when Cyclone Victor struck Suva yesterday.

More than 100 people were left homeless after Cyclone Victor struck Suva yesterday.

A. True  B. False

9. TNM: Attribution is ______.
A. the act of giving credit to anyone who contributed to the writing of your story
B. the act of specifying who said what
C. both A & B
D. neither A nor B

10. Choose the better lead for a news story:
A. Two dogs and a baby hippopotamus were inadvertently left behind Saturday by the George's Ginormous Roller Circus.
B. Two dogs and a baby hippopotamus were inadvertently left behind Saturday by the George's Ginormous Roller Circus, which I found to be appallingly bad.

11. Choose the better lead for a news story:
A. A record crowd turned out to see the traveling Ice Follies last night at West Willingport's famed Freezer Palace.
B. "The Ice Follies were the most awesome thing I have ever seen in my life," said 8-year-old Debra Tzing.

12. Choose the more ethical lead for a news story:
A. By Brian Smulgowtan
   The West Willingport Art Fair kicked off Saturday afternoon, featuring the work of 42 local artists.
B. By Brian Smulgowtan
   The West Willingport Art Fair kicked off Saturday afternoon, featuring the work of 42 local artists, including award-winning sculptor Ryan Smulgowtan.

13. Choose the story that reflects the better interviewing techniques:
A. More than 1,200 residents of West Willingport enjoyed the June Fete this past weekend at Great Grounds State Park.
   "We had so much fun," said Dick Den, a 43-year-old mechanical engineer. "My kids loved it."
B. More than 1,200 residents of West Willingport enjoyed the June Fete this past weekend at Great Grounds State Park.
   "The turnout was far more than we expected," said June Fete chairperson Josie Hock, "but it never felt overcrowded."

14. Choose the better headline:
A. Mourners Honor Two Soldiers
B. Mourners Honor War Heroes

15. Choose the better headline:
A. Mayor Swears in Committee
B. Mayor Officiates as Panel Seated
16. Scenario: You've been assigned to write a story about a local group of teenagers who have started a Monty Python fan club that often hangs out at a local pet store. Which of the following persons does NOT have to be interviewed?
   A. the group of teenagers
   B. parents of the group
   C. a former member of Monty Python
   D. the pet-store proprietor

17. TNM: If people and property are important pieces of a single news story, property is more newsworthy.
   A. True
   B. False

18. TNM: The main purpose of a news story is ________.
   A. to persuade
   B. to entertain
   C. to inform
   D. all of these in equal measure

19. TNM: Of the two leads below, the first is better for a news story and the second is better for a narrative.
   - When electricians wired the home of Mrs. Mary Ume in Hohola, Port Moresby, some years ago, they neglected to install sufficient insulation at a point in the laundry where a number of wires crossed.
   - A Port Moresby woman and her two children died in a house fire in Hohola today.
   A. True
   B. False

20. TNM: The _____ usually makes the final decision about what is included in the newspaper or magazine.
    A. reporter
    B. editor
    C. feature writer
    D. reader

21. TNM: The inverted-pyramid organizational form, which is used for hard news, shows the information in a news story in ________.
    A. increasing order of importance
    B. decreasing order of importance
    C. people at the beginning and events at the end
    D. any of these

22. TNM: The inverted-pyramid order is suitable for all news stories.
    A. True
    B. False

23. TNM: The perfect introduction includes which of these?
    A. the most newsworthy aspect of the story
    B. short, uncluttered, relevant information; simple grammar
    C. style appropriate to the remainder of the story
    D. A & B only
    E. All of these

24. TNM: Of these 2 leads, the second is better:
    - Six people were killed and more than 100 people were left homeless in Honiara in the Solomon Islands yesterday when Cyclone Victor passed through Honiara.
    - Six people were killed and more than 100 left homeless when Cyclone Victor hit Honiara yesterday.
    A. True
    B. False
25. TNM: Of the 2 leads here, the first is the better lead:
   - Copra growers have demanded a new subsidy scheme
   - A new copra subsidy scheme has been demanded by growers.
   A. True  B. False

26. TNM: A good direct quotation can be used in the lead of a news story.
   A. True  B. False

27. TNM: News stories for radio should give many more details than news stories for newspapers.
   A. True  B. False

28. TNM: In the body of a news story, details should be given in ______.
   A. chronological order  B. order of importance, most important to least important
   C. a combination of A & B  D. any of these

29. TNM: The last steps to complete before your submitting your news story are to check for ____.
   A. mistakes  B. missing details
   C. neither A nor B; a copyeditor will check your final copy  D. both A & B

30. TNM: Whenever possible, attribute the statement of facts to ______.
    A. someone in your story  B. someone outside your story who says he or she knows about the event
    C. a reputable online source  D. a reputable print source

31. TNM: Choose the correctly punctuated and capitalized direct quotation and attribution:
    A. It is not something I expected, he said.
    B. "It is not something I expected." He said.
    C. "It is not something I expected, he said.
    D. "It is not something I expected," he said.

32. TNM: Since the only word actually used by the source here is "difficult,” this is the correct way to punctuate this sentence:
    The minister said the job would be "difficult."
    A. True  B. False

33. TNM: Scare quotes should be used as needed in news stories.
    A. True  B. False

34. TNM: In this sentence, scare quotes are justified:
    The priest said he would "never" marry a divorced person in church.
    A. True  B. False
35. TNM: Which of these are examples of verbs or phrases of attribution?
   A. said, according to, suggested
   B. urged, asked, disclosed
   C. walked, ran, confronted
   D. A & B
   E. A, B, & C

36. TNM: "Disclosed" and "pointed out" mean exactly the same thing and can be used for any direct quotation in your story.
   A. True
   B. False

37. TNM: This statement is a clear and undisputed fact and does not need to be attributed to anyone:
   High winds and torrential rain lashed Port Moresby today, bringing down trees and flooding parts of Waigani Drive.
   A. True
   B. False

38. TNM: All opinions must be attributed to a source.
   A. True
   B. False

39. TNM: This statement is a clear and indisputable fact and does not need attribution:
   Localization in the public service has been rapid, but the quality of work is still below expectations.
   A. True
   B. False

40. TNM: An off-the-record source may be used ___.
   A. if a reporter is not sure of the facts
   B. if a reporter needs to make up some facts or guess at the facts
   C. only when the editor allows it
   D. none of these
Interviews: Directions

Note: No two students are allowed to interview the same person. Post the name and position of your interviewee in the relevant Discussion forum as early as you can.

If you choose your event and interviewee carefully, you may be able to use the interview in your APA-IMRaD paper in the remaining modules in the class.

Assignment:

In preparation for your news article, conduct an interview with one of the persons directly involved with an event that is scheduled within the next month. The event may be sponsored by a professional organization in which you are interested, a Forsyth Tech club, one of the academic divisions (HSS Enrichment Series, MST SciTech, etc.), a religious or social organization, a comic-book organization, a science-fiction association--any organization or division sponsoring an event, not just a public meeting. You may not be able to attend the event itself. Your news article will tell the public about the scheduled event, not what occurred there.

You will need to do some research in order to find the event, the sponsoring organization, and the most authoritative person directly involved with the event. That person may be a board member in the organization or a member who is organizing the event. He or she will be your primary interviewee. You may, if you wish, include additional, secondary interviewees who have an interest in the event.

In preparation for your interview, you will research the organization and the event--everything you can find out about both of those. Some of that information will be used in your news article; some will not. Extensive research is necessary in order for you to find a good reason for your news article, and you should have a great deal of information that you will not use in your news story.

For your interview questions, include those for which you cannot find answers anywhere else. Unless you have serious doubts about the information you have found, don't ask, for example, how many members are enrolled in this organization if you can find that number anywhere else. Remember that the event is your news story--why it has been scheduled, who the organizers expect to attend, who and how many they hope will attend, information you can't find anywhere else on the sessions or presentations included in the event. You may also want some background information on the organization itself--again, something that is not readily available already to the public.

Directions:

1. Do your research on the organization or division (products, services, organization, goals, membership requirements, names of board members, etc.) before you ask for an interview. Find out all you can about your organization and event.

2. Identify the authoritative source likely to give you the best, most interesting, and most useful information.
3. Create the 10 most important questions you can, most important first (#1) to least important last (#10). You may adjust your first set of questions as you work on your research, so your final questions may differ from the first set you submit for this assignment. Save your file with this filename pattern and extension:

- 112106SmithJA_Interview.docx

4. Never create yes-or-no (closed-end) questions. Always create open-ended questions.
   - Closed-ended: Do you accept a certain percentage of membership applications every month? Did you decide to organize this event in order to bring in more members?
   - Open-ended: What percentage of membership applications do you accept every month? How do you determine which applicants to admit? Why did you decide to organize this event? Is this event planned as a monthly or annual event? What will determine whether you offer it next (month or year)?

5. Request the interview by telephone or email. Ask your interviewee for 30-45 minutes for the interview. Agreement to an interview may come more quickly for you if you email your interview questions to that person when you request the interview. NEVER email any attachments without a courteous, clear, concise email message of your own, with a request for an interview.

   - Many of my students have requested interviews or email responses by a certain day, had agreement from the interviewee, and received a zero on the interview assignment and a serious decrease in grade for the news article because the interviewee did not return the answers in time. For that reason, an in-person interview is recommended. If you choose to request a response by email, then you should contact at least 3 possible interviewees (at 2 or more organizations) and hope one of them answers you in time.
   - Be very careful with recorded interviews. I always recommend that you record and make detailed notes of your own. However, it is illegal to record any conversation without the express permission of the other person. If you use a recorder, then do this, in this order:
     1. Ask your interviewee for permission to record the interview.
     2. Then, cut on your recorder.
     3. Then, ask again for permission to begin recording. The first part of the recording should be your second request to record the interview (with your request recorded this time) and your interviewee’s positive response.
     4. Then, continue with your interview questions as the recorder runs. Leave it on until you thank your interviewee and leave the room.

   - Ask as many questions as you have time to complete. At 45 minutes, if you have not asked all questions, ask whether your interviewee has time for you to continue. If so, then thank the person and continue. If not, then thank the person for the interview and leave.

6. Conduct your interview on time, before the submission due date.
7. Submit your interview results (the filled-in interview) in the relevant Discussion forum by the due date. Copy and paste your interview into the forum. Then, attach your correctly named file in the same submission pane.

**Sample Email or Vocal Introduction for First Contact**

- Do not keep the parentheses below. Fill in your own information

Dear (Mr. or Ms. and Last name of your interviewee, NEVER first name only):

I am currently a student at Forsyth Tech. One of my writing-course assignments this term requires that I complete an information interview for an upcoming local event, and (name of event) sounds like an event that many (students, residents, whoever your audience is) would be interested in attending.

Your organization (or division) (give the name here) has scheduled a _______ for (date), and I would like to schedule an interview with you for additional information. The questions I’d like for you to address are attached here in a separate file.

If we may meet in person, would you have time to see me for 30-45 minutes for any of these days and times: [list the time and then the date, in order of earlier to later times].

My instructor’s contact information has been included below, and she will be happy to answer any questions you have for her.

Thank you very much for your help with this assignment.

Sincerely,

[Your first and last name]
[Your email address]

Instructor’s contact information:
Dr. Diana K. Campbell
ENG 112: Writing and Research in the Disciplines
Forsyth Technical Community College
dcampbell@forsythtech.edu
336.734.7425

**Interview Contents**

For your original email and for the interview itself, fill in all items below and attach the file to your email. When you submit your interview to the Discussion forum, include this statement before the text of your interview:
Interview

Method and content of request:
[Copy your first and all other emails here or transcribe your own phone or in-person conversation when you requested the interview. Do not give the answers to the interview questions here, however. Include them below.]

[The remainder of this handout contains the interview form that you should copy into a separate file and email to your interviewee on first email contact. For your file, use the same filename and extension that you will use when you submit the file in a Discussion forum: 112xxxSmithJA_Interview.docx
[Change section number and student name to your own.]]

Student interviewer’s full name: ____________________________________________

Student interviewer’s course and section: ____________________________________

Interviewee’s full name and relationship to organization: _______________________

Name and date of event ___________________________________________________

Interviewee’s organization or division: ________________________________

Interviewee’s relationship to event: _______________________________________

Date, time, and place of interview: ________________________________________

Questions:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________

7. ________________________________________________________________

8. ________________________________________________________________

9. ________________________________________________________________

10. ______________________________________________________________

Thank you very much for completing this interview.
[Your first and last name]
M2: NEWS WRITING - DIRECTIONS

Learning outcomes:
1. to summarize and synthesize information
2. to write and document papers for audiences in various disciplines (Associated Press, AP style)
3. to write paragraphs and essays
4. to write paragraphs and essays
5. to use grammar and punctuation correctly

Directions:
For this assignment, you will write a hard-news article of 400-500 words—no fewer than 400, no more than 500. Your article will contain the news about an event scheduled for the county, town, or college during the next month. You will not attend the event (or if you do, don't include any information that you found there). Instead, you will write a news story that gives your target audience enough information to determine whether to attend it. Your news story will incorporate one or more interviews with critical persons in the organization that is sponsoring the event. It will be organized in inverted-pyramid format and must begin with a hard lead, not a soft lead. The lead must include the 5Ws: who, what, when, where, why. You will answer "how" in the body of your article if your answer to that is too long to include in your lead. No paragraph may be longer than 39 words (195 characters). Proofread carefully for Standard Edited English.

Submit your article and the directions above to Smarthinking before you submit the first draft.
Submit proof of your having submitted it when you submit your first draft.
Submit a copy of the Smarthinking response before you submit your final draft.

Readings and model news articles:
The News Manual, Volume I
InfoLit: Ethical & Social Issues
Poynter News University: "Journalism Fundamentals: Craft and Values"
Tevin Stinson article [model article]
Timothy Ramsey article [model article]

Content conditions:
- The organization or division should be sponsored by one of these: a professional organization; a Forsyth Tech club; one of the academic divisions here (HSS Enrichment Series, MST SciTech series, etc.); a social, arts, or religious organization in the community.
- The event cannot be just a meeting that is open to the public. It must be a real event that appeals to more than just the current membership of the organization.
- Your required primary interviewee should be an authoritative source for information you cannot find elsewhere—one of the board members of a club or professional organization, an event organizer closely allied to the organization.
- Any optional secondary interviewees should be those who have something interesting, unusual, or informative to say about the event.
• **NOTE:** Although your news article will not contain a bibliography (no Works Cited or References list), you will save, convert to PDF, and attach in the Discussion forum all secondary sources you use in your article and the full text of your interview transcript (your primary source).

**Your target audience:**
In order to write a coherent news story, you will need to determine your target audience: who will benefit most or be most interested in your event. Choose every word in your story carefully in order to appeal to those persons. You may wish to choose details that will give the most relevant information for potential members, for instance, or perhaps for anyone in the community who is concerned about public expenditures for this event. In the first case, you will design your interview questions so that they answer questions that potential members may have. In the second case, you will focus at least some of your interview questions on the methods of funding the event.

**Your research:**
Your **primary research** comprises your interviewee(s). "Primary research" means information you found for yourself, not what someone else has written.

Your **secondary research** (previously published research) may include any previously published sources relevant to the event or any information that would be interesting or beneficial for your target audience. Complete as much of your secondary research as you can before you create your final interview questions and conduct your interview. Use secondary research to develop your interview questions, but your interview must be the primary focus and the largest part of your article.

**A note on and example of secondary and primary research here:** The farmer's markets organized by SGA on our campus are part of the current national movement to do something constructive about food deserts. Many sections of Winston-Salem are food deserts. If you don't know what those are, and your event is the farmer's market here, then look up the information--find the definition and national debate about food deserts in this country; and find the statistics on food deserts in Winston-Salem. Your story would focus on the event itself, but your deep-background information later in your story would include a paragraph or, at most, two paragraphs on the place of our farmer's market in the national and local discussions on food deserts. That deep-background information is most likely to be secondary-source information (that is, something that has already been published). Our past SGA President has graduated now, but she organized our first farmer's markets last year. If you could contact her, she would be an excellent primary source (not-yet-published and your own = primary source). Another important primary source would be the current SGA President, who is carrying on our new tradition of regular on-campus farmer's markets. Some additional sources could be any students, faculty, or employees who enjoy and participate in or buy from our farmer's markets. For current news, your story could focus on our next scheduled farmer's market this year and the current SGA President.

**Headline, lead, and focus:**
Based on your primary and secondary research, you will choose what you consider to be the key point that you think will be most relevant for your target audience.

**Paragraph and word limitations:**
• No paragraph can be longer than 39 words.
• One word = 5 keystrokes. In your document application, highlight each paragraph and check it for word count. Any paragraph containing more than 39 words (195 keystrokes) will lower your grade.
• No paragraph can contain more than 3 short sentences.
• No sentence can contain all 39 words.
• Short paragraphs and concise sentences are better than long paragraphs or sentences. In grammar terms: Simple sentences and very clear but short complex sentences are better than compound or longer complex sentences.

Organization and style:
Remember the ABCs of news writing: accuracy, brevity, clarity.
Remember the requirement of objectivity: first person only; no word or phrase that indicates an opinion of your own; no conclusions of your own, but a well-crafted wrap-up paragraph at the end.

• Your title (headline, or hed) should not repeat your first paragraph, but it should contain the most important, concise point about your topic. Include an active verb and a clear noun: for example, West Side Park Opens on Sunday. "West Side Park" is the main topic and is a noun phrase; "Opens" is a strong verb, not a linking verb.
• Include your byline and, below it, the date of publication (that is, the due date for this assignment).
• A hard lead must be the first paragraph. It must include at least 3 of the 5 W’s and H: Who, What, When, Where, Why, How. You choose the slant (the specific, focused topic that makes your story coherent and important).
• The information must proceed from your current topic to background information, in inverted-pyramid order.
• No information may be included without source attribution. You cannot be a source. If you want to include something, find another source and attribute your information to it.
• Quotations from interviewees must be quoted exactly and attributed correctly and clearly.
• No conclusion of your own is allowed in news writing.
• No 1st- or 2nd-person statements can be made by you. In direct quotations, quote your source(s) exactly, whatever they say.
• Every sentence must be both (1) objective and (2) accurate—that is, exactly what your research indicates).
• Numbers should be written as digits.
• No sentence may begin with a year ("2016 is the year that..." is not acceptable.)
• If you use source titles, use AP form: title-style capitalization and quotation marks for all books and short works; title-style capitalization, but no quotation marks or italics, for periodical titles.
• Include a solid wrap-up—a final paragraph that ends your article well, but is not a conclusion of your own.
• Use of Standard Edited English is a measure of accuracy and is essential.
• Your story must be objective—no subjective "I" or "we" or "one who", no "you". However, quote your sources exactly and correctly.
• Every word must come from your own research. Copying someone else's news story, either in whole or in part, without attribution will result in a zero. Copying anything about your own event from anyone else's story indicates lack of research on your part. Do the primary and secondary research yourself.

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy's email address: <MrsGrundysGrammar@gmail.com>
Document form:
Use MLA document form, not APA. That is, use an MLA-style header and the 4 lines of personal identification required by MLA. After that, follow standard news style: headline, byline, and date flush left (not centered); story under that, with indented paragraphs, double line spacing, no extra spaces. Do not use MLA or APA documentation style. Use AP style for all citations--in-sentence only, no parenthetical citations, no Works Cited page.

Submission:
• In the Discussion forum indicated in the module, copy and paste your story into the submission pane. Attach your news-story file, your interview file, and every source file for any information included in your article.
• Name and save your files correctly before you enter Blackboard, using these filename patterns, but changing xxx to your own section number and the student name to your own:
  o 112xxxxSmithJA_News01 [for first draft]
  o 112xxxxSmithJA_NewsFinal [for final draft]
  o 112xxxxSmithJA_Interview [for your interview]
  o 112xxxxSmithJA_News01a [for your first source article, b for 2nd, etc.]

NOTE: Save your news story and your interview files as Word (.doc or .docx). Save your secondary-source files as PDF or graphics (e.g., .jpg) files.

Grading rubric:
Submission method and filename = 25%
Headline, byline, date, lead = 25%
Length of sentences and paragraphs within requirements = 25%
Standard Edited English = 25%
Length of article = 400-500 words - If shorter, then each error counts more; if longer, points will be deducted for exceeding allowed length.
Must include direct quotations from interview, incorporated smoothly into article.

# # #

A PDF copy of a published news article with instructor’s comments is available on the next two pages here. Read and study it carefully. It is an excellent model for a hard-news story about an event, with the details supplied by a single interviewee. Permission to reprint, use in my classes, and post on an online public site has been given by the Winston-Salem Chronicle, email dated 03 January 2018. My thanks to them for encouraging clean, clear, locally relevant news writing and for allowing me to reprint this article. --Dr. C

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy's email address: <MrsGrundysGrammar@gmail.com>
New playground coming to East Winston neighborhood

by Tevin Stinson

September 22

http://www.wschronicle.com/2016/09/34838/

Playground Build Day set for Sept. 24 at 14th Street Recreation Center

BY TEVIN STINSON

THE CHRONICLE

The kids in East Winston will soon have a brand new playground to enjoy. This weekend, community members, volunteers, and local organizations will come together to build a new playground that will replace old equipment at the site near the 14th Street Recreation Center that hasn’t been updated in more than 20 years.

Ahead of “Playground Build Day” set for Saturday, Sept. 24, children in the community had the opportunity to design the new playground during a event held at the recreation center. According to project mastermind Sean Hawkins, more than a dozen children submitted drawings of what they thought the playground should look like.

“It was really wonderful to have the children be involved in this process,” said Hawkins. “The playground is for them, so we thought it was important that they be included in making decisions on what the finished product would be.”

Hawkins, who serves as the president of the Rose of Sharon/Dreamland Neighborhood Association, said after running into a few road blocks in the early stages of planning, key partnerships with the Kate B. Reynolds Charitable Trust, the City of Winston-Salem and “Kalboom!”, a non-profit dedicated to bringing balanced and active play into the daily lives of all kids, helped turn his idea to bring a play area to East Winston into reality.

“Although we started slow, we just kept moving forward. When you have a goal, you don’t stop because you run into interference,” he continued. “You’re always going to run into interference, but we...
stayed persistent and continued to push."

While most of the overhead expenses have been taken care of by the City and Kate B. Reynolds, the neighborhood will have to raise $8,500 to complete the project.

According to Hawkins, although they are still working to reach their goal, a number of organizations and individuals in the community have already pledged to make donations. During an interview with The Chronicle earlier this week, Hawkins noted Neighbors for Better Neighborhoods is one of the organizations that has stepped up in a major way.

"I can’t say enough about the help we have received from Neighbors for Better Neighborhoods. They have done everything to make sure this project is a success," he said.

A number of organizations have also volunteered their services for construction duty on the morning of the event. Crosby Scholars, the Salvation Army Boys & Girls Club, the East Winston Neighborhood Association, Slater Park Neighborhood Association, and countless others have already inked their names to help put everything into place on Playground Build Day.

Hawkins said, "We want everyone to be a part of this. Although the playground is at 14th Street, we want it to serve all the neighborhoods in that area.

"Although we live in different neighborhoods, we are all working to make East Winston a better place," he continued. "This is going to benefit a lot of people. I’m excited to be a part of this project."

Later that day, after construction is complete, city officials will join more than 200 volunteers to hold a ribbon cutting ceremony to mark the completion of the project. Playground Build Day is set to begin at 7:30 a.m. on Saturday, Sept. 24. On Thursday, Sept. 22, volunteers will meet at the site to make necessary preparations for the event.

To volunteer for Playground Build Day or to make a donation, contact Sean Hawkins by email at dreamland-parkassoc@nullgmail.com.

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NOTES TO STUDENTS:
Note the following about organization and content:
>
> The lead contains very specific information.
> The lead is (almost) the first sentence in the story (and, especially in this story, should be the first sentence).
> The lead is the most current part of the story—the real "news" part.
> The organization is inverted-pyramid style, from most to least important or most to least current; from most current to deepest background.
> Each interviewee is chosen as an authoritative source and is clearly identified by relationship to the event being covered.
> Not one word in this story is an "opinion" or "conclusion" of the journalist, Tavin Stinson.
> Every word in this story is pure information, from the details of the current event to personal interviews to secondary research about funding and collaborations with other organizations. [Direct quotations may include opinions of the speaker, but they do not contain opinions of the journalist. For the journalist and the reader, a direct quotation is just information—information about the stated opinions of the person being interviewed.]
> All information is specific, with exact numbers, names, dates, etc. The journalist (Stinson) included only the information he could find and verify.
> Every paragraph is very short—ideally, no more than 25 words (125 keystrokes).
> Finally, note that the grammar, punctuation, and spelling are perfect in this story—zero errors.
—Dr. C
Module 4: APA-IMRaD Proposal

- Name and credentials of interviewee due in Discussion forum
- InfoLit module - Getting Started with Research - proof due
- InfoLit module - Exploring Your Topic - proof due
- Proposal and likely sources due in Discussion forum
Main Assignment: APA-IMRaD Paper

For the remainder of the term, you will consider a problem in your own field, find out what others have published about it in the past (secondary research), determine how you would expect their results to apply to the local area (your hypothesis), find out whether you are right in what you expected (primary research), and discuss how well you were able to test your hypothesis and what kinds of research should be done in the future in order to find out more about your topic and how it applies to the local area.

Note carefully: The word used above is "hypothesis," not "thesis." You will form a testable hypothesis (what you expect to find before you do your primary research), not a thesis (what you actually found during your research). You will write a proposal before you begin your paper, and that will include a set of research questions. Those questions are not a hypothesis or a thesis, but a set of research questions from which you will create your hypothesis. Those questions should appear in your proposal, but your complete paper should make an attempt to answer those questions with secondary and primary research.

Your secondary research must include at least 3 scholarly sources and 3 popular sources. No reviews, encyclopedia articles, or abstracts may be used for any of your secondary sources.

Your primary research must include at least 1 interview or survey that you design and implement; it may include additional interviews, but you will probably not have time to conduct additional surveys. If you needed more interviews or surveys than you implemented, then discuss that in the final section of your paper as a limitation of your method. Do not apologize for limitations. Time constraints, for example, are serious limitations on all research and are likely to constrain your research as well.

You will submit this paper in parts, with revisions made on previous parts when a new part is added:

1. Proposal and Working Bibliography
2. Introduction and Working Bibliography
3. Introduction, Method, Results, Working Bibliography, and Appendices
4. Title page, Abstract, Introduction, Results, Method, Discussion, Working Bibliography, and Appendices

Remember that this is a formal, objective paper. It should be written without the use of first ("I", "we") or second ("you") person. Using a construction like "One would think that..." is not an acceptable alternative to either first or second person. Maintain an objective tone: "The hypothesis for this paper is that..." instead of "I expected to find" or "One would expect to find..." Passive voice is acceptable when it is necessary to avoid first person: "One person was interviewed..." instead of "I interviewed one person...."

# # #
WRITING IN THE MAJOR: APA-IMRAD FORMAT: PROPOSAL

Directions
Write a proposal for your APA-IMRAD paper. See sections 11.1 and 11.2 in Successful Writing and the notes in this handout for the content of your proposal.

Use these databases or similar ones from universities, if you have access to those:

- For many types of scholarly and popular sources:
  - NC LIVE: http://www.nclive.org, Advanced Search, password = linemore
- For scholarly journals only, but not just peer-reviewed articles in those journals:
  - JSTOR: https://jstor.forsythtech.edu/login.php, your Forsyth Tech username and password
- For scholarly articles of various sorts:
  - Google Scholar: https://scholar.google.com/ [no username or password for anyone]
- For the physical holdings in our library:
  - Techlink>College Services>Library>Information Portal

Preliminary Research and Proposal: An Example
If I plan to teach college English, I may search NC LIVE for this:

- problems + teaching + college

When I search with those terms, I find an article on the first search-results page that looks interesting and may be useful: "Teaching Writing as a Con-Artist: When Is a Writing Problem Not?" NC LIVE tags that article as a "journal article" (that is, a professional-journal, scholarly article), so it will work as my first promising secondary source. I skim that article and discover that the main argument concerns academic writing in freshman-composition classes: Can students write about something they have not yet studied? I have my own answer for that, since I've taught "academic writing" in freshman composition for many years, but I have now found out that my own concerns about course content in ENG 111/112 are mirrored in published discussions about it. I save that article and continue to narrow my search.

In the abstract for this article, 5 keywords are listed: academic writing, content learning, developmental writing, personal teaching, writing ability. Each of those becomes a specific problem, and I can use each of those phrases for a new search, thus:

- teaching + college + academic writing (returns articles on ESL, U.S., Europe)
- teaching + college + content learning (returns more articles from outside the U.S.)
- teaching + college + developmental writing (returns only 2 articles that may answer my current question: one on reading-writing integration and one on community-inquiry model)
- teaching + college + writing ability (returns only 1 article that looks promising--a potentially useful one on a TYCA survey on writing across the curriculum; includes 2-year colleges; gives a stronger focus for me)
By this time, I have several more ways to narrow my focus:

(Problem of)
Teaching academic writing in freshman composition
(or, for a narrower focus, this:)
Teaching academic writing in freshman composition in two-year colleges

I want someone to answer the question (or at least ask the question) in the "Con-Artist" article: How can student writers in freshman-composition courses be expected to write academic papers when they are not yet expected to know very much about a particular academic discipline? Most of the articles I've found don't discuss the basic course descriptions for freshman composition—the required content of the composition course.

I try these search terms:

- freshman composition + academic writing

I find one more promising article: "Teaching the Conventions of Academic Discourse" published in a journal called Teaching English in the Two Year College. I skim this article and find in the headnote that the article includes research from 6 disciplines. This is something I want to know: What the other disciplines think I should teach in a course called "writing in the disciplines." I download that article, save it, and hope it will work.

So far, I have 3 scholarly secondary sources that look promising:
1. "Teaching Writing as a Con-Artist: When Is a Writing Problem Not?"
2. "An Analysis of the National TYCA Research Initiative Survey Section IV"
3. "Teaching the Conventions of Academic Discourse"

I need 3 popular sources, too, so I return to NC LIVE and choose full-text + newspapers + magazines. The first article I find is published in the Chronicle of Higher Education and has a relevant statement in the summary:

"Freshman Composition Is Not Teaching Key Skills in Analysis, Researchers Argue"

I save that article and skim the beginning. It includes a reference to the Citation Project, so I search for that online, in a general Google search, and this site is returned:
The Citation Project at http://citationproject.net/
I save that first page for another source for my paper.

I return to my last search results, skim down the page, and find another article that looks interesting and perhaps relevant:
"We Need More Varsity Academics," published in the Boston Globe, a reputable newspaper. I skim that article, find that it refers to a still-unique professional journal for high-school students, and realize I've found a way to address the issue of quality in student writing, not just content. I save that article, just in case I can use it.

Outline

So far, I have only skimmed these articles, but I have enough now to outline my proposal:
Topic: Teaching freshman composition  
Focus: The differences in academic-writing expectations of college-writing instructors and in-discipline instructors

Question: [This is my problem.]  
How should academic writing be taught in freshman composition?  
Sub-questions:  
What do composition instructors recommend?  
What do in-discipline instructors recommend?  
What is most successful? How do we know (surveys, standardized tests, something else)?

Scholarly sources:  
1. "Teaching Writing as a Con-Artist: When Is a Writing Problem Not?"  
2. "An Analysis of the National TYCA Research Initiative Survey Section IV"  
3. "Teaching the Conventions of Academic Discourse"

Popular sources:  
1. "Freshman Composition Is Not Teaching Key Skills in Analysis, Researchers Argue"  
2. The Citation Project  
3. "We Need More Varsity Academics"

Interviewee:  
After finding your articles and narrowing your topic, you'll conduct an interview with someone who is working in your field and may have some additional insights on your problem. In this case, I would interview a freshman-composition instructor who has been teaching academic writing for several years—the longer, the better. For my proposal, I would give that person's name and credentials—that is, that person's authority, or ability to speak about the problem I have chosen for my research.

Now that I have an outline of my proposal, I can write it in complete paragraphs and submit it for my instructor's approval. I check chapter 11 in Successful Writing and read the sample proposal again. Then I write my own proposal. [No sample is included here. See SW instead. --Dr. C]

The content of your proposal must include, in paragraph form, your discussion of the points in the outline above:  
• Topic  
• Focus (or "controlling idea")  
• Main question  
• 3-5 sub-questions  
• 3 scholarly sources - NOTE: Give your reason for using each one, as I have explained my use in the paragraphs before my outline above.  
• 3 popular sources - NOTE: Give your reason for using each one, as I have explained my use in the paragraphs before my outline above.
You can't write a conclusion yet, but you can indicate what you expect to conclude from your research—that is, your hypothesis. Right now, though, you are just exploring the topic and published information out there in order to determine the extent of the problem, the ways others have attempted to solve the problem, and any additional information that may help you make your own recommendations.

Proposal form, in APA document and documentation forms:

- No title page or abstract
- APA-style header, with these: running head your filename page/page count
- Your working title, centered on page
- Your byline under the title
- Your proposal, single- or double-spaced, with all required parts included
- References [full publication information for each of your 6+ articles]
- Standard Edited English throughout
- Filename pattern: 112xxxSmithJA_Prop [Change xxx to your section and student name to your own]
- File format: Word (.doc or .docx)

Grading rubric:
Submission method: 50% copy/paste; 50% file attached [deducted from other points if incorrect]

Grading, if submitted correctly:
- sufficiently narrowed topic = 10%
- main research question = 10%
- 3 or more sub-questions = 10%
- working thesis = 10%
- 6 or more secondary sources + interviewee & credentials = 20%
- Filename = 10%
- Document form = 10%
- Standard Edited English = 20%

See the sample proposal markup on the following page.
Research Proposal:
Academic Writing in First-Year Composition
Jo A. Smith
October 20, 2017

One of the critical problems in colleges today is the purpose of freshman-writing courses and how academic writing can be taught in a general-education course that does not focus on a specific field of study. T. Caron (2008) argued that the lack of content knowledge leads to very poorly written papers. T. Thonney (2011) analyzed twenty-four scholarly articles from each of four disciplines and compiled a list of 6 "moves" that bridge all academic writing. In a later study, Thonney (2011) found that even the use of first-person pronouns ("I", "we") is widely accepted in professional academic writing, but only in specific contexts. According to Thonney, strong student writers avoid first person because they have been instructed that their writing must be objective; and first person is not an objective point of view. The implication is that journal editors disagree with freshman-writing instructors. However, Thonney did not review the publication manuals that are used for each of her four disciplines.

Solutions, often in the form of student models, are being offered outside the classroom as well as inside it. At least one university has published examples of good freshman writing as a print anthology that is held in the university's library ("University of Wisconsin," 2009). One former high-school teacher created a professional history journal for high-school students. The journal publishes only the highest-quality high-school history research and is still the only one of its kind in the world. (Jacoby, 2017) The Michigan Corpus of Upper-Level Student Papers (MICUSP) is available online and can be used for comparisons between academic writing and published scholarly writing.

Since I do not have access to the University of Wisconsin's anthology or to issues of the high-school history journal, I will use the MICUSP database to review some senior-undergraduate research papers. For this study, I will focus on the first two of Thonney's 6 moves: "Writers respond to what others have said about their topic" and "Writers state the value of their work and announce the plan for their papers" (p. 348). I will read the introduction of each paper and determine how many of them contain all three of those parts: previously published research, value of current research, plan for the paper (thesis, research question, or hypothesis; and general organization).

In order to determine the likely standards for student papers, I plan to interview a freshman-writing instructor, a social-science instructor, and a biology instructor who require what they consider to be academic writing. I will use Hacker's Writer's Reference as a general guide to the types of writing required in freshman-composition courses. For courses in the humanities, social sciences, and sciences, and for journal editors' guidelines, I will use the four most common publication manuals: MLA Handbook (2009), Publication Manual of the American Psychological Association (2010), Chicago Manual of Style (2010), and Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers (2014).

I hope to answer these questions:

Comment [DKC1]: Note filename. Replace xxx with your section number and SmithJA with your name and initials. Note APA-style header in the header space.
Comment [DKC2]: Title and sub-title, capitalized by title-style capitalization rules.
Comment [DKC3]: Introduction to problem; previous research; any holes in that research.
Comment [DKC4]: Additional, different solutions to the problem, already published sources.
Comment [DKC5]: A problem for my own research, since the book and journal are not available free online. My solution to this problem of sources: other papers to which the authors of my articles have referred. Only MICUSP is easily available, so I am using that one.
Comment [DKC6]: How I will determine my standards for research.
Comment [DKC7]: My preliminary research questions.
Main question: Are published scholarly writing and student academic writing different? If so, how?
What are the conventions of academic writing?
What is being taught in freshman-composition classrooms about academic writing?
What is being taught in upper-level disciplines about writing in those fields?
Do student assignments at any level match the writing requirements of articles published in scholarly journals, as shown by the publication manuals of those fields?

For this paper, I do not have a thesis, but a hypothesis: As students move from freshman-writing classes to upper-level undergraduate classes to graduate classes and on to published writing, they show marked advances in their ability to respond to previously published work, explain the value of their own work, and state a clear thesis or hypothesis.

Primary Sources

Patrick Henry Community College
Tammy Forbes, Writing Center and Tutor Coordinator/English Faculty
Email: tforbes@patrickhenry.edu
Phone: 276.656.5496
Office: LRC, Room 104A
Division: Academic Success and College Transfer
Department: Writing Center

Wake Forest University
Dr. Ryan Shirey
Assistant Teaching Professor, Writing; Director of the Writing Center; Wright Family Fellow
shireyrd@wfu.edu
Office: 426B ZSR Library
Phone: (336) 758-5378

UNC-Greensboro
Risa Applegarth, Director of College Writing
risa_applegarth@uncg.edu

For upper-level content courses:
- Perhaps 3 upper-level professors in humanities, social science, and science
- MICUSP database: http://www.helsinki.fi/varieng/CoRD/corpora/MICUSP/

Working Bibliography

NOTE: These entries must be listed in alphabetical order.


Comment [DKC11]: All the information for this entry is in the footer for this article.

Comment [DKC12]: Since this is a newspaper article, I had to make my own PDF file from the webpage in NC LIVE. All the publication information is included on that page.

Comment [DKC13]: This project is mentioned in the Berrett, so I looked it up. For authors, I had to return to the web site and go to About Us>Researchers in order to find the authors' names.

Comment [DKC14]: This database of student papers is mentioned in one of my articles here, so I looked it up. I may be able to use it for additional primary research for this paper, so I'm including it on this proposal. (It makes my research plan look good to my professor, too, because it makes clear that I really am thinking on my own about this paper and finding more than just the required number and types of sources.)

Comment [DKC15]: I had to return to NC LIVE to find volume and issue number; not included (as it should be) on the article itself.

Comment [DKC16]: Finding the information for this article was an interesting exercise. I downloaded it from NC LIVE on 10/14/17; on 10/18/17, it was no longer available there. I searched for it by author, title, and author + title and still couldn't find it. I went to Google Scholar and looked there. That search returned the web site for the entire journal, so I saved it this time as a PDF file with all the information on the page. A bonus: At the end of the article, the entire APA citation is posted (correctly, too).

Note: My full-text articles and webpages are attached to the same submission pane as this proposal.
Module 5: AMA-IMRaD Introduction

InfoLit "Evaluating Your Sources" [only in Blackboard]
Successful Writing, chapters 11, 12, and 13
Files "SectionQuestions" and "Intro_Directions"
Introduction and interview transcript or survey results due
Questions to Answer for Each Section of Your APA-IMRaD Paper

Summary of divisions:

The main divisions of an APA research paper are these:
1. Title page
2. Abstract
3. Introduction
4. Method
5. Results
6. Discussion
7. References
8. Appendix

In your Introduction section, you summarize and evaluate as much previously published (secondary) research on your topic as you can find and develop a hypothesis of your own that you will test with your primary research. In your Method and Results sections, you explain your primary research. In your Discussion section, you discuss the relationship of your primary research to previously published research and explain whether and how your results supported your hypothesis. If your results did support your hypothesis, then your hypothesis is "strengthened by" your results. If they did not support it, then your hypothesis is "questioned by" or "weakened by" your results. In either case, the strengths and limitations of your research method must be discussed in the first part of your Discussion section and future research that may be able to correct the limitations in your own research must be discussed in the second part of your Discussion section.

Much of the content of this handout is a paraphrase or direct quotation from the section "Manuscript Elements" in the Publication Manual of the American Psychological Association, 6th ed., 2010. See that section and others for additional information on the content of an APA empirical-research paper. The next best choice for document and documentation form is the "APA Guide" in the Purdue OWL at https://owl.english.purdue.edu/owl/

A sample one-experiment APA paper has been posted in this module. Please read it carefully and note each part there, before you begin even a first draft of your own paper. The paper is available at this web address: http://www.apastyle.org/learn/faqs/view-sample-papers.aspx For additional headings, see this address: http://blog.apastyle.org/apastyle/2009/07/five-essential-tips-for-apa-style-headings.html

In the outlines below, most of the 1st- and 2nd-level headings are taken from the APA manual; the 3rd-level headings are either adapted from APA sections or are my own. Again, see the APA manual for recommended headings. Follow the wording, the type face, the position, and the period or lack of period for each heading and sub-heading.

--dkc
[On every page: APA-style header in header space]

[On first page:]

Your title

Your first and last name

Your institution


Author Note [bottom 1/4 of page]

This paper was submitted to Dr. Campbell on [Give submission date here] to fulfill the requirements of ENG 112-xxx [your section number].

[On second page:]

Abstract

[Give a summary of your paper, with one sentence each for introduction, hypothesis, method, results, strengths/limitations, and future research needed. Never cite sources here or even name them, unless you have used one source as the most important part of your paper.]

[On third page and following:]

Your title

Introduction

The Problem
The issue. What is the issue you are exploring?

Background of issue. What led you to focus on this aspect of the main topic?

Importance of the Problem

Current importance. Why does the problem deserve new research? [Cite each source you use according to APA citation requirements.]

Inconsistencies in previous research. Are there any inconsistencies in previous research? [State the inconsistencies; summarize the sources. This paragraph should summarize inconsistencies; you will give more details in the "Relevant Scholarship" section immediately below here.]

Type of problem to be solved. Is there a need to solve a social, psychological, or pedagogical (teaching) problem? What is that problem?

Relevant Scholarship

Recent scholarship. What is the most recent scholarship related to your problem? [Be specific: methods, results, etc.]

Earlier scholarship. How does it differ from earlier scholarship? [Be specific: methods, results, etc.]

Relationship of recent and earlier scholarship. How are the earlier and the most recent scholarship related (or not)? What gaps did you find?

Stipulated definitions. If you have defined and used a term in a particular way, define it in the Introduction section, clearly and completely.

Hypothesis and Research Design
Hypothesis. What is your objective for this study—the hypothesis that you are testing with your primary research? ["hypothesis" is singular; "hypotheses" is plural] [You may have a main hypothesis and one or more secondary or tertiary hypotheses. However, keep your focus. The more hypotheses you have, the more explanation you need here to explain the specific relationships among them—how one leads to another, for instance.]

Relationship to previous research. How is your hypothesis related to previous research? How does it fill in gaps in that research or apply it in a new way?

Relationship to research design. What is your research design? [Give an overview of your design in one or two sentences, with only a few specific details of method in this section. Do not include any references to your results here.] How does your primary-research design help you to examine your hypotheses or provide estimates or possible solutions in answer to your questions?

Method

Interview [If you have only 1 or more interviews, see the Method and Results sections at the end of this document.]

Sample characteristics and procedures. Who is your interviewee and what does he or she do or know that makes him an authoritative or useful source for your topic? How did you determine the characteristics of your interviewee? How did you contact the person and conduct the interview?
Relationship to research: How did you design your research method so that it is most likely to answer your research question and test (prove or disprove) your hypothesis? How did you determine the types of questions to ask?

Survey

Sample characteristics and procedures. Who completed your survey? How did you determine to distribute the survey to them? How, where, and when did you distribute the survey, and how did you make those choices?

Relationship to research: How did you design your research method so that it is most likely to answer your research question and test (prove or disprove) your hypothesis? How did you determine the types of questions to ask?

Results

Statistics and Data Analysis

Interview. Summarize the results of the collected data ("collected data" = key points in your interview responses. Report the data in sufficient detail to justify your conclusions. To cite materials included in an appendix in your own paper, use this form: (App. A).

Use numbers whenever possible. A frequency table is needed here, even if you have to use some creativity to create one. If you use any sort of table or other graphic, then introduce it with an explanation of each column or row in your graphic. For the information in your interview, include any details related to the data you compiled from the interview. Include an APA-style title for your frequency table.
Include all results relevant to your topic, including those that run counter to your research question or hypothesis. Be clear, and do not speculate. Save speculative remarks for your Discussion section. In this Methods section, analyze, but do not evaluate. Save the implications of your research for your Discussion section.

Survey. Follow the same patterns as those given in the "Interview" section.

Adverse Conditions, Missing Data, Adverse Events

Include here any unavailable data that would have strengthened the usefulness of your research--other interviewees or survey targets, for example. Also include any problems you encountered before, during, or after your interview.

Discussion

Strengths and Limitations

Evaluate and interpret the implications of your results. If you realize while you are writing this section that you have left out a result you need in order to discuss your research, then revise the previous section to include it. "Strengths" includes the most useful results related to your hypothesis. "Limitations" includes problems with the interview or survey contents, perhaps a lack of specific questions that could have given clearer answers to your research question or a stronger test of your hypothesis. Include sources of potential bias and the type of bias in your study, the lack of precision, the lack of responses, any other limitations or weaknesses. Do not, for instance, just state "lack of precision"; explain exactly what you mean and give details. In the next section, give alternatives that could be used in the future.

Suggestions for Future Research
End with a justifiable commentary on the importance of your findings. Do not overstate or exaggerate. Remember that your entire paper must be as objective as possible, at the holistic and the sentence levels. Your discussion should be clear, unambiguous, and direct. Consider the following:

What is the significance of your findings? What is your basis for thinking so?

What problems remain unresolved or arise anew because of your findings? (This part of your discussion is the part that leads to “future research.” Be specific about the types of research that should be done.)

[On next page, after Discussion section:]

References

[On next page, after References:]

Appendix A:

Interview Transcript

[Include all emails or telephone conversations and the transcript of your interview here, according to the directions in the "Interview_Dirs" file]

[On next page, after Appendix A:]

Appendix B:

Survey
[Copy and paste your survey instrument here. Beside each answer choice, give the number of answers you received for that choice. See the file "Survey_Dirs".]

# # #

[If you have no survey, but 1 or more interviews, then use this pattern for the Method and Results sections.]

**Method**

**Sample Characteristics and Procedures**

Who is your interviewee and what does he or she do or know that makes him an authoritative or useful source for your topic? How did you determine the characteristics of your interviewee? How did you contact the person and conduct the interview?

**Relationship to Research**

How did you design your research method so that it is most likely to answer your research question and test (prove or disprove) your hypothesis? How did you determine the types of questions to ask?

**Results**

**Statistics and Data Analysis**

Summarize the results of the collected data ("collected data" = key points in your interview responses. Report the data in sufficient detail to justify your conclusions. To cite materials included in an appendix in your own paper, use this form: (App. A).
Use numbers whenever possible. A frequency table is needed here, even if you have to use some creativity to create one. If you use any sort of table or other graphic, then introduce it with an explanation of each column or row in your graphic. For the information in your interview, include any details related to the data you compiled from the interview. Include an APA-style title for your frequency table.

Include all results relevant to your topic, including those that run counter to your research question or hypothesis. Be clear, and do not speculate. Save speculative remarks for your Discussion section. In this Methods section, analyze, but do not evaluate. Save the implications of your research for your Discussion section.

**Adverse Conditions, Missing Data, Adverse Events**

Include here any unavailable data that would have strengthened the usefulness of your research—other interviewees or survey targets, for example. Also include any problems you encountered before, during, or after your interview.

#  #  #
Module 5: APA Paper: Introduction Section, Interviews, Surveys

Readings:
- *Successful Writing*, chapter 11 "Writing from Research," all sections
- *Successful Writing*, chapter 12 "Writing a Research Paper," all sections
- File: 112_BriefGuide_Psychology.pdf
- File: 112_APA_SampleFromAPA.pdf
- File: 112_APA_SectionQuestions.pdf

The "SampleFromAPA" file and the Davis article are sample APA papers. The first is an article included in the APA style manual. It follows all conventions of APA style. The second is an article by P.M. Davis (2012) published in the *Journal of the Medical Library Association*. It uses JAMA (Journal of the American Medical Association) documentation style, not APA; but the organization is very close to APA, it is relatively short, and it contains all the parts usually used in academic writing.

The "SectionQuestions" file includes the organization of an APA paper, with correctly formatted headings and sub-headings and the questions you will need to answer for each paragraph or section of your complete paper. Only the Introduction section applies to this assignment, but you may use that file to review the requirements of the entire paper. However, for the Introduction section, please use the organization and headings given below, which have been revised very slightly from the standard APA form. You will still need to answer all questions included in the APA "SectionQuestions" file, but two of the sections have been combined and altered slightly.

Notes:
In real research, a serious researcher will, in this order,
1. have a preliminary question,
2. find out what has already been written about that question by previous researchers,
3. narrow that question to a sufficiently focussed topic for a single paper,
4. determine the results he or she expects to find in primary research,
5. and then design and implement that primary research.

After all this is complete, the researcher will need to consider the following:
1. how closely his or her own research matches the results of previous researchers' work,
2. strengths and weaknesses of one's own research,
3. the implications of both secondary and primary research, and
4. further research that needs to be done in order to determine whether other factors may be involved.
MLA papers often use an organizational pattern that is the reverse of the actual order of research.

- In the introduction, the author explains only the importance of the research and some indication of past research, ending with a thesis—what the researcher actually found in the primary research. The length of the introductory section should not exceed 15-20% of the total length of the paper.
- The body may alternate and compare secondary research and primary research and include the researcher’s responses to both.
- The ending will include conclusions related to implications of the research and recommendations for future research.

Unlike MLA papers, APA papers are organized in the same sequence as the research was completed, with four distinct sections:

1. Secondary research = Introduction = everything written about the topic so far (may be the longest section in the paper)
2. Primary research = 2 parts
   a. Method = the process used to complete one’s own research  
   b. Results = the results of one’s own research
3. Discussion = "Conclusions" = everything you have to say about your secondary and primary research (should be nearly as long as your Introduction section, since this section is the point of writing your paper in the first place)
   a. how closely one's own research matches the results of previous researchers' work,
   b. strengths and weaknesses of one’s own research method,  
   c. the implications of both secondary and primary research, and
   d. further research that needs to be done in order to determine whether other factors may be involved.

Researchers develop their own methods only after they have read as much of the published research (secondary sources) as possible. For your paper, that means that you will not be able to develop good interview questions or survey items until you have completed most or all of your secondary research.

Directions:
For this assignment, you will complete three parts of your final APA paper, in this order:
- Introduction (all your secondary research)
- Working Bibliography (In complete paper, title will be changed to References.)
- Appendix A: Interview Questions (beginning of your primary research)
- Appendix B: Survey Items (also part of your primary research)
See the file "APA_SectionQuestions" for the content and form of each part of your APA paper and the questions you will need to answer in each section. For this assignment--your introduction and interview questions--follow the form given below, with some slight changes to the sub-headings of a standard APA paper. For all in-text and end-of-text citations, use APA 2010 documentation form. For that form, see the Purdue OWL at https://owl.english.purdue.edu/owl/ and scroll down the page to the "APA Guide."

Since you are submitting each part of your final paper separately, do not include a title page or abstract until you are ready to submit your first complete draft. Instead, on the first page of your introduction section, type your title, your name under it, your course and section number, and the due date under your name. Follow APA capitalization, indentation, font style, and name of each heading and sub-heading exactly, thus:

Your Title
Jo A. Smith
ENG 112-xxx
October 25, 2017
Introduction

The Problem
The issue.
Background of the issue and current importance.
Inconsistencies in previous research.
Type of problem to be solved.

Relevant Publications
Scholarly research.
Popular research.
Stipulated definitions.

Hypotheses and Research Design
Hypotheses.
Relationship to previous research.
Relationship to research design.

Working Bibliography

Appendix A:
Primary Sources and Credentials

Appendix B:
Interview Questions
Appendix C: [optional]

Survey Items

NOTE: Your "Relevant Scholarship" section should include at least 1 and perhaps 2 paragraphs for each secondary source you have consulted, so you will have at least 6 paragraphs for that one section. For each of your secondary sources, include a 3-5-sentence summary of each of your secondary sources—at least 3 scholarly, peer-reviewed articles and 3 popular articles (reputable newspaper or magazine). After each summary, include an explanation of the relevance of that source to your topic. If you need a complete paragraph for each explanation, you will have 2 paragraphs for each secondary source. It is also possible, perhaps likely, that some sources will have more relevance to your topic and some less, so the number of paragraphs for each source may be 1 for some and 2 for some.

#   #   #
Module 6: APA-IMRaD Method/Results/Discussion

- Readings from survey handouts
- Introduction, Method, and Results sections due; writing log due
- Complete draft with Introduction, Method, Results, Discussion, References, and appendices due
- Smarthinking proofs due; writing log due
Assignment: Introduction, Method, Results
Revise your Introduction section as needed. Compile the results from your interview and survey. Complete the Introduction, Method, and Results sections of your paper. Include your working bibliography and all appendices that you need.
Interviews: Directions

Note: No two students are allowed to interview the same person. Post the name and position of your interviewee in the relevant Discussion forum as early as you can.

If you chose your interviewee carefully for your news article, you may be able to use that interview transcript in your APA-IMRaD paper in the remaining modules in the class. The set of directions here is a slightly revised version of the earlier interview directions posted for your news article.

Before you conduct this interview, you should have completed most of your secondary research and formed your hypothesis. Some or all of your interview questions may be the same as the research questions in your proposal, especially if you did not find answers to those questions in your secondary research. Remember to write your questions so that they are related to your secondary research and your hypothesis.

Directions:

1. Identify the authoritative source likely to give you the best, most interesting, and most useful information about the application of your topic to the local area.

2. Create the 10 most important questions you can, most important first (#1) to least important last (#10). You may adjust your first set of questions as you work on your research, so your final questions may differ from the first set you submit for this assignment. Save your file with this filename pattern and extension:

   • 112106SmithJA_APA_Interview.docx

4. Never create yes-or-no (closed-end) questions. Always create open-ended questions.
   - Closed-ended: Do you accept a certain percentage of membership applications every month? Did you decide to organize this event in order to bring in more members?
   - Open-ended: What percentage of membership applications do you accept every month? How do you determine which applicants to admit? Why did you decide to organize this event? Is this event planned as a monthly or annual event? What will determine whether you offer it next (month or year)?

5. Request the interview by telephone or email. Ask your interviewee for 30-45 minutes for the interview. Agreement to an interview may come more quickly for you if you email your interview questions to that person when you request the interview. NEVER email any attachments without a courteous, clear, concise email message of your own, with a request for an interview. You will include your email(s) or your vocal contact, along with your interview transcript, in an appendix to your paper.

   • Many of my students have requested interviews or email responses by a certain day, had agreement from the interviewee, and received a zero on the interview assignment and a serious decrease in grade for the paper because the interviewee did not return the answers in time. For that reason, you should contact at least 3 possible interviewees (at 2 or more organizations) and hope one of them answers you in time.
• Be very careful with recorded interviews. I always recommend that you record and make detailed notes of your own. However, it is illegal to record any conversation without the express permission of the other person. If you use a recorder, then do this, in this order:
  1. Ask your interviewee for permission to record the interview.
  2. Then, cut on your recorder.
  3. Then, ask again for permission to begin recording. The first part of the recording should be your second request to record the interview (with your request recorded this time) and your interviewee’s positive response.
  4. Then, continue with your interview questions as the recorder runs. Leave it on until you thank your interviewee and leave the room.

• Ask as many questions as you have time to complete. At 45 minutes, if you have not asked all questions, ask whether your interviewee has time for you to continue. If so, thank the person and continue. If not, thank the person for the interview and leave.

6. Conduct your interview on time, before the submission due date.

7. Submit your interview results (the filled-in interview) in the relevant Discussion forum by the due date. Follow the submission directions there.

Sample Email or Vocal Introduction for First Contact
- Do not keep the parentheses below. Fill in your own information

Dear (Mr. or Ms. and Last name of your interviewee, NEVER first name only):

I am currently a student at Forsyth Tech. One of my writing-course assignments this term requires that I complete an information interview for an upcoming local event, and (name of event) sounds like an event that many (students, residents, whoever your audience is) would be interested in attending.

Your organization (or division) (give the name here) has scheduled a ________ for (date), and I would like to schedule an interview with you for additional information. The questions I’d like for you to address are attached here in a separate file.

If we may meet in person, would you have time to see me for 30-45 minutes for any of these days and times: [list the time and then the date, in order of earlier to later times].

My instructor’s contact information has been included below, and she will be happy to answer any questions you have for her.

Thank you very much for your help with this assignment.

Sincerely,
[Your first and last name]
[Your email address]
Interview Contents

For your original email and for the interview itself, fill in all items below and attach the file to your email. When you submit your interview to the Discussion forum, include this statement before the text of your interview:

Interview
Method and content of request:
[Copy your first and all other emails here or transcribe your own phone or in-person conversation when you requested the interview. Do not give the answers to the interview questions here, however. Include them below.]

[The remainder of this handout contains the interview form that you should copy into a separate file and email to your interviewee on first email contact. For your file, use the same filename and extension that you will use when you submit the file in a Discussion forum: 112xxxSmithA_Interview.docx
[Change section number and student name to your own.]

Student interviewer's full name: _________________________________________________
Student interviewer's course and section: _________________________________________
Interviewee's full name and relationship to organization: ___________________________
Name and date of event ________________________________________________________
Interviewee's organization or division: __________________________________________
Interviewee's relationship to event: _____________________________________________
Date, time, and place of interview: _____________________________________________
Questions:
1. 
2. 
3. 

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy's email address: <MrsGrundysGrammar@gmail.com>
Thank you very much for completing this interview.

[Your first and last name]
Surveys: Directions

For a survey, some general rules apply:

1. Be consistent throughout design and implementation.
   Determine how you are going to distribute the survey: read it to each person or let that person read it alone.
   My personal preference is to let that person read it alone. I don’t answer surveys that someone reads to me.
   If someone really prefers the method you did not choose, then make a note on that survey sheet and be specific about what you did and how you did it.

2. Include a title, the sponsorship, and a one-sentence explanation of what it is (an anonymous survey), an explanation of what its purpose is (to determine xxx), and the number of questions included. If you know you will publish the results, indicate where. Give a very short set of directions.

3. Include relevant background (demographic) questions at the beginning of your survey.

4. Create no more than 10 survey items. Make sure each one has the possible answers already on the page.
   A set of five items is good, too, especially if you are planning to survey a random group in a public building or on a street corner.

5. Write all items as yes/no or multiple choice (even numbers, not odd; no more than 5 choices).
   A Harvard research plan recommends an odd number of answers, but most persons will choose the middle answer and skew your survey. An even number (4; 6 at the most) is better.
   Research about surveys indicates that the respondent is more likely to remember and answer the last choice given. The order of the responses matters.

6. Write each item very clearly; make it short and specific. Respondents should be able to answer very clearly without needing to ask you any questions for clarification.

7. One page is better than any other number. Few will take the time to fill out more than that.

8. Take several pencils with you. Do not expect your respondents to help you out by having one.

9. Wear a name tag and identification or hold up a page with that information on it. You are not stalking respondents; you are asking them for help and need to say who you are and what you want as soon as you speak.

NOTE: When you include a survey in your paper, you will place the survey into an appendix, with the total number of answers beside each item.

Sample survey

See next page.
SURVEY: ONLINE ORIENTATION
For ENG 112 FA17

This is a random, anonymous survey designed to determine student awareness and use of the online orientation to Blackboard. It contains 4 background questions, 4 main questions, and 1 open-ended item. The results will be published in the January 2018 issue of the campus newspaper Technically Speaking. Please take no more than 10 minutes to complete this survey.

Please circle the answer you wish to give.

Background Questions

1. Considering only the last 3 years, is this your first term at Forsyth Tech?
   Yes       No

2. Have you taken an online or hybrid course at Forsyth Tech before this term?
   Yes       No

3. Are you taking an online or hybrid course at Forsyth Tech this term?
   Yes       No

4. How many of your courses this term at Forsyth Tech require that you use Blackboard?
   1 2 3 4 5

Main Questions

0. I am aware that there is an online orientation session.
   True       False

If your answer to #0 is False (you are not aware of an online orientation session), please do not continue. We still need your other responses, and we thank you for your time.

1. The online orientation session was helpful in my understanding of the expectations of the course.
   Strongly Agree       Agree       Disagree       Strongly Disagree

2. The online orientation session was helpful in my understanding of the way the course would be taught.
   Strongly Agree       Agree       Disagree       Strongly Disagree

3. The online orientation session was helpful in my understanding of the way the course would be graded.
   Strongly Agree       Agree       Disagree       Strongly Disagree

4. Other comments: ___________________________________________________________

   --Thank you for your responses.--

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy's email address: <MrsGrundysGrammar@gmail.com>
Sample Method and Results Sections, 1st Draft

Your Title
Jo A. Smith
ENG 112-xxx
November 27, 2017

Introduction

The Problem
- The issue. [Begin your paragraph here.]
- Background of the issue and current importance. [Begin your paragraph here.]
- Inconsistencies in previous research. [Begin your paragraph here.]
- Type of problem to be solved. [Begin your paragraph here.]

Relevant Publications
- Scholarly research. [Begin your paragraph here.]
- Popular research. [Begin your paragraph here.]
- Stipulated definitions. [Begin your paragraph here.]

Hypothesis and Research Design
- Hypothesis. [Begin your paragraph here.]
- Relationship to previous research. [Begin your paragraph here.]
- Relationship to research design. [Begin your paragraph here.]

Method

Survey
- Sample characteristics and procedures. On November 15, 2017, and November 16, 2017, a survey was distributed to all students in 2 sections of ENG 112, a total of 22 students. The survey tool (App. A) indicates that the survey can be completed in 5 minutes. The survey was divided into 4 "Background Questions" and 4 "Main Questions."
  - Relationship to research. The background questions established how many students have taken online or hybrid courses and how many have not. The main questions indicated their satisfaction with the online orientation session for Blackboard.

Interview
- Sample characteristics and procedures. A written-response item was included as the last item in the survey (App. B), in place of a face-to-face interview with each student in the two sections of ENG 112. Five to 10 minutes was allotted for the interview item, but students were allowed to take as long as they chose. The maximum time for completion of the survey and the interview question was 30 minutes for each class section.
  - Relationship to research. The interview responses helped establish the needs, problems, and expectations of students using Blackboard in their courses.
Results

Statistics and Data Analysis

Survey. The survey (App. A) was divided into 2 parts: "Background Questions" and "Main Questions." Background questions include these:

1. Is this your first term at Forsyth Tech?
2. Have you taken online or hybrid courses at Forsyth Tech before this term?
3. Are you taking an online or hybrid course at Forsyth Tech this term?
4. How many of your courses this term at Forsyth Tech require that you use Blackboard?

Items 1-3 in the "Background Questions" section were totalled and produced the results in Table 1, below. In this table, "OL" is used for "online."

Table 1
Background Questions

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1st term?</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Prior OL/hybrid courses?</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3. OL/hybrid this term?</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

A fourth question was included: How many of your courses this term at Forsyth Tech require that you use Blackboard? Of the 22 responses, these the numbers of courses are included in Table 2:

Table 2
Courses This Term

<table>
<thead>
<tr>
<th>Choices</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

The second section of the survey, "Main Questions," began with this item: 0. I am aware that there is an online orientation session. Of the 22 respondents, 11 chose "True" and 11 chose "False." For "False," the directions indicate that items 1-3 should be skipped.

Items 1-3 were given a range of responses from "Strongly Agree" to "Strongly Disagree." The 3 items are these:

1. The online orientation session was helpful in my understanding of the expectations of the course.
2. The online orientation session was helpful in my understanding of the way the course would be taught.
3. The online orientation session was helpful in my understanding of the way the course would be graded.
For the 11 students who are aware of an online orientation session, the responses in Table 3 were given:

Table 3  
**Main Questions**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expectations</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Pedagogy</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Grading</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Interviews.** Interviews (App. B) were conducted by including a single question at the end of the Main Questions section in the survey:

4. For this item, please give a complete answer on the blank (second) page, as if this is an interview question. What in Blackboard would help you understand (1) expectations, (2) teaching method, and (3) grading system for this course? Please be as specific as possible.

All but 1 student answered the interview question, for a total of 21 responses. Responses were grouped into sections: those who did not consider the syllabus useful in understanding instructor’s expectations, pedagogy, and grading method; those who thought the syllabus covered all 3 of those points; and those who thought those points are already covered sufficiently in the Blackboard site; those who answered the question as written: What would help? Table 3 below summarizes those 3 responses.

Table 4  
**Responses to Item #4**

<table>
<thead>
<tr>
<th>Syllabus not useful</th>
<th>Syllabus sufficient</th>
<th>Blackboard sufficient</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**Adverse Conditions, Missing Data, Adverse Events**

An additional interview question would have given more useful results: What do you consider to be the online orientation session for Blackboard? Since Blackboard no longer contains any section marked “Online Orientation,” the basis for answering the “Main Questions” section is not clear.

**Discussion**

**Strengths and Limitations**

**Suggestions for Future Research**

[Begin your bibliography on the next page.]
Working Bibliography

[List the full publication information for each of your secondary sources here, in alphabetical order. Be sure to follow APA documentation form.]

[Begin each appendix on a new page. If you have only one interview and therefore one appendix, name it Appendix: Interview Transcript. If you have more than one, alphabetize each one, thus: Appendix A: Interview Transcript; Appendix B: Survey. The order of your appendices is your choice. It makes more sense in this paper to place the survey first and interview transcripts second, thus:]
Appendix A:

Survey

The survey below was distributed to ENG 112-105 on November 15, 2017, and ENG 112-108 on November 16, 2017. The responses are tallied by class.

The survey was handed out after the roll call. Survey pages were not taken up until everyone had finished the form, 30 minutes for each class. One question was asked and answered in ENG 112-108: What are hybrid and online classes? The answer given was this: Section numbers in the 900s are hybrids; section numbers in the 800s are online; all others at this institution are considered seated, regardless of amount of Blackboard use required in the class.

Response totals below are separated by course section: -105 and -108.

No section entitled "Online Orientation" is included by the College or the instructor in the Blackboard sites for these classes. The orientation to which this survey refers was not explained before or during administration of the survey. The questions about the survey were taken from standard end-of-course student evaluations.

SURVEY: ONLINE ORIENTATION - 5 minutes for survey + 5-10 minutes for answer to Main Question #4.

For ENG 112 FA17

This is a random, anonymous survey designed to determine student awareness and use of the online orientation to Blackboard. It contains 4 background questions, 4 main questions, and 1 open-ended item. The results will be used only to reconsider future sections of this instructor's courses.

Please circle the answer you wish to give.

Background Questions

1. Considering only the last 3 years, is this your first term at Forsyth Tech?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-105</td>
<td>0</td>
</tr>
<tr>
<td>-108</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Have you taken an online or hybrid course at Forsyth Tech before this term?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-105</td>
<td>8</td>
</tr>
<tr>
<td>-108</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
3. Are you taking an online or hybrid course at Forsyth Tech this term?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>-105</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>-108</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>

4. How many of your courses this term at Forsyth Tech require that you use Blackboard?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>-105</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>-108</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Main Questions**

0. I am aware that there is an online orientation session.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>-105</td>
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<td>3</td>
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<tr>
<td>-108</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

If your answer to #0 is False (you are not aware of an online orientation session), please do not answer #1, #2, or #3 below. Go directly to #4.

1. The online orientation session was helpful in my understanding of the expectations of the course.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-105</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-108</td>
<td>4</td>
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<td>1</td>
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<tr>
<td>Total</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. The online orientation session was helpful in my understanding of the way the course would be taught.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-105</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-108</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
3. The online orientation session was helpful in my understanding of the way the course would be graded.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer</td>
<td>-105</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

4. For this item, please give a complete answer on the blank (second) page, as if this is an interview question. What in Blackboard would help you understand (1) expectations, (2) teaching method, and (3) grading system for this course? Please be as specific as possible.

(See Appendix B for responses to this item.)

--Thank you for your responses.--

[Begin a second appendix on a new page, as shown below.]
Appendix B:
Interview Transcripts

Main Question #4 has been separated from the remainder of the survey items and included here as a set of interview transcripts.

Main Questions
4. For this item, please give a complete answer on the blank (second) page, as if this is an interview question. What in Blackboard would help you understand (1) expectations, (2) teaching method, and (3) grading system for this course? Please be as specific as possible.

ENG 112-105

#1
(1) Clear dated assignment list would help with the expectations.
(2) A paragraph explanation of how the course will be taught. Example "I believe students best learn from hands on experience therefor there will be many labs."
(3) The grading could only be improved with a detailed rubric.

#2
I believe the syllabus to be the most important thing when it comes to knowing the expectations, teaching method, and grading system for this or any course. As long as the syllabus is accessible through Blackboard, I feel it is the most helpful.

#3
I. Expectations
Having an obvious link to the course specific syllabus
II. Teaching method
Everything is fine
III. Grading System
Everything is fine

#4
Blackboard usually has the content, but lacks the organization sometimes. It is hard to learn how to use black board w/o someone showing you first.
Teaching method is consistent, but online textbooks can be confusing.
Grading system does not ever make sense at first-glance and needs way more consistency.

#5
I feel like if everything was in one spot it would be a lot better more organized and students wouldn’t be so confused and behind on their work.
#6
[No response]

#7
1. Expectations
It would help me to understand the expectations of the class if there was a different way of explaining the purpose of the course. Before registering for the class, I was unclear about the difference between English 112 and English 114 until halfway through the semester when the professor discussed the purpose of each course. I read the descriptions for each class at least 3 times and spoke with my advisor about which course I should register for. I finally chose Eng 112 because that class will transfer for college credit while Eng 114 does not. Now that I have completed most of the semester, I understand that the writing assignments are designed to prepare me to be a more proficient writer in my field.

2. teaching method
The instructors were clear. I have no additional comments.

3. grading system
This was clearly explained once the course began. I don’t think further explanation would be needed for an orientation session.

#8
1. Easier to navigate. In Blackboard you have to click through what feels like 1000 tabs to get anywhere.
2. Use short videos that get updated.
3. For a grading system show the percents for the grades at the top or bottom. Like the % a test is worth the % for homework & % for labs.

#9
In Blackboard, id like to see a better designed interface that shows us students class expectations clearer than they currently are. Also in some classes, its harder to find so a better, simpler interface can help student better navigate Blackboard.

And for the grading system, it is okay now but sometimes inputed grades can be misscalculated, so improving the current system would be best.

ENG 112-108

#1
The expectations and how the course would be graded in good enough for me in Blackboard. Being more specific in explaining the requirements and also showing exactly what is required would help me better understand how the course is taught.
#2
1. A syllabus, the typical class GPA, for [not completed]
2. how many quizzes/discussion boards there will be. If there are any group activities, what kind
   of activities will be done in class
3. how assignments are weighted

#3
1. I believe the best way to communicate the course expectations, teaching method and
   grading system is through a detailed syllabus. This way the students will be knowledgable of
   what to expect in the course from the very beginning.

#4
It would be more helpful if the instructions and examples could be in one place together.

#5
In Blackboard I would better understand expectations, teaching method, and the grading
system for this course if there was a place I could read the teacher’s specific expectations for
the class, if there was a grading rubric on the course page that [word? weighted?] certain
assignments if they counted more toward your grade than others, the grading scene, and any
extra credit opportunities, also if the instructor teaches a certain way, he or she could post
examples so others understand it could all help me understand better.

#6
The Grades and Tools section and the Course Information on each in Blackboard are the ones
that helped me understand expectations, teaching method, and the grading system. These
sections helped me because these are panels where teachers post anything or any assignments
due. The grade centers allows teachers to evaluate and rate their student base on their
academic performance in class.

#7
If you are going to do an online orientation, it should be a video so that students can visually
see what you are asking for rather than in text. However, for expectation, teaching method,
and grading can all be placed in depth description in the course specific syllabus.

#8
Perhaps a document that could detail all of these items but, honestly all of these are extremely
hard to convey over writing and a preferred method would be a meeting between the class and
instructor to discuss these items.

#9
The syllabus usually covers the information for me.
1. The teacher/professor typically has what they want your learning outcome to be in the syllabus.
2. If in the "Instructor" tab on Blackboard it showed the teachers teaching style that would be helpful.
3. This information is found in all of the syllabuses for my current classes.

#10
The major types of workload in this class broken into three or less categories. They should contain required work type, time given, and grading criteria. It would be great if those previews were available before registering for the class.

#11
If there were specific sections in course documents/course information that directly address expectations, teaching method, and grading. They could be more descriptive & thorough than what is found on the syllabus. Also, not everyone reads the syllabus or knows where to find it, so it may be harder for some to find this info. To dedicate sections to these things would make them easier to access and understand.

#12
You could quickly overview how to best use blackboard your expectations, methods and grading system the 1st day of class

#13
Expectations should be posted in the announcement on the first day. The grading system should be with the actual grading section. Teaching method in my opinion should be emailed to all the students
Assignment: Introduction, Method, Results, Discussion
See the "SectionQuestions' file. Revise all previously submitted parts of your paper. Add a Discussion section. Change the title of your working bibliography to References, since you have now determined which secondary sources you need for your paper and which you do not need. That is, your bibliography is no longer a "working bibliography" but a "final bibliography"; and the APA-style title should now be References.

Note: The entire purpose of your paper is to move you toward your Discussion section--also called "conclusions" in many types of papers. Therefore, your Discussion section should be detailed, well considered, and substantive.

Summary of paper:
In your Introduction section, you summarize and evaluate as much previously published (secondary) research on your topic as you can find and develop a hypothesis of your own that you will test with your primary research. In your Method and Results sections, you explain your primary research. In your Discussion section, you discuss the relationship of your primary research to previously published research and explain whether and how your results supported your hypothesis. If your results did support your hypothesis, then your hypothesis is "strengthened by" your results. If they did not support it, then your hypothesis is "questioned by" or "weakened by" your results. In either case, the strengths and limitations of your research method must be discussed in the first part of your Discussion section and future research that may be able to correct the limitations in your own research must be discussed in the second part of your Discussion section.
MODULE 7A: REFLECTION - Reworked Assignment - Online Sections

Assignment
The final paper will be a reflection of the research methods you used for your APA-IMRaD paper. Include the following:
- the writing and research methods you used before you began writing this paper;
- the writing and research methods you used for this paper;
- the successes and problems you experienced in the writing and research for this paper;
- the ways you solved the problems you experienced;
- the elements from the past or from this paper that you expect to use in the future.

This is essentially a successes-problems-solution paper, but it includes your writing process before and during this class. Be sure to include specific details, examples, sections of your paper.

One way to outline your reflection would be this:
A. Introduction - your reaction to writing in the past and the writing method you used in the past (ending with a clear, specific thesis about the main topics you will cover when you compare and contrast your writing and research method for this paper)
B. Body - your writing and research method as it developed throughout the composition of this paper
   1. Successes
   2. Problems
   3. Solutions
C. Conclusions - the methods you expect to use for future writing assignments in other classes

Please proofread carefully for Standard Edited English. I can read your papers much more easily if your grammar is correct. Ease of reading is one of the two main purposes of writing (the other is communication of one’s ideas).

Directions
Use MLA document form. Including supporting details from your papers. With sufficient details, you should need at least 300 words, but no more than 600 words (1.5-2.5 pages double spaced; 3/4-1.5 pages single spaced).

Use this filename pattern and file format:
- Filename pattern: 112xxxSmithJA_Refl [Change xxx to your section and student name to your own.]
- File format: Word (.doc or .docx)
Copy and paste your paper into the Assignment pane “M6: Reflection”. Then, attach your paper to the same submission pane.

**Grading Rubric**

- Submission method, filename, and file format = 15% [If any of these is incorrect, your grade will be 50 minus a percentage of the remaining items in this rubric.]
- MLA document form = 10%
- Introduction, body, conclusions of your own; including transitions between ideas and specific details = 50%
- Standard Edited English grammar = 25%
MODULE 7B: REFLECTION - Reworked Assignment - Seated Classes

DIRECTIONS: IN-CLASS PRESENTATIONS

Introduction

Presentation
1. Prepare and deliver a 10-15-minute in-class presentation using audio-visual materials. Your presentation will include a summary (abstract) of your IMRaD paper, problems you encountered during each stage of your research and writing process, and the methods you used to solve those problems.

Handout
2. Prepare a very short handout for your classmates. Distribute that handout before you begin your presentation. If you do not have access to a printer, post your handout to the Discussion forum for the presentations and email me that you have done that and need copies for your classmates.

Presentation Directions
You will need an introduction, 3-4 main points, and a conclusion. Your introduction should begin with an abstract of your paper, but it must also include a thesis sentence for your presentation. That thesis should include the keywords for the main problems you encountered -- that is, a summary of the main points in your presentation. A good rule of thumb for PowerPoint presentations is 2-4 minutes of talking to 1 frame. Your presentation should be 10-15 minutes long. That means you should have no more than 7 PowerPoint frames, including the title frame and question frame.

Title frame:
Include the name of your paper or an alternate descriptive title, your class and section number, and your full name.

Succeeding frames:
Use keywords or very short phrases as bullet points. No frame may include an entire paragraph; avoid complete sentences unless you have one sentence that you think is critical to your presentation and worded perfectly and memorably. This sentence may be an especially relevant or memorable quotation from an outside source. If it is, cite it on that frame.

Last or next-to-last frame:
Summarize your main 3-4 points as bullet points. If you wish, the summary may be the next-to-last frame, with the final frame containing only the word “Questions?” You should allot 2-3 minutes for questions from your fellow researchers.

For grammatically parallel bullet points, see the topic (not sentence) outline in Successful Writing, pages 396-404, section 8.2 "Outlining." Each bullet point is a "talking point," a few words to remind you what you have to say and to give your audience a focus for their attention.

For audio-visual materials, you may use charts, graphs, very short audio or video recordings or parts of recordings, (your own or a short one from YouTube, for example), or a website. In your presentation, include active links to each online source you use or include your own video or audio file in the Discussion forum for the presentations, so that you have access to it during your presentation.

Do not read everything you say directly from your presentation. Instead, give bullet points in your presentation file, but explain each point extemporaneously (that is, not by reading, but from memory). Do not include an entire paragraph in any part of the presentation that your audience will see.

This presentation is primarily informative—to explain to your fellow researchers how you solved problems during your research-and-writing process so that they may consider using some of your methods when they do their own research in the future. You will be able to explain your methods and problems extemporaneously because you are the one who engaged those methods and had those problems. The only secondary sources you may use are articles or other directions on research methods that you could have used, not on the topic of your paper.

Organize your presentation very carefully and concisely. Use short words wherever possible and define specialized terms carefully and clearly. Speak slowly and clearly. Your audience will need to take notes, so you must make it possible for them to understand your key points easily. Remember that all members of your audience will be taking notes on your presentation, as you will be taking notes on theirs. A suggested organizational pattern is given below:

I. Title frame + introduction to self
II. Abstract
III. Short summary of your main points (IV, V, etc. below)
IV. Introduction
   A. Successes
   B. Problems
   C. Solutions
V. Method
   A. Successes
   B. Problems
C. Solutions
VI. Results
   A. Successes
   B. Problems
   C. Solutions
VII. Discussion
   A. Successes
   B. Problems
   C. Solutions
VIII. Other parts of paper
   A. Successes
   B. Problems
   C. Solutions
VIII. Conclusions [SHORT summary of your presentation + your own overall conclusions]
IX. Questions from audience; allow 2-3 minutes

If you had problems with only 1 or 2 sections, indicate that after you summarize your paper (the abstract). Then, use only the parts of the outline above that include your problems. The following is an alternate outline:

I. Title frame + introduction to self
II. Abstract
III. Short summary of your main points
IV. Overall successes
V. Specific problems
   A. [Section?]
      1. Problems
      2. Solutions
   B. [Section?]
      1. Problems
      2. Solutions
VI. Conclusions [SHORT summary of your presentation + your own overall conclusions]
VII. Questions from audience; allow 2-3 minutes

Responses
During each of your classmates’ presentations, you will take notes on the main points and submit those notes to your instructor at the end of each presentation. Do not ask the presenter to repeat information needed for your responses. Save questions for the end of the presentation. If you have questions, they should be requests for additional information, not a repetition of information already included in the presentation.
Take notes, not necessarily entire sentences. Follow the presentation carefully. For directions on taking notes, read Successful Writing, chapter 1, “Introduction to Writing,” especially section 1.2, pages 30-36, “Note-Taking Methods.” See especially the Cornell method in that section.

Your responses will be graded for your ability to listen and take notes. If your instructor can find the main points in a presentation, then you should be able to find those points, too.

Directions

1. Read Successful Writing, chapter 14, “Creating Presentations: Sharing Your Ideas.”
2. For topic outlines that can be used for keywords for a presentation, read Successful Writing, pages 396-404, section 8.2 “Outlining.” Use the form for topic (not sentence) outlines.
3. Read Successful Writing, section 1.2, pp. 30-36, "Note-Taking Methods."
4. Prepare your presentation as a PowerPoint or other visually appealing file.
5. Prepare a short handout for each of your classmates. Distribute the handout before you begin your presentation.
6. Upload your presentation, your handout files, and any audio or video files of your own to the assigned Discussion forum. Try out your presentation from there before you attempt to deliver it in class.
7. Access those files in class for your presentation.
8. If you wish to revise your presentation file(s) before the final deadline for all presentations, then reply to your previous posting and post the revised version.

Grading Rubrics

Presentation

- 50% = Content: Title page, abstract, method of your research and writing, successes and problems in your research and writing, your solutions to those problems.
- 20% = Form: Title page + body frames + conclusion. No paragraphs; few or no complete sentences; bullet points only.
- 10% = Diction: Clarity of presentation; pronunciation.
- 10% = Decorum: Personal presentation, including comfort level with your topic, confidence about your presentation, ability to talk about each of your bullet points in detail (fluency), ability to answer questions from your audience (or state--correctly--that the question is outside the scope of your research, you didn’t think about that issue, or you didn’t find an answer to that question).
- 10% = Grammar: Standard Edited English.

NOTE: If your file is not submitted to the Discussion forum, 50% of your grade will be deducted and the percentages above used for the remaining 50%.
If you do not deliver your presentation on the date for which you signed up, then you may deliver it the last day scheduled for presentations, but **only if we have time that day.** If we do not have time the last day for scheduled presentations, your grade for the presentation will be zero. If we complete all other presentations early, we will have an optional class the next day. I will not require that your classmates come that optional day just to hear your presentation; and it cannot be called an "in-class presentation" if you are the only student in the room that day.

**Each Response**

25% = No yes/no responses; choose the quality of each point, as noted on the response handout; use keywords for each point made.  
50% = Keywords for main points and each supporting point—for example, not "The hypothesis is..." but "expected to find..." or just "xxxxx" for the main words in the hypothesis.  
25% = Submitted at the end of the presentation, before the next one begins.

If you are not in class during one of the presentation days, then you will receive a zero on the response grade for each presentation you missed. Responses cannot be made up later.

# # #
## RESPONSE FORM FOR ENG 112 IN-CLASS PRESENTATIONS

<table>
<thead>
<tr>
<th>Your Full Name</th>
<th>Presenter’s Full Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Class/Section</td>
<td></td>
</tr>
</tbody>
</table>

### Quality

<table>
<thead>
<tr>
<th>Elements</th>
<th>Keywords/Description (words/phrases, not sentences)</th>
<th>4=Good/VG</th>
<th>3=AVERAGE</th>
<th>2=Weak</th>
</tr>
</thead>
</table>

### CONTENT

- Abstract
- Successes
- Problems
- Solutions

### FORM

- Title page
- Body
- Conclusion

#### No. of Paragraphs

#### No. of sentences

### DICTION

- Strengths
- Weaknesses

### DECORUM

- Comfort level
- Confidence
- Fluency
- Questions answered

### GRAMMAR

List grammar errors >>>>

---

Leave blank any sections highlighted in gray. In the "Elements" column, the words in all-caps are the main section headings. Do not mark keywords for those, but for the sub-sections under each main heading. In the "Keywords" column, give the keywords for that part of the presentation, not complete sentences, but keywords or short phrases. Use the "Overall Quality" columns, give an evaluative score for each element. Your evaluative score should correspond somehow with the number and severity of problems in each part of the presentation. See the assignment handout for the details of each item below. You will have to know the requirements in order to prove you are qualified to evaluate their existence in the presentation.
Template - PowerPoint [Entire file is posted in Blackboard.]
M8: DOCUMENTS AND DIRECTIONS
The following pages include documents and directions that will be used throughout this class.

1. Directions for Blackboard Discussion Forums: Copy/Paste
2. Directions: Saving and Naming Files
3. Directions for Blackboard Discussion Forums: Posting Multiple Files in One Pane
4. Directions for InfoLit Modules: Finding and Saving the Correct Page
5. Directions for Smarthinking: Timeline and Proofs
6. Directions for Writer’s Log: Form and Content
7. Proofreading Marks
1. Directions for Blackboard Discussion Forums: Copy/Paste

Posting Responses Directly into a Discussion Forum
A Blackboard forum will not remain open for posting more than a limited amount of time. Therefore, please follow these directions for posting directly into a forum:

Type your assignment into a Word or OpenOffice document. Save that file for your own records.

After saving your file, copy and paste the contents into the discussion forum by using the keyboard commands, not your mouse:

Click anywhere on the page inside the file you are copying.

1. Press Ctrl+A = highlight all.
2. Press Ctrl+C = copy all.
3. Click inside the forum pane.
4. Press Ctrl+V = paste all.

Your copy/paste may look very different in the forum than it does on your own page. That's fine. I do not grade formatting inside a forum posting. If I intend to grade formatting, then I will ask you to copy/paste your material into the forum pane and then attach a file to that same pane.

# # #
2. Directions: Saving and Naming Files

SAVING AND NAMING FILES

Parts of filenames
Since submission counts as a substantial part of every assignment, you should name your files as stipulated in the directions for each assignment.

Pattern: 122801SmithJA_DB1.docx

122  
801  
SmithJA  
Assignment

Your course number Your section number Your name Hard underscore Assignment

Everything before the period is the filename. The letters after the period indicate the extension/file format. File formats will almost always be .doc or .docx (Word) or .pdf (Portable Document Format). Filenames and file format(s) will be stipulated in each assignment. Do NOT type in the format. When you go to Save As, you will see "filename" and "file format". In "filename", type in the filename. In "file format," CHOOSE the format from the drop-down menu. Let your computer put in the file format (the extension).

Universal rules:
• Use capital and lowercase letters to distinguish parts of a filename.
• Use no special characters except the hard underscore _
• Include no blank spaces in your filenames.
• Filenames should be as short as possible. Some older computers cannot reading filenames longer than 16 characters.

These are also the rules for naming files that are ADA (Americans with Disabilities Act) compliant. My students should use these rules in order to make sure that all your classmates and I can find, download, and open your files.

Method for saving files as Word documents in these applications

Word  File>Save As>Word
OpenOffice  File>Save As>Word
Pages  File>Export To>Word
Google Docs  File>Download as>Word

Method for saving files as PDF documents in these applications

Note: PDFs are created by virtual printers. When you convert a document or webpage to PDF, your computer will save it, not send it to a physical printer. Where "PDF" is indicated below, any virtual printer with "Adobe" in the name will probably print to or save as a PDF file.

Word  File>Print>Choose PDF
OpenOffice  File>Print>Choose PDF

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonCommercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy's email address: <MrsGrundysGrammar@gmail.com>
However, the quickest way to open your printer list is Ctrl+P, in any application or browser.

NOTE: Anything that can be printed on paper can be printed to PDF. In your research, you may find sources formatted only for one continuous webpage (that is, in .html file format). If so, you must convert that page to PDF and save it so that you can upload it to Blackboard. While you are viewing the webpage, follow the same procedure above for saving to PDF. That is, use the print command in your browser to print to PDF, or use Ctrl+P to open your printer list and choose your printer.

#    #    #
3. Directions for Blackboard Discussion Forums: Posting Multiple Files in One Pane

**DISCUSSION BOARD: DIRECTIONS FOR SUBMITTING MULTIPLE FILES**

*All parts of a single assignment must be submitted to a single submission pane.* I review and grade only the last one posted. The directions here will explain how to upload multiple files to a single submission pane in a Discussion forum.

The screen shot below shows the page you will see after you click "Create New Thread."

![Screen Shot](image)

For this class, ignore the "Attach File" wizard under the submission pane.

Instead, look at the 3 rows of icons above the submission pane. On the bottom row, just to the right of the red circle, you will see a paper-clip icon. Do this:

1. Click the paper-clip icon. Choose your file as directed. Upload your file.
2. Move your cursor under the filename for the file you have just uploaded.
3. Click the paper-clip icon again. Choose and upload your next file.

Using the paper-clip icon, you can upload as many files into a single submission pane as you need.

**REMEMBER:** ALL parts of a single assignment must be submitted in a single submission pane. I review and grade only the last one posted.

# # #
4. Directions for InfoLit Modules: Finding and Saving the Correct Page

InfoLit Modules

Assignment:
Return to your Blackboard homepage by clicking on "Blackboard Home" at the very top of each Blackboard page. In your list of courses, find the "InfoLit" course. Inside that course, you will find a menu section with the title you have been assigned. Read the directions for that section, complete the section, and print out the part of the InfoLit Grade Center that contains your grades for that section. Begin with the pre-test and work through each part, including the post-test.

NOTE: The InfoLit directions refer to a screen shot of your certificate. Do not submit that page, but the part of your InfoLit "Grades" page that include all grades from each InfoLit module you have completed.

Submission:
After completing a module, go to your Grades page (in the InfoLit course) and make a copy of that page. The directions there will tell you how to make a TIF or JPG screen shot of the page. You can also save the page as a PDF file, by choosing "Print" in your browser and "Print to PDF". Whichever method you choose, save that file and rename it with this filename pattern:

XXXxyYourLastNameInitials_Assignment

If your name is Jo A. Smith, your course ENG 111, your section 805, and the module "Study Skills," then your filename will look like this:

111805SmithJA_SS

After saving and naming your file correctly, go to the InfoLit assignment pane and submit the file. After you post, your file must contain the extension [.xxx] after the filename, or I cannot open it. It should look like this when you upload it to the assignment pane:

111805SmithJA_SS.pdf [or.tif or.jpg, if you take a screen shot of your grades]

The Windows operating system will usually hide the extension on your computer, but it will show after it is submitted in any Blackboard pane. The Mac operating system will usually show the extension on your own computer and in Blackboard.

Please complete all parts of each assigned module carefully. Your grade for the InfoLit assignments will depend on the following elements:

- submission of correct page
- correct filename
- all grades showing for assigned module
- grade on post-test (80-100=full score; 10 points deducted for each 10 points below 80)

# # #
5. Directions for Smarthinking: Timeline and Proofs

**Timeline**
Smarthinking promises to respond to your paper within 72 hours, so you should submit your paper to that site at least 3 days before it is due.

**Proofs**
As soon as you submit your paper, you will receive an email acknowledgement of your submission. That file is your "receipt" file. Usually within 72 hours, you will receive a full set of responses to your paper. That file is your "responses" file. You will save each of those files as a PDF file and submit both as your Smarthinking proofs on the same day the first draft of your paper is due.

**Filenames:**
Receipt - 111xxxSmithJA_ST_Rec1  [Change number to 2 for Module 2, etc.]
Responses - 111xxxSmithJA_ST_Resp1  [Change number to 3 for Module 3, etc.]

**Use of Responses**
That first draft will be reviewed by your classmates, as well as Smarthinking. The grade for the first draft will depend primarily on your following directions. The final draft will be reviewed in detail by your instructor and returned to you with comments and a grade. That draft will be graded primarily for quality of writing, as well as following directions. Please proofread and edit all drafts carefully.

Your writer's log will include all comments for revision made by Smarthinking and your classmates for the first draft and your instructor for the final draft.

#   #   #
6. Directions for Writer's Log: Form and Content

**Writer's Log**

Throughout the term, you will maintain a writer's log. When each paper is returned to you by Smarthinking, an on-campus tutor, or your instructor, or a fellow student suggests changes with which you agree, add rows in the same log as needed for that paper. Every suggested revision and every grammar error must be listed separately in your log. Your goal during the term is to decrease the number of times you make a particular error or need to strengthen a passage in a paper in a particular way. The more you learn from each paper, the fewer writing-log entries you will have for the next paper.

The log below includes the headings you will need to use. You will add rows as needed, with one row for each marked error or weakness in your paper. Keep all instances of the same issue together--all instances of subject-verb agreement or lack of transitions, for example, should appear together in your list.

Note: For the Mark column, use your instructor's notes in your returned paper or use short forms of the Smarthinking comments or your fellow students' comments. For the Meaning column, find the meaning in the Proofreading Marks table at the end of the syllabus. For Phrase or Sentence, include enough information that the error is clear. In "Source for Correction," SW means Successful Writing; you may use one of the textbooks in Course Documents, the Purdue OWL online, or the Capital Community College Guide to Grammar and Writing online. If you consult a webpage, give the name and http web address of the page. If you consult more than one source, list all of them in the same block. Please use only the web sites, handouts, and books approved by your instructor. Others may contain incorrect information.

NOTE: Neither your instructor, a Smarthinking or other tutor, nor a fellow student is a "Source for Correction." Study the passages in a textbook or approved online site so that you know why you made an error or have a weakness, correct it, and learn from your errors. Finally, your writing log must be (1) complete, with all errors and weaknesses included; and corrections must be (2) related to the marked error and (3) correct. The filename must be (4) the filename given below. Points will be deducted if any of those elements is missing. The log will be submitted at the end of every module, but the filename will remain the same throughout the term. You will have one continuous log, with rows added for each paper as needed.

Filename pattern: **111xxxSmithJA_WL** [Change xxx to your section and student name to your own.] Submit in Word file format. After being uploaded to Blackboard, the filename will end with .doc or .docx.

See the next page for the sample log. A Word file containing the log will be uploaded to Blackboard, so that you can download it, rename it, and fill it in with your own log information.
Table 1. Writer’s Log - Sample

<table>
<thead>
<tr>
<th>Date/Type of Paper</th>
<th>Mark</th>
<th>Meaning</th>
<th>Your Original Phrase or Sentence</th>
<th>Your Correction</th>
<th>Source for Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/18: Lit Narr</td>
<td>cap</td>
<td>capitals</td>
<td>Measles and my Vocabulary</td>
<td>Measles and My Vocabulary</td>
<td>SW 2.4</td>
</tr>
<tr>
<td></td>
<td>cap</td>
<td>capitals</td>
<td>...to master engineer Richards.</td>
<td>...to Master Engineer Richards.</td>
<td>SW 2.4</td>
</tr>
<tr>
<td></td>
<td>lc</td>
<td>lower-case</td>
<td>The Master Engineer, John Richards ...</td>
<td>The master engineer, John Richards...</td>
<td>SW 2.4</td>
</tr>
<tr>
<td></td>
<td>cs</td>
<td>comma splice</td>
<td>He left, he came back.</td>
<td>He left, but he came back.</td>
<td>SW 2.1, 3.1</td>
</tr>
<tr>
<td></td>
<td>cs</td>
<td>comma splice</td>
<td>She left home, then she returned.</td>
<td>She left home; then she returned.</td>
<td>SW 2.1, 3.1</td>
</tr>
<tr>
<td></td>
<td>cs</td>
<td>comma splice</td>
<td>They left after lunch, however, they returned in an hour.</td>
<td>They left after lunch; however, they returned in an hour. [or this: They left after lunch. However, they returned in an hour.]</td>
<td>SW 2.1, 3.1</td>
</tr>
<tr>
<td></td>
<td>thesis</td>
<td>thesis</td>
<td>Many readers believe their reading methods are the best.</td>
<td>The best reading method for textbooks includes reviewing the material, reading it once for an overview, taking notes, and reading it a second time for details.</td>
<td>SW 6.1, 7.1, 8.1</td>
</tr>
</tbody>
</table>

NOTE: To add rows, move your cursor to the last row. Then, go to Table>Insert>Rows Below. The table is set to continue for as many pages as you need.

# # #

01 January 2018 by D.K.Campbell: Licensed under Creative Commons Attribution-NonComercial-ShareAlike license. Dr. Campbell can be reached at Mrs. Grundy's email address: <MrsGrundysGrammar@gmail.com>
7. Proofreading Marks

The table below shows most of the proofreading marks used by your instructor. A few more may be added during the term.

<table>
<thead>
<tr>
<th>Note</th>
<th>Meaning</th>
<th>Example</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>trans</td>
<td>Transition</td>
<td>He left. He returned.</td>
<td>He left. After an hour, he returned.</td>
</tr>
<tr>
<td>par</td>
<td>New paragraph / indent</td>
<td>Hardy is the master engineer. He is ready for the next stage of development. The entire project will take about six months.  [new par]</td>
<td>Hardy is the master engineer. He is ready for the next stage of development. The entire project will take about six months.</td>
</tr>
<tr>
<td>no par</td>
<td>No new paragraph</td>
<td>The meeting will be held on Thursday. All members must attend. [no par]</td>
<td>The meeting will be held on Thursday. All members must attend.</td>
</tr>
<tr>
<td>details</td>
<td>Specific details</td>
<td>A large box was the center of attention. [details?]</td>
<td>A five-foot-square purple box was the center of attention.</td>
</tr>
<tr>
<td>not //</td>
<td>Not parallel</td>
<td>The results prove that most of the persons surveyed care more about comma splices than how students capitalize proper nouns. [not //]</td>
<td>The results prove that most of the persons surveyed care more about comma splices than about capitalization.</td>
</tr>
<tr>
<td>x sp</td>
<td>Extra space</td>
<td>The tolerances fall within range. [x sp]</td>
<td>The tolerances fall within range.</td>
</tr>
<tr>
<td>insert</td>
<td>Insert xxx</td>
<td>The box is stored correctly. [insert not]</td>
<td>The box is not stored correctly.</td>
</tr>
<tr>
<td>#</td>
<td>Add a space</td>
<td>The procedure is incorrect. [# ]</td>
<td>The procedure is incorrect.</td>
</tr>
<tr>
<td>tr</td>
<td>Transpose</td>
<td>Remove the fitting end. [trans]</td>
<td>Remove the end fitting.</td>
</tr>
<tr>
<td>lc</td>
<td>Lowercase</td>
<td>The engineer is ready. [lc]</td>
<td>The engineer is ready.</td>
</tr>
<tr>
<td>cap all</td>
<td>Capitalize</td>
<td>A representative of NASA was present. [cap all]</td>
<td>A representative of NASA was present.</td>
</tr>
<tr>
<td>cap or cap init</td>
<td>Capitalize initial letter</td>
<td>His supervisor is master engineer Hardy. [cap init]</td>
<td>His supervisor is Master Engineer Hardy.</td>
</tr>
<tr>
<td>mm</td>
<td>Misplaced modifier</td>
<td>All members attended who were new. [mm]</td>
<td>All members who were new attended.</td>
</tr>
<tr>
<td>Note</td>
<td>Meaning</td>
<td>Example</td>
<td>Revision</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They <strong>only</strong> wanted to go with her. [mm]</td>
<td>They wanted only to go with her.</td>
</tr>
<tr>
<td>d part</td>
<td>Dangling participle</td>
<td><strong>Opening the door,</strong> the rain could be seen coming down heavily. [d part]</td>
<td><strong>Opening the door,</strong> he saw the rain coming down heavily.</td>
</tr>
<tr>
<td>punct</td>
<td>Punctuation; type may be indicated in early papers, thus: punct ;</td>
<td>He <strong>left, however,</strong> he returned later. [punct]</td>
<td>He left; however, he returned later.</td>
</tr>
<tr>
<td>cs</td>
<td>Comma splice</td>
<td>He <strong>left, however,</strong> he returned later. [cs]</td>
<td>He left; however, he returned later. OR He left. However, he returned later.</td>
</tr>
<tr>
<td>r-o</td>
<td>Run-on/ fused sentence</td>
<td>He <strong>left he</strong> returned later. [r-o]</td>
<td>He left; he returned later. OR He left. He returned later.</td>
</tr>
<tr>
<td>comma OR punct ,</td>
<td>Needs comma</td>
<td>He left, <strong>however he</strong> returned later. [comma]</td>
<td>He left; however, he returned later. OR He left. He returned later.</td>
</tr>
<tr>
<td>no comma</td>
<td>No comma here</td>
<td>He learned <strong>that, he</strong> &quot;liked the shine of his shoes.&quot; [no comma OR punct error]</td>
<td>He learned that he &quot;liked the shine of his shoes.&quot;</td>
</tr>
<tr>
<td>ital</td>
<td>Italicize</td>
<td>The <strong>Void</strong> [ital]</td>
<td>The <strong>Void</strong></td>
</tr>
<tr>
<td>quot &quot; &quot; OR quot ' '</td>
<td>Use double quotation marks</td>
<td>The <strong>Fertility of the Desert</strong> [quot &quot; &quot;]</td>
<td>&quot;The Fertility of the Desert&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He said, &quot;She has read &quot;The Fertility of the Desert&quot;.&quot;</td>
<td>He said, &quot;She has read 'The Fertility of the Desert'.&quot;</td>
</tr>
<tr>
<td>sp</td>
<td>Spelling</td>
<td>The <strong>deer ran in front of the car.</strong> [sp]</td>
<td>The deer ran in front of the car.</td>
</tr>
<tr>
<td>sp out</td>
<td>Spell out</td>
<td>2 <strong>children ran through the doorway.</strong> [sp out]</td>
<td>Two children ran through the doorway.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016 was a very good year for crops. [sp out]</td>
<td>The year 2016 was a very good year for crops.</td>
</tr>
<tr>
<td>pl</td>
<td>Needs plural</td>
<td>The <strong>woman were going to the garden.</strong> [pl]</td>
<td>The women were going to the garden.</td>
</tr>
<tr>
<td>Note</td>
<td>Meaning</td>
<td>Example</td>
<td>Revision</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>poss</td>
<td>Needs possessive</td>
<td>His <strong>mother-in-laws</strong> house was too large for his family. [poss]</td>
<td>His mother-in-law’s house was too large for his family.</td>
</tr>
<tr>
<td>wc</td>
<td>Word choice/diction</td>
<td>He wants to know if we are going. [wc]</td>
<td>He wants to know whether we are going.</td>
</tr>
<tr>
<td>inf</td>
<td>Informal</td>
<td>They <strong>don’t</strong> know when they’re going. [inf]</td>
<td>They do not know when they are going.</td>
</tr>
<tr>
<td>subj</td>
<td>Subjective construction: informal or weak</td>
<td>I believe that the results prove the opposite. [inf]</td>
<td>The results seem to prove the opposite.</td>
</tr>
<tr>
<td>no abbrev</td>
<td>No abbreviation</td>
<td>30 Sept., 2017 [no abbrev]</td>
<td>30 September 2017</td>
</tr>
<tr>
<td>pron case</td>
<td>Pronoun case</td>
<td>The books should be given to the one who he has named as their owner.</td>
<td>The books should be given to the one whom he has named as their owner</td>
</tr>
<tr>
<td>P-A agr</td>
<td>Pronoun-Antecedent agreement</td>
<td>Whoever brings <strong>their</strong> books may go. [P-A agr]</td>
<td>Whoever brings his books may go. OR Whoever brings his or her books may go.</td>
</tr>
<tr>
<td>S-V agr</td>
<td>Subject-Verb agreement</td>
<td>The person with the papers are here. [S-V agr]</td>
<td>The person with the papers is here.</td>
</tr>
<tr>
<td>shift</td>
<td>Shift in verb tense, mood, etc.</td>
<td>He knew he was planning a dangerous expedition. He looks at his watch and thinks. [shift (vb)]</td>
<td>He looked at his watch and thought.</td>
</tr>
<tr>
<td>ctr</td>
<td>Center on page (as for titles)</td>
<td>The Youngest Musician [ctr]</td>
<td>The Youngest Musician</td>
</tr>
<tr>
<td>flush left/flush right</td>
<td>Move line of type to left or right margin</td>
<td>Johnson S 1 [flush right]</td>
<td>Johnson S 1</td>
</tr>
<tr>
<td>dbl sp</td>
<td>Double space</td>
<td>He saw the trees. The trees were bending over in the wind. [dbl sp]</td>
<td>He saw the trees. The trees were bending over in the wind.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Note</th>
<th>Meaning</th>
<th>Example</th>
<th>Revision</th>
</tr>
</thead>
</table>

**END OF ANCILLARY FILE FOR ENGLISH 112 WRITING AND RESEARCH IN THE DISCIPLINES**