

SYLLABUS

COURSE INFORMATION

FREEDOM:

The ability to make choices that best harmonize your life with your past, present, and future relationships.

DEMOCRATIC AIM OF EDUCATION:

To increase individual freedom and social cooperation by reducing ignorance, fear, and selfishness.

EDUCATIONAL PHILOSOPHY:

The object of study is the subject of the self for the benefit of others, and it requires a quiet place to discipline the mind.

LITERATURE'S ROLE IN EDUCATION:

To create understanding of self, others, and the world via the language arts, specifically poetry, fiction, and drama.

KEY COURSE LEARNING TERMS:

ATTEND, ASPIRE, ATTITUDE, ANALYZE, APPLY, AGAIN

Title: English 2331: Introduction to World Literature

Day, Time, and Location: Summer II 2020: July 6 – August 5, 2020

Description: 2331/ENGL 2331 **Introduction to World Literature (3-0)**. A study of diverse works by writers from various countries. Emphasis on reading, comprehending, appreciating, and thinking critically about the selected works within the context of the culture and literary history of the works' origins.

Learning Objectives: ENGL 2331 fulfills the core curriculum requirement in Philosophy, Language, and Culture, and by the end of this course you should be able to

1. Understand the role of literature as an expression of values and interpretation of human experience.
2. Understand and apply methods of responding to literature analytically.
3. Understand the form, function, scope, and variety of literature, including specialized terminology.
4. Understand the interactive relationship between history, culture, and literature.

Students in sophomore literature will also practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations.

1. Critical thinking will be demonstrated in reading quizzes, written analyses, or examinations.
 - Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.
2. Communication will be demonstrated in reading quizzes, written analyses, or examinations.
 - Students will develop, interpret, and express ideas through effective written communication.
3. Social responsibility will be demonstrated in written reflection on readings.
 - Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.
4. Personal responsibility will be demonstrated in reading quizzes, written analyses, or examinations.
 - Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

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: By email and video conference as requested.

Online Presence: More information about me is at the following locations. Department:

<https://www.angelo.edu/content/profiles/630-laurence-e-musgrove>

Website: www.laurencemusgrove.com Instagram: lemusgro

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.

ADDITIONAL COURSE INFORMATION

Required Technology

This online course will be available through the University's Blackboard platform and will be best engaged with a desktop or laptop. All lectures and all reading and writing assignments will be listed in our Blackboard course. All writing assignments will be composed or uploaded to our Blackboard course. You will also require network access and software applications available for word processing, presentation creation, and video recording.

Required Textbooks available through University Bookstore

Flash Fiction International

Poetry of Impermanence, Mindfulness, and Joy

List of Assignments

1. Reflections
 - a. 16 Daily Reflections on Readings
 - b. 5 Practices in Literary Analysis
 - c. Midterm Reflection: 5 short answer
 - d. Final Reflection: 5 short answer
2. Readings
 - a. 10 Narrative Choices
 - b. 9 Poetry Choices
3. Exams on Glossary of Terms

- a. Midterm: 20 matching
- b. Final: 20 matching
- 4. Short Answer Analyses
 - a. Midterm: 10 answers
 - b. Final: 10 answers

Individual Assignment Grades for Reflections, Practice Analyses, and Presentations

3=Fulfilled more than the stipulated minimum requirements of the assignment

2=Fulfilled the stipulated minimum requirements of the assignment

1=Did not fulfill all of the stipulated minimum requirements of the assignment

0=Did not fulfill most of the stipulated minimum requirements or did not submit assignment by due date and time

Grades for 10 Answer Exams and Short Answer Analyses

10-0

Brief Description of Assignments

1. Daily Reflections: Brief entries in response to lectures and reading assignments.
2. Practices in Literary Analysis: Brief entries demonstrating practice in literary analysis.
3. Midterm Reflection: Brief essay on learning accomplished by midterm.
4. Final Reflection: Brief essay on learning accomplished by the end of the course.
5. Midterm Exam: Exam on narrative terms in glossary.
6. Final Exam: Exam on poetry terms in glossary.
7. Midterm Short Answer Analysis: 10 short answer prompts on selected narrative.
8. Final Short Answer Analysis: 10 short answer prompts on selected poem.

% of Final Grade

1. Daily Reflections 50%
2. Practices in Literary Analysis 10%
3. Midterm Reflection 10%
4. Final Reflection 10%
5. Midterm Exam 5%
6. Final Exam 5%
7. Midterm Short Answer Analysis 5%
8. Final Short Answer Analysis 5%

Final Grade Calculation:

All assignments must be submitted to receive a passing grade.

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

Tentative Schedule
 English 2331: World Literature
 July 6 – August 5, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	July 6	July 7	July 8	July 9	July 10
Lecture	1. Course Overview: Attend, Analyze, Apply 2. What Happens When We Read and Write: Practice in Relationships	3. Wisdom in World Literature 4. Choices in Literary Response	5. Formal Causes of Beauty in Narrative	6. Narrator in Narrative	7. Character in Narrative
Reading		Story 29-42	Story 43-61	Story 62-80	Story 81-101
Writing	Reflections 1 and 2	Reflections 3 and 4	Reflection 5	Reflection 6	Reflection 7
Week 2	July 13	July 14	July 15	July 16	July 17
Lecture	8. Setting in Narrative	9. Plot in Narrative	10. Balance in Narrative	11. Narrative Analysis Practice	12. Narrative Analysis Practice
Reading	Story 102-121	Story 122-138	Story 139-160	Story 161-181	Story 182-202
Writing	Reflection 8	Reflection 9	Reflection 10	Reflection 11	Reflection 12
Week 3	July 20	July 21	July 22	July 23	July 24
Lecture			13. Formal Causes of Beauty in Poetry	14. Shape in Poetry	15. Line in Poetry
Reading	Story 203-222			Poetry 3-21	Poetry 22-44
Writing	Midterm Exam and Analysis	Midterm Reflection	Reflection 13	Reflection 14	Reflection 15
Week 4	July 27	July 28	July 29	July 30	July 31
Lecture	16. Music in Poetry	17. Comparison in Poetry	18. Balance in Poetry	19. Poetry Analysis Practice	20. Poetry Analysis Practice
Reading	Poetry 45-65	Poetry 69-86	Poetry 87-107	Poetry 108-125	Poetry 129-145
Writing	Reflection 16	Reflection 17	Reflection 18	Reflection 19	Reflection 20
Week 5	August 3	August 4	August 5		
Lecture	21. Poetry Analysis Practice				
Reading	Poetry 146-163	Poetry 164-183			
Writing	Reflection 21	Final Exam and Analysis	Final Reflection		

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.

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

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.

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.

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.

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.

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

Student's Last Name #

Student's Name

Professor Musgrove

English 1301

Date

Version Number or Description

Original Title

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 need 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.