The Object of Study is the Subject of the Self

English 1301: English Composition
Section 290
TR 12:30 pm A005
Dr. Laurence E. Musgrove
Office Hours: MWF 2-3 pm
Office: A010A Office Telephone: 325 486-6183
E-mail: lmusgrove@angelo.edu

ENG 1301 - English Composition (3-0). Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Upon completing the course, you should:
- understand the nature of the writing process and use all its phases in writing.
- understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers.
- understand basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand the writer's purpose and follow the progression of ideas.
- generate sufficient and appropriate detail to convince readers of the validity of the thesis.
- be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.
- write prose largely free of errors in grammar, diction, usage, and mechanics.

While this course, like other English 1301 courses, is primarily focused on helping you develop confidence as a writer, writers don’t write writing. Writers write about ideas that are personally meaningful and publically significant. For the purposes of this course, I will focus our readings and writing assignments on ideas that are designed to have us reflect upon ourselves in such a way that we can strengthen ourselves so that we can better serve others. In other words, I’ve selected readings and assignments and projects that will prompt us to reflect on who we are, how our identities have been shaped by the people and events we’ve encountered in the past, and how we might want to learn to reshape ourselves in order to be in a better position to reshape others and our world for the good of all.

Texts

Supplies
- Portfolio notebook with dividers for storing and organizing course work, and for submitting work for final course grade
- Pencil case for pens and colored pencils for handmade responses
- Notebook paper for taking notes and in-class writing
- Computer paper for handmade and written responses and for literary analysis essays

Your Course Grade
Your grade in this course will be based upon the submission of your final portfolio and achieving minimum requirements on a range of submitted assignments. These assignments—short and long, in-class and out—are designed to help you develop a level of literacy and rhetorical understanding expected of first-year college students in reading and writing.
You are guaranteed a **B in this course** when you achieve the following minimum requirements:

- **Attendance**
  No more than 5 missed classes. Because this class is designed to provide you with reading and writing practice during the class period, missing classes—for whatever reason—will result in missed reading and writing practice designed to help you succeed in the major writing assignments of the class.

- **In-Class Writing**
  Honest dedication to informal and private writing exercises at the beginning of each class.

- **In-Class Contributions**
  Consistent sharing of your reading responses, handmade responses, and drafts of writing projects with other students in the class, as well as consistently helpful response to shared work.

- **Out of Class Homework**
  - Fulfill minimum requirements of at least 20 written and handmade responses. (See more below on what constitutes “minimum requirements” of written and handmade responses.)

- **5 Major Writing Projects**
  - Acceptable and timely submissions with all drafts of the 3 major writing assignments, including a reflection paper on the conference with me. (See more below on what constitutes an “acceptable submission.”)
  - Acceptable submissions of the midterm and final self-evaluation essays.

- **2 Exams**
  Grade of 80 or higher on the midterm and final sentence grammar exam.

- **Portfolio**
  Submission of a final portfolio of work as listed below.
  
  1. History of Reading and Writing and Me
  2. Best 15 Total of All Written and Handmade Responses
  3. Essay 1
  4. Essay 2
  5. Essay 3
  6. Midterm Exam
  7. Midterm Self-Evaluation Essay
  8. Final Exam

You will receive **lower than a B in this course** if you fail to achieve the minimum requirements as described above. How much lower than a B will be determined primarily on your willingness to dedicate yourself to the work of the class and on the acceptability of the work you submit.

You are guaranteed an **A in this course** when you achieve the minimum requirements listed above for a **B in the course**, plus:

1. Reading aloud in class at least two times works-in-progress.
2. Reading aloud in class at least three times selections from the course texts.
3. Exceed page limit requirements of one of the three major essay assignments by at least one page.
4. 90 or higher on the midterm or final sentence grammar exam.
5. 2 more written and handmade responses.

**Other Influences on Your Course Grade:**
- Failure to bring the texts, materials, or homework to a scheduled class period will be equivalent to an absence.
- A missed conference will be equivalent to two absences.
- A total of six absences of any sort will result in automatic failure.
• Academic dishonesty of any sort, including—but not limited to—cheating on exams, copying the work of others, buying papers, and having others do your work will result in automatic failure.
• No incompletes will be given.

What is an “acceptable submission” of a writing assignment in this class? In order to be considered as an acceptable submission, you will need to fulfill the following minimum requirements:

Each of final drafts of the 5 writing projects will be submitted in a manila folder with your name on tab and
1. Must be free from virtually all errors in sentences and words.
2. Demonstrate honest effort, clear engagement, and fresh thinking on the chosen topic or issue.
3. Follow the focus and structural requirements of the assignment.
4. Include drafts completed in a timely fashion so that they can be shared and reviewed in class.

The final submission of the three major essays assignment and must also
1. Include three honest drafts
   a. a first informal and perhaps unshaped exploratory draft,
   b. a more focused and organized second draft reflecting responses from other students and me in conference,
   c. and the final edited and polished draft.
2. Be accompanied by a one-page four-paragraph process letter in which you briefly describe
   a. the stages and struggles of completing the project,
   b. how you sought and received responses from others (not including me),
   c. how those responses (including those from me in conference) helped you reshape and finalize the project,
   d. and what you have discovered about yourself as a writer when reflecting on the process of writing and completing the project.

MORE ON THIS CLASS:

Conferences: Several times during the term, I will cancel class meetings and schedule individual conferences so that we can discuss drafts of your essays. These conferences should last no longer than 15 minutes, and they are required. A missed conference will be equivalent to two absences. I would also encourage you to use the extra time made available by the cancelled class meetings to catch up on your reading and writing assignments.

Student Athletes and Absences: Student athletes should provide me with schedule of classes that will be missed due to University-sanctioned events.

Academic Honesty: All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance on your writing, but submitting someone else’s work as your own or failing to acknowledge sources appropriately will be grounds for plagiarism. Violations of academic honesty will result in failure. See your Student Handbook for more on Academic Dishonesty.

ACADEMIC SUPPORT SERVICES FOR STUDENTS

Students with Disabilities: Persons with disabilities that may warrant academic accommodations must contact the Student Services in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Tutors in Writing Center. The Writing Center offers tutoring in writing at no cost. Tutors will not write or edit your papers, but they will help you develop the skills you need to plan, draft, and revise your work.

Computer Labs: Verify availability of all University computer labs on campus and in the dormitories. Schedules should be posted at each lab.
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<td>FINALS WEEK</td>
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History of Reading and Writing and Me

This course is designed to help you become more confident as a reader and writer in college. Written language provides you the opportunity to access and create ideas that would not be available or possible otherwise. As a college student, you will develop your ideas about yourself and others primarily through written language: through the texts you read and through the texts you write. Your ability to develop confidence in reading and writing will also give you the confidence you need in other classes and in achieving other goals you have for yourself and others in life beyond school.

For this initial assignment, you will reflect upon your past experiences in reading and writing and determine how you want to proceed in these areas. To that end, compose a brief and informal three page essay in which you describe your history as a reader and a writer. Focus on those people and events in your past, good and bad, that influenced the way you think and feel about your relationships with reading and writing, and how they contributed to the confidence or lack thereof you have as well as those attitudes, good and bad, you have about reading and writing in college and in your personal life. Then conclude by developing a list of initial goals for yourself in reading and writing that you wish to achieve in college and how you see those relating to your major, future career, and personal life.

Recommended Organizational Structure

1. Introduction
2. My history as a reader
   i. People?
   ii. Events?
   iii. Confidence?
   iv. Attitudes?
3. My history as a writer
   i. People?
   ii. Events?
   iii. Confidence?
   iv. Attitudes?
4. Conclusion
   i. List of initial goals in reading and writing
   ii. How they relate to your major, future career, and personal life
Student’s Name
Professor Musgrove
English 1301
Date
Version Number or Description

Standard Essay Format

Following Modern Language Association guidelines, this page demonstrates the standard format for essays and learning journal responses. Left, right, top, and bottom margins are set at one inch, and a header with the writer’s last name and page number is set at one-half inch from the top of every page and right-justified.

The standard heading at the top left is left-justified and single-spaced. For the purposes of this course, I’ve added an extra line in the heading so that a writer can more easily keep track of the version of the essay submitted or the description of the learning journal response. After the heading, the title of the essay is centered above the body of the essay. This title does not require quotation marks or underlining, nor does it need to be bold.

All of the other text is left-justified, double-spaced, and set in Calibri, Arial, or Times New Roman font no larger than size 12. The first line of each paragraph begins with a one-half inch tab or five spaces, and there should be no extra spaces between paragraphs.
Minimum Requirements for Written and Handmade Responses

For each reading assignment, you will compose a written or handmade response. The written responses are one-page, informal typed entry of exactly 200 words based upon prompts provided by me. Before submitting this response, you will use your word-processing software to conduct a word count check, a spell check, and a grammar check, and then correct as indicated.

Reading responses serve as ongoing practice in developing strong reading and writing habits, especially as they help you learn close reading, textual analysis, and various responses for responding to and writing about the ideas of others. Reading responses will be the primary ongoing method for learning writing as a tool for learning and effective communication. Because they will also serve as the source material for small group work and class discussion, they will also strengthen collaborative learning and problem-solving skills.

To fulfill the minimum requirements of written responses, they

1. Must be free from virtually all errors in sentences and words.
2. Demonstrate honest effort, clear engagement, and fresh thinking on the chosen topic or issue.
3. Include at least one quote from the assigned reading that provides evidence to support your claims.
4. Follow the focus and structural requirements of the assignment.

The handmade responses are also responses to reading assignments. In your handmade response to the assigned reading, draw a picture in landscape format on an 8.5 X 11 sheet of plain white paper that creatively and originally represents the author’s argument, narrative, or compelling idea.

This picture should be a combination of images, words, and colors in the white space of the page. The drawing must be an original drawing, follow one or more of the twenty-one visual formats show below, and include no clip art. Whichever handmade response format you select, your drawing should be presented in landscape format, be effectively developed, and include at least three colors (black may be one of those colors).

On the reverse of the reading visual in the top left corner, write your name, the date, the name of the reading assignment, and the name of visual format(s) you are using. Also on the reverse, include at least one brief quote from the assigned text (along with the parenthetical page reference) that corresponds to your drawing.

To fulfill the minimum requirements of handmade responses, they

1. Must be free from virtually all errors in sentences and words.
2. Demonstrated honest effort, clear engagement, and fresh thinking on the assigned text.
3. Follow the format requirements as described above.
21 Visual Formats for Handmade Thinking

Portrait, Map

Comic, Comparison/Contrast, Venn Diagram, Seesaw, Scale

Tree, Web, Organizational Chart, Genealogical Chart

Bar Graph, Pie Chart, Multivariable Graph

Timeline, Before and After, Equation, Process, Freytag Plot, XY +- Plotline, Layers
Writing Project #1
Narrative Essay

The first major essay we will work on together in class will be a narrative essay. The other two will include an expository essay and an analysis essay. These are three of the most common types of essays because telling stories, explaining, and analyzing are the most common ways we use writing to communicate with others inside school and beyond the classroom walls. (The fourth kind of common essay is the argument; you’ll be writing two arguments in class: the midterm and final self-evaluations.)

Narrative essays are distinct from other forms of writing because they generally focus on a dramatic situation that the writer has personally encountered and wishes to share with someone else for a specific reason. Along the way, the writer must narrate in detail the elements of the story, including the setting (where and when the action took place), the characters (who did what to whom), and the action (what took place). The writer must also provide the reader with sensual detail (sights, sounds, smells, tastes, and other sensations) as well as the emotions, attitudes, and thoughts of the main characters, including the narrator. In other words, the writer is obligated to make the story come to life in as many ways as possible, so that the reader can see and understand what the writer experienced.

Thus, for your first assignment, compose at least a three page narrative essay in response to one of the prompts below.

1. **Purpose**: Tell about an event that helped you understand your cultural identity.  
   **Audience**: A friend, a member of your family, an important person in your cultural community, or readers of the school newspaper. What conclusions would you want your audience to draw? What response would you want them to have to your story?

2. **Purpose**: Tell about an event that helped you learn how to value your parent(s) or a friend.  
   **Audience**: Your family, your friends, or the readers of the school newspaper.

3. **Purpose**: Tell about an event in the last year that caused you to change your preconceptions about college life.  
   What did you believe about college before this time? What do you now believe? What event and people contributed to that change?  
   **Audience**: Your friends, family, seniors in high school who are planning to come to school, or readers of the school newspaper.

**Narrative Structure**

Narrative essays are similar to stories, except that the setting, characters, and events are true. Narrative essays are also similar to stories because they follow the same structure; that is, narrative essays have a chronological structure that

1. begins with an introduction of the setting and the main characters,
2. moves from one event to the next,
3. includes a conflict or climactic moment,
4. and then reaches a resolution of the conflict.

Traditionally, a narrative plot or story line is represented as follows:
Narrative Openings

Opening 1: Give reader detailed description of the scene where the first event in story takes place.

The cool autumn breeze jostled the leaves in the maple high above the dew-covered lawn. As I walked out into the yellow dawn light, a squirrel scampered across the sidewalk and wound himself up the maple. I bent to pick up the daily news, and he chattered his complaints at me. I must have interrupted his morning rounds. Suddenly, I heard the telephone ring from the house. Who could be calling so early?

Opening 2: Start in *media res* with dialogue. Let reader hear significant dialogue from significant encounter in story. Then begin the story.

“I just can’t believe this is happening to me,” Dan said. He was obviously upset. His voice sounded hoarse and strained.

“What do you want me to do? I could drive over and be there in a couple of hours,” I offered. “Yes, why don’t I drive over. It won’t take me long.”

“Well, uh. I don’t know.”

Then there was a long silence at his end of the line. I tried to imagine what he was feeling, but I couldn’t. I hadn’t seen him or talked to him in three years.

“Dan?”

“Yeah, come on. I think I’ll need your help. How soon can you be here?”

“Two hours. I’m on my way. I’ll leave here now.”

I guess it wasn’t so odd that he called me. We were the closest friends not that long ago.

Opening 3: Start in *media res* with description of scene. Give reader detailed description of the scene of significant event, briefly hint at event, and then begin the story.

The traffic was snarled, and the air thickened with brown blowing dust and gray exhaust. The blinding sun sunk just ahead, and I dropped my visor so that I could focus on the string of red brake lights in front of me. Stop and go, stop and go. Somewhere in the distance, twisted metal, broken glass, and snapped necks stalled this three-lane, rush hour torture. I was late to meet Dan and wondered if he was feeling snarled, twisted, broken, snapped, stalled, and tortured as well.

Opening 4: Relate your specific story to a familiar story.

Unfortunately, we’re all too familiar with the trouble men have with women and women with men. Boy meets girl. Boy woos girl. Boy gets girl. Boy loses girl. Boy calls best friend. Same with girls. Girl meets boy. Girl woos boy. And so forth. TV sitcoms are filled with such stuff. First attractions, eventual breakups, and best friends consoling one another. Seems like we would have learned how to get out of this mess by now. But no.
Writing Project #2  
Expository Essay

The second major essay we will work on together in class will be an expository essay. The first was a narrative essay, and the next will include an analysis essay. These are three of the most common types of essays because telling stories, explaining, and analyzing are the most common ways we use writing to communicate with others inside the University and beyond. (The fourth kind of common essay is the argument; you’ll be writing two arguments in class: the midterm and final self-evaluations.)

Expository essays are distinct from other forms of writing because they generally focus on explaining a concept or process through definition, analysis, classification, or comparison/contrast. In other words, expository essays are intended to clarify a concept or process through explanation.

Thus, for your second assignment, compose a three-page, typed expository essay in response to one of the prompts below.

1. **Purpose**: Think about a process that you know very well and perform successfully. Perhaps you are an expert in this process and could teach it in detail to someone you know. Explain how you learned this process, describe who helped you learn it, and detailed this process sufficiently so that someone else could perform it following your instructions.  
   **Audience**: Someone who would benefit from learning this process.

2. **Purpose**: Taking a humorous approach, explain in a how to successfully fail at something. For example, you might describe the procedures for failing at friendship, or at studying, or at writing a college essay, or at being a dorm roommate, or being a teammate, or being a son or daughter. There may be other “procedures” you wish to explain.  
   **Audience**: Readers of the school newspaper.

3. **Purpose**: Describe someone you know who has helped you understand how to be successful in some aspect of your life. Who is this person and what have they taught you?  
   **Audience**: Readers of the school newspaper.

4. **Purpose**: How would you define the characteristics of “a successful person”? In other words, complete this sentence: “I believe a successful person demonstrates the qualities of ……….” Also provide examples that clarify your definition. How do these examples fit the characteristics in your definition?  
   **Audience**: Readers of the school newspaper.

5. **Purpose**: Contrast two definitions of success. In our culture, many definitions for success compete for our attention. What do you take to be the best definition? Why is this the best? What do you take to be a flawed definition for success? Why is it flawed?  
   **Audience**: Readers of the school newspaper.
Organizational Strategies for Expository Essays

In expository essays, writers bring clarity and detail to procedures and concepts. They usually begin by introducing a general process or idea. They then proceed paragraph by paragraph by providing specific examples and evidence to help their readers better understand the steps or qualities of these procedures and concepts.

Explaining a Process

Introduction
   Identify the process, your expertise, who helped you learn it, and why audience would benefit from learning this process
Step 1
Step 2
Step 3

Conclusion

Describing an Influential Person

Introduction
   Name the person, describe their relationship to you, and their general influence
Description of Person
   First influential lesson
   Second influential lesson
   Third influential lesson

Conclusion

Defining a Concept

Introduction
   General claim about concept, and your specific definition
   Characteristic 1
   Characteristic 2
   Characteristic 3

Conclusion

Contrasting Two Ideas

Introduction
   General claim about two ideas and the obvious differences
   First idea
   Second idea
   First contrasting feature of two ideas
   Second contrasting feature of two ideas
   Third contrasting feature of two ideas

Conclusion
Writing Project #3
Analysis Essay

The third major essay we will work on together in class will be an analysis essay. The first essay was a narrative essay, and the second was an expository essay. These are three of the most common types of essays because telling stories, explaining, and analyzing are the most common ways we use writing to communicate with others inside the University and beyond. (The fourth kind of common essay is the argument; you’ll be writing two arguments in class: the midterm and final self-evaluations.)

Analysis essays are distinct from other forms of writing because they generally focus on explaining the relationships between the whole and its parts. In the case of analysis, the writer of the essay explains how another author uses his or her craft to promote his or her larger purpose, whether it is a story, political speech, editorial, or advertisement. Instead of telling a story (as in a narrative) or explaining a process that the writer already knows (as in an expository essay), the writer in the case of an analysis focuses on examining something new. In other words, instead of focusing on knowledge “inside” the writer, the writer must focus on knowledge “outside” or beyond the writer’s previous experiences.

Thus, for your third assignment, compose a four-page, typed essay in response to one of the two prompts below.

1. **Purpose:** Analyze one of the most significant ideas you found presented by Pema Chodron in *When Things Fall Apart* and describe how she supports or elaborates upon that significant idea in her discussion with evidence from her life, traditional Buddhist teachings, and other examples she calls upon.
   **Audience:** Someone who has not read the book and would find value in it.

2. **Purpose:** Analyze one of the most significant ideas you found presented by Ana Castillo in *Black Dove* and describe how she supports or elaborates upon that significant idea in her discussion with evidence from her own life and other examples she calls upon.
   **Audience:** Someone who has not read the book and would find value in it.

In either case, you should provide strong evidence from the texts to support your analysis. See information on quoting and citing sources in the mini-lesson packet.

**Recommended Organizational Strategy for Analysis Essay**

1. **Introduction:** a creative introduction that draws reader’s attention
2. **Brief biography of author with list of other major works**
3. **The author’s stated purpose for writing this work**
4. **The most significant idea you found**
5. **How that significant idea is supported with evidence from the work**
6. **Conclusion:** remarks on what kind of reader(s) might best appreciate this work
Midterm Self-Evaluation Essay

For the midterm self-evaluation essay, you will compose a four to five page essay in which you review and reflect upon your first writing assignment in which you described your history as a writer and reader, the goals you set for yourself, and what you’ve been able to accomplish so far in the first half of the semester.

You will explain why you selected your initial learning goals and argue how your work in the course so far has contributed to your ability to achieve those goals. You will offer general evidence from your initial drawings of what happens when you read and write, written and handmade responses, essays, and particularly how Chodron and Castillo have influenced your thinking about yourself and others.

In addition, you will explain the most significant things you’ve learned about writing as a process, sentence grammar, and reading and responding to texts using written and handmade responses.

As a reminder, essays have introductory and concluding paragraphs, as well as original titles.

Recommended Organizational Strategy for Midterm Self-Evaluation Essay

1. Introduction: a creative introduction that draws reader’s attention
2. Review of initial drawings and essay on history of writing and reading
3. Review of the goals you set and reasons for goals
4. What you’ve been able to accomplish so far with evidence for accomplishments
5. Influence of Chodron and Castillo on your thinking about yourself and others
6. What you’ve learned about writing, grammar, and reading/responding to texts
7. Conclusion in which you set new goals in reading and writing for yourself, including reasons for those goals

Final Self-Evaluation Essay

For the final self-evaluation essay, you will compose a four to five page essay in which you reflect on your midterm self-evaluation essay and what you’ve been able to accomplish in the second half of the semester.

You will offer evidence from your initial drawings of what happens when you read and write, written and handmade responses, essays, and particularly how Chodron, Castillo, and Coates have influenced your thinking about yourself and others.

In addition, you will explain the most significant things you’ve learned about writing as a process, sentence grammar, and reading and responding to texts using written and handmade responses.

As a reminder, essays have introductory and concluding paragraphs, as well as original titles.

Recommended Organizational Strategy for Final Self-Evaluation Essay

1. Introduction: a creative introduction that draws reader’s attention
2. Review of initial drawings and essay on history of writing and reading
3. Review of the goals you set at midterm and reasons for goals
4. What you’ve been able to accomplish so far with evidence for accomplishments
5. Influence of Chodron, Castillo, and Coates on your thinking about yourself and others
6. What you’ve learned about writing, grammar, and reading/responding to texts
7. Conclusion in which you set new goals in reading and writing for yourself, including reasons for those goals
MARC FOR
MINIMAL MARKING

[INCORRECT SENTENCE]
INCORRECT WORD

REVERSE ORDER

(COMBINE SENTENCES)

<ELABORATE>

SOMETHING MISSING

GOOD ✓

AWESOME!

COME SEE ME? 😊
Creating Titles

1. Copy out of your draft a sentence that could serve as a title.
2. Write a title that is a question beginning with What, Who, When, or Where. (Where Do Titles Come From?)
3. Write a title that is a question beginning with How or Why. (Why Are Titles Necessary?)
4. Write a title that is a question beginning with Is/Are, Do/Does, or Will. (Are Some Titles Better Than Others?)
5. Pick out of the draft some concrete image – something the reader can hear, see, taste, smell, or feel – to use as a title.
6. Pick another concrete image out of the draft. Look for an image that is a bit unusual or surprising.
7. Writing a title that begins with an –ing verb (Creating a Good Title).
8. Writing a title beginning with On (On Creating Good Titles).
9. Write a title that is a lie about the draft. (You probably won’t use this one, but it might stimulate your thinking.)
10. Write a one-word title – the most obvious one possible.
11. Write a less obvious one-word title.
12. Think of a familiar saying, or the title of a book, song, or movie, that might fit your draft.
13. Take the title you just wrote and twist it by changing a word or creating a pun on it.
14. Find two titles you’ve written so far that you might use together in a double title. Join them together with a colon.

from “Twenty Titles for the Writer” by Richard Leahy, College Composition and Communication, Vol. 43, No. 4, December 1992
Conventions for Quoting and Citing Sources
MLA Format

When citing the ideas of others in your own writing, it is conventional in academic discourse to refer first to the author of the source and then to the article or book in which the claim appears. Whether you quote from this source directly or simply paraphrase or summarize their ideas, you are required to provide parenthetical page references identifying the location of the original ideas.

**EXAMPLE 1:**

Stephen L. Carter in *Civility* argues that “it has been a commonality of the Western tradition that people do not automatically do good” (187).

In example one above, I've listed the author's name and the title of the source first. Then I've placed the source material in quotation marks and the page number within parentheses at the end of the quote. Notice that in this example the period follows the parenthetical page reference. Also, because the source material that I've quoted is less than four lines, I've placed it within the same paragraph.

It is important that your reader have a complete understanding of whose ideas are whose in your writing. The easiest way to signal this to your reader is to refer, as in the example above, to your sources before referring to their ideas. You should only have to make this reference to the title of the author’s book or article once. In subsequent references, only refer to the author’s last name. In addition, when you refer to the ideas of others, it is conventional to refer to their ideas as claims or arguments. In the example above, I say that “Carter argues.” Use words like “reports,” “maintains,” “claims,” “believes,” “proposes,” and “argues” to emphasize that your sources are only reporting, inferring, evaluating, and arguing. Words like “says” and “writes” do not help your reader see that the writer is making a claim from his or her perspective.

**EXAMPLE 2:**

Stephen L. Carter in *Civility* claims that

it has been a commonality of the Western tradition that people do not automatically do good.

There may be many reasons for this. Doing good may be difficult and doing evil easy, and we may choose the easy path. Or we may be deficient in the skills that are needed to tell which is which. (187)

In example two above, the citation is longer than four lines; therefore, I've indented the quote one inch from the left. Notice that there are no quotation marks around the citation and that the parenthetical page reference follows the period by two spaces.

In addition, do not become over-dependent upon the ideas of others by continually including long stretches of quoted material. It is more conventional to summarize the ideas of others and only quote that material which is most significant to your purpose. Don’t leave it up to your readers to make all of the logical connections and transitions between the material you are using and the argument you are trying to make. Quoted material doesn’t speak for itself.
Finally, do not refer to articles and books and other sources as if they have some sort of agency. For example,

_Civility_ argues that “it has been a commonality of the Western tradition that people do not automatically do good” (187).

OR

This chapter in _Civility_ claims that

it has been a commonality of the Western tradition that people do not automatically do good.

There may be many reasons for this. Doing good may be difficult and doing evil easy, and we may choose the easy path. Or we may be deficient in the skills that are need to tell which is which. (187)

In other words, articles or books don’t “argue” or “claim.” Only their authors have that ability.
Academic Performance Agreement

English 1301
Musgrove

In order to make the requirements of this class and your responsibilities as a student as clear as possible, I’ve created this document titled “Academic Performance Agreement.” Please read this information carefully because it outlines the kinds of behaviors, study habits, and attitudes necessary for success in this class, as well as in the University writing community at large. If you agree to the terms and conditions set forth below, please sign your name on one of the two copies I’ve provided you. By signing and returning this agreement to me, you commit yourself to the standards of conduct and academic performance listed below. If you do not accept these standards, you should see your advisor about withdrawing from this course.

1. I understand that attendance is a requirement of the class and that 6 absences of any sort (excused or unexcused) will result in automatic failure. I also understand that if I miss class that I should contact another student, rather than the professor of the class, to discover what I’ve missed. A missed conference will be equivalent to two absences.

2. I understand that arriving late to class is inappropriate because it disrupts the class agenda and interferes with teaching and learning. I understand that the instructor will shut the door to the classroom when the class starts and that I will not attempt to enter the class after the door has been closed.

3. I understand that cell phones must be turned off and put away before entering class. I understand if I use my cell phone during class I will be asked to leave the class and counted absent for that day.

4. I understand that this class has substantial reading and writing requirements. These requirements will demand that I manage my time carefully and schedule at least 6 hours of study time per week or 2 hours of study time for every one hour of scheduled class time.

5. I understand that purchasing the course texts and bringing the texts to class to support my discussion of the assigned readings is a requirement of the course.

6. I understand that I should be prepared each day to share my responses to the reading assignments in class. I will share these responses with other students in the class. I also understand I may not turn these responses in late.

7. I understand that I will be required to contribute to class discussions and small group work in class. In other words, I will be required to speak in class, share my ideas, and respect the ideas of others.

8. I understand that I will be composing reading responses, three major essays, and two self-evaluations. I also understand that any writing I submit must be my own and written exclusively for this class.

9. I understand that my writing assignments should be composed and saved on a word-processor or personal computer. I also understand that I should schedule my time and supplies carefully so that I know when I have access to a word-processor or computer and that I have adequate paper and printing supplies.

10. I understand that I will benefit from discussing my ideas and writing with my family, friends, and other students. I also understand that I can get help with my ideas and writing in the Writing Center. However, I also understand that I should never claim someone else’s ideas or writing as my own.

11. I understand that when I use the ideas of others in my writing that I must let my readers know whose ideas are whose and where I found them. I understand that plagiarism (or the failure to acknowledge the ideas of others appropriately) is a form of academic dishonesty and will result in failure.

12. I understand that I must adhere to the due dates for all writing assignments because late work will not be accepted. I also understand that all writing assignments are due at the beginning of the class period.

13. I understand that I should think of writing as a complex process of planning, drafting, revising, editing, and presentation. Consequently, I understand that I should schedule time to complete each of these tasks before submitting my work.

14. I understand that I can make an appointment with my instructor to talk about any aspect of the class, including course assignments, my writing, the required reading, or comments and grades on my writing.

Student Signature _______________________________________ Date _________________________

STUDENT COPY
Academic Performance Agreement
English 1301
Musgrove

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INSTRUCTOR COPY