



Writing Strong Expository Papers for College

English 101



Andrew Rusnak



Writing is a skill that is learned, but does nothing to reduce levels of frustration once you've learned it. The greatest writers in the world are the most frustrated. Get used to it.

Stress Reduction Kit



Directions:

1. Place kit on FIRM surface.
2. Follow directions in circle of kit.
3. Repeat step 2 as necessary, or until unconscious.
4. If unconscious, cease stress reduction activity.



Student Essay Checklist

I will not grade your essay and you will lose one letter grade if the following conditions are not met when you first turn your essay in:

My essay:

- Has a separate page where I've listed: 1) My thesis statement; 2) Five reasons why I believe my thesis statement reflects a powerful argument; and 3) Five reasons why my thesis statement is not solid or there are gaps in the position I've taken. The five reasons why my thesis statement is solid and the five reasons why it may not be **MUST** all be included in my paper.
- Is the right word count _____ and is on time_____.
- **Uses six legitimate outside references.** Direct quotations or paraphrasing must be 20 percent or less of your overall content. Do not string quotes together. **Two of these sources must be graphs, charts, diagrams that support your position.** Legitimate sources are academic research. (You may use magazines, journals, books, LEGITIMATE websites. You may not use, dictionaries, Wikipedia, or other such references) _____.
- Uses at least two direct quotations from the primary source (this does not include the 5 outside sources) _____.
- **Uses APA format,** with parenthetical references in the body of the narrative and a properly formatted References page _____.
- Has a thesis statement that is underlined _____.
- Has the checklist attached _____.

Student Essay Checklist (Continued)

The following items are considered to be part of the learning process. I may still ask you to revise and work on some of these:

- Has an original and creative title _____.
- **Has a well-developed/thought out, concise, strong thesis statement** that declares a purpose and/or position, and functions to point the reader in the direction I intend to go. I understand that the thesis is the one stand alone statement in the text that can be extracted and offered as a guide for the reader. Elements in the thesis are used as an outline and to structure the essay. The thesis statement should be preceded by a good introduction and followed by a transition to the next paragraph, to the body of the essay _____.
- **Has a well-developed body, overall organization/structure and content.** The body of my essay works hard to elaborate and expand on those salient elements outlined in the thesis. There is a mathematical arrangement where the main points in my thesis are the main focus or topic of each subsequent paragraph. There are no redundancies and each idea is well-thought out and developed beyond cliché and common thought so that it is personal, original, and imaginative. My essay maintains a well-mapped structure with strong logic, coherent paragraphs, and overall cohesive unity_____.
- **Uses effective sentence variation, clarity, and relevant word choice.** My sentences vary in length and **arrangement** to create smooth narrative flow. My word choice accurately reflects definitive knowledge of subject matter, reactions, and reflections _____.
- **Is free of grammatical (mechanics and usage) errors _____.** (If you are struggling with grammar and/or mechanics issues, I will ask you to complete exercises from the website to be turned in with your revision or the next paper.)
- Has been given to someone to proofread for me _____.
- Avoids redundancy and cliché _____.
- Is stapled in the upper left corner and does not use plastic covers or unnecessary folders _____.

Student: _____ Signature: _____ Date: _____ Essay#: _____

This checklist is your guide to all of your essays this semester. You must turn in one completed form with each essay.

Buy a grammar text!

Those of you in English 101 who are reading Stanley Fish's *How to Write a Sentence and How to Read One* must also purchase a grammar text. When I grade your papers, I will refer to certain concepts of grammar, punctuation, mechanics, organization that are listed on the completed Essay Response form that you will attach to each assignment you turn in. It is your responsibility to study these in the grammar text. You will have an opportunity to correct the mistakes on your returned essay for a better grade. Also, you will need to demonstrate improvement on the next essay.

Examples include:

- The Little Seagull Handbook;
- McGraw Hill Handbook of English Grammar and Usage;
- The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment;
- Merriam-Webster's Guide to Punctuation and Style;
- The Bedford Handbook; or
- Prentice Hall Handbook for Writers.

I don't care which one you purchase, or if you use online resources like the Purdue Owl, you must have access. Find something you can use.



The first page of your essay is really similar to, but not exactly, an outline. This is what that page should look like:

Name: _____

Paper Number and Title: _____

Thesis Statement: _____

5 reasons why I believe my thesis statement is true and supportable:

1. _____
2. _____
3. _____
4. _____
5. _____

5 reasons why my thesis statement is no fully supportable or has gaps in the argument:

1. _____
2. _____
3. _____
4. _____
5. _____

On Time

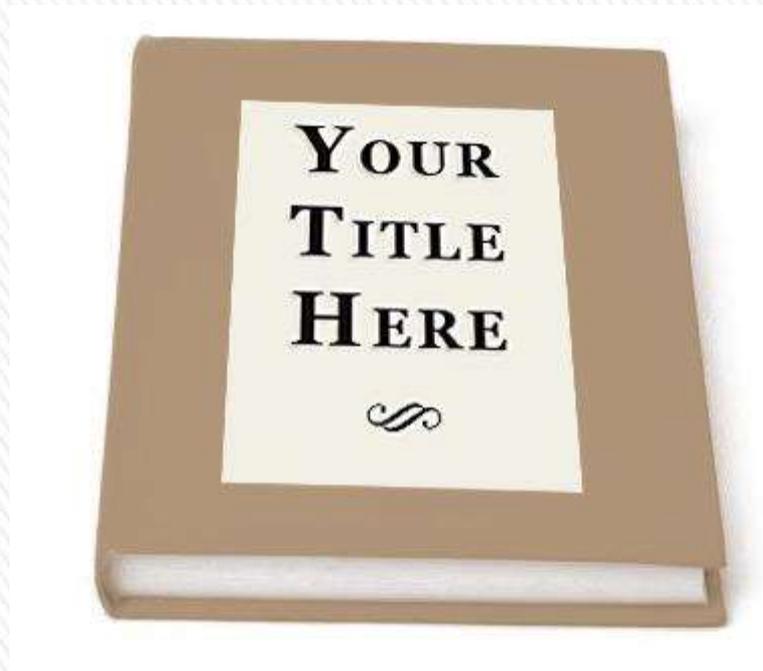


Turn your papers in on time. If you have a family emergency, let me know about it.



On Titles

Title your essay in a way that cleverly, creatively, reflects your thesis position. DO NOT use the title of the text or film that you are writing about as the title for your own essay! Be creative! Also, use title case. “Your Title Here,” not “Your title here.”

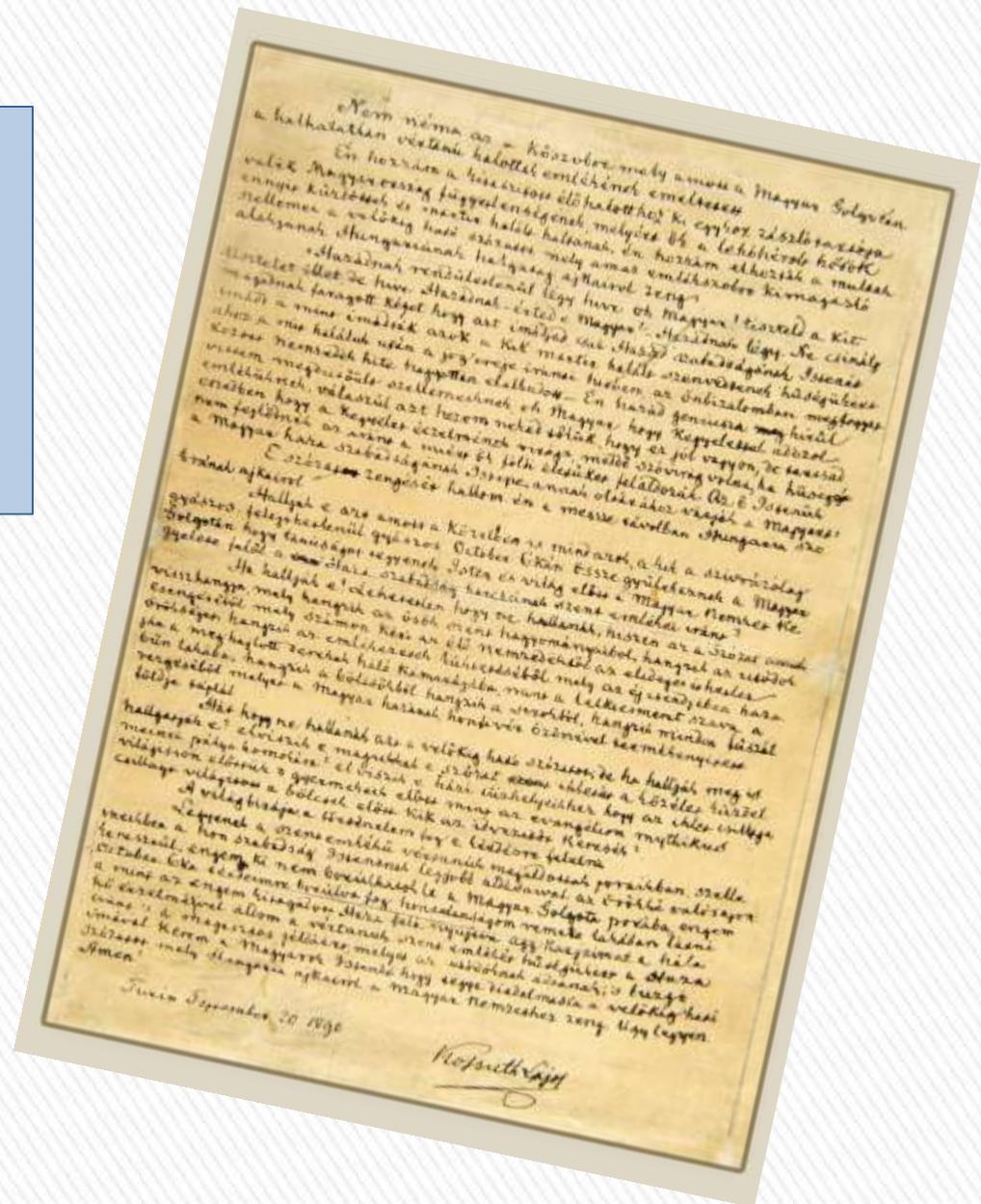


On First Paragraphs

All first graphs of expository papers must include:

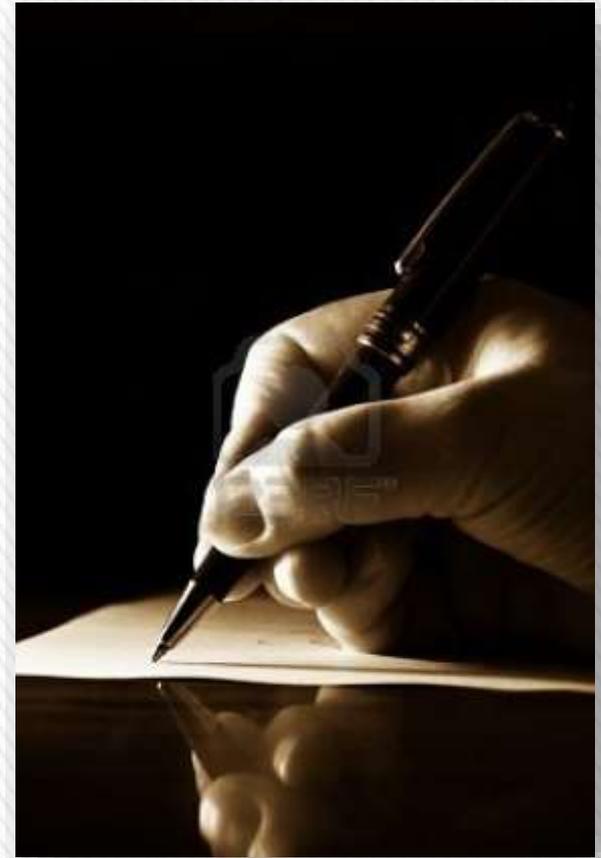
- 1) Introduction;
- 2) Thesis;
- 3) Transition.

This does not mean that you need three corresponding sentences to meet the three obligations above. You can, depending on the assignment, meet this criteria in one sentence.



On Thesis Statements....

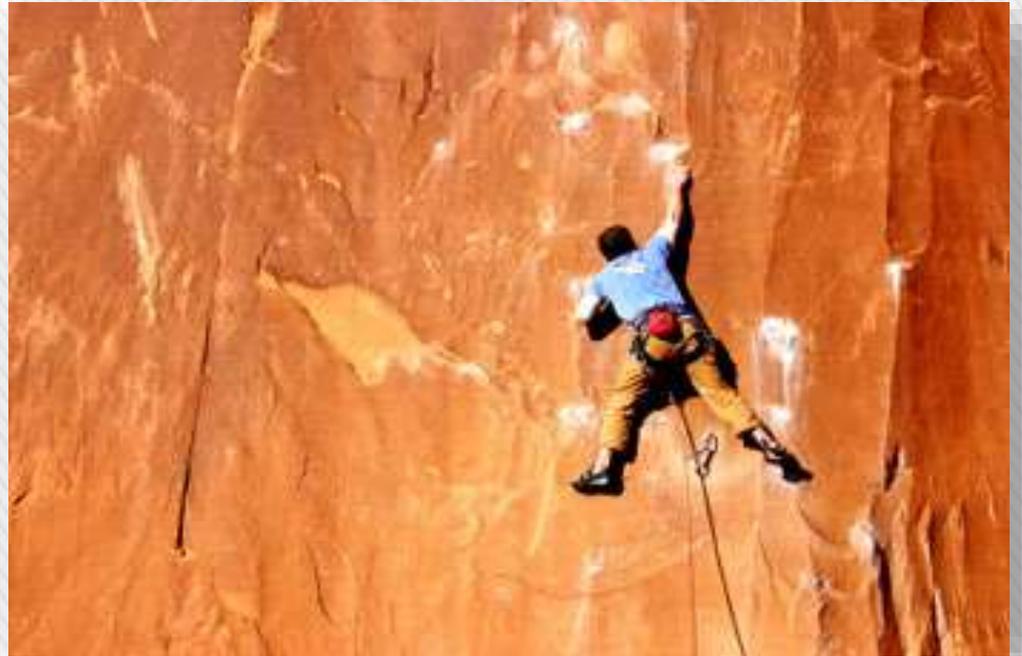
The kinds of essays, responses, or research you will be writing require you to explain something to an audience. This explanation may take the form of an analysis, an argument/persuasion, or a description stemming from a series of observations. Analyzing, arguing (taking a position), describing, comparing, contrasting, whatever the specifics of the assignment, this kind of writing requires a strong thesis or position statement.



You must underline your thesis statements in your essays.

On Thesis Statements....

- Explains in detail to the reader the importance of the subject the writer decides to write about;
- Makes a claim, takes a position;
- Takes the general subject matter explained in the title, and narrows it down into a specific, detailed statement;



On Thesis Statements....

- Functions as a compressed summary of the essay;
- Guides the reader by outlining the paper;
- Unifies the writer's and reader's thoughts; and
- Is usually one sentence (no more than two) in the introduction of the essay.



Assignment

Read these two essays located on the website:

“Still Life, “ by Skip Hollandsworth

“Dangerous Game,” by Sean Gregory

Respond to the question:

Given the mounting medical evidence that full-contact football can likely lead to acute head trauma as well as long-term complications affecting cognitive ability, is youth football safe today? Would you let your son play?

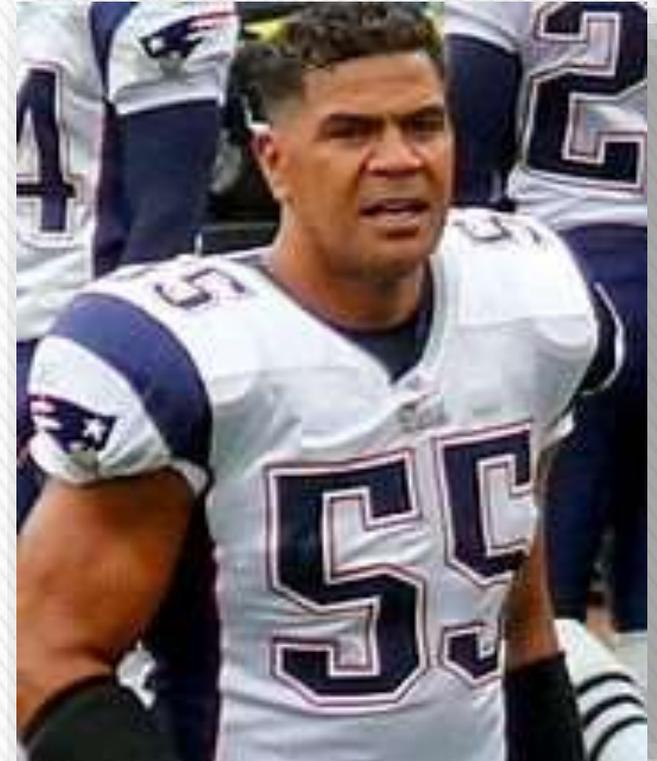
<https://www.youtube.com/watch?v=gtCgquOsXeo> Hits, 4 min

https://www.youtube.com/watch?v=J9qGJK_Ysps High School Football Hits, 1:24

<http://www.maxpreps.com/news/7ac54ioYBUCYAbiWFgOA5w/video--top-5-high-school-football-hits-of-2014-.htm> High School hits, 3 Min

<http://tv.esquire.com/videos/71644-friday-night-tykes-season-two-bigger-faster-tougher> Friday Night Tykes, 2:17

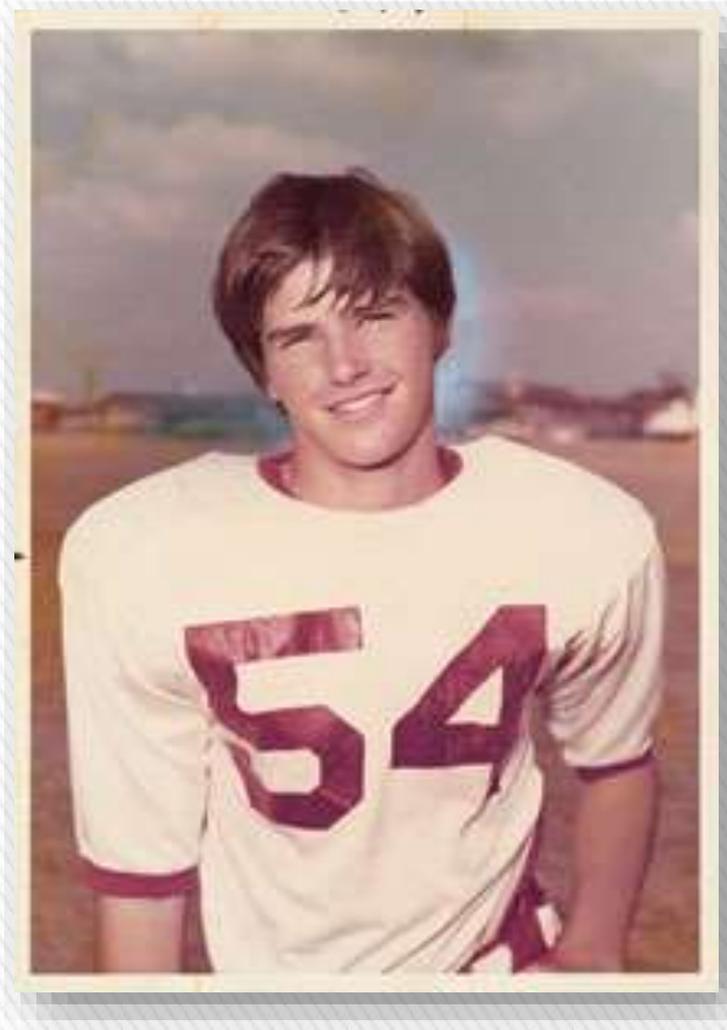
<https://www.youtube.com/watch?v=PUMCBRIHa7M> Ravens Hardest Hits



Why does our culture celebrate pro football so much?



Still Life: The title, *Still Life* has two meanings. What are they? When the McClamrock family was told after John's football accident that 95% of families don't make it if they try to care for paraplegics at home, Ann, John's mother, said we are taking our child home? What would you have done? Did God abandon Ann McClamrock, as the writer, Skip Hollandsworth, suggested some of her neighbors may have thought? Given the attention today on concussions in pro football, and the stories that surface from time to time about accidents like John's still happening in high school football, would you let your son play?



John McClamrock, pre-accident



From *Still Live*

p.51: One of the staffers took a breath. “We’ve found that ninety-five percent of the families that try to take care of someone in this condition cannot handle it,” she said. “The families break up.” She handed them a sheet of paper. “These are the names of institutions and nursing homes that will take good care of him.”

Ann nodded, stood up, and said, “We will be taking Johnny home, thank you.” A relative arrived with a station wagon, John was loaded into the back, and the McClamrocks returned to Northport Drive, where a newspaper photographer and some friends were waiting. Mac, Henry, and a couple of others carried John, who was wearing his Hillcrest football jersey, into the house. They twisted him into a sort of L shape as they turned down the hall and turned again into the guest bedroom, where they laid him on a hospital bed with a laminate headboard.

Every morning before sunrise, she got out of bed, did her makeup and hair, put on a nice dress or pantsuit, dabbed perfume on her neck, and walked into John’s room. She shaved him, clipped his nails, brushed his teeth, gave him a sponge bath, shampooed his hair, and scratched his nose when it itched. She fed him all his meals, serving him one bite of food after another, and she taped a straw to the side of his glass so that he could drink on his own. She changed his catheter and emptied the drainage bag when it filled up with urine, and she dutifully cleaned his bottom as if he were a newborn whenever he had a bowel movement. To prevent bedsores, she turned him constantly throughout the day, rolling him onto one side and holding him in place with pillows, then rolling him onto his back, then rolling him to his other side—over and over and over.

From Monday through Saturday, she almost never left the house. On Sunday mornings, she went to Mass at Christ the King Catholic Church, lit a candle for John, and put a \$10 check in the collection box. Afterward, she drove to Tom Thumb, the same one where John used to work, to buy groceries. Once a month she’d treat herself to a permanent at the hair salon at JCPenney. But that was it: Every other minute was devoted to John.



From *Still Live*

On March 18, Henry drove Ann to JCPenney to get her hair done before he took her to the rehabilitation facility. Because she was so feeble, Henry put her in a wheelchair. He pushed her into John's room, where she immediately began to check his catheter and inspect the bandages on his bedsores. "Mom, it's okay," John said.

She smoothed John's hair along the temples. She touched his forehead, and she slowly ran her hand down one side of his face, past his cheekbones and the curls of his hair. She said, as if she knew what was about to happen, "Johnny, we'll be back together soon."

"I know we will," John said.

Then he told his mother something he had never said before. "I know how hard it's been for you."

"Hard?" Ann asked. "Johnny, it's been an honor."

Henry took her home, helped her into her bed and made sure she had her prayer of thanksgiving card. After she fell asleep, he drove back to the rehabilitation facility to check on John one last time. A nurse greeted him at the door. John had died about thirty minutes earlier, she said. He had closed his eyes and quietly drifted away, not making a single sound.

66: Eight weeks after John's death, Ann died in her bed, her prayer of thanksgiving card on the bedside table. Henry was sitting beside her, holding her hand. He had her cremated and her ashes put in an urn, which he decided to bury in the ground directly over John's casket, at a cemetery near Love Field. At her service, the same priest who had presided over John's funeral said, "We send off Ann today to be with the son she loved. We send her to the mansions of the saints." The priest was about to say something else about Ann, but he saw Henry holding his hands to his face. "And may God bless Henry, who gave his life to his family," the priest said. "God bless Henry."



Cont.

Play Type

Between 1977 and 2009, 41 percent of catastrophic injuries to 126 players below the professional level happened while tackling and 20 percent of those -- 62 players -- while tackling with the head down. Catastrophic injuries have the potential of leaving the player physically or mentally impaired for life, but some players have complete recovery. Tackled players represent 8.8 percent -- 27 players -- of serious injuries. Players making a tackle on the kickoff accounts for 5.5 percent, or 17 players, who had a serious injury.

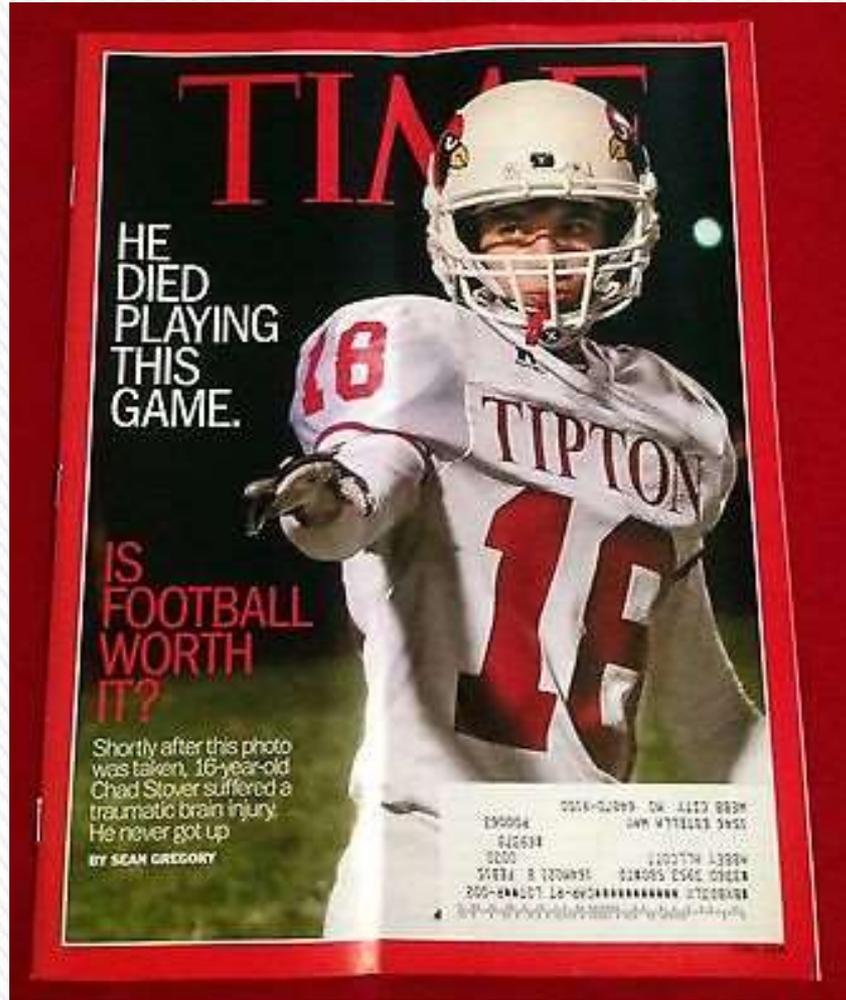
NFL Concussions Increase in Severity

A 12-year study suggests that players were sidelined for a significantly longer period after concussions between 2002 and 2007 than from 1996 to 2001. The data analysis, conducted by former members of the NFL's Mild Traumatic Brain Injury Committee and summarized in an Oct. 2010 "HealthDay News" article, concluded that this trend was due to increased concussion severity, increased willingness on the part of players to report concussions and NFL medical staffers adopting a new conservative approach for concussion management.



John McClamrock and his mom Ann





The story of 16-year old Chad Stover

<https://www.youtube.com/watch?v=7zGmrmN4XIA> Chad Stover 6:30



From Gregory's *Time* story:

Nowhere is this discussion more urgently needed than in the cherished culture of high school football. In a study on concussion rates in high school sports published on Sept. 17, researchers at the Colorado School of Public Health found that football had the highest incidence of the brain-rattling impacts—nearly 45% more than the runner-up, girls' soccer. That rate, which accounts for games and practices, more than doubled for high school football players from 2005 through the 2013–14 school year. This steep increase reflects greater awareness of concussion risks: kids, coaches and parents are more likely to report head injuries. It also raises questions about the nature of the game.

What's more, it doesn't take a concussive hit to cause lasting damage. A recent study of 25 college football players with no formal concussion history, published in the *Journal of the American Medical Association*, found that the players had significantly less than normal volume in the hippocampus, the region of the brain that controls memory. In April, researchers from the University of Rochester published a study showing that the brains of another group of college players with similarly concussion-free records had significant changes in their white matter, which is crucial for basic cognitive functions.

Even football's youngest, smallest players are susceptible to brain injuries. Virginia Tech's biomedical-engineering department tracked 19 boys ages 7 and 8 during the 2011 and 2012 seasons. The researchers counted 3,061 blows to the heads of the boys, 60% of which occurred in practice. None of the kids suffered a concussion, but some of the shots they took were brutal: 11 of the hits registered a g-force of 80 or greater. "That's the level you might see in car crashes," says Stefan Duma, a Virginia Tech professor.

As the risk of concussions and brain trauma has become better understood and more widely known, fewer young people are playing the game. From 2007 to 2013, tackle-football participation fell 26.5% among U.S. kids ages 6 to 12, according to the Sports & Fitness Industry Association—the sharpest decline of any major team sport. The falloff is happening across the U.S., from New Hampton, Iowa, which scrapped its third- and fourth-grade tackle leagues in favor of flag football, to Marshall, Texas, in the heart of Friday Night Lights country, where seventh-graders are no longer allowed to play full contact.

From Gregory's *Time* story (cont.) :

“Would you let your son play football?” has become an increasingly popular question to ask of former pros, who now know that the price of playing is a haunted retirement spent watching for signs of dementia. Even the President of the United States has weighed the safety issue. “I’m a big football fan, but I have to tell you, if I had a son, I’d have to think long and hard before I let him play football,” Barack Obama said last year. (He later said he wouldn’t let his hypothetical son play in the pros.)

Hoping to reverse this slide, leagues from Pop Warner to the pros are regulating the amount of contact in practice. In July, California adopted a law banning full contact—like blocking and tackling—in youth football during the off-season while limiting it to three hours per week in season. Arizona, Michigan and Texas have adopted contact limits. At the college level, conferences like the Pac-12 and Ivy League have set a weekly cap on full-contact hours. Even the NFL now allows teams just 14 full-contact practices during the regular season.

But those rules apply only to practices. Football is, at its core, a violent sport. In games, every play is a collision of bodies—and often brains. And the potential for danger is particularly acute at the high school level, where concussion rates are 78% higher than in college football, according to the Institute of Medicine. Eight people died playing football in 2013, the highest toll since 2001, when there were nine, according to the National Center for Catastrophic Sports Injury Research at the University of North Carolina. All were high school players. During the 2013–14 academic year, no other high school sport directly killed even one athlete.

The 1.1 million high school football players are too old to be coddled in peewee leagues but often lack the medical care and support available to college and pro players. There is no national organization governing high school play, so each player’s safety depends in part on whatever local regulations exist and the vagaries of school budgets. It’s at this level, perhaps more than any other, that we need to ask a fundamental question: How much risk is too much?

Percentage & Statistics for Football Players & Serious Injury, June 2011, Victoria Weinblatt

Football at the collegiate level produces the greatest amount of catastrophic injuries compared with any other sport, according to the Annual Survey of Catastrophic Football Injuries. The majority of catastrophic football injuries are associated with defensive players blocking and tackling. To help prevent football injury, the American Academy of Orthopaedic Surgeons recommends wearing proper protective gear, stretching before and after playing -- especially when the weather is cold -- and frequent water breaks to prevent dehydration.

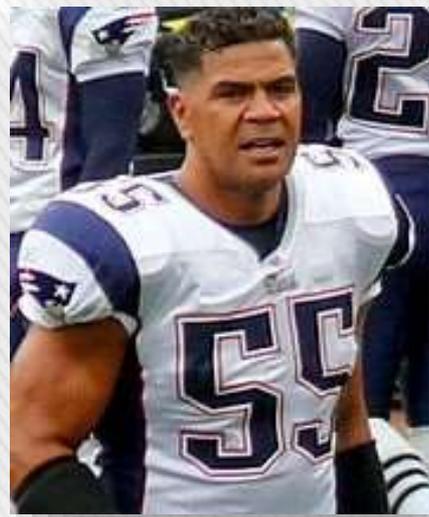
Youth Emergency Room Visits

Between 2001 and 2005, U.S. males of all ages made an estimated 1,060,823 emergency room visits with football-related injuries, according to an analysis of data from the National Electronic Injury Surveillance System-All Injury Program performed by the Injury Prevention Center at Rhode Island Hospital. The results, reported in the March 2009 issue of the journal "Academic Emergency Medicine," showed that for boys 7 to 11, 29 percent presented with fractures or dislocations and 27 percent with sprains or strains. In the 12-to-17-year-old age group, 31 percent presented with sprains or strains and 29 percent with fractures or dislocations.

Cervical Cord Injuries

Seven cervical cord injuries with incomplete neurological recovery occurred to football players at the high school level and one occurred at the college level, according to the 2009 Annual Survey of Catastrophic Football Injuries. This makes the rate of this serious injury 0.46 and 1.33 per 100,000 players, respectively. The majority of cervical cord injuries occur during games. Between 1977 and 2009 -- including the nine players previously mentioned: 253 high school players, 34 college players, six recreational players and 14 professionals suffered an incomplete recovery from a cervical cord injury.





<http://www.nfl.com/> NFL Website, Anything about safety?

<http://www.bing.com/videos/search?q=high+school+football+paralysis&view=detail&mid=4B15788846DF51B52B934B15788846DF51B52B93&first=0> Rob Kamosa paralyzed after high school football accident – 3min.

<https://www.youtube.com/watch?v=wFXLiVG-nIM> CCN Tykes report, 2:10

http://espn.go.com/espn/story/_/id/9976227/mo-football-player-dies-2-weeks-injury?src=mobile ESPN debating benefits of pop football, 6:15.

http://espn.go.com/espn/otl/story/_/id/8830344/study-junior-seau-brain-shows-chronic-brain-damage-found-other-nfl-football-players Seau video 3 min.

<http://www.pbs.org/wgbh/pages/frontline/league-of-denial/> Frontline, League of Denial, 113:41

<http://www.pbs.org/wgbh/pages/frontline/sports/concussion-watch/researchers-discover-28-new-cases-of-brain-damage-in-deceased-football-players/> Researchers Discover 28 New Cases of Brain Damage in Deceased Football Players, article

<https://www.youtube.com/watch?v=VknNEe-5Dhw> Steve Almond, 6 Min

<https://www.youtube.com/watch?v=gWjcmzm6uBE> Football Debate with Steve Almond and Greg Easterbrook, 55 Min

<https://www.youtube.com/watch?v=CgVKMPQ84yE> Steve Almond ("Against Football") on Outside the Lines, 21 Min

http://espn.go.com/espn/otl/story/_/id/12496480/san-francisco-49ers-linebacker-chris-borland-retires-head-injury-concerns Chris Borland On His Decision To Retire after one year, 5 Min



Thesis Option #1

What happened to John McClamrock, in “Still Life” by Skip Hollandsworth and Chad Stover in “Dangerous Games” is unfortunate, but according to many sources, youth football, if it is taught and practiced with skill and respect for the right way of doing things—tackling and blocking for instance—and players wear the correct equipment, is safe and I would allow my son to play. Accidents do happen and they can happen anywhere.



Thesis Option #2

What happened to John McClamrock, in “Still Life” by Skip Hollandsworth and Chad Stover in “Dangerous Games” is more than unfortunate, it is tragic. Given that new medical research indicates that significant and constant head trauma can cause long-term cognitive impairment and that the nature of the game of football is conducive to serious, life-threatening injury such as paralysis, I would not let my son play.



Remember:

It's not about being right or wrong, it's about finding the right questions to ask so that you can adopt a position you can defend.



The thesis should be located in the first paragraph. The first paragraph of expository writing should contain three elements:

- Introduction;
- Thesis; and
- Transition.

We believe the constructions in this paper would be more generally applicable, so long as the semantics can be represented as sets and sensible notions of composition can be defined in some pointwise manner on their elements (in this paper it is sets of lists and list concatenation; see Definition 5.7).

Technical overview. The meat of this paper is some concrete calculations on nominal sets. The key technical facts are Theorems 3.14 and 3.16 and Proposition 4.6. The key definitions are Definitions 3.7, 4.5, and 5.7. The main theorem is Theorem 6.4.

Nominal sets were developed to represent syntax with binding; see [15] or a recent survey [13]. In this paper we use nominal sets to interpret sets of traces with atoms. The notions of names and free/bound names we use are exactly those from [15]; namely atoms and supporting set/freshness.

To the reader familiar with nominal sets, name-restriction $va.X$ will be no surprise; Proposition 4.6 characterises it as a variation of atoms-abstraction $[a]x$ from [15] (see [13, Definition 3.8 and Lemma 3.13]). Readers familiar with presheaves will recognise this as a sets-based presentation of δ from e.g. [8] or [21]; see [16,7] for further discussion.

The difference, which is significant, is that X and $va.X$ are of the same type (both are sets of traces); our name-restriction is not a monad in the sense of [22], though it does a similar job. More on this in the Conclusions.

Given that behaviour is modelled as ‘just sets’ and not wrapped up in an explicit abstraction, the challenge is that in composition $X \circ Y$, bound atoms in Y should somehow be detected and renamed to avoid capture with free atoms in X (see Remark 5.8), and vice-versa.

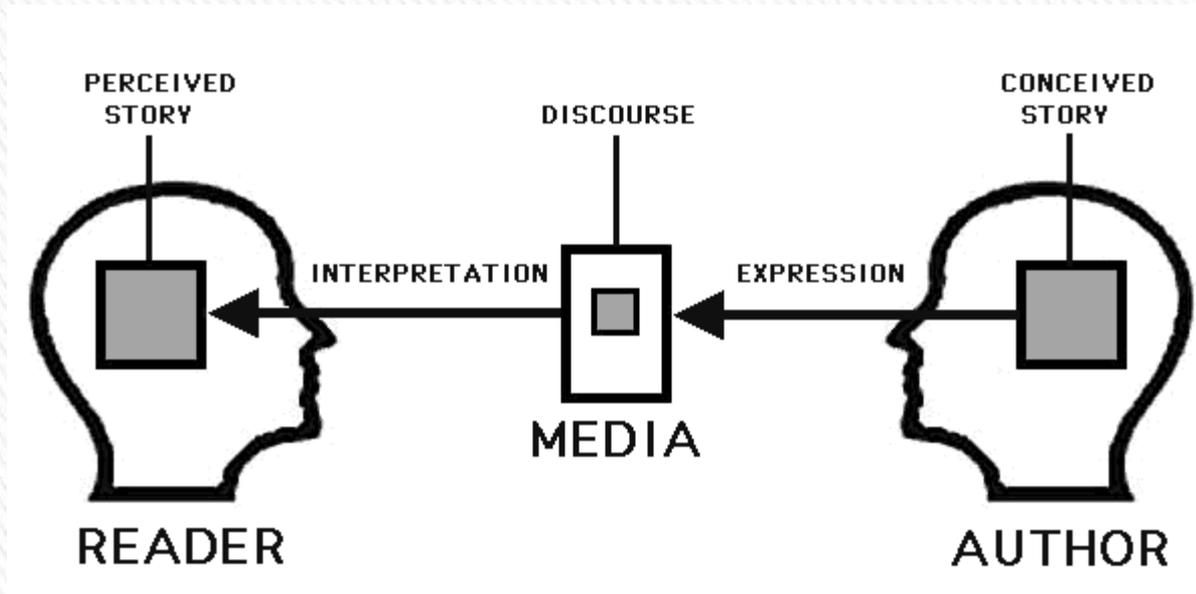
We use *maximal positive planes* as a foundational data structure for a notion of capture-avoiding language composition. Planes (Definition 3.3) are from [12] and were used to model capture-avoiding substitution. Positive planes are new (Definition 3.7), as is the connection with ν (Proposition 4.6). Arguably, planes and positive planes are as interesting as their application in this paper and we expect them to be useful in the future.

We conclude with an axiomatisation in the style of Kleene algebras and a proof of soundness (Section 6).



On Narrative and the Body of Your Work

What constitutes a strong narrative?



Well-developed body, overall organization/structure and content:

- The body of your essay works hard to elaborate and expand on those salient elements outlined in the thesis. There is a mathematical arrangement where the main points in your thesis are the main focus or topic of each subsequent paragraph. Remember your thesis and the narrative of your essay are always connected;
- There are **no redundancies** and each idea is well-thought out and developed beyond cliché and common thought so that it is personal, original, and imaginative. Do not repeat yourself. Do not use such phrases as, “Mirror neurons mean we are ethical and virtuous,” two words that mean the same thing;
- Your essay must maintain a well-mapped structure with strong logic, coherent paragraphs, and overall cohesive unity.



Well-developed body, overall organization/structure and content:

- **There must be effective sentence variation, clarity, and relevant word choice. Do not start each sentence with the same syntactical arrangement. Do not start each sentence in a sequence, for instance, beginning with “The” this or “The” that. Mix up how your sentences are arranged. Study sentence variation;**

OUT ON THE BIG DRY we had to kill to live:

Come October, we'd herd a yearling lamb into the west pen, throw it some good flakes of alfalfa hay. It'd be grass-fat by then, nearly tame, just chewing, and looking around, and chewing. My father, his black hair bright and wild in the early winter light, would put the rifle barrel in its soft ear and pull the trigger. We were nearly two hours away from the nearest supermarket. And even if we were closer, we couldn't afford it. We ate lamb all winter—lamb chops and leg of lamb and lamb stew with garden peas my mother canned. All kinds of lamb.

But on Sunday, we almost always pulled a fryer out of the freezer for dinner. Butchering chickens was an all-day affair, a late-summer festival of sorts, a kind of prairie celebration. We put on our old jeans and stained snap shirts and ate a big breakfast of hamburger steak, eggs, and potatoes. My mother and grandmother set up aluminum basins of hot water for the plucking. My father and grandfather sharpened knives and hatchets. And when everything was finally ready, they sent us children into the coop.

— From Joe Wilkins, *Out West*



- Your sentences must vary in length and arrangement to create smooth narrative flow. Your word choice must accurately reflect definitive knowledge (what you know) of the subject matter, reactions, and reflections. Maintain an awareness of the following:

Active verbs – Keep your sentences active as opposed to passive. For instance:

“The professor teaches the students” is a better sentence than “The students are taught by the professor.”

Emphasis – What’s supposed to be emphasized, should be.

Variety – (See above)

Parallelism/Parallel Structure – Keep your sentences and clauses parallel. For instance “She likes running, writing, and to bake” is not acceptable. “She likes to run, write, and bake” is. “She likes running, writing, baking” is correct but not active.

Mixed constructions – Your sentences have to make logical sense. For instance, “The fact that the marathon is twenty-six miles, a length that explains why I never have finished it” does not make sense.

Shifts – “She caught the ball and then throws it to the catcher for the out” caught is past tense and “throws” is present. These should be consistent. “She caught the ball and threw it to the catcher for the out.”

Dangling modifiers – “Having finished the test, Bob opened a beer.” Bob opened the beer is clear, but who finished the test is not. “Bob finished the test and then opened a beer.”



- Your sentences must vary in length and arrangement to create smooth narrative flow. Your word choice must accurately reflect definitive knowledge (what you know) of the subject matter, reactions, and reflections. Maintain an awareness of the following (cont.):

Fragments –

Subject/Verb Agreement –

Pronoun/Antecedent Agreement –

Run on Sentences –

Comma Usage –

Apostrophes –

Proper Quotation Marks and End

Punctuation –

Grammar Expert *Plus*



On Grammar ...

When I grade your papers and list what corrections need to be made, I may say, “go to the website to complete the exercises on:

- Apostrophes;
- Run on Sentences;
- Commas;
- Subject/Verb Agreement; or
- Sentence Fragments”;

You will need to make a copy of the exercise sheet, complete it and turn it in with either your revision or your next paper to receive a grade.



On Sources



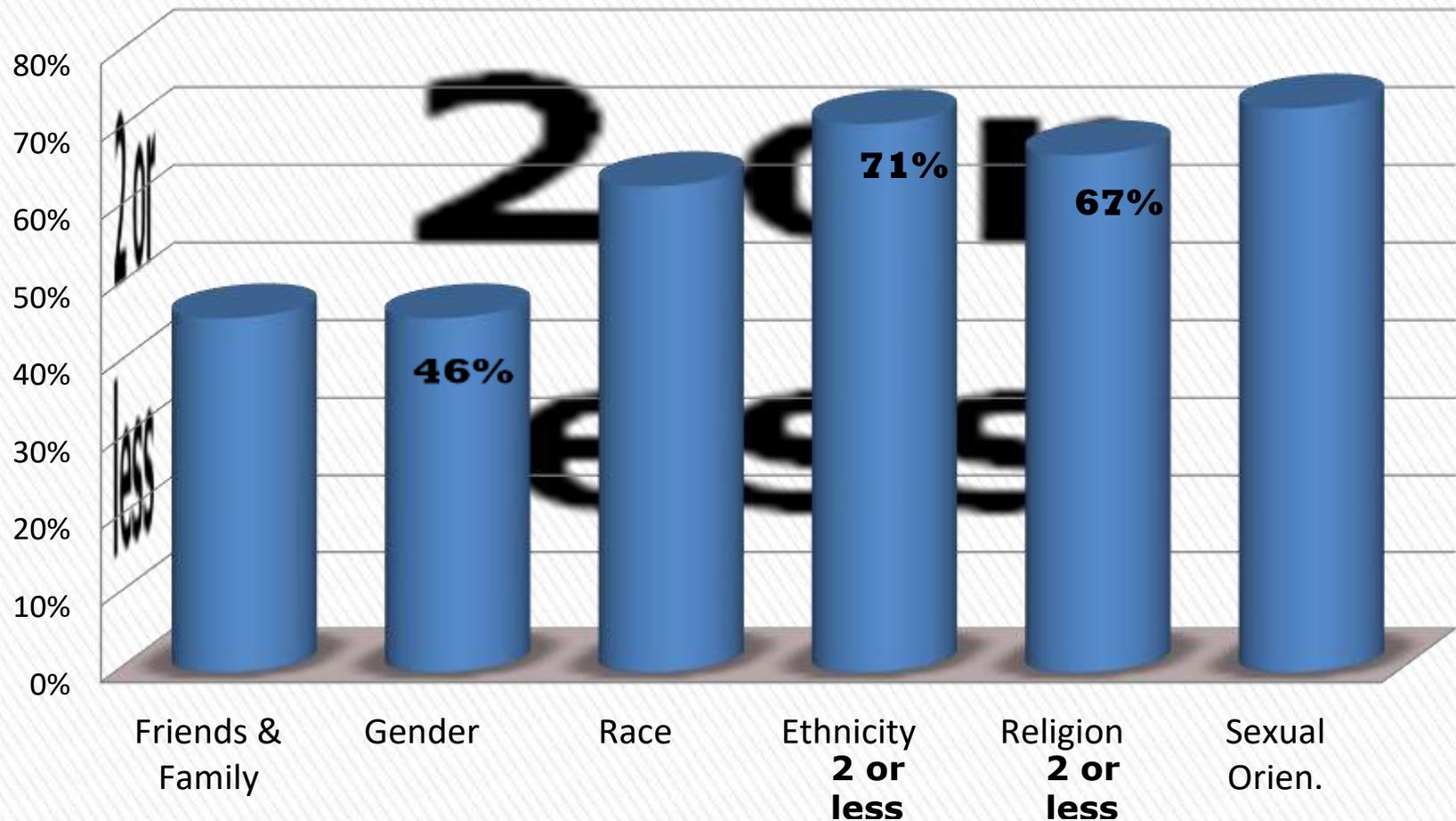
- Six legitimate outside references. Two of these must be charts, illustrations, graphs, or tables to promote your thesis. Direct quotations or paraphrasing must be 20 percent or less of your overall content. Do not string quotes together. Your sources must come from:
 - Researched and legitimate information;
 - Peer-reviewed journals;
 - Magazines with legitimately investigated content;
 - Websites if they are legitimate and the authors of the information are “credentialed,” subject-matter-experts.
- 2-3 direct quotes from the text or film.

**Do not use
dictionaries or
Wikipedia as a
source!**



On Sources Graph Example. You can recreate charts, tables, graphs, illustrations (you need two), just be sure to accredit the source. Or, you can simply cut and paste. The example graph below was created in Excel.

Student Survey: Your Relationship With Others (Pre-unit results)



On MLA or APA Format

You must use APA format

Which means that your citations within the narrative of the text must be set up correctly (the parenthetical references) and your “References” page must be formatted correctly. If you are a humanities major, familiarize yourself with MLA format, but for this class, use APA format. If you are going to major in social or natural sciences use APA format.

You can access online the correct formatting guidelines for either style. You do not need to purchase a separate text. You also can ask the CCBC librarian for a 2-page summary sheet of either the MLA or APA style guidelines. These are free for the asking.

Make sure you follow the guidelines. This includes correct spacing, indenting, italicizing, capitalizing, etc ... Do not forget page headers and abstracts (APA).

It is your responsibility to learn the format! Take the time to do so



Examples of MLA format in narrative of text.

Thunderduck 1

Mobius Thunderduck

Professor Quack

English 1302

April 1, 2007

Global Warming May Be Hazardous to Your Health

Can you imagine a planet where tropical diseases like malaria, cholera, typhoid, and dengue run rampant? Can you imagine asthma and respiratory diseases occurring in the majority of the population? Can you envision a world where heat strokes would become a common reason for death? All of this may very well happen here – on our planet – Earth!

Global warming was first detected back in 1896 by a Swedish chemist named Svante Arrhenius (Cooper 1). Just as Arrhenius predicted, during the last 50 years, emissions from industry have been the major influence on our changing world climate. The primary culprit is carbon dioxide that acts as a greenhouse gas, trapping solar radiation and heating up the earth (Calvin). “Since the late 1800’s, the global average temperature has increased about 0.7 to 1.4° F” (Mastrandrea and Schneider 232). Experts see the possibility that world temperatures may continue to increase another 0.5° F every ten years, causing drastic effects to our earth (“Greenhouse” 35). Since 1998, our earth has experienced the five hottest years in recorded time, with the hottest year being 2005 (Choo).

Just one of the effects of increasing temperatures may be the onset of new and unforeseen health hazards. Dr. Carlos Corvalan of the World Health Organization (WHO) says, “The evidence is accumulating, and ecological and human health impacts are expected. We are also concerned that the health impacts of global warming will strike hardest at developing nations, particularly the poorest” (qtd. in Agnew). Vasseur concurs saying, “...deaths, starvation, and infectious diseases have been predicted, especially in developing countries” (593). She warns that cholera, typhoid, and malaria could engulf areas that lack adequate hygiene, and that these diseases could continue to spread northward and southward beyond the tropics (593).

Disease outbreaks may be triggered as a result of extreme weather events, like droughts or heavy rainfall (“Early” 1). In the U.S., a prolonged drought in the ‘90s disrupted the ecosystem,



Examples of MLA Works Cited page.

Sample MLA Works Cited Page

Works Cited is a list of citations at the end of a research paper. A Works Cited page starts on a new page and is numbered as a continuation of the paper. Items in a Works Cited list are alphabetized by author. When no author is given, alphabetize by title, ignoring "A", "An" and "The" if one of these is the first word. Use a five space (5") indentation for all lines after the first line of a citation entry. Double-space the entire list.

Works Cited

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- "The Liberal Arts in the Age of Info-Glut." *Chronicle of Higher Education* 1 May 1998: B4-5. Print.
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- Thomas, Frank. "Dark Age." *Commodify Your Dissent*. Ed. Frank Thomas and Matt Weiland. New York: W.W. Norton, 1997. 255-72. Print.
- Washburn, Katharine, and John F. Thornton, eds. *Dumbing Down: Essays on the Strip Mining of American Culture*. New York: W.W. Norton, 1996. Print.



Examples of APA format.
APA format requires a title
page.

The Economic Impact of Katrina:

A Study of Long Term Effects

Belinda Patterson

University of Oklahoma

Economics 200N

Dr. Wu

September 23, 2005



Examples of APA format. You do not have to prepare an abstract, just know that it may be required in the future when you take upper level courses. Be sure the in-text citations are made according to APA style.

Prevailing Wages

Introduction

The U.S. Congress passed the Davis-Bacon Act in 1931 during the Great Depression. According to this act, a law was implemented that required governmental contractors to pay 'prevailing wages' on projects that it took on behalf of the federal government. The effect of this legislation was that more than 40 states adopted the 'little Davis-Bacon Acts' or 'prevailing wage' laws. This was then, but later on, many states repealed these statutes. Still, many states today, including Michigan, carry on with such laws that seem to have become obsolete from those Depression-days (Vedder 1997). This paper shall attempt to take a closer look as to what the implications of implementing such laws are, with scrutiny of these laws as enacted in the state of Michigan. Various statistics shall be presented to highlight the advantages and disadvantages of using such laws in a state. The paper shall discuss the various issues that Michigan has faced in regards to these laws and will come up with some solutions and recommendations for the state of Michigan on whether it should continue to implement these rules or repeal from them.

Many jurisdictions, including that of the federal government, set the prevailing wages exactly at or very near to those that are demanded by the laborers according to the union-scale. "Prevailing wage laws, then, force contractors on government construction or other projects to pay their employees at the same rate as unionized members of the relevant occupation—whether it be bricklayers, carpenters, electricians, or other categories of workers—even if non-union contractors could perform the same work less expensively by paying their workers lower but mutually agreed-upon wages" (Vedder 1997). The governments usually use a very complex and intricate method to set these prevailing wages, "but because of the large number of distinct



	<p>APA Style Final Manuscripts</p>	<p>15</p>
<p style="text-align: center;">References</p> <p>American Medical Association Editors. (2007). <i>American Medical Association manual of style: A guide for authors and editors</i> (10th ed.). New York: Oxford University Press.</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>Brewer, B. W., Scherzer, C. B., Van Raalte, J. L., Petipas, A. J., & Andersen, M. B. (2001). The elements of (APA) style: A survey of psychology journal editors. <i>American Psychologist</i>, <i>56</i>, 266-267.</p> <p>Gibaldi, J. (2003). <i>MLA handbook for writers of research papers</i> (6th ed.). New York, NY: The Modern Language Association.</p> <p>Hypericum Depression Trial Study Group. (2002). Effect of <i>Hypericum perforatum</i> (St John's Wort) in major depressive disorder: A randomized controlled trial. <i>JAMA</i>, <i>287</i>, 1807-1814. doi:10.1001/jama.287.14.1807</p> <p>Taylor, B. N. (1995, April). <i>Guide for the use of the International System of Units</i> (NIST Special Publication 811, 1995 Edition). Gaithersburg, MD: National Institute of Standards and Technology. Retrieved from http://physics.nist.gov/Document/sp811.pdf</p> <p>Turabian, K. L., Booth, W. C., Colomb, G. G., Williams, J. M., & University of Chicago Press. (2007). <i>A manual for writers of research papers, theses, and dissertations</i> (7th ed.). Chicago, IL: University of Chicago Press.</p> <p>University of Chicago Press. (2003). <i>The Chicago manual of style</i> (15th ed.). Chicago, IL: Author.</p>		

Examples of APA format. APA format requires a References page unlike MLA which requires a Works Cited page.



A final word about plagiarism. Do your own work, do not copy and paste something directly into your paper unless you are going to source it. Do not buy a paper online, and do not ever try to pass someone else's words off as your own.

