SYLLABUS

COURSE INFORMATION

Title: English 1302: Writing Across the Curriculum

Day, Time, and Location: Tuesday Thursday 11:00 am Academic 5 or 2:00 pm Academic 7

Description: A course in critical reading and writing across the curriculum, including the research process and the research paper. Prerequisite: English 1301 or equivalent credit.

Course Outcomes: Upon completing the course, students should
1. be able to use reading and writing for inquiry, learning, critical thinking, and communicating.
2. be able to write to a variety of audiences in a variety of disciplines.
3. be familiar with the library and be able to use its resources, including RAMCAT, RAMNET, and other electronic databases.
4. be able to work through the research process to write a research paper.
5. understand attribution and documentation and use an appropriate style.

Core Curriculum Outcomes: Upon completing the course, students should demonstrate proficiency in the following four areas
1. Communication Skills – Students will demonstrate effective written, oral and visual communication.
2. Critical Thinking Skills – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
3. Teamwork – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
4. Personal Responsibility – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Course Learning Objectives: At the conclusion of the course, students will have the opportunity to evaluate the quality of the course and the degree to which it helped them achieve the following:
1. Developing skill in expressing oneself in writing
2. Learning to analyze and critically evaluate ideas, arguments, and points of view
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
INSTRUCTOR INFORMATION

**Name:** Dr. Laurence Musgrove (Address me as Professor Musgrove or Dr. M in person and in email)

**Contact:** lmusgrove@angelo.edu

**Office Location:** Academic 039B

**Office Hours:** MWF 10-11 and by appointment

**Brief Biography:** I am from Houston, Texas, where I graduated from Spring Woods High School in 1972. I attended Southwestern University in Georgetown, Texas, and majored in English because I enjoyed reading novels and writing poetry. After graduating in 1976 and working in a variety of jobs, including a bookstore and a bakery, and managing a data-processing service company, after 11 years away from school, I attended the University of Oregon in Eugene, where I received my PhD in English in 1992. I then taught at the University of Southern Indiana in Evansville, Indiana, until 1999, Saint Xavier University in Chicago, Illinois, until 2009, and I have been at Angelo State University for 10 ½ years, first as department chair of English and Modern Languages, and now as a full-time professor of English. With more than 30 years of college teaching experience, I now primarily teach courses in creative writing, literature, graphic novels, and writing. My professional interests include poetry writing, and my current research interests focus on student learning and the application of the Buddhist wisdom tradition upon the teaching of writing and literature. I have published three books and edited another. My poetry regularly appears in regional and national journals. I am married, my wife lives in Dallas where she teaches high school English, my daughter who lives in Brooklyn where she is an artist and painter, and my stepdaughter is an actor in Los Angeles. I have two dogs, Huckleberry and Clementine.

**Online Presence:** More information about me is at the following locations. Department: [https://www.angelo.edu/content/profiles/630-laurence-e-musgrove](https://www.angelo.edu/content/profiles/630-laurence-e-musgrove)
Website: [www.laurencemusgrove.com](http://www.laurencemusgrove.com) Instagram: lemusgro

**Human Worthiness:** Given that we are born into this world through no choice of our own, we are all worthy and we all belong here, we deserve this worthiness and we deserve this belonging, and we all deserve to find our worthiness in belonging. We are equal in this deserving, worthiness, and belonging. This equality, deservedness, worthiness, and belonging is both damaged and repaired in relationships with family and others. Education is the means by which oppressive relationships are identified and beneficial relationships are created. The collection of disciplines known as the Humanities is especially interested in the problem of human relationships and how they may be improved through study and research into history, literature,
language, philosophy, religious traditions, communication, psychology, sociology, and political science.

**Educational Philosophy:** My beliefs about education are primarily influenced by political science, psychology, philosophy, literature, and the Buddhist wisdom tradition. These have contributed to my vision of human worthiness and my belief that freedom from personal and social oppression should be the aim of education. Freedom is central to the survival of democracy. The value of education to human freedom is also supported by a variety of wisdom traditions in the West and East, most explicitly in the Buddhist understanding of enlightenment as liberation from suffering. Freedom is sometimes mistakenly understood as independence, but it is better understood as interdependence; that is, freedom is not the license to be separate and individual and feed our ego as we wish. Freedom is the recognition of our dependence upon the freedom of others. The more we feel connected to each other in mutually beneficial, non-aggressive relationships, the more freedom exists for us all. Aggressive relationships are the enemy of freedom. Aggressive relationships are born in fear, pleasure-seeking, and ignorance. Freedom is the defeat of fear, pleasure-seeking, and ignorance, the three causes of mental suffering.

Freedom, therefore, is another name for mental well-being. Because the mind is where instinct and learning happens, an education should create opportunities for us to learn to identify and replace unbeneificial mental instincts and habits for the benefit of ourselves and others. Traditionally, in education, the mind is treated as a storage container. While beneficial concepts and habits must be learned and stored for replay, to experience freedom, the mind must also be balanced. To achieve balance, the mind must be trained in courage, strength, attention, stamina, agility, and flexibility. To attain these qualities, education must direct and discipline the mind with activities and relationships that are personally relevant and publicly meaningful. As the mind grows in its capacities to perform these activities and relationships, it must also take moments of rest so that it can reflect upon and learn from its successes and setbacks. This reflection and learning nourish and sustain courage, strength, attention, stamina, agility, and flexibility, and therefore, mental balance, well-being, and freedom from fear, pleasure-seeking, and ignorance.

**Teaching Method:** I believe learning to attain mental balance, well-being, and freedom can only occur in the student’s mind as it develops relationships with others. When teachers are students of how their students best learn, learning can happen in the teacher as well. I have been teaching college for over 30 years, and I’ve learned a few things about how students best learn in relationship with me and others. For example, I believe that students best learn when they are offered opportunities to read and write and draw and discuss and reflect upon ideas that are personally relevant and publicly meaningful to their individual and social experiences. Because learning is both individual and social, I also believe it important that students share their work in class and work collaboratively and informally on shared tasks. I also believe in the value of students generating and asking questions of personal and social concern. A life-long practice, asking questions in relationships requires a courageous curiosity. It is the ability to identify challenges and problems and opportunities, to select the appropriate language to frame and clarify them, and then to speak to those who might have the knowledge and power to assist in their resolution. Questions, therefore, are always good things, always to be respected, never to be apologized for. Consequently, I schedule time for the relationships in class that foster questions and discussion. This questioning and search for answers will also occur in writing assignments of
this class. Students will develop relationships with authors by reading their work, by putting their ideas into their own words, and then by testing those ideas against their own experience. They will extend these relationships by sharing these summaries and responses with others and coming to their own conclusions about the value of these ideas and words. There will also be more private relationships between individual students in the class and between you and me, and before and after class if you wish to ask questions or make comments then. You will also meet with me during my office hours if you wish and during scheduled and required individual conferences on your writing assignments in progress. These one-on-one relationships can also be valuable learning opportunities. The focus on learning as relationship is key to my teaching method. We do not have a choice about many of the relationships we encounter in our lives. We do not even have the choice about whether we will be in relationship with the world or not. We are in fact in a relationship with ourselves all of the time. And we are likely in relationship with someone or something all of the time as well. Given the ubiquity of relationship, we might as well decide to do them as well as we can. Respectfully. Openly. Honestly. Calmly. Joyfully. Learning depends on it. So does our freedom. We are all worthy and belong. And we find our worthiness in belonging to each other’s search for worthiness and belonging.

**Classroom Expectations:** The following are my expectations about student performance and relationships in this course and in our classroom. Students who are unable adhere to these expectations will be instructed to leave the classroom. Students who do not wish to adhere or cannot adhere to these expectations should talk to their academic advisors about finding a more suitable relationship with this course. As long as you continue to attend this course, you have by your continued attended explicitly accepted these expectations and the other requirements and policies of this course.

1. **Arrival:** Students are expected to arrive on time and be prepared to begin the work of the class promptly. The classroom door will be closed and locked at 5 minutes after the beginning of the class.

2. **Materials:** Students are expected to arrive with the materials required by the work of the class. Some of these materials are provided to you, and some will require you to purchase them. These include a class binder that will hold the materials distributed in class, including the course syllabus, the minilesson packet, course readings, paper for writing, and other handouts. Students are also expected to have the materials necessary to complete homework assignments, such as paper, colored pencils, and access to technology for composing and printing their work for the class. If you do not have the resources to purchase the required materials, you should discuss your financial needs with a financial aid advisor or find another class. You can contact the Financial Aid Office here: [https://www.angelo.edu/services/financial_aid/ask_financial_aid.php](https://www.angelo.edu/services/financial_aid/ask_financial_aid.php)

3. **Time:** Students are expected to plan their time according to the needs of the class as it fits within the other schedules they have at home, work, leisure, and school. Students are expected to become familiar with the due dates of the assignments of the course and plan accordingly. Time is a necessary constraint on our lives. It is limited. We are most successfully when we acknowledge those limits and work as efficiently as possible within those constraints. Calendars and to-do lists and celebrations of achievements are motivating factors in effective time management. Perfection is not available to us, but we can all benefit from a more disciplined life wherein we set goals and develop plans to achieve them.
4. **Screen-Free Classroom**: Students are expected to silence and store all phone, laptop, watch, and tablet devices during the class period. Except for the teacher station in the classroom, this is a screen-free class. If this is not possible for you, then you may wish to find a more suitable section of this course.

5. **Relationships**: Students are expected to treat the other members of the class with attention and respect. There will be multiple occasions when students will share their work with others, and there will be times when teams of students will work on a common project.

**Absences**: 6 absences will result in failure. Only an absence related to a university-sponsored event will be excused, and this absence must be documented by the sponsor of that event and provided to me prior to the absence. Students who come unprepared to participate in the work of the class because they have not completed the homework assignment or do not have the necessary materials for the work of the class will be counted absent.

**Late Work**: Late work is not accepted. If an absence occurs on the due date, the work must be submitted electronically by the due date and time.

**Exit Ramps**: There may be unforeseen circumstances that arise or choices you make as student that interfere with your relationship with this class. If you are able to attend class or complete the required assignments or respond to the in-class activities or fulfill other classroom and course expectations, I will recommend that you withdraw from the course and take it again later when you can better commit your time, energy, and resources to the course. You may end your relationship with this course and officially withdraw by completing the following form online: [https://www.angelo.edu/content/forms/290-course-drop-request-form](https://www.angelo.edu/content/forms/290-course-drop-request-form). The course withdrawal deadline is set by the University here: [https://www.angelo.edu/services/registrars_office/academic_calendar.php](https://www.angelo.edu/services/registrars_office/academic_calendar.php)

**UNIVERSITY POLICIES**

**Academic Integrity**: Work submitted must be your own work and originally composed for this class. The work and ideas of others from other source material must be introduced, accounted for, cited, and credited according to the conventions of the Modern Language Association. Any violations of this policy and these responsibilities will result in failure of the class. More information on the relationship we have with academic integrity is offered in the Student Handbook as follows:

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the
highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

**Student Disabilities Accommodation:** It is the student’s responsibility to notify faculty of any accommodations granted by the University. Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

**Religious Holy Day:** “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Title IX:** The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

**Michelle Boone, J.D.**
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu
You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit: www.angelo.edu/title-ix.

COURSE DESIGN

**Aims:** While the first page of this syllabus lists what students are intended to learn, it may be more concisely put as follows: Students will learn the value of reading, writing, drawing, teamwork, research, and disciplined thinking as it relates to humanities research in a variety of disciplines. More simply put, this course is designed to help you become more confident as a reader, writer, thinker, communicator, and researcher in your chosen discipline.

**Methods:** For the purposes of this course, “humanities research” will be defined as the identification, selection, summary, analysis, and comparison of historical and contemporary topics in available resources for the purpose of arriving at a new synthesis of knowledge, application, theory, and practice intended to benefit and advance the quality of human knowledge, behavior, and relationships. The “available resources” in this course will include texts I am writing titled the *Six Circles* and *Meditation’s Claim*, as well as peer-reviewed academic journal articles in your discipline. Your research into these sources will begin almost immediately, and the evidence of your research will take the form of handmade responses, summary papers, informal teamwork, a midterm reflection, two exams, and a final research project. In addition, you will be learning to use a very simple visual language to develop, capture, and communicate your responses to the ideas of others in the form of handmade responses. You will also be learning a simplified vocabulary of sentence strategies and develop confidence in your writing through the use of these strategies.

**Topics:** As part of the course design, I am responsible for focusing and disciplining your research around common topics that also have resonance in your chosen major and career. These common topics will be introduced in the assigned readings, discussed in class, and used in your research. These topics include causality, impermanence, interbeing, ego, suffering, fear, pleasure-seeking, ignorance, equanimity, morality, contemplation, reflection, freedom, happiness, narrative, and consciousness.
Required Materials
1. **Texts** – There are no textbooks to be purchased for this course. I will provide you with the primary reading materials for the class.
2. **Paper** – You will need a good supply of computer paper for your handmade responses and other written work for submission to class.
3. **Pencils** – You will need a set of colored pencils, not colored pens, for your handmade responses.
4. **3-ring Binder** – You will need a 3-ring binder to store the course materials you will need to have with you each day in class, including the syllabus, minilesson packet, and other assigned reading materials.
5. **Calendar** – You should carry a daily/monthly calendar with you to help you plan and manage the assignments in this and your other classes, as well as your home and work life. Calendar templates are available in Microsoft Word that you can print and store in your binder.

Assignments and Contribution to Final Grade
- Handmade Responses 10%
- Summary Papers 30%
- Midterm Reflection 10%
- Midterm Exam 20%
- Final Exam 10%
- Research Project 20%

**Blackboard and Assignment Submission:** A copy of this syllabus and all course materials will be posted on Blackboard. The exams will be taken in class. The summary papers, midterm reflection, and research project will be posted on and submitted through Blackboard. Printed copies of these assignments are also to be submitted in class on the due date. Handmade responses are due at the beginning of class on their due dates.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/14</th>
<th>1/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment Due</td>
<td></td>
<td>Syllabus</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Introductions</td>
<td>Course Design: Aims, Methods, and Topics</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td>Questions about Class</td>
</tr>
<tr>
<td>Week 2</td>
<td>1/21</td>
<td>1/23</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td></td>
<td>Six Circles: Introduction Handmade Thinking 1</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Handmade Thinking</td>
<td></td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>1/28</td>
<td>1/30</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Six Circles: Causality Handmade Thinking 2</td>
<td>Six Circles: Impermanence Handmade Thinking 3</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Basic Vocabulary of Sentences Eight Basic Sentence Strategies</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>2/4</td>
<td>2/6</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Six Circles: Interbeing Handmade Thinking 4</td>
<td>Six Circles: Suffering Handmade Thinking 5</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Simple Sentences Basic MLA Citation Format Creating Titles</td>
<td>Compound Sentences Generalizations</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td>Summary Paper 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/11</td>
<td>2/13</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Six Circles: Equanimity: Sila Handmade Thinking 6</td>
<td>Six Circles: Equanimity: Samahdi Handmade Thinking 7</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Compound Sentences with Semi-Colons</td>
<td>Subordinate Clauses</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td>2/18</td>
<td>2/20</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/18</td>
<td>2/20</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Six Circles: Equanimity: Panna Handmade Thinking 8</td>
<td>Six Circles: Freedom Handmade Thinking 9</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Complex Sentences with Adverb Clauses</td>
<td>Sentence-Combining 1</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td>Summary Paper 2</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>2/25</td>
<td>2/27</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Consciousness Cycle: Asleep Handmade Thinking 10</td>
<td>Consciousness Cycle: Awake Handmade Thinking 11</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Sentence-Combining 2</td>
<td>Sentence Combining 3</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>3/3</td>
<td>3/5</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm Exam: Information Literacy, Sentence Strategies, Six Circles, Consciousness Cycle</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td>Summary Paper 3</td>
<td>Midterm Reflection</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/10</td>
<td>3/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>3/17</td>
<td>3/19</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Meditation’s Claim: Mental Self-Control in Six Parts</td>
<td>When: Right Now Handmade Thinking 12</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Compound-Complex Sentences</td>
<td>Sentence-Combining 4</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>3/24</th>
<th>3/26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>What: The Object of Study Handmade Thinking 13</td>
<td>Who: The Subject of the Self Handmade Thinking 14</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Sentence Unscrambling 1</td>
<td>Sentence Unscrambling 2</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td>Summary Paper 4</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>3/31</td>
<td>4/2</td>
</tr>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>Why: The Benefit of Others Handmade Thinking 15</td>
<td>Where: A Quiet Place Handmade Thinking 16</td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Effective Intentional Fragment</td>
<td>Editing Unpunctuated Paragraph 1</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>4/7</th>
<th>4/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Handmade Thinking Assignment Due</td>
<td>How: To Discipline the Mind Handmade Thinking 17</td>
<td></td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Editing Unpunctuated Paragraph 2</td>
<td>Review of Basic Sentence Strategies</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td></td>
<td>Summary Paper 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>4/14</th>
<th>4/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Draw/Reflect/Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Share/Lecture</td>
<td>Complex Sentences with Adjective Clauses</td>
<td>Sentence-Combining 5</td>
</tr>
<tr>
<td>15 Discuss/Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignment Due</td>
<td>Research Project Proposal</td>
<td>Research Project Proposal</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>4/21</td>
<td>Reading Assignment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Draw/Reflect/Write</td>
</tr>
<tr>
<td></td>
<td>4/23</td>
<td>30 Share/Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complex Sentences with Noun Clauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Discuss/Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Assignment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Project Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Draft Research Project</td>
</tr>
<tr>
<td>16</td>
<td>4/28</td>
<td>Dead Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conferences</td>
</tr>
<tr>
<td></td>
<td>4/30</td>
<td>Conferences</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Finals Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 am Section = 10:30 am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam and Final Research Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 pm Section = 1 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam and Final Research Project</td>
</tr>
</tbody>
</table>
HANDMADE RESPONSES

For each reading assignment, you will compose a handmade response.

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 centered in the white space of the page.

The drawing must be an original drawing, follow one or more of the twenty-one visual formats shown below, and include no clip art.

Whichever handmade response format you select, your drawing should be presented in landscape format, be effectively developed, balanced on the page, 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 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”
   a. Landscape format
   b. Three colors
   c. One of the 21 formats
   d. Effectively developed and balanced
   e. Heading and quotation on reverse
   f. No errors in spelling and grammar
4. Handmade responses that do not fulfill these requirements will not receive credit.
21 Visual Formats for Handmade Responses

Portray, 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
Your original drawing on one side of page.

Name
Date
Title of Poem or Story
Visual Format

“Brief quote from poem or story that corresponds to the drawing” (#).

Your header and quotation on other side of page.
SENTENCE STRATEGIES

The following pages contain a variety of brief writing activities designed to help you develop further confidence and agility in your writing. At the very least, you should learn and practice several basic sentence strategies, including those in the list below.

- Simple sentence
- Simple sentence with introductory phrase
- Compound sentence
- Compound sentence with semi-colon
- Subordinate Clauses
- Complex sentences
- Compound-Complex sentence

Even though some of these activities may be a review for you, my ultimate goal is to help you improve your ability to communicate your thinking clearly and effectively in and outside the university.
Basic Vocabulary of Sentences

A “phrase” is not a clause.

Every night after dinner, I enjoy walking the dog.

A “clause” is a potential sentence.

There are two basic kinds of clauses: independent and subordinate.

I enjoy walking the dog.

Because I like to exercise, I enjoy walking the dog.

I enjoy walking the dog, which I’ve had for almost eight years.

I believe that the evening is the best time to walk my dog.

A basic “sentence” is an independent clause.

There are many kinds of sentences made up of various arrangements of phrases and clauses.

Because I like to exercise, every night after dinner, I enjoy walking the dog, which I’ve had for almost eight years.

A “fragment” is a phrase or subordinate clause masquerading as a basic sentence.

Every night after dinner.

Because I like to exercise.

Which I’ve had for almost eight years.
Eight Sentence Strategies

1. SIMPLE SENTENCE

Independent clause.

Some ASU students live and work in Miles.
Some ASU students live in Miles but work in San Angelo.

*with introductory phrase*

On Wednesday, we will have lunch at Cork & Pig on Knickerbocker.
Over the hill on the left bank, Mike and Walter found their dog.
With Sharon’s help, Kathy changed her flat tire.
Thrilled about her grade, Stephanie called home.

*with lists*

Bob, Morris, and David are in the car.
students come as far away as Eden, Brady, and Christoval.
We will be reading a novel, writing five essays, and talking about important issues.

2. COMPOUND SENTENCE

Independent clause, coordinating conjunction independent clause.
(Common coordinating conjunctions: and, but, or, nor, so, yet)

Some ASU students are away from home for the first time, and many have a hard time adjusting.
I didn't think I was going to like living with people I'd never met before, but I like my roommates.

3. COMPOUND SENTENCE WITH SEMI-COLON

Independent clause; independent clause.

Perhaps one of the computer labs should stay open all night; some students stay up most of the night working on their essays.

4. COMPOUND SENTENCE WITH SEMI-COLON AND LOGICAL CONNECTIVE

Independent clause; logical connective, independent clause.
(Logical connectives: therefore, however, nevertheless, consequently, furthermore, moreover)

Some ASU students are away from home for the first time; therefore, the university newspaper should warn them about the dangers of drug and alcohol abuse.
I didn't think I was going to like living with people I'd never met before; however, Mitch and I have become close friends.

5. COMPLEX SENTENCE WITH COMMA AND ADVERB CLAUSE FIRST

Subordinating conjunction adverb clause, independent clause.
(Common subordinating conjunctions: if, because, since, when, while, although, after)
Because my roommate was sleeping late, I went to the cafeteria for breakfast. Although I often stay up past midnight, I never have enough time to study. When date rape happens at ASU, it's usually related to alcohol abuse.

**6. COMPLEX SENTENCE WITHOUT COMMA AND ADVERB CLAUSE SECOND**

**Independent clause subordinating conjunction adverb clause.**

I went to the cafeteria for breakfast because my roommate was sleeping late. I won't be in class on Friday if I can get a ride to Austin with Mary. My parents told me to call when I got back to ASU.

**7. COMPOUND-COMPLEX SENTENCE**

**Independent clause, coordinating conjunction independent clause subordinating conjunction adverb clause.**

I went to the cafeteria for breakfast, but it was closed because a fire broke out last night. The cafeteria was closed today because a fire broke out last night, and I had to drive to McDonalds.

**Subordinating conjunction adverb clause, independent clause, coordinating conjunction independent clause.**

Because a fire broke out last night, the cafeteria was closed, and I had to drive to McDonalds.

**8. EFFECTIVE INTENTIONAL FRAGMENT**

**Subordinate clause or phrase**

Was I responsible for our breakup? Probably. Mabel. Ruth. Lucille. Glenda. These are names rarely given to young girls these days.

(The two most common intentional fragments are one or two word phrase answers to rhetorical questions, as in the first example, and lists of key terms a writer might want to emphasize, as in the second example.)
Simple Sentences

Simple sentences contain one independent clause.

   Several herons make their home in the Red Arroyo.

Simple sentences can also contain phrases.

   I live in Texan Hall over by the Junell Center.

An introductory phrase is usually following by a comma.

   Every morning, I walk around Santa Rita.

Compose an original simple sentence.

Add an introductory phrase to the simple sentence below.

   The President met the Prime Minister for breakfast.

Compose an original simple sentence with an introductory phrase.

The sentence below is not a simple sentence. Why?

   The milk has gone sour, so I threw it out.

Find a simple sentence with an introductory phrase in something you are reading and write it below.
Compound Sentences

Compound sentences include two independent clauses.

Maria went to the store, and she took her brother along.

These independent clauses can be joined by a comma and a coordinating conjunction.

Maria went to the store, and she took her brother along.

A comma splice is an incorrect form including two independent clauses without the conjunction.

Maria went to the store, she took her brother along.

A run-on sentence is an incorrect form including two independent clauses without the comma.

Maria went to the store and she took her brother along.

In compound sentences, the comma and conjunction work like the two ingredients in epoxy glue. Both are necessary to create the bond between the two independent clauses.

Create original compound sentences by adding a second independent clause to the following simple sentences.

West Texas summers can be miserable.

I will go to the Rams game Saturday.

Underline the two independent clauses and then fix the comma splice in the sentence below.

I went to biology at noon, my English class is in the same room at 2 pm.

Underline the two independent clauses and then fix the run-on sentence below.

My professor is great teacher but he dresses funny.

Make a list of other coordinating conjunctions.

Find a compound sentence in something you are reading and write it below.
Compound Sentences with Semi-Colons

Compound sentences with two independent clauses can also be joined by semi-colons.

I went to CVS to pick up my prescription; it’s just down the block.

In other words, the semi-colon takes the place of the comma and the conjunction in a compound sentence. However, semi-colons to join independent clauses in compound sentences is used very infrequently.

Semi-colons are more often used when joining independent clauses as in the following examples.

I went to CVS to pick up my prescription; however, I usually go to Walgreens.

Greg will have to take eighteen hours this semester; still, he’ll graduate on time.

The underlined words above are logical connectives that introduce the second independent clause. In this sentence strategy, the two clauses are joined by a semi-colon, the logical connective, and a comma.

Create original compound sentences by adding a second independent clause to the following.

West Texas summers can be miserable; however, I will go to the Rams game Saturday; therefore,

Find a compound sentence with a semi-colon in something you are reading and write it below.
Subordinate Clauses

So far we have been combining independent clauses into sentences.

There are also three kinds of subordinate clauses that can be used in complex sentences: adverb, adjective, and noun clauses.

Adverb clause

*Because I like to exercise, I enjoy walking the dog.*

I enjoy walking the dog *because I like to exercise.*

Adjective clause

*We walk around the golf course that is across the river from my house.*

I enjoy walking the dog, *which I’ve had for almost eight years.*

Noun clause

*I believe that the evening is the best time to walk my dog.*
Complex Sentences with Adverb Clauses

Complex sentences include two clauses: one independent and one subordinate. The complex sentence below has an independent clause and an adverb clause.

Jacob left early from work because he got a call from home.

The adverb clause follows a subordinating conjunction. Adverb clauses are introduced by subordinating conjunctions. Common subordinating conjunctions include: if, because, since, when, while, although, after, since, unless, and until.

Jacob left early from work because he got a call from home.

If the complex sentence begins with a subordinate clause, a comma precedes the independent clause.

Because he got a call from home, Jacob left early from work.

A subordinate clause can never stand alone. It would then be a sentence fragment.

Jacob left early from work. Because he got a call from home.

The sentence below is not a complex sentence construction. Why?

Because of this, I left school early.

Create an original complex sentence by adding a subordinating conjunction and subordinate clause after the independent clause below.

West Texas summers can be miserable.

Create an original complex sentence by adding a subordinating conjunction and subordinate clause before the independent clause below.

I will go to the Rams game Saturday.

Make a list of other subordinating conjunctions.

Find a complex sentence in something you are reading and write it below.
Sentence-Combining Exercise 1

Combine each set of short sentences and fragments into one concise and effective sentence.

1. I always order cheese fries. The reason why is because they're my favorite.

2. Bob was my boyfriend. That was in high school. We dated for about eight months. Before I met Mike.

3. The tree fell on the house. This was a sycamore. Because of the high winds. But my grandmother wasn't hurt.

4. My dog's name is George. He is a Golden Retriever. He loves to play Frisbee. Loves to swim, too.

5. My parents gave me a car. That is why I'm able to afford to go to college. Still, I work part-time. I work at Wal-Mart. I'm a cashier.
**Sentence-Combining Exercise 2**

Combine these six pairs of sentences into compound sentences using the coordinating conjunctions listed below. Use each conjunction only one time. Some sentences may have to be re-worded to accommodate the combination.

*and, but, or, so, yet, nor*

1. Some students stay on the sidewalks. Some students cut across the grass.

2. Students have to park far from their classrooms. They are often late for class.

3. Trash cans have been placed all over campus. Students still throw garbage on the ground.

4. Chartwells promised to improve the quality of food service. The food is actually a little better this year.

5. These students do not respect the feelings of others. They don’t seem to respect themselves.

6. We must stand up for our rights today. We may find ourselves with no rights at all.
Sentence-Combining Exercise 3

Combine the following sentences into complex sentences using the subordinating conjunctions listed below at the beginning of each pairing. Again, use each conjunction only one time. Some sentences may have to be re-worded to accommodate the combination.

-unless, because, even though, if, while, although-

1. Some students stay on the sidewalks. Some students cut across the grass.

2. Students have to park far from their classrooms. They are often late for class.

3. Trash cans have been placed all over campus. Students still throw garbage on the ground.

4. Chartwells promised to improve the quality of food service. The food may actually improve this year.

5. These students do not respect the feelings of others. They do seem to respect themselves.

6. We must stand up for our rights today. We may find ourselves with no rights at all.
Compound-Complex Sentences

Compound-complex sentences include three clauses: two independent clauses joined by a coordinating conjunction and one adverb clause introduced by a subordinating conjunction.

Because **Rudy was hungry**, **I looked in the kitchen for a treat**, but **the cupboard was bare**.

- **I put Rudy in the backseat** because **he likes to ride in the car**, and **we drove west on Main Street**.

- I stopped at the light on 5th, and then I rolled down Rudy’s window after I remembered how much he likes to stick his head out of the car.

- We got to the pet store soon afterward, and because I know how much Rudy hates being alone, I took him into the store with me.

The sentences below are not compound-complex constructions. Why?

- In the morning, I usually leave early because I want to get a good parking place.

- After I got off work, because of rain, there was flooding on Sul Ross.

Create two original compound-complex sentences using the independent clauses below.

- **I took my car to the shop.**

- I believe Chicago is great place to visit in the summertime.
Sentence-Combining Exercise 4

Combine the following groups of sentences into compound-complex sentences. Use coordinating and subordinating conjunctions as appropriate.

1. I took my shower. I slipped and fell. I wasn’t hurt.

2. I got dressed. I ate some toast. I also had two eggs.

3. I was late for work. I ran a red light. I was stopped by a police cruiser.

4. It was my cousin, Frank. I still got a ticket. I drove more carefully thereafter.

5. I got to school on time. I couldn’t find a parking place. I was late to class anyway.

6. I must be unlucky. This always happens to me. I don’t let it get me down.
### Sentence Unscrambling Exercise 1

Unscramble each group of scrambled sentence parts and produce an effective sentence, punctuating accordingly. These sentences come from John Updike’s short story "A&P."

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>until they’re over by the bread so I don’t see them with my back to the door I’m in the third checkout slot</td>
</tr>
<tr>
<td>2</td>
<td>in the plaid green two-piece was the one the one that caught my eye first</td>
</tr>
<tr>
<td>3</td>
<td>if I rang it up or not trying to remember with my hand i stood there on a box of Hi-Ho crackers</td>
</tr>
</tbody>
</table>
Unscramble each group of scrambled sentence parts and produce an effective sentence, punctuating accordingly. These sentences come from John Updike’s short story "A&P." Sentence 6 has been divided into two scrambled parts for your convenience.

| 4 | she just walked  
she didn’t look around  
not this queen  
on these long white primadonna legs  
straight on slowly |
|---|---|
| 5 | that the sun and salt  
done up in a bun  
and a kind of prim face  
she had a sort of oaky hair  
had bleached  
that was unraveling |
| 6a | at each other much anyway  
where what with the glare  
to have a girl  
down on the beach  
you know  
nobody can look  
it’s one thing  
in a bathing suit |
| 6b | in the cool of the A&P  
rubber-tile floor  
under the flescent lights  
over our checkerboard  
and another thing  
with her feet  
against all those stacked packages  
paddling along naked  
green-and-cream |
Effective Intentional Fragments

Fragments are subordinate clauses, phrases, or single words written to stand independently of other sentences.

Intentional fragments can be very effective when used infrequently and for special purposes.

Two of the most common intentional fragments are answers to rhetorical questions and lists of key terms the writer wants to emphasize.

Was I surprised to learn I was an introverted intuitive? Not really.

Wrigley Field. Soldiers Field. Comiskey Park. United Center. These are home to Chicago’s major sports teams.

Compose two intentional fragments using the two models above.

The passage below does not contain a fragment. Why?

Will I ever get a vacation? I don’t think so.
Angelo State University a member of the Texas Tech University System delivers undergraduate and graduate programs in the liberal arts sciences and professional disciplines in a learning-centered environment distinguished by its integration of teaching research creative endeavor service and co-curricular experiences ASU prepares students to be responsible citizens and to have productive careers

ASU Mission Statement
Built on rivers and canals St. Petersburg's sorbet-colored palaces and golden cupolas shimmer in reflection as if it were two cities one of stone one of water in fact ever since its founding three centuries ago by Peter the Great the city has always had a certain doubleness about it the city that was to be progressive European "a window on the West" was also a city built by edict and forced labor a "city built on bones" and that city has had two distinct incarnations grandiose capital of the immense Russian empire and after the Revolution second city of the Soviet Union neglected and forlorn

from “St. Petersburg's Regilded Age”

Richard Lourie

### Review of Basic Sentence Strategies

1. Identify the following simple, compound, complex, and compound/complex sentences by writing “simple,” “compound,” “complex,” or “compound/complex” in the blanks to the right of the sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because Sharon is an athlete, she likes boys who are athletes.</td>
<td>Simple</td>
</tr>
<tr>
<td>In high school, she met Mario.</td>
<td>Simple</td>
</tr>
<tr>
<td>Mario isn’t as tall as Sharon, but he plays basketball on the varsity team.</td>
<td>Compound</td>
</tr>
<tr>
<td>Sharon plays on the girls volleyball team, and because she is so good, she may get a scholarship.</td>
<td>Complex</td>
</tr>
<tr>
<td>Mario has a red Mustang convertible, and Sharon drives a Ford Focus.</td>
<td>Compound</td>
</tr>
<tr>
<td>They take the Mustang when they go out on a date.</td>
<td>Simple</td>
</tr>
<tr>
<td>Even though they are young, they know they were meant for each other.</td>
<td>Compound/Complex</td>
</tr>
</tbody>
</table>

2. Write an original simple sentence.

3. Write an original simple sentence with an introductory phrase.

4. Write an original compound sentence.

5. Write an original complex sentence with the adverb clause first.

6. Write an original complex sentence with the adverb clause second.

7. Write an original compound-complex sentence.
Complex Sentences with Adjective Clauses

Complex sentences can also include adjective clauses. They are clauses that modifying nouns or pronouns. Adjective clauses begin with relative pronouns such as *who, whom, whose, that, which,* and *where.*

The evil sorcerer *who ate frogs for breakfast* was covered in warts.

The car *that was parked next to mine* blew up.

Herman is from Springfield, *where Abraham Lincoln once lived.*

My wife, *who will be here any minute,* works at Abbott Labs.

The first two sentences have adjective clauses that are termed “restrictive” because they are integral to the meaning of the sentence. The second two sentences have adjective clauses that are termed “non-restrictive” because they are not vital to the meaning of the sentence; thus, they are set off by commas. In other words, they add information, almost as an aside, that the main clause does not need to be understood.

Look at the distinctions between the following sentences.

My daughter, *who lives in Texan Hall,* came by for lunch.

I miss my daughter *who lives in Italy.*

If the dog *that lives next door* doesn’t stop barking, I’m going to call the police.

If I contact the police, to whom I made two calls last night, and they still don’t do anything, I’ll have to find another place to live where I can find peace and quiet.

Add an adjective clause to each of the following sentences. The clause should modify the underlined noun.

I went to see my *doctor.*

*ASU* is located on West Avenue N.
Sentence-Combining Exercise 5

Combine the two sentences below into one sentence by converting one of the sentences into an adjective clause. Place commas around non-restrictive clauses.

1. Mark Twain wrote several great American novels. He was born in Hannibal, Missouri.

2. I drove my new car to work today. It is a white Camry.

3. The book is mine. It is on the table.

4. The girl is pregnant. She is buying a new dress.

5. The banker left for work early. He was married to my cousin.
Complex Sentences with Noun Clauses

Complex sentences can also include noun clauses. They are clauses that function as nouns in sentences. Noun clauses usually begin with pronouns (including that, which, who, whom, whoever, what, whatever).

- I think that I’ll stay home from school today.
- Whatever I decide to do with my life is my own decision.
- I love where I work.

Create your own sentence using a noun clause and write it below.

Add a noun clause to a sentence in one of your writing projects.

Find an example of a noun clause in something you are reading and copy it below.
MODERN LANGUAGE ASSOCIATION DOCUMENTS

For the purposes of this class, all documents composed in response to assignments will use the document design format of the Modern Language Association. This format is modeled and described on the next page. More information on formatting documents and citing sources and creating a works cited page is available online here:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
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.
MODERN LANGUAGE ASSOCIATION CITATION CONVENTIONS IN BRIEF

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 the human
agency to make arguments or propose ideas. They do not. The following are incorrect.

_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 needed to tell which is which. (187)

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

When writers use generic subjects like people, students, women, and liberals to generalize in their sentences about types or groups of people, they often have difficulty making subsequent pronouns agree with those subjects. Writers who are sensitive to sexist language also tend to have this same difficulty. For instance, examine the following.

a. An ASU student usually studies in his apartment.
b. An ASU student usually studies in his/her apartment.
c. An ASU student usually studies in his or her apartment.
d. An ASU student usually studies in their apartment.
e. Every ASU student usually studies in their apartment.
f. Every ASU student usually studies in his or her apartment.
g. ASU students usually study in his or her apartment.
h. ASU students usually study in their apartments.
i. Campus apartments are where ASU students usually study.

Here are two rules to remember:
1. Some readers believe the use of he, him, or his as a singular indefinite pronoun (as in example a above) implicitly excludes women and, therefore, should be non-standard.
2. The use of he/she, his/her, him/her, or himself/herself is non-standard.
3. The use of him or her, his or her, or he or she is awkward and unnecessary.

In the examples above, only h and i are standard.

When revising for agreement or non-sexist usage, revise your sentences according to one of the following strategies:
1. Make the subject and pronoun plural.
2. Rewrite the sentence so that no pronoun is necessary.

For example, the following sentence can be revised in three ways.

If a student believes she can succeed as a writer, then she will.
1. If students believe they can succeed as writers, then they will.
2. To succeed as writers, students must first believe that success is possible.

Practice revising the following sentence according to the two revision strategies above.

A college student will soon discover that better writing leads him to better thinking.

The typical college student has spent more time on his phone than in front of a book.