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Introduction

The AWC writing guide aims to help students understand written assignments given by instructors throughout the college, and to emphasize to students that writing is a **process** rather than a **product**.

Rather than acting as a comprehensive resource, this document provides simple guidelines that may be supplemented by the student's own handbook. There is no *one* writing process; no two writers proceed in the same way, and every individual writer adapts his/her process to the specific assignment. However, many aspects of writing stay constant throughout varying assignments. These constant aspects appear in the AWC writing guide.

The thinking process inherent in writing involves analysis as well as consideration of one's audience and careful organization of ideas to create clarity for the reader. These elements, combined with sentence fluency and knowledge of one's subject, create effective writing.

So prepare yourselves! Sportswriter Red Smith told the truth when he said, "Writing is easy; all you do is sit down at the [typewriter] and open a vein."

The Writing Process

Understanding the Assignment

The first step in any successful college writing effort is understanding the assignment. This may sound simple enough, but in order to craft an effective response, you must first know what is being asked of you. Translating typical terms and practices into meaningful assignment clues will go a long way toward helping you understand how to begin.

Consider adopting two habits that will serve you well—regardless of the assignment, department, or instructor:

1. Read the assignment carefully *as soon as you receive it*. Do not put this task off—reading the assignment at the beginning will save you time, stress, and problems later. An assignment can look pretty straightforward at first, particularly if the instructor has provided lots of information. That does not mean it will not take time and effort to complete; you may even have to learn a new skill to complete the assignment.
2. Know exactly what sources you are able to draw from, how long the paper is supposed to be, and whether you can submit a draft for review prior to your final submission; each of these components will help you understand the scope the assignment and how much time you will need to dedicate to this assignment.
3. Ask the instructor about *anything* you do not understand. Do not hesitate to approach your instructor. Instructors would prefer to set you straight *before* you hand the paper in. That's also when you will find their feedback most useful.

Prewriting Strategies

Before you sit down to actually compose your paper you want to answer as many questions about your topic as you can so that you know what you need to write about and what you don't. If you don't understand your topic then it will be difficult for you to explain it to your reader. Begin by answering the

following questions:

How is _____ defined?
What do I mean by _____?
How is _____ different from other things?
What parts can _____ be divided into?
Does _____ mean something now that it didn't years ago? If so, what?
What other words mean about the same as _____?
What are some concrete examples of _____?
When is the meaning of _____ misunderstood?
What causes _____?
What are the effects of _____?
What is the purpose of _____?
What is the consequence of _____?
What comes before (after) _____?
What have I heard people say about _____?
What are some facts of statistics about _____?
Can I quote any proverbs, poems, or sayings about _____?
Are there any laws about _____?
How is _____ changing?

Outlines & Idea Clusters

There are a few different ways to outline ideas, with each type of outline offering different amounts of flexibility: informal outlines, clusters, and formal outlines.

Formal Outlines provide a complete and defined plan of structure. They match the following format exactly.

Example:
Thesis Statement: There are many different types of outlining, including informal outlines, clusters, and formal outlines, each of which can help a writer develop and check the structure of his or her paper at different stages in the writing process.

    I. Informal Outlines
        A. Definition and description
            1. A grouped listing of brainstormed and/or researched information
            2. Shorter than a formal outline
            3. More loosely structured than a formal outline
        B. Purposes/Uses

     1. Groups ideas
     2. Arranges ideas into a preliminary pattern for a rough
     essay structure
  II. Clusters
    A. Definition and description
    1. A diagram of ideas grouped according to their relationships
    2. Continually subdivides
      a. Starts general at the top
      b. Becomes more specific as it branches out towards the
      bottom
    B. Etc. …

Informal Outlines are more flexible because they do not have a specific, required format. Informal outlines generally:
  a) sort ideas relating to one overall topic into smaller groups, which are arranged in a possible order;
  b) list subordinate (supporting) ideas and details within these groups under their appropriate section, usually with no particular order;
  c) include a rough draft thesis statement at the beginning.

Clusters are especially helpful for testing possible topics to see if there is enough information for an entire paper. They differ from outlines because they demonstrate the subdivisions and relationships between pieces of information, without delineating the possible order of presenting that information within a paper. To make a cluster:
  a) Begin by grouping ideas in general categories, according to themes or patterns among the information you have collected or brainstormed;
  b) Then organize each category into subdivisions, placing it in the chart according to how specific or general each piece of information is in relation to the rest.

Knowing your Audience

Before you begin drafting your paper you should know who your audience is and how they know, believe and feel (or don't) about your topic already. Understanding your audience will determine how you approach your topic, the thesis that you develop, and the supporting evidence you choose to include in your paper. Additionally important is the way you address your audience in your writing: style and voice, which is discussed later, must be appropriate for the audience you identify.

Begin with your topic: skateboarding, immigration, or the short story

"Eveline." Now ask yourself the following questions about audience:

Who is the audience for your writing?
Do you think your audience is interested in the topic? Why or why not?
Why should your audience be interested in this topic?
What does your audience already know about this topic?
What does your audience need to know about this topic?
What experiences has your audience had that would influence them on this topic?
What do you hope the audience will gain from your paper?
Do want your audience to take specific action as a result of your paper?

Identifying the Purpose

Writing can have many different purposes. Understanding the purpose of your paper is critical to how you approach your topic. Here are just a few examples:

Summarizing: Presenting the main points or essence of another text in a condensed form

Persuading: Expressing a viewpoint on an issue or topic in an effort to convince others that your viewpoint is correct

Narrating: Telling a story or giving an account of events

Evaluating: Examining something in order to determine its value or worth based on a set of criteria

Analyzing: Breaking a topic down into its component parts in order to examine the relationships between the parts.

Responding: Writing that is in a direct dialogue with another text

Examining/Investigating: Systematically questioning a topic to discover or uncover facts that are not widely known or accepted, in a way that strives to be as neutral and objective as possible.

Observing: Helping the reader see and understand a person, place, object, image or event that you have directly watched or experienced through detailed sensory descriptions.

Developing a Thesis Statement

Your thesis, or main claim, is the central organizing idea for your paper. It's important to develop your thesis in the early stages of your writing since your thesis, which is usually located toward the end of your introduction, directs all subsequent writing in your paper. If your paper were a car, then

your thesis would be the steering wheel, determining and where the car is headed.

A good thesis does more than illustrate "that" something might be true; it illustrates "how" or "why" something might be true. A good thesis answers the questions posed by your paper. A good thesis, however, is not a question. You may use a question in your paper title or introduction to stimulate your reader's interest, but your thesis is a statement that answers that question.

> **Just as there are different purposes for your paper there are different types of thesis statements:**
>
> **Analytical**: explains the topic that you are analyzing, the parts of your analysis, and the order in which you will be presenting your analysis
> **Explanatory**: tells your audience what you intend to explain to them, the categories you are using to organize your explanation, and the order in which you will be presenting your categories
> **Persuasive**: makes clear your claim or your assertion, the reasons and evidence that support this claim, and the order in which you will be presenting your reasons/evidence

Elements of an Introduction

A good introduction clearly states and explains the importance of the paper's topic. The introduction establishes a frame of reference for the reader and informs the reader not only of your paper's general topic, but also the perspective you have adopted, and the type of terminology, evidence, and logic that the reader can expect to see in the paper. If necessary, the introduction also includes background information that helps clarify the topic of the paper.

By providing an introduction that helps your readers make a transition between their own world and the issues you will be writing about, you give your readers the tools they need to get into your topic and care about what you are saying. Similarly, once you have hooked your reader with the introduction and offered evidence to prove your thesis, your conclusion can provide a bridge to help your readers make the transition back to their daily lives.

In your introduction you might begin with:

a quotation
a short anecdote or narrative
an interesting fact or statistic
relevant background material
a definition of a term that is important to your essay

When it comes to writing an introduction, check with your instructor to clarify any specific criteria that are applicable for any given writing assignment.

Organization

An effective essay has distinct parts that guide the reader, helping him/her see how the writer's ideas come together with a sense of direction and purpose. The basic shape of traditional essays includes an introduction, body and conclusion. In well-organized essays, the writer distinguishes between the general and the specific. That is, in expository and argumentative essays, many times the writer begins with a general discussion of the main idea and then proceeds to specific examples and details. An essay exhibits unity and coherence when it is divided into sections, each of which is
relevant to the thesis and connects smoothly, in clear sequence, to make a point or points.

Many writers find organizing tools such as outlines helpful in designing their essay, since outlines can enlarge and clarify the thinking process as the writer puts the essay into its initial draft. Outlining helps determine order and relative importance of ideas to be presented.

Paragraph Development

In clear, well-written essays, each paragraph contributes to the development of the thesis statement. Clearly connected paragraphs make up the body of the essay; ideas expressed in the paragraphs convey the writer's intent. Each paragraph should contain a topic sentence that alerts the reader to the purpose of that paragraph. All topic sentences support the paper's thesis.

A paragraph is well-developed if it contains the support – examples, specifics, reasons – readers need to understand its main idea. When a paragraph is not developed, readers will feel unclear about the point being

made by the writer.

Try implementing these techniques for paragraph development:

> illustrate your idea with examples
> give an authoritative quotation
> anticipate and respond to counterarguments
> back your ideas with more evidence
> offer another perspective to the idea
> brainstorm more insights about the idea
> elaborate on causes/effects, definitions, comparison/contrasts

Analysis and Logic

Critical thinking, which is the basis of good writing, dictates that writers systematically draw conclusions about their subjects. Analysis of a subject means that the student is able to examine or think about that subject carefully in order to understand it. Logic in writing means that the writer uses a set of sensible reasons to present his/her ideas to the reader. As a writer, you will be thinking critically about the information you are collecting to use as evidence in your essay. Next, you will need to be thinking critically about your method of presenting evidence for your ideas.

Summarizing and defining the ideas in the readings starts the process of taking an idea apart so you can analyze and evaluate it. Analysis often occurs in the act of summary when you identify the key elements of an argument; however, analysis goes further than just noting the key elements. Analysis is a type of critical reading that works with the meaning of a text; perhaps reading with or against an argument or perhaps evaluating it from your position. Evaluation acknowledges various perspectives, and explains your position with a reasoned presentation of your evidence. Evaluation is the weighing of complex issues in terms of the strengths and weakness of the various perspectives.

An argument consists of two main components: a claim, and reasons for that claim. Neither a claim without reasons, nor reasons without a claim, is an argument. Only when one leverages particular reasons to make a claim from those reasons do we say that an "argument" is taking place.

When analyzing an argument of any text, or creating one of your own, first identify the main claim and then locate all the reasons for it. The claim is the controversial, debatable assertion of the essay, while the reasons offer the explanations and evidence of why the claim is true. It is helpful to map this

reasoning out:

CLAIM/THESIS = _____

        Reason 1: _____
        Reason 2: _____
        Reason 3: _____

Conclusion

It's not enough just to restate your main ideas -- if you only did that and then ended your essay, your conclusion would be flat and boring. You've got to make a *graceful* exit from your essay by leaving a memorable impression on the reader. You need to say something that will continue to simmer in the readers' minds long after he or she has put down your essay. To leave this memorable impression, try . . .

        giving a thought-provoking quotation
        describing a powerful image
        talking about consequences or implications
        stating what action needs to be taken
        ending on an interesting twist of thought
        explaining why the topic is important

Voice & Style

Voice gives writing personality, flavor and style. Through his/her voice, the writer can interest the reader in his/her chosen subject, help the reader feel comfortable or ill at ease, hold his/her attention, reflect to the reader who the writer is. Voice comes from the writer's word choice, the order in which words/sentences occur (syntax) and from the writer's expressed point of view and the way that point of view becomes clear to the reader.

A writer's style varies according to the type of paper he/she is writing. Appropriate style suits the writing situation – the topic, author, audience, and purpose.

All computers at Arizona Western College have grammar and style checkers. The checker can
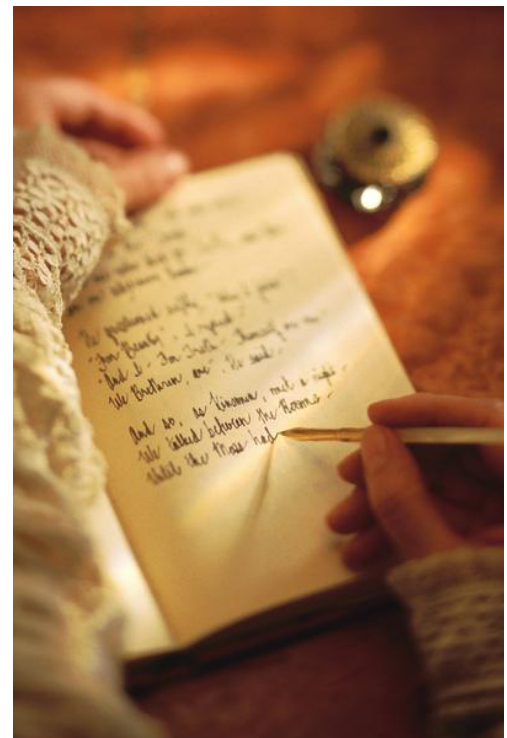
flag potentially inappropriate words such as nonstandard dialect, slang and colloquialisms. The style normally expected and used in school, business and professional writing is standard American English. Attributes of effective style include: active voice, effective diction, and simplicity.

A question that arises in any attempt to describe style in writing is whether or not the style of a particular paper belongs to the writer or is simply dictated by the type of paper being written. Style should come from the writer, as he or she negotiates the type of paper being written with the intended audience and purpose.

Revision

A continuing process, revision is done throughout the writing of your paper. The process includes consideration of the logic and clarity of the ideas as well as the effectiveness with which they are presented.

Revision means reexamining and rethinking what you have written, sometimes adding or deleting extensively, reordering sentences or paragraphs to express your ideas clearly. It is best done after you have put aside a first draft for several hours or days and distanced yourself from your essay.

Some revising may be done in your head, while some may be done on paper or computer screen as you plan your essay. Revision occurs before drafting, during drafting, at the end of drafts. You can revise a word, a sentence, a paragraph, or an entire essay. Revision means "rethinking" which, of course, can happen any time during the writing process.

Writers who revise effectively not only change words and catch mechanical errors but also add, delete, rearrange and rewrite large parts of their papers.

Some tips for revision include:

> Reading your draft aloud
> Getting feedback from the Writing Center, your professor, and fellow students about the clarity of your ideas
> Going through the revision process several times
> Giving up on the idea of turning in a first draft
> Understanding that revision is not punishment or busywork

Proofreading and Editing the Paper

Proofreading helps the writer find and correct errors that distract the reader from understanding the message of the paper. The writer's eyes do not always see errors on a first reading. Effective proofreading sometimes involves the writer's tutor, friend, classmate – another set of eyes to look for errors in the paper.

Editing means revising for mistakes in spelling, grammar, punctuation, sentence sense, and word choice. Good writers constantly look in their papers for these kinds of errors.

The last thing you should do before you submit your paper to your professor is to answer the following questions. If you can confidently respond to these questions, then you are ready to submit!

How many times have you read your paper in its entirety?
How many of those times have you read your paper aloud?
Is your thesis statement clear and concise? Is it debatable?
Have you addressed grammatical and mechanical issues in your paper?
Have you introduced and explained all of the quotes in your paper?
Does each paragraph contain a single, clear, well-developed focus?
Are there clear transitions between and among ideas in your paper?
Will your reader know exactly how he or she can take action as a result of your paper?
On a scale of 1 (low)-10 (high), how much effort did you put into this paper?
If you had more time, what would you further explore or explain in your paper?

Format

The content of a paper is important, but the format used is also important. A writer should consider the appearance of a paper and conformity to standard practices.

Overview of Format Considerations

College papers should be typed on a computer word processor. Many instructors will not accept a handwritten paper unless they have authorized this. Using a computer to write a paper is a great advantage. A computer allows you to correct, delete, and/or move passages easily. Therefore, revisions can be accomplished without typing and retyping. Assistance with on campus computers and applications in the Academic Complex Computer Lab (AC 156) is available from the computer lab staff. Thereafter, you can use the computers to write papers, and an attendant will be there to help you with the computer.

Some instructors require you to submit your handwritten notes and/or drafts. Even if you do not need to submit this work, always save all your research material, notes, outlines, and drafts until you receive a final grade for the writing assignment. You may need to refer to this material if questioned by your instructor about any information or sources used in your paper.

When using a computer for word processing, be sure to save what you have typed after every other paragraph to avoid having everything lost by a power failure. Furthermore, always save a backup copy of any long writing assignment. This means you will save a copy in two different locations. You should use a USB Flash Drive and also save in a virtual location such as an additional drive such as a Student Drive or on an e-mail account.

It is also prudent to print out drafts. In the unfortunate event that an electronic device proves defective, a computer malfunctions, a hard drive or Student drive is unavailable, an e-mail account is unavailable or your file is erased through human error, you will be saved from retyping or possibly rewriting your entire paper.

Paper

White paper 8 1/2" by 11 " is standard.
Use one side of the paper only.

Spacing, Margins, Type Size, and Indenting of Text

All papers should be **double spaced**. Do not triple or quadruple space between paragraphs.

Margins are 1 inch all around. On most computers, the margins are already preset for 1.25 on the left and right margins so you will need to manually set them to 1 inch.

Use standard size type--12 characters per inch.

Use Times New Roman or a similar font. Avoid decorative fonts, which are usually hard to read.

Indent 5 spaces to indicate a new paragraph. On most computers the tabs are preset for 5 spaces; therefore, hit the tab key once.

On a computer do not use "right justification" which causes the right edge of each line of the text to line up exactly and causes the words to be oddly spaced. Instead, maintain "left justification" throughout the paper.

Numbering the Pages

MLA format requires that you number the pages in the upper right hand corner using your last name and page number using the Header and Footer tool accessed via View>Header and Footer

Example: Williams 2

Do not write "page"; use the number itself. Do not number the cover page (also called title page) or outline (if an outline is required); start numbering with the first page of the narrative. If you are new to using, a computer, ask for help in giving the command to the computer to print page numbers.

Cover or Title Page

No cover or title page is needed for MLA style. Instead your name, instructor's name, course title and section number, and date go in upper left hand corner of first page.

Example:

Sasha Williams

Professor Sobel

English 102-003

February 10, 2009

However, if a cover or title page is required, use a separate piece of paper for your title and other information.

> On the top half of the cover page, center your title
> On the bottom half of the cover page, center your name, class, instructor, and date
> If your instructor asks you to identify the paper by the assignment, such as Paper #7 or Summary, do so beneath the date

SAMPLE COVER PAGE

<div align="center">

TITLE

NAME
CLASS – INSTRUCTOR
DATE
PAPER #7

</div>

Outlines

Some instructors require an outline. The outline functions like a table of contents and accurately reflects the organization of the paper and the major ideas in the paper. It is headed *Outline* and follows the cover or title page. The outline is an expansion of your preliminary outline or prewriting.

Check with the instructor to establish the outline format that is desired as there are several different styles for outlines.

Putting the Paper Together

Staple the paper in the upper left hand comer.

Do not fold the paper.

Do not put the paper in a folder unless authorized by instructor to do so.

Following Directions

Follow directions carefully. Your instructor will grade your paper based on all

guidelines of the assignment: topic, length, format, references, due date, and others. For more detailed information on grading, refer to the section "Grading Criteria." If the instructor gives the writing assignment orally, listen carefully and take notes. If the instructor hands out written instructions, read them over carefully. In either case, if there is anything you do not understand, ask for clarification. As you write the paper, make sure the completed paper fulfills the assignment, both as to content and format.

Note that directions will vary from assignment to assignment depending on the purpose of the writing, the particular preferences of each instructor, and the course. Students are often confused when they discover that writing styles and standard formats differ depending on the field of study. Papers written in social sciences, business, natural sciences, creative writing, and others may need different formats; therefore, carefully follow the instructor's directions, the goal of the writing assignment, and the standards of the particular discipline.

MLA and APA FORMATS

There are many different examples when it comes to creating a list of sources that are used in an essay. It is important that the correct documentation style be followed based on if MLA or APA style is assigned by the instructor.

For the exact format of footnotes, parenthetical in-text documentation, and works cited or references, consult a comprehensive and up-to-date writing handbook for MLA citation rules and examples, and for APA references, there is a dedicated APA handbook available.

Carefully study the examples given in the appropriate handbook. Handbooks give examples of proper citations for books and magazines as well as other sources, such as interviews, newspaper reports, professional journals, pamphlets, films, articles compiled in a book, and many others.

MLA Guidelines

The following print sources are available in the Academic Library to help you prepare a works cited page.

Print Resources:

LB Brief: the Little, Brown Handbook, brief version   PE 1112.A22 2002
MLA handbook for writers of research papers   LB2369 .G53 2003
(2 reserve copies; 1 copy in stacks)

Internet Resources:
OWL: Online Writing Lab <http://owl.english.purdue.edu> courtesy of
    Purdue University
MLA Style <http://www.mla.org/style>. The official web site of the Modern
    Language Association.
See links to Frequently Asked Questions (FAQ) about MLA style.
Cline Library's *Writing Resources*
<http://www6.nau.edu/library/info/refresources.cfm?subject=Writing%20Resources>

Handy Examples in MLA Style

> **Selection from a Book in an Anthology (criticism series)**

O'Meally, Robert G. "Apprenticeship." The Craft of Ralph Ellison.
    Cambridge, Mass: Harvard University Press, 1980. 56-77. Rpt. In Short
    Story Criticism. Ed. Thomas J. Schoenberg and Lawrence J. Trudeau.
    Vol. 79. Detroit: Gale, 2005. 15-26.

> **Periodical Essay in an Anthology (Criticism Series)**

Cooley, Peter. "I can Hear You Now." Parnassus: Poetry in Review 8 (1979):
    297-311. Rpt. in Hispanic Literature Criticism. Ed. Jelena Krstovic. Vol.
    2. Detroit: Gale, 1996. 1222-224.

> **Journal Article Taken From a Print Source**

Smith, John D. "Computer Technology and Shakespeare: The
    Changing Face of Theater." Computers and the Humanities
    25.1 (1998): 305–08.

➤ Journal Article Taken from Literature Resource Center Database

Cantwell, Robert. "The Awakening by Kate Chopin." The Georgia Review
4(1956):489-494. Literature Resource Center. Farmington Hills, MI:
Thomson Gale, Online.Galenet. Academic Lib. Arizona Western
College. 1 Oct. 2006. <http://galenet.galegroup.com/menu>.

➤ Journal Article from Online Service Accessed Through Library Database

Angel, Marina. "Criminal Law and Women: Giving the Abused Woman Who
Kills a Jury of Her Peers Who Appreciate Trifles." American Criminal
Law Review 33.2 (Winter 1996): 229-348. Expanded Academic ASAP.
InfoTrac. Academic Lib., Arizona Western College. 24 Mar. 2003
<http://infotrac.galegroup.com/menu>.

➤ Journal Article in Online Periodical

Meadows, Michelle. "Saving Your Sight – Early Detection is Critical." FDA
Consumer 36.2 (2002). 26 Sep. 2003
<http://www.fda.gov/fdac/features/2002/202_eyes.html>.

➤ Electronic Book

Espada, Martin. El Coro: A chorus of Latino and Latina Poetry. Amherst:
University of Massachusetts Press, 1997. NetLibrary. Academic Lib.
Arizona Western College. 4 Feb. 2006. <http://www.netlibrary.com/>.

➤ Internet Document

Stowe, Harriet Beecher. "Sojourner Truth, the Libyan Sibyl."
Atlantic Monthly. Apr. 1863: 473-81. Electronic Text Center. Ed. David
Seaman. 2002. Alderman Lib., U of Virginia. 19 June 2002.
<http://etext.lib.virginia.edu/toc/modeng/public/StoSojo.html>.

author's name

Volume. (year): pages

title of original essay

Journal title

Cooley, Peter. "I can Hear You Now." Parnassus: Poetry in Review
8 (1979): 297-311. Rpt. in Hispanic Literature Criticism. Ed.
Jelena Krstovic. Vol. 2. Detroit: Gale, 1996. 1222-224.

reprinted

title of literary criticism collection

editor of collection

Volume. City of Publication. Publisher. Publication Year. Pages.
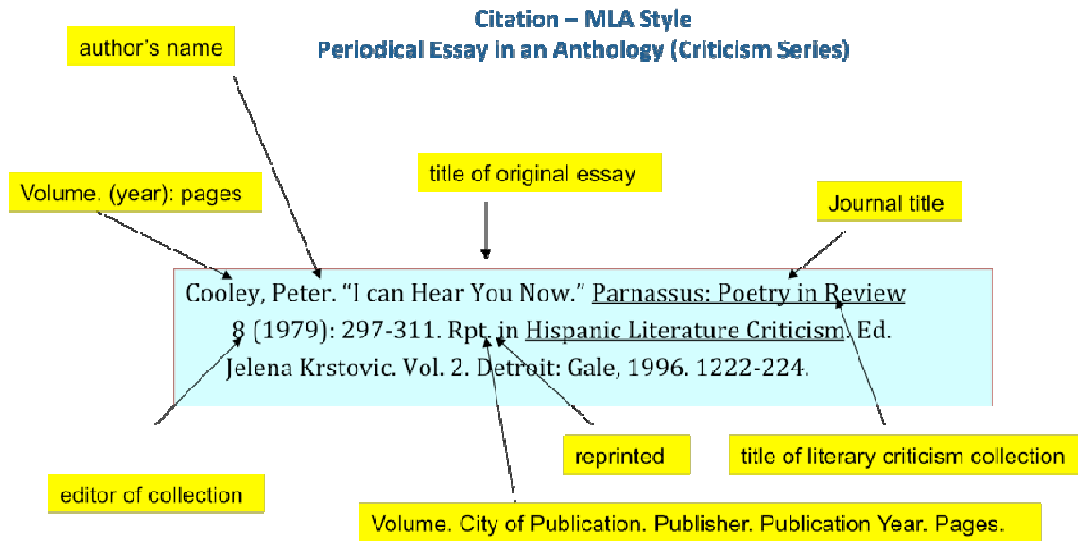
Citation Format

Author's name. "Title of the original article." Journal Title Volume.issue
(year): pages-pages. Rpt. Collection Title. Editor(s) Volume. City of
Publication: Publisher, year. pages – pages.

C. Sibley revised 1/2007

Author's name

Title of article

Volume.issue (year): pages

Journal title

Angel, Marina. "Criminal Law and Women: Giving the Abused Woman Who
Kills a Jury of Her Peers Who Appreciate Trifles." American Criminal
Law Review 33.2 (Winter 1996): 229-348. Expanded Academic
ASAP, InfoTrac. Academic Lib., Arizona Western
College. 24 Mar. 2003. http://infotrac.galegroup.com/menu.

Date of access. url.

Library where accessed.

Online service, Database name.

Citation Format

Author's name. "Title of article." Journal title Volume.issue
(year): pages-pages. Name of Online Service. Name of
Database. Name of library where accessed. Date accessed.
< url>

Citation – MLA Style
Internet Document

Author name

Title of document

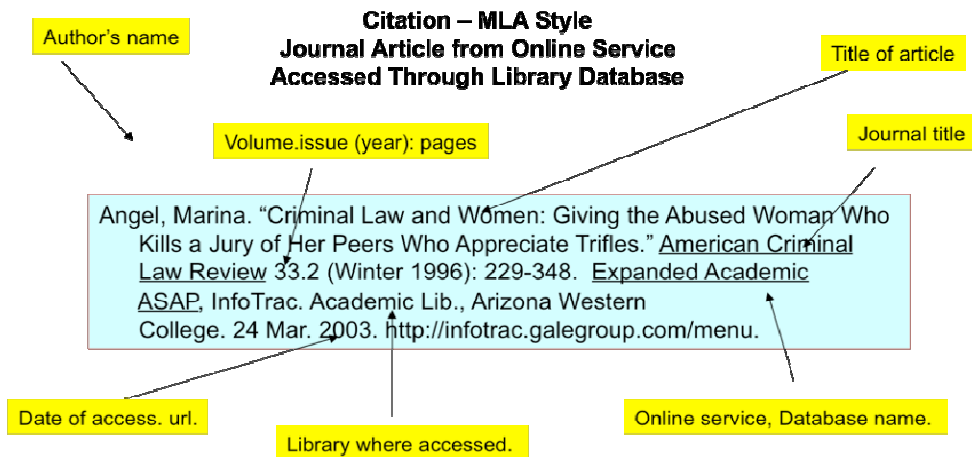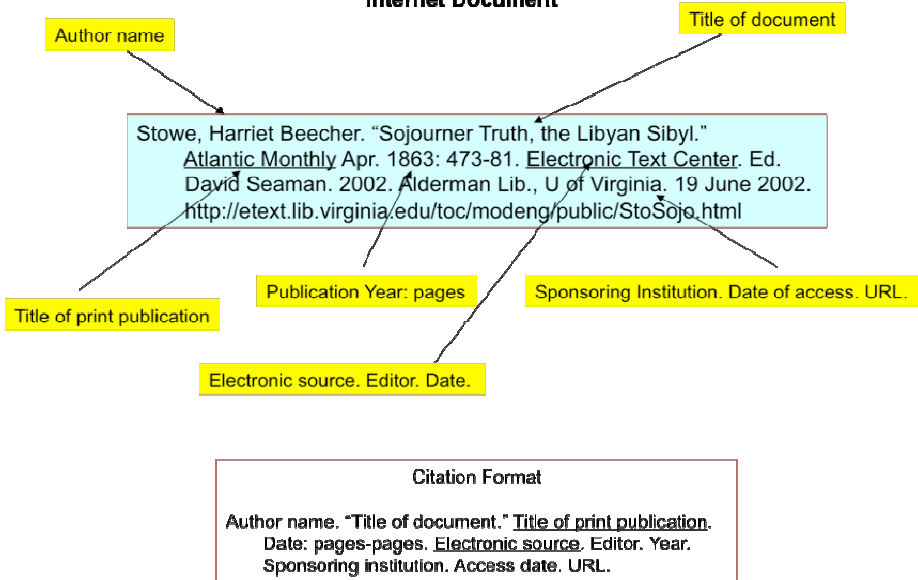Stowe, Harriet Beecher. "Sojourner Truth, the Libyan Sibyl."
    Atlantic Monthly Apr. 1863: 473-81. Electronic Text Center. Ed.
    David Seaman. 2002. Alderman Lib., U of Virginia. 19 June 2002.
    http://etext.lib.virginia/edu/toc/modeng/public/StoSojo.html

Title of print publication

Publication Year: pages

Sponsoring Institution. Date of access. URL.

Electronic source. Editor. Date.

Citation Format

Author name. "Title of document." Title of print publication.
    Date: pages-pages. Electronic source. Editor. Year.
    Sponsoring institution. Access date. URL.

MLA In-text citations

1. Author not named in your text

When you have not already named the author in your sentence, provide the author's last name and the page number(s), with no punctuation between them, in parentheses.

One research concludes that "women impose a distinctive construction on moral problems, seeing moral dilemmas in terms of conflicting responsibilities" (Gilligan 105).

See models 5 and 6 for the forms to use when the source does not provide page numbers.

2. Author named in your text

If the author's name is already given with the material you're citing, you need not repeat it in the parenthetical citation. The citation gives just the page number(s).

One researcher, Carol Gilligan, concludes that "women impose a distinctive construction on moral problems, seeing moral dilemmas in terms of conflicting responsibilities" (105).

3. A work with two or three authors

If the source has two or three authors, give all their last names in the text or in the citation. Separate two authors' names with "and":

As Frieden and Sagalyn observe, "The poor and the minorities were the leading victims of highway and renewal programs" (29).

According to one study, "The poor and the minorities were the leading victims of highway and renewal programs" (Frieden and Sagalyn 29).

According to one study, "The poor and the minorities were the leading victims of highway and renewal programs" (Frieden and Sagalyn 29).

With three authors, add commas and also "and" before the final name:

> The text by Wilcox, Ault, and Agee discusses the " ethical dilemmas in public relations practice" (125).

> One text discusses the " ethical dilemmas in public relations practice" (Wilcox, Ault, and Agee 125).

4. A work with more than three authors

If the source has more than three authors, you may list all their last names or use only the first author's name followed by "et al." (the abbreviation for the Latin *et alii*, "and others"). The choice depends on what you do in your list of works cited.

> It took the combined forces of the Americans, Europeans, and Japanese to bread the rebel siege of Beijing in 1900" (Lopez et al. 362).

> It took the combined forces of the Americans, Europeans, and Japanese to bread the rebel siege of Beijing in 1900" (Lopez, Blum, Cameron, and Barnes 362).

5. A work with numbered paragraphs or screens instead of pages

Some electronic sources number each paragraph or screen instead of each page. In citing passages in these sources, give the paragraph or screen number(s) and distinguish them from page numbers: after the author's name, put a comma, a space, and "par." (one paragraph), "pars." (more than one paragraph), "screen," or "screens."

> Twins reared apart report similar feelings (Palfrey, pars 6-7).

6. An entire work or a work with no page or other reference numbers

When you cite an entire work rather than a part of it, you may omit any page or paragraph number. Try to work the author's name into your text, in which case you will not need a parenthetical citation. But remember that the source must appear in the list of works cited.

> Boyd deals with the need to acknowledge and come to terms with our fear of nuclear technology.

Use the same format when you cite a specific passage from a work with no page, paragraph, or other reference numbers, such as an online source.

If the author's name does not appear in your text, put it in a parenthetical citation.

> Almost 20 percent of commercial banks have been audited for the practice (Fris).

APA Guidelines
The following print resources are available in the Academic Library to help you prepare a bibliography.

Printed Resources:
LB Brief: the Little, Brown Handbook, brief version   PE 1112.A22 2002
Publication Manual of the American Psychological Association   BF 76.7.P83 2001

Internet Resources:
OWL: Online Writing Lab <http://owl.english.purdue.edu> courtesy of Purdue University
Writing Reference Library (AWC & NAU-Yuma)<http://azwestern.edu/library/acreel/writingreflib.html>
American Psychological Association Web Site <http://www.apa.org>. See section on electronic references <http://www.apa.org/elecref.html>. Courtesy of the American Psychological Association.

Handy Examples in APA Style

Anthology
Eisenhower, D.D. (1948). Dwight D. Eisenhower: On the unsuitability of military men for public office. In M.J. Adler (Ed.), *The annals of America: Vol. 16, 1940-1949, The Second World War and after* (pp. 497-498). Chicago: Encyclopaedia Britannica.

Book
Callingham, M. (2004). *Market intelligence: How and why organizations use market research*. London: Kogan Page.

Electronic Book
Bates, M.J. (1996). *The wars we took to Vietnam: Cultural conflict and storytelling*. Berkeley:University of California Press. Retrieved June 2, 2006, from netLibrary database.

ERIC Document using an ERIC Database
Princiotta, D. & Bielick, S. (2006). *Homeschooling in the United States: 2003*. *Statistical Analysis Report* (Report N. NCES 2006 – 042) *National Center for Education Statistics*. Retrieved June 1, 2006, from the ERIC database (ERIC Document Reproduction No. ED489790)

Internet Document

City of Yuma, Arizona. (2003). *Water Quality Information*. Retrieved October 20, 2004, from http://www.ci.yuma.az.us/water_quality.htm
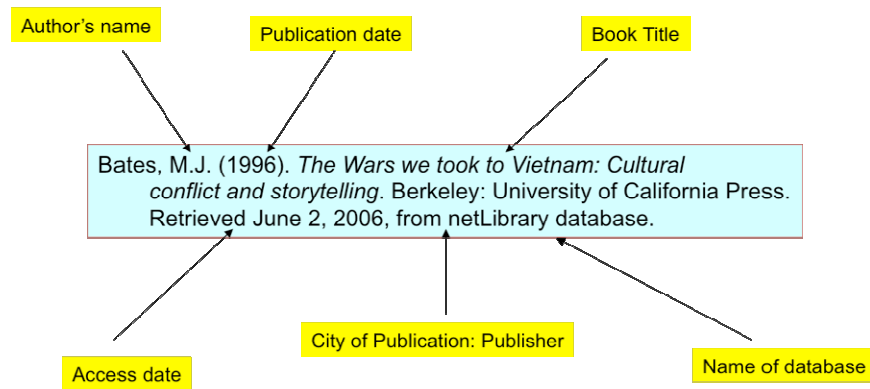
Journal Article Using an Online Database
Carlson, C.L., Boothe, J.E., Shin, M., & Canu, W.H. (2002). Parent-, teacher-, and self-rated motivational styles in ADHD subtypes. *Journal of Learning Disabilities*, 35(2). 104-113. Retrieved July 3, 2003, from PsychINFO database.
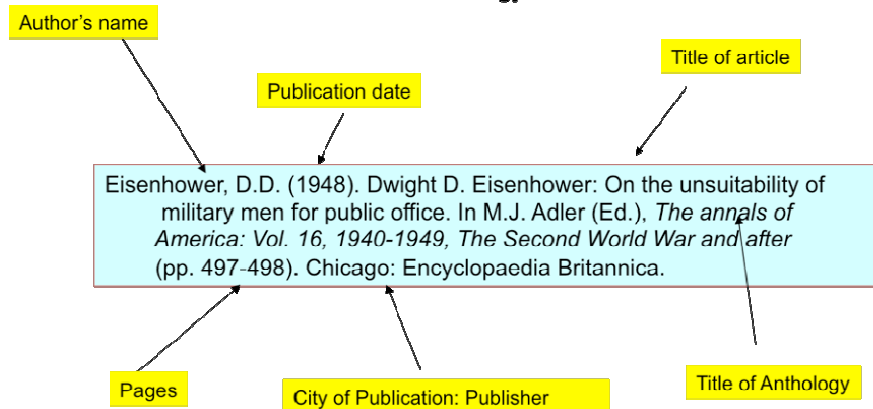
U.S. Government Document found on web
U.S. Department of Justice, Bureau of Statistics. (1999, July) *Felony sentences in state courts*,*1996*. (Publication No. NCJ 175045) Retrieved June
6, 2006, from U.S. Department of Justice via GPO Access:
http://purl.access.gpo.gov/GPO/LPS3197

Citation – APA Style
Electronic Book

Author's name   Publication date   Book Title

Bates, M.J. (1996). *The Wars we took to Vietnam: Cultural conflict and storytelling.* Berkeley: University of California Press. Retrieved June 2, 2006, from netLibrary database.

Access date   City of Publication: Publisher   Name of database
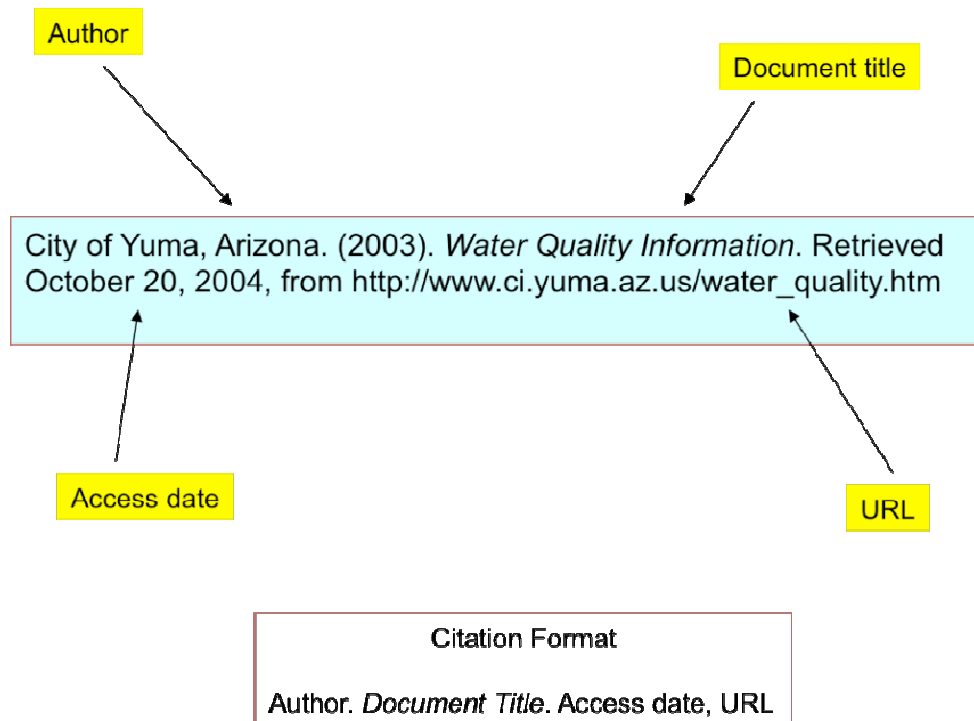
Citation Format

Author's name. (Publication date of print version). *Title of Book*. Publication city: Publisher. Access date. Database.

Citation – APA
Anthology

Author's name   Publication date   Title of article

Eisenhower, D.D. (1948). Dwight D. Eisenhower: On the unsuitability of military men for public office. In M.J. Adler (Ed.), *The annals of America: Vol. 16, 1940-1949, The Second World War and after* (pp. 497-498). Chicago: Encyclopaedia Britannica.

Pages   City of Publication: Publisher   Title of Anthology

Citation Format
Author's name. (year). Title of article. Editor., *Book title* (pages). City of publication: Publisher.

Citation – APA Style
Internet Document

Author

Document title

City of Yuma, Arizona. (2003). *Water Quality Information*. Retrieved October 20, 2004, from http://www.ci.yuma.az.us/water_quality.htm

Access date

URL

Citation Format

Author. *Document Title*. Access date, URL

C. Sibley revised 1/2007

APA In-text citations

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.
If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

In-Text Citation Capitalization, Quotes, and Italics/Underlining

Always capitalize proper nouns, including author names and initials: D. Jones.
If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source:

Permanence and Change. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: Writing New Media, There Is Nothing Left to Lose.
(**Note**: in your References list, only the first word of a title will be capitalized:

23

Writing new media.)

When capitalizing titles, capitalize both words in a hyphenated compound word: Natural-Born Cyborgs.

Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's Vertigo."

Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: The Closing of the American Mind; The Wizard of Oz; Friends.

Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers? If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation. She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199).

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time

learners. APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

The APA in text citation information above is reproduced from:
http://owl.english.purdue.edu/owl/resource/560/02/

Note-taking

I. There are many reasons for taking lecture notes.

   A. Making yourself take notes forces you to listen carefully and test your understanding of the material.
   B. When you are reviewing, notes provide a gauge to what is important in the text.
   C. Personal notes are usually easier to remember than the text.
   D. The writing down of important points helps you to remember then even before you have studied the material formally.

II. Instructors usually give clues to what is important to take down. Some of the more common clues are:

Figure 1 Credit: VCU_Brandcenter

   A. Material written on the blackboard.
   B. Repetition
   C. Emphasis
      1. Emphasis can be judged by tone of voice and gesture.
      2. Emphasis can be judged by the amount of time the instructor spends on points and the number of examples he or she uses.
   D. Word signals (e.g. "There are **two points of view** on . . . " "The **third** reason is . . . " " In **conclusion** . . . ")
      E. Summaries given at the end of class.
   F. Reviews given at the beginning of class.

III. Each student should develop his or her own method of taking notes, but most students find the following suggestions helpful:

   A. Make your notes brief.
      1. Never use a sentence where you can use a phrase. Never use a phrase where you can use a word.

      2. Use abbreviations and symbols, but be consistent.
   B. Put most notes in your own words. However, the following should be noted

exactly:
1. Formulas
2. Definitions
3. Specific facts

C. Use outline form and/or a numbering system. Indention helps you distinguish major from minor points.
D. If you miss a statement, write key words, skip a few spaces, and get the information later.
E. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. (You may want to list key terms in the margin or make a summary of the contents of the page.)
F. Date your notes. Perhaps number the pages.

Plagiarism

Plagiarism occurs any time we borrow someone else's words or ideas without giving proper credit. Fortunately, most cases of plagiarism can be avoided by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

> ***All of the following are considered plagiarism:***
>
> turning in someone else's work as your own
>
> copying words or ideas from someone else without giving credit
>
> failing to put a quotation in quotation marks
>
> giving incorrect information about the source of a quotation
>
> changing words but copying the sentence structure of a source without giving credit
>
> copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

To ensure that you have given your sources proper credit and avoided plagiarism, be sure to provide in-text citations any time you have paraphrased someone else's words or ideas; use quotation marks to identify direct quotations; provide accurate reference information, in proper format; and allow your voice and ideas to govern your work.

Writing Assistance

The Writing Center is located in the SC Building in the Student Success Center. The Writing Center is staffed with trained Peer Tutors who are here to help you at any stage of the writing process. Our goal is to help you become a better, more confident writer.

The tutoring offered is not an editing service. Our role is to question, respond, offer feedback, and assist you in using available resources so that you can develop a well-organized, grammatically correct writing assignment.

Appointments are necessary at the Writing Center. Drop-ins will be seen as tutor availability permits.

You can also submit your writing assignment for review online. Your paper will be reviewed by the next available tutor

> **The Writing Center can help you:**
>
> Clarify assignment instructions
> Organize your pre-writing thoughts and ideas
> Read for comprehension
> Format your Works Cited or References pages
> Check for grammatical errors
> Write better essays and research papers

and a response will be sent back to you within 3-4 days, with a longer delay during weekends, midterms and finals, or holidays. Online tutoring is only available during our regularly scheduled tutoring hours.

To schedule a tutoring session call the Writing Center at 317-6029 or go to the following link to submit your paper for online tutoring:

www.azwestern.edu/ssc

AWC Written Communication
Assessment Rubric

	5	4	3	2	1
Thesis	Provides clear, specific thesis and audience awareness	Provides specific thesis and audience awareness	Provides thesis	Thesis is unclear	No thesis present
Analytical content	Demonstrates original thinking and depth of analysis	Demonstrates analytical ability	Demonstrates partial ability to analyze	Demonstrates little or no analytical ability	Demonstrates no ability to analyze the material
Organization/paragraph development	Uses organization & development of controlling idea with specifics and transitions	Uses organization in most paragraphs, some specifics and transitions.	Uses limited organization, somewhat inconsistent specifics and transitions.	Uses insufficient organization, few specifics, little or no unity or transitions	Uses no visible organization, significant examples or unity within & between paragraphs
Mechanics & syntax	Possesses high proficiency in grammar usage, spelling, punctuation, sentence variety and clarity	Possesses adequate grammatical proficiency, accuracy in mechanics & some variety in sentence structure	Shows grammatical inconsistency, poor spelling, punctuation & moderate use of sentence variety.	Lacks proficiency in grammar, spelling, and punctuation. Rare use of sentence variety; poor clarity.	Persistently lacks accuracy in grammar, spelling, and punctuation. No sentence variety; poor clarity.
Format	Format (MLA or APA) is used consistently and correctly	Format (MLA or APA) is mostly used consistently and correctly.	Format (MLA or APA) is moderately used consistently and correctly	Format (MLA or APA) is rarely used consistently or correctly	Format (MLA or APA) is used inconsistently, incorrectly or not at all.

Works Cited

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9 February 2009

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<http://wps.ablongman.com/long_fowler_lbh_9/>