

# English 1102: Introduction to Literature and Research

## Syllabus, Assignments and Tutorials

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## ENGLISH 1102 COURSE SYLLABUS

**PROFESSOR:** Doug Davis  
Faculty webpage: <http://www.gdn.edu/Faculty/ddavis/>

office: FA126  
e-mail: [ddavis@gdn.edu](mailto:ddavis@gdn.edu)

### REQUIRED TEXTBOOKS:

Harris, Muriel. *Gordon College Reference Guide*. New York: Pearson, 2006.  
O'Connor, Flannery. *The Complete Stories*. 33<sup>rd</sup> ed. New York: Farrar, Straus and Giroux, 1971.  
O'Connor, Flannery. *Mystery and Manners: Occasional Prose*. New York: Farrar, Straus and Giroux, 1969.  
Walker, Alice. *In Search of our Mother's Gardens: Womanist Prose*. New York: Harvest Books, 2003.

### REQUIRED MATERIALS:

- Computer access and a Gordon email account. Your professor will send you materials via your Gordon email account, so you must check it regularly.
- A pocket folder or binder to keep class papers, notes, and handouts in.
- A pen and a notebook.
- A 3 1/2 inch computer disk or a USB flash-memory drive to keep copies of your papers on. You must own your own disk or drive and keep copies of all your papers and presentations on it.

**PREREQUISITE:** A C or better in ENGL 1101. If you are presently enrolled in or still required to take Learning Support English or Reading, you are not eligible to take English 1102.

**COURSE DESCRIPTION:** A composition course focusing on skills required for effective composition of a college-level research paper.

### ASSIGNMENTS:

1. Readings and brief in-class writing assignments and exercises
2. Writing Assignment 1: Interpretation of O'Connor with sources
3. Writing Assignment 2: Project Proposal
4. Writing Assignment 3: Annotated Bibliography with summaries, analyses and documentation
5. Oral Presentation
6. Writing Assignment 4: PowerPoint Presentation
7. Writing Assignment 5: Research Paper with proper citation style and documentation

### GRADES AND GRADING SCALE:

- |  |     |
|--|-----|
| 1. Class participation, brief in-class writing assignments and exercises | 10% |
| 2. Writing Assignment 1: Interpretation of O'Connor                      | 10% |
| 3. Writing Assignment 2: Project Proposal                                | 10% |
| 4. Writing Assignment 3: Annotated Bibliography                          | 20% |
| 5. Oral Presentation   | 10% |
| 6. Writing Assignment 4: PowerPoint Presentation                         | 10% |
| 7. Writing Assignment 5: Research Paper                                  | 30% |

## Final Grade Calculator

You are responsible for keeping track of your own grades. You may keep track of your grades and calculate your final grade by adding your scores to the following grid and adjusting them to the noted percentages. This is the same grid that your professor will use at the end of the term to calculate your final grade; thus, do not ask your professor what your grade is, as you can calculate it yourself.

O'Connor Interpretation	Project Proposal	Annotated Bibliography	Oral Presentation	Research Paper	PowerPoint Presentation	Class Participation	Total
10%	10%	20%	10%	30%	10%	10%	

**Grading scale:** A=91-100, B=81-90, C=71-80, D=61-70, F=60 and below.

**Grading standards:** papers will be graded for their argumentative content, for the sources and documentation they contain, and for their mechanical and grammatical correctness. Papers must be written in Standard American English with minimal errors. Papers that exhibit a trend (3 instances) of a single serious grammar, mechanical, or style error can not receive a grade higher than a 70. Serious errors consist of fragments, comma splices, run-ons, poor sentence structure, as well as errors in verb tense, verb forms, subject-verb agreement, pronoun agreement, pronoun case, diction, and parallelism. Papers that exhibit more than one trend of a serious error can not receive a grade higher than a 60.

### Class participation

Many days this semester we will be discussing readings from books. On days readings are assigned, you must bring your personal copy of the book you read for homework with you to class. Students who do not bring an assigned book with them to class will have their class participation grade lowered and may be counted absent for the day.

Your class participation grade is based upon several factors: attendance and in-class behavior; keeping up with reading assignments; participation in class discussion; and punctuality in turning in of assignments. All students begin class with an average class participation grade of 7 out of 10 possible points. Students who do not have absences and who participate in class discussions, hand in assignments on time, and demonstrate that they are keeping up with the class readings will receive class participation grades higher than a 7; students who hand in assignments late, exhibit disruptive behavior in class, are late to class, have excessive absences, play with their cell phones, ipods etc., and/or do not demonstrate that they are keeping up with class readings will receive class participation grades of 6 or lower.

See “Academic Dishonesty” and “Class Attendance” below for related grading policies.

### ACADEMIC DISHONESTY:

Cheating in any form, including plagiarism, is a serious academic offense. Plagiarism is the passing off of someone else’s ideas and/or words as your own. If you have questions about what

constitutes plagiarism, ask now. Any instance of plagiarism, including single phrases and single sentences, may earn a zero for an assignment, will lower your class participation grade significantly, and may lead to an F for the course.

To prevent plagiarism, all students will be required to cite all sources used in their papers, to quote and paraphrase appropriately, and to submit the full text of their written assignments to Turnitin.com. Papers not submitted to Turnitin.com will not be graded (see Turnitin.com submission guidelines below).

### **SAMPLE PAPERS:**

Sample papers for many class assignments are available for download from your professor's faculty webpage (<http://www.gdn.edu/Faculty/ddavis/>). It is recommended that you read these sample papers as guides for your own writing.

### **STUDENTS WITH DISABILITIES:**

If you require academic accommodations for a disability, you must first see Kristina Henderson, Student Counselor, Student Center (second floor). Her telephone number is 678-359-5585.

### **CLASS POLICIES:**

#### **Absences:**

Regular class attendance is your obligation. You are expected to attend every class meeting. Attendance will be taken during every class meeting; all students not present on a given day for any reason will be counted absent.

After a student's third absence for any reason (illness, sports, voting, family emergency, funeral, off-campus events, etc.), your professor reserves the right to lower the student's final grade by one full letter grade for each subsequent absence (e.g. if a student has four absences and a final grade of a B, that student's grade will be lowered to a C). Missing the class roll counts as an absence.

#### **Missed in-class work and late papers:**

Papers must be handed in on the day they are due. Late papers will be graded down one full letter grade for each class period they are late, for whatever reason. If you can not attend class on the day a paper is due, you must send your paper to your professor via email on the day that it is due to ensure that it is not counted late. After two weeks, late papers or papers not submitted to Turnitin.com will not be accepted and will be given the grade of 0.

If you miss a small in-class assignment, quiz or exercise, it cannot be made up. If you miss a major, graded in-class assignment for any reason, it is your responsibility to contact your professor and make arrangements to make the work up in a following class period. After two weeks, in-class work can not be made up and will be counted as a "0" in the student's final grade calculation.

#### **Email and discussion policy:**

All personal questions or announcements for your professor should be directed to him either in person before or after class, during his office hours, or by email. Your professor generally responds to emails within two business days.

Your professor cannot discuss grades with you over email in accordance with the Family Educational Rights and Privacy Act (FERPA). See <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

### **WRITING CENTER:**

Gordon College runs a writing assistance center in the Student Success Center. At the Writing Center you can get one-on-one assistance with your papers as many times during the semester as you want.

### **CLASSROOM ETIQUETTE:**

Good attendance, punctuality turning in assignments, participation in class discussion, a good attitude, and evidence that you are keeping up with reading assignments will all raise your class participation grade. However, your class participation grade will be lowered for the following kinds of behavior:

1. Using your cell phone, texting, playing with your ipod, etc.
2. Inopportune absences (such as on days assignments are due).
3. Forgetting to bring your book with you to class when we are discussing stories or essays in it.
4. Coming into class late.
5. Sleeping during class.
6. Doing work for other courses during our class period.
7. Interrupting people. In discussions, allow the person speaking to finish.
8. Whispering or talking to someone else while the professor or another student is speaking.
9. Again, using your cell phone. Turn off cell phones and other electronic devices before class begins. Only emergency personnel should have to take a phone call during class time, and any calls should be taken in the hall as quickly and quietly as possible.
10. Using class time to talk about issues not related to that day's discussion. Once class begins, questions/information about your assignments, work, and personal situations must wait until after class.

### **TURNITIN.COM SUBMISSION GUIDELINES:**

By taking this course, you agree that all required papers may be subject to submission of textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site <http://www.turnitin.com/static/usage.html>.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA.

#### **1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TURNITIN.COM**

You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. Your professor will give you instructions on how to set up your Turnitin account.

OR

## 2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM

If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your professor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given on the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper's report to you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com whether the paper has your name on it, and how you receive the Turnitin.com report.

Please note that in Turnitin.com there is a "test upload" assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not "education records."

**IMPORTANT NOTE:** If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is expected.

You can read more about Turnitin.com here: <http://www.turnitin.com>

### **COURSE OBJECTIVES:**

In order to successfully complete ENGL 1102, the student should fulfill these objectives:

#### **Literacy Objective**

Students must further advance their reading, comprehension, and response skills, both written and oral, in relation to nuanced and complex texts.

#### **Critical Thinking Objectives**

Students should develop or significantly improve their ability to

- Synthesize, for example in the use of multiple texts as support for an original idea.
- Reflect on argumentative and research writing processes and products.
- Develop and respond to individualized critical questions.

#### **Process Objectives**

Students should develop or improve their ability to recognize and apply complex writing processes, including but not limited to the following:

- Strategies and skills for academic research.
- Strategies and skills for framing and developing an argument.
- Strategies and skills for critical interpretation.

### **Product Objectives**

Students should develop or improve their ability to produce an organized, coherent, and developed essay demonstrating a mastery of Standard Written English. Successful demonstration of these skills includes the following:

- Increased competency in rhetorical strategy as related to audience, tone, and purpose in a variety of contexts.
- Articulation and understanding of complex subtleties involving a thesis idea.
- Demonstration of the ability to correctly apply modal competency in research and argumentative situations.
- Demonstration of advanced documentation skills, including but not limited to the analysis, interpretation, and appropriate documentation of primary and secondary critical texts.
- Competency in grammatical and mechanical correctness.
- Competency in timed writing situations such as the Regents' Exam.

## Research Project Overview

Over the next ten weeks you will compose an original scholarly interpretation of a work of culture. Works of culture include such things as novels, films, plays, poems, music albums as well as artists movements, styles and trends. You will identify a work of culture, research the existing body of scholarship on that work, its creator/s, and any relevant issues related to it. You will then devise an original thesis that helps your reader better understand the significance of your chosen work of culture and write an extensive research paper that proves your thesis.

Pick a work of culture that interests you and that you want to learn more about. You must write about major work of culture about which there is a large body of scholarship. This can be one film, novel, play, music album or extended treatise; three or more shorter works such as songs, short stories, essays, speeches, poems, sermons, etc.; or entire broad cultural forms such as hip-hop music, flapper fashion, civil defense films, etc. This is your opportunity to research something you like and become an expert in it.

## Sequence of Assignments

You will compose your research paper through a sequence of five graded assignments that are designed to introduce you to the practice of college-level research:

1. **Written Project Proposal.** Here you will write a formal proposal for your research paper in which you assess your current state of knowledge and discuss the questions that will guide your research.
2. **Annotated Bibliography.** Here you will summarize and evaluate scholarly sources you have found in the library and scholarly databases, as well as compose a preliminary thesis.
3. **Research Paper Oral Presentation.** Before you hand in the final draft of your research paper you will formally present a condensed oral version of your argument to the class. Here you will get feedback from your fellow students and your professor concerning that will aid you in composing your final draft.
4. **PowerPoint Presentation.** You will compose a PowerPoint presentation to go along with your oral presentation. Your PowerPoint will contain images, information, and quotes from your sources to help your audience to understand your project. You will hand in a printed copy of your PowerPoint presentation when you have completed your oral presentation.
5. **Research Paper.** This is the final product of your research. You will write a well-organized essay in which you draw upon your sources to argue in support of an original thesis about your work of culture.

## Class Terminology

Throughout this course we will be using the following professional terms to refer to the different parts of our scholarship:

**Argument:** this is a term that describes the kind of paper you are going to write. You will develop an original thesis and then use secondary sources to prove it. Hence, in your paper you will argue in support of your thesis. When we talk about your argument in this class we are referring to the entire process by which you prove your thesis in your papers.

**Source:** in order to compose a scholarly argument you must refer to sources. Sources are all the books, articles, and other materials that you refer to, quote, and paraphrase in your paper to advance your argument.

**Primary Text:** there are two kinds of sources that you will write about, primary and secondary. The work of culture that you are interpreting is called your primary text or primary source. Your primary text is what you are composing an argument about. For instance, if you are writing an interpretation of Shakespeare's play *Hamlet*, the play *Hamlet* is your primary text; if you are writing a paper about The Beatles' *White Album*, the *White Album* is your primary source; if you are writing a paper about modern dance, works of modern dance will be your primary sources;

**Secondary Text:** the articles, books, and other sources that you use to help you interpret your primary text are called secondary texts or secondary sources. Most of the sources in your paper will be secondary sources. For instance, if you are writing an interpretation of Shakespeare's play *Hamlet*, books about William Shakespeare's biography or Renaissance England that you use to help you interpret the play are all secondary sources.

**Scholarly Source:** these are sources written by experts in their fields such as English professors or other professionals with advanced degrees such as Ph.D.s. In college-level arguments you want to refer to scholarly sources whenever possible.

## **Writing Assignment 1**

### **Scholarly Interpretation of O'Connor**

**Assignment:** write a scholarly interpretation of one or more of O'Connor's stories that discusses why she writes about violent and grotesque situations. Use at least two essays about O'Connor from our class texts to help you prove your point.

This assignment is a test of your ability to use quotes, paraphrases, and summaries with proper parenthetical citation style, as well as your ability to write a thesis and organize a scholarly argument. Thus, you must include the following kinds of textual evidence in your paper:

1. A summary of the O'Connor story or stories you are interpreting.
2. Summaries of all the secondary scholarly sources that you use.
3. A minimum of six quotes and/or paraphrases.

#### **Content:**

- Your essay must begin with a fully-developed introduction that contains your thesis.
- Your essay must end with a fully-developed conclusion.
- You may use your secondary scholarly sources in two ways: as support for your argument or as a position you argue against.
- Write authoritatively in the third person; avoid editorializing and using terms such as "I think" and "I believe."

#### **Format:**

- Type your name, a title for your paper, the number of words in your paper, and your class number and time on the top-right-hand side of your first page.
- You must write a minimum of seven fully-developed paragraphs and 1000 words and a maximum of 10 fully-developed paragraphs and 2000 words. A fully-developed paragraph is a minimum of five sentences long.
- Your essay must be written in Standard American English, making use of proper grammar, diction, and spelling. Papers that exhibit a trend (3 instances) of a single serious grammar, mechanical, or style error can not receive a grade higher than a 70. Serious errors consist of errors such as fragments, comma splices, run-ons, and poor sentence structure, as well as errors in verb tense, verb forms, subject-verb agreement, pronoun agreement, pronoun case, diction, and parallelism. Papers that exhibit more than one trend of a serious error can not receive a grade higher than a 60.
- Type your essay with double spacing and 1" margins; use 12 pt. Times font and left justify your body paragraphs.
- You must print and staple the final draft of this paper before you hand it in.
- You do not need to included a works cited page with this particular assignment.
- You must submit the final draft of your paper to turnitin.com to receive a grade.

## Writing Assignment 2 Project Proposal

Before you begin any research project it is important to organize your thoughts. You must make an assessment of what you know and what you don't know. Most importantly, you must have an idea of what you hope to learn over the course of your research. Thus, it is important to formulate questions that you hope to find answers to through your research.

To that end, compose a proposal for your research paper in which you complete the following five steps in the order they are listed:

1. Begin with a fully developed<sup>1</sup> paragraph that introduces your work of culture and discusses why it interests you. Briefly summarize your work of culture. Answer the following questions: what is the work about and why are you interested in it?
2. Then, in the next paragraph, quote three noteworthy passages from your primary sources—one from the beginning of your text, one from the middle, and one from near the end—and briefly describe why they interest you.
3. Following your paragraph in which you discuss passages that interest you, write a fully developed paragraph on what you both do and don't know about your chosen work and any issues that that work engages.
4. Finally, write a fourth and final fully developed paragraph in which you discuss what questions are guiding your research and what you hope to learn from this project. Write at least four research questions and describe why you picked those questions to focus on.

### **Format requirements:**

- Minimum length: four paragraphs and 400 words. Maximum length: eight paragraphs and 1500 words.
- Format: typed, double-spaced, with 1" margins, 12 pt. Times font, left justified.
- Include the following in the upper right hand side of the first page: your name; a preliminary title for your project; the number of words in your paper; the name, number, section and time of your class; and your professor's name.
- Number each page, centering the page number at the bottom of the page.
- Revise and proofread carefully. Use your spell check and grammar check functions on your word processor.

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<sup>1</sup> A fully developed paragraph is at least six sentences long. It opens with a topic sentence, contains a unified discussion of the topic, and ends with a closing sentence. See the paragraph presentation on your professor's webpage for instructions on how to compose fully developed paragraphs in accord with the MEAL plan.

### Writing Assignment 3 Annotated Bibliography

**Assignment:** provide your audience (your professor and your classmates) with a working thesis statement and an assessment of the secondary sources you have found.<sup>2</sup> The purpose of this assignment is to summarize what scholarship you have read and to begin thinking about how you can use that scholarship in your argument. A successful annotated bibliography will demonstrate both your familiarity with your secondary texts and your ability to put sources in conversation with one another.

**Content:** you must write about a minimum of **six** sources. At least **three** of these sources (but preferably all of them) must be from either scholarly books or academic journals. Well-written bibliographies that feature scholarly sources exclusively will receive grades of A or B; bibliographies that rely on popular, non-scholarly media such as encyclopedias, websites and media reviews will receive grades of C and below.

**Complete the following four parts:**

#### Part I

Begin your annotated bibliography by writing a preliminary thesis. Although the thesis statement you provide at this point does not have to be exactly the same one that you will use in your research paper, it should be focused enough so that you would be proud to use it in your final paper. This means that your preliminary thesis statement should be 1-4 sentences and should give your readers a precise sense of what you intend to argue.

#### Part II

Write MLA citations for each of your six secondary sources and summarize and evaluate those sources. You must arrange your sources in alphabetical order, as determined by the authors' last names. All entries must include the following two elements:

1. **The full citation for the source.** All citations must be written in standard Modern Language Association (MLA) style.
2. **A summary and evaluation of the source.** This must be one formally written, fully developed paragraph. Begin the paragraph one line below your citation; indent the first sentence of the paragraph. Summarize the major points of each source, focusing on those elements that relate to your thesis. Following your summaries, evaluate the source. Will it help you prove your thesis (some sources may not)? Discuss what aspect of the source will be most useful to you in your argument and why. What parts do you plan to use? Where do you plan to use them in your argument? Conclude your paragraph by discussing how this source compares and contrasts with your other sources. Do they complement one another? Reach different conclusions?

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<sup>2</sup> This assignment does not necessarily have to represent all the sources you will use in your research paper. Thus, feel free to use additional sources when you draft your research paper, or to not use some of the sources you discuss here.

### **Part III**

After your bibliography entries, write one fully developed paragraph in which you assess the current state of your research. Consider the following: what questions do you still have about your writer and/or her work? Has anything in your research surprised you? Are there any kinds of sources you really want to find or still hope to find? Do you feel there are any gaps in your research?

### **Part IV**

On a separate line underneath your Part III paragraph, list all the libraries and databases in Galileo you used in your research (do not list Galileo as a database; you use Galileo to find databases). Then, write down all the search terms that you used to find sources.

### **Format requirements:**

- Minimum length: each annotated entry must be a full, well-developed paragraph of at least six to seven sentences.
- **Single-space** each entry, with a double-space between each entry.
- Format: typed, single-spaced, with 1" margins, 12 pt. Times font, left justified.
- Parenthetical citations and bibliographic entries page must follow MLA style.
- Include the following in the upper right hand side of the first page: your name; a title for your project; the number of words in your paper; the name, number, section and time of your class; and your professor's name.
- Number each page, centering the page number at the bottom of the page.
- Proofread carefully. Use your spell check function on your word processor.

## **Writing Assignment 4**

### **PowerPoint Presentation**

**Assignment:** Design a PowerPoint presentation to accompany your oral presentation.

**Content:**

- Your presentation must begin with a title slide that introduces who you are and what the title of your presentation is.
- Your presentation must make appropriate use of images.
- Your presentation must contain your thesis.
- Your presentation must contain a slide on which you summarize your primary source.
- Your presentation must contain slides that present two passages from your primary source that support your thesis.
- Your presentation must contain slides that present quotes from at least two of your scholarly sources and that explain how they support your thesis.
- Your presentation must present the main points of your argument.
- Your presentation must contain a slide on which you evaluate the present status of your research.

**Format:**

Format your presentation as you wish. Strive for clarity. Do not clutter your presentation, but don't skimp on interesting details either. Pick appropriate and interesting images. Avoid styles, graphics, and colors that are difficult to read.

**Hand in to your professor a printed copy of your PowerPoint presentation on the day that you deliver your oral presentation.**

## Writing Assignment 5

### Research Paper

#### The Assignment:

Drawing upon scholarly research, compose an original scholarly interpretation of a major work of culture.

#### Content requirements:

- Your essay must refer to a minimum of **five** secondary sources, **two** of which must be scholarly sources.
- Your essay must prove your thesis through an appropriate use of summaries, quotes, and paraphrases from both your primary and secondary sources. Papers that do not contain textual evidence in the form of summaries, quotes and paraphrases will not receive a passing grade.
- Your quotes and paraphrases must be cited in MLA parenthetical style.
- Your essay must begin with a fully-developed introduction that includes an original thesis about your work of literature.
- Your essay must end with a fully developed conclusion.
- Your essay must contain a final Works Cited page written in MLA style.
- Well-written papers that use scholarly sources exclusively will receive grades of A or B; bibliographies that rely more heavily on popular, non-scholarly media such as encyclopedias, websites and media reviews will receive grades of C and below.

#### Format requirements:

- Minimum length 1500 words; maximum length 3000 words.
- Format: typed, **double-spaced**, with 1" margins, 12 pt. Times font, left justified.
- Parenthetical citations and Works Cited page must follow MLA style.
- Include the following in the upper right hand side of the first page: your name; the title of your paper; the number of words in your paper; the name, number, section and time of your class; and your professor's name.
- Number each page, centering the page number at the bottom of the page.
- Proofread carefully. Use your spell check function on your word processor.

## Oral Presentation

Date of your presentation: \_\_\_\_\_

In the final weeks of class, our class period time will be devoted to individual oral presentations. Each presentation will be between 10 and 15 minutes long.

It is customary in the research process to orally present a brief version of your research project before you write your research paper. Organizing your thoughts, ideas, and research into a brief oral presentation can help you identify what is truly important in your argument. Presenting your ideas and research to others also allows you to get feedback about your work before you commit it to a final draft.

Sign up for a time during the final weeks of class; this will be the time you present your research to the class. Every student will sit at the front desk (or stand) and deliver her or his presentation from the front of the class. You may either read from a prepared text or work off of notes during your oral presentation. After your presentation, you will answer questions from your audience.

Do the following two things:

1. In your presentation (not necessarily in the following order):

- describe your thesis
- summarize your primary text
- review the scholarly sources you are using
- present the main points of your argument
- Closely analyze at least two passages from your primary source that support your thesis
- Quote passages from at least two of your scholarly sources and explain how they support your thesis
- conclude your presentation by describing where you are in the research process, what you have accomplished, and what you still have to do to complete your research

2. Design a PowerPoint presentation to accompany your talk according to the dictates of writing assignment 4.

## How to Identify Scholarly Books and Articles

### Look for the following for scholarly books:

You find the book in a college library

It is written by an expert (often with a Ph.D.)

It has a long title, often with a specialized subtitle (i.e., *William Faulkner: Ideology and the History of the New South*)

It has a works cited list or a bibliography

It has endnotes or footnotes

It is published by a university press

### Look for the following for scholarly articles:

You found the article in a scholarly database such as MLA Bibliography

You found the article in an anthology of critical essays

It is written by an expert (often with a Ph.D.)

It has a long title, often with a specialized subtitle

It has a works cited list or a bibliography

It has endnotes or footnotes

It is long (10 or more pages)

It is published in an academic journal

### Academic journals:

They have long specialized titles and, occasionally, subtitles (i.e. *The Flannery O'Connor Review or Signs: A Journal of Feminist Scholarship*)

They are often published by scholarly organizations, schools and institutions

They are published quarterly or bi-annually (have season or month publication dates)

They have volume and issue numbers

They contain long essays (10 or more pages)

## Library Orientation Tutorial

Complete the following steps to identify four works of culture that would be a good topic for a research project.

Show this completed form to your professor when you are done.

Remember—you are in a library, so work quietly.

1. Pick four different, well-established artists in any media. Write down their names below.
2. Using the GIL catalog and consulting with your professor, identify a major work by each of those artists and, if it is available in the library, write down its title and call number below. If it is not available in the library, write “NA.”
3. Go into Galileo and, using the appropriate keywords, search in Galileo for secondary sources on your writer and the work of theirs that you chose. Search in the appropriate subject and write down how many **peer reviewed** sources there are on your artist and also how many sources there are on the work you chose. This will give you a good idea if there are enough scholarly sources on your writer and their work for you to write a research paper on.

Example:

Allen Smith	<i>Madame Sosostoris</i>	PN34938.NP50	85	/	10
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Author	Title	Call Number	number of scholarly books and articles in Galileo on your writer / and the specific work you listed below		
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1.				/	
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2.				/	
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3.				/	
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4.				/	
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## WRITING INTRODUCTIONS

Generally, introductions must contain both a thesis and a preview of your supporting ideas (unless you are writing a non-formulaic essay such as a narrative). They should be as long and developed as your body paragraphs. However, they may be organized in different ways.

Here are some strategies for writing introductions:

1. The funnel. Go from general information about your topic to a specific thesis.
2. Incorporate your supporting ideas into sentences before your thesis.
3. Incorporate your supporting ideas into sentences after your thesis.
4. Begin with an anecdote (a small story on your essay topic).
5. Ask a question.
6. Use a vivid quotation.
7. Create a visual image that represents your subject.
8. Offer a surprising statistic or other fact.
9. Provide background.
10. Outline the argument your thesis refutes.
11. Make a historical comparison or contrast.
12. Outline a problem or dilemma.
13. Define a word central to your subject.

## WRITING CONCLUSIONS

Generally, conclusions should “wrap up” your argument in an effective manner. You may restate your thesis in your conclusion or otherwise remind your reader of the main ideas of your argument, but do not limit yourself to that. Rather, think of your conclusion as your last, best chance to sell your topic. You are trying to persuade your reader of the validity of your argument, after all.

Here are some strategies for writing conclusions:

1. Strike a note of hope or despair.
2. Discuss the future.
3. Give a symbolic or powerful fact or other detail.
4. Give an especially compelling example.
5. Create a visual image that represents your subject.
6. Use a quotation.
7. Recommend a course of action.
8. Restate your thesis and reflect on its implications.
9. Echo the approach of your introduction.
10. Discuss what you have learned from your essay.

## Writing with Sources<sup>3</sup>

In your papers you may be required to find **textual evidence** to help you prove your thesis. This means you will have to incorporate **quotes, paraphrases, and summaries** of your secondary sources into your writing. Using textual evidence puts you in conversation with other scholars on your topic. It also puts the expertise of other scholars to work for you.

You may use three kinds of textual evidence in your papers: summaries, paraphrases, and direct quotes. Each will be discussed in turn below; following each discussion you will complete several numbered writing exercises on a separate sheet of paper to acquaint you with how to summarize, paraphrase, and quote your sources.

- **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source.

Summaries are significantly shorter than the original and take a broad overview of the source material.

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<sup>3</sup> Material on this handout has been derived from the following sources:  
<http://www.lehigh.edu/~incent/old%20site/writing/quotes/quotes.htm>  
<http://www.stark.kent.edu/writing/intquotes.htm>  
[http://owl.english.purdue.edu/handouts/research/r\\_quotprsum.html](http://owl.english.purdue.edu/handouts/research/r_quotprsum.html)  
Aaron, Jane E. *The Little, Brown Handbook* Brief edition. New York: Longman, 2002.

## HOW TO SUMMARIZE

Use summaries to describe work your reader hasn't read so that they will understand your argument.

Summaries condense an extended idea or argument into a sentence or more in your own words. Use summaries to report the gist of an author's idea.<sup>4</sup>

**Exercise 1. On a separate sheet of paper, summarize in one sentence the following quotation from an official government report on the “digital divide”:**

Original quotation:

The following examples highlight the breadth of the digital divide today:

- Those with a college degree are more than eight times as likely to have a computer at home, and nearly sixteen times as likely to have home Internet access, as those with an elementary school education.
- A high-income household in an urban area is more than twenty times as likely as a rural, low-income household to have Internet access.
- A child in a low-income white family is three times as likely to have Internet access as a child in a comparable black family, and four times as likely to have access as children in a comparable Hispanic household.

—US Department of Commerce, *Falling Through the Net: Defining the Digital Divide*, p. 7

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<sup>4</sup> From Jane Aaron, *Little Brown Handbook*, page 422

## HOW TO QUOTE

Use direct quotes from your primary text to illustrate and support your analysis. Use direct quotes from your secondary sources only when the words of your own paraphrase would not be as effective or meaningful.

In English 1101 and 1102 you must cite all of your sources using a form of documentation called MLA (Modern Language Association) documentation style. This means that you will have to cite your quotes and paraphrases within your essay a specific way. If you are writing a research paper for English 1102 you will also have to write a “Works Cited” page on a separate page after your essay, in which you write bibliographic entries for your two stories in a specific way.

Here’s how to do it:

- Use **parenthetical citation** to document your quotes and paraphrases. At the end of each quote or paraphrase, write the source author’s last name and the page number the cited passage is from.
- Incorporate quotes grammatically within the body of your paragraphs.
- If a quote is over four lines long, then you must left-indent the entire quote within your paragraph. Each line of the quote must be left-indented ten spaces.
- The first time that you cite from a source, you must cite the author’s name either in the body of your paragraph or in the parenthetical citation.
- If you have already mentioned the author’s name in your paragraph or in a previous parenthetical citation, then you need only write the page number in parentheses, not the author’s already mentioned name.

For example, here is a quote from an essay by Flannery O’Connor used in a sentence:

Like many modern authors, Flannery O’Connor has a very stern view of human affairs, claiming that “modern life is seriously distorted” (225).

And here is the same quote in a sentence that does not mention the name of O’Connor:

Many modern authors have a very stern view of human affairs, claiming that “modern life is seriously distorted” (O’Connor 225).

When using direct quotes from your sources you must incorporate them into the grammatical flow of your own writing. You do this by using **signal phrases** that often include **helping verbs**:<sup>5</sup>

One common error a lot of people make when they include a quote is that they tend to put the quote in a sentence by itself. Unfortunately, we cannot do this because we are then giving the quote without a specific analytical context. We need to use a signal phrase to introduce the quote and give our readers a context for the quote that explains why we are taking the time to include it in our paper.

Take, for example, this section from a paper on Frederick Douglass's slave narrative, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*:

We can see Douglass' marriage as an assertion of his ownership of himself. "What Douglass's certificate of marriage, which is transcribed in full in chapter 11, signifies is that the black man has repossessed himself" (Baker 170).

In the above example, the quote from an essay by the critic Houston A. Baker, Jr. thrusts itself into the flow of the paper, disturbing readers because there is no warning that the quote is coming. Yet, with a signal phrase, we can make the use of the quote seem more natural to readers:

We can see Douglass' marriage as an assertion of his ownership of himself, as the critic Houston A. Baker, Jr. argues in his essay "The Economic of Douglass's Narrative": "What Douglass's certificate of marriage, which is transcribed in full in chapter 11, signifies is that the black man has repossessed himself" (170).

By including a reference to Baker and his essay in the sentence before giving the quote, we let the reader know that we are using someone's opinion to support our own, giving the quote a context that the reader finds relevant to our overall point.

There are three main ways to set up a signaling phrase:

1. With a complete sentence followed by a colon.

The effects of Auld's prohibition against teaching Douglass to read were quite profound for Douglass: "It was a new and special revelation" (29).

2. With a partial sentence ending in a helping verb, followed by a comma.

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<sup>5</sup> Examples derived from Jane Aaron, *The Little Brown Handbook*

Douglass argues that Auld's prohibition against literacy for him was a profound experience, saying, "It was a new and special revelation" (29).

3. With a statement that ends in "that."

The importance of Auld's prohibition to Douglass is clear when Douglass states that "it was a new and special revelation" (29).

You can, however, build your own signal phrases by mixing these three basic styles with helping verbs that describe your source's attitude towards the subject of the quote. Here is a list of such verbs, as well as other phrases you can use: admits; agrees; argues; asserts; believes; claims; compares; confirms; contends; declares; denies; emphasizes; insists; notes; observes; points out; reasons; refutes; rejects; reports; responds; replies; suggests; thinks; writes; In \_\_\_\_\_'s words; According to \_\_\_\_\_'s (notes, study, narrative, novel, etc.)

**Exercise 2. Using a signal phrase, revise the following quote on a separate sheet of paper so that it fits better with the flow of the writer's sentence:**

Charlotte Brontë believed that novels should be objective and impartial. Jerry Lyman, a literary critic, agrees with this view and "a good writer does not fail to separate opinions from facts" (53).

**Exercise 3. Using a signal phrase, revise the following quote on a separate sheet of paper so that it fits better with the flow of the writer's sentences:**

In Charlotte Brontë's novel, *Jane Eyre*, Jane disagrees with Mr. Rochester's idea that a husband has the right to control his wife, and she asserts her freedom to be an independent married woman. "I am a free human being with an independent will" (Brontë 252).

**Exercise 4. Often, you must tell your reader how to interpret your quote. Revise the following sentences so that the quoted material isn't just 'dumped' after the first sentence. You will have to add signal phrases and transitional words to do so.**

Many fiction writers maintain that it is impossible to keep personal opinions from influencing their selection and presentation of facts. "True, authors, like everyone else, form impressions of what they see and hear. However, a good author does not fail to separate opinions from facts" (Lyman 52).

## HOW TO PARAPHRASE

You do not want to quote everything that you cite. As a general rule, quotes should never take up over 1/3 of a paragraph—although sometimes they may (if a quote is over four lines long then the entire quote should be left-indented). When you want to cite a specific passage of a story or article but do not want to quote it then you must paraphrase it, which means write the passage in your own words.

When we quote a passage, we do so in order to analyze how a specific effect works in the text. If there is no clear effect that we wish to discuss, we may want to simply paraphrase the key incidents or details of a passage so as to avoid slowing down our own writing with the words of someone else. Paraphrase is most useful when you want to present or examine an author's line of reasoning but don't feel the original words merit direct quotation.

We need to be careful when we paraphrase, though. We have to create a sentence that uses a different sentence structure and language. If our paraphrase contains elements that are a word-for-word match to the source text or so close that it is difficult to tell the difference, we could be charged with **plagiarism** because it looks like we are trying to steal the words or ideas of someone else. In the case of word-for-word paraphrasing, rewrite it or turn it into a direct quote. In the case of a near quote, give a citation for the sentence as if it was a direct quote, just to be safe.

### **Exercise 5. Paraphrase the quote below on a separate sheet of paper:**

The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past. From Kathleen Yancey, *The Roaring Twenties* (1989): 25.

**Exercise 6. Paraphrase the quote below on a separate sheet of paper:**

"The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," *Audubon* (May 1990):17.

**USE QUOTES, PARAPHRASES, AND SUMMARIES TOGETHER**

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work *On the Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (12), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream work" (95). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (66).

## HOW TO AVOID PLAGIARISM

Plagiarism is the presentation of someone else's ideas or words as your own. Every summary and paraphrase that you write must be in your own words. If you are using someone else's words, you must quote them.

**Exercise 7. Underline the terms copied in the passage plagiarized from Jessica Mitford's book below.**

Original: The character and mentality of the keepers may be of more importance in understanding prisons than the character and mentality of the kept. (From Jessica Mitford's *Kind and Usual Punishment*, page 9).

Plagiarized: But the character of prison officials (the keepers) is more important in understanding prisons than the character of prisoners (the kept).

**Exercise 8. On a separate sheet of paper, use a direct quote to revise the plagiarized paraphrase above so that it is not plagiarized.**

**Exercise 9. On a separate sheet of paper, without using quotes, revise the plagiarized paraphrase below so that it is not plagiarized.**

Plagiarized: In understanding prisons, we should know more about the character and mentality of the keepers than of the kept.

## MLA Works Cited Format Guide

Center "Works Cited" at the top of your works cited page. Double-space the works cited list. Left justify the first line of each entry on your works cited list; indent the second and following lines. If a source does not have an author, begin your citation with the title of the article. List all sources in alphabetical order by author first name.

### Single-author book:

Last Name, First Name. Full Title and Subtitle. Edition number if greater than first. Place of Publication: Publisher Name, Year of publication.

Ginsberg, Allen. Howl and Other Poems. San Francisco: City Lights Books, 1959.

### Multiple author book (and second edition):

Last Name, First Name, First Name Last Name. Title and subtitle. Edition number if greater than first. Place of Publication: Publisher Name, Year of publication.

Faigley, Lester and Jack Selzer. Good Reasons: Designing and Writing Effective Arguments. 2nd edition. New York: Longman, 2003.

*(the rules for ordering multiple authors apply to articles too.)*

### An article in an edited anthology:

Last Name, First Name. "Full title and subtitle of article in quotes." Full Title and Subtitle of anthology. Ed. editors first and last name. Place of Publication: Publisher Name, Year of publication. first page of article-last page of article.

Hegel, G.W.F. "Philosophy of Fine Art." The Art of Art History: A Critical Anthology. Ed. Donald Preziosi. New York: Oxford University Press, 1998. 97-109.

### An article in a scholarly journal:

Last Name, First Name. "Full title and subtitle of article in quotes." Title of Journal Volume Number.issue number (date of publication): first page of article-last page of article.

Walchelder, Joseph. "Democratizing Science: Various Routes and Visions of Dutch Science Shops." Science, Technology, and Human Values 28.2 (Spring 2003): 244-274.

### A newspaper or magazine article

Author Last Name, First Name. "Full title and subtitle of article in quotes." Title of Newspaper or Magazine Day of publication Month of publication Year of publication: page numbers.

James, Larry. "Tom Clancy: Artist or Terrorist?" The New York Post 12 March 2002: 14.

### A newspaper or magazine article found on the internet using a full-text database such as LexisNexis Academic.

Author Last Name, First Name. "Full title and subtitle of article in quotes." Title of Newspaper or Magazine Day of publication Month of publication Year of publication: page numbers. Name of database.

James, Larry. "Tom Clancy: Artist or Terrorist?" The New York Post 12 March 2002: 14. LexisNexis Academic.

### An online source such as an electronic online journal or a website:

If you are consulting a web page or online journal instead of a print publication, write down either the name or, lacking that, the kind of web page you are citing. Then, find and note the last date the web site was updated. Finally, write the web address (the URL) within brackets like this < URL >.

Johnson, Joe. "The Meek Shall Inherit the Earth?" Slate 1 May 1997. 1 Oct. 1999 <<http://www.slate.com/Economics/97-05-01/Economics.asp>>.

Mitchell, Jason P. "PMLA Letter." Homepage. 10 May 1997. 1 Nov. 1999 <<http://sunset.backbone.olemiss.edu/~jmitchel/pmla.htm>>.

Consult the Gordon College Reference Guide for further instructions on citing works properly in MLA style.

## Works Cited Tutorial

You must write bibliographic entries for all the stories, books, or articles that you refer to in your essay. You do this on a "Works Cited" page, which is a separate page at the back of your essay. When preparing a works cited list, write on a separate page "Works Cited" centered at the top of the page. Then, under that, write a bibliographic entry for each of your sources. Order your sources in alphabetical order based on the author's last name. Left justify the first line of each entry; indent all successive lines.

### Single-author books follow this style.

Last name, first name. Title of Book. Edition if greater than first. City of Publication: Name of Press, Year of publication.

Fix this entry:

Ralph W. Baldwin. The Face of the Moon 1949. University of Chicago Press. Chicago. 1-290. Second ed.

### Single-author articles or stories follow this style:

Author last name, first name. "Title of Article or Story." Name of Journal volume number.issue number (Month Year): first page-last page.

Fix this entry:

Policy for Security and Peace. John Foster Dulles. April 1954 Foreign Affairs 34, 353-364.

Fix this entry:

Flannery O'Connor. 99-110. The Complete Stories. Farrar, Straus and Giroux Publishers. 1985 New York. "A Good Man is Hard to Find."

### Single-author article or story in an edited volume follow this style:

Author last name, author first name. "Title of Story or Article." Title of Book. Edition number if greater than first. Ed. First name of first editor Last name of first editor and First name of second editor and last name of second editor. City of Publication: Name of Press, Year of Publication. First page number of piece-last page number of piece.

Fix this entry:

Alvarez, Walter. "The Extinction of the Dinosaurs." 28-56. Ed. Janine Bourriau and James Franz. Understanding Catastrophe. Second edition. New York. Cambridge University Press, 1992.

### multiple-author books follow this style:

Last name of first author, first name of first author and first name of second author last name of second author. Title of Book. City of Publication: Name of Press, Year of publication.

Fix this entry:

War Stars: The Superweapon and the American Imagination. H. Bruce Franklin and Kirk Armstrong. New York: Oxford University Press, 1988.

## Works Cited Exercises

On a separate sheet of paper, write a works cited page for the following texts using proper MLA style.

author: Harriet Hyman Alonso.  
title: "Mayhem and Moderation: Women Peace Activists During the McCarthy Era."  
in the book *Not June Cleaver: Women and Gender in Postwar America, 1945-1960*.  
edited by Joanne Meyerowitz  
published in 1994  
on pages 128-150  
published by Temple University Press in Philadelphia

author: Thomas Pynchon  
title: *Gravity's Rainbow*  
year published: 1987  
in New York  
by Penguin Books

author: Luis W Alvarez  
title *Alvarez: Adventures of a Physicist*  
year: 1987  
place of publication: New York  
publisher: Basic Books

author Cyndy Hendershot  
title: *I Was a Cold War Monster: Horror Films, Eroticism, and the Cold War Imagination*  
press: Popular Press  
year: 2001  
place: Bowling Green, OH

authors: Lubomir F. Jansa, Marie-Pierre Aubry, and Felix M. Gradstein.  
title: "Comets and Extinctions; Cause and Effect?"  
in the edited book: *Global Catastrophes in Earth History; An Interdisciplinary Conference on Impacts, Volcanism, and Mass Mortality*  
on pages 223-232.  
edited by V.L. Sharpton and P.D. Ward.  
place of publication: Boulder, CO  
year of publication: 1990  
Press: Geological Society of America

authors Robert Jay Lifton and Greg Mitchell  
Title: *Hiroshima in America: Fifty Years of Denial*  
Place: New York  
Press: G.P. Putnam's Sons  
Year 1995.

author Harold Urey  
title "Cometary Collisions and Geological Periods."  
published in the journal *Nature*  
in volume 242  
in the year 1973 on pages 32-33.

## **Online Tutorial 1**

### **Getting to know your online library**

Check each of the following 9 items and answer each question in the space provided. This is an introductory tutorial; more advanced tutorial sessions will follow. Don't forget to complete the next page.

If you know how to use the computers/programs and you see someone who needs assistance, please assist them. If you have any questions, ask your professor or your fellow students for assistance. If you can answer every one of these questions, you have a good grasp of the online resources available to you for your research project.

1. \_\_\_\_\_ Log on to a computer.

2. \_\_\_\_\_ Open Internet Explorer and go to the Hightower library home page. You can access the library home page through the Gordon home page (<http://www.gdn.edu>)

3. \_\_\_\_\_ Reacquaint yourself with the research resources available at Hightower. Navigate the website to answer the following questions in the space provided below. Use the "tips and tutorials," "services" and "electronic resources" links to help you answer the following questions.

What is the GIL catalog and what do you use it for?

What is a keyword search and what do you use it for?

What is GIL Express and what do you use it for?

What are ebooks and how do you use them?

What is Interlibrary Loan and what do you use it for?

How do you use the computer to renew books you have checked out?

4. \_\_\_\_\_ Go to the Hightower home page and click on citing sources. What does this link show you how to do?

5. \_\_\_\_\_. Click on "tips and tutorials" and then "Galileo tutorial" from the Hightower home page. Read through the tutorial to answer the following questions.

What is Galileo and what do you use it for? Be sure to click on each blue link; don't simply write down the brief descriptor.

What are the databases and what do you use them for?

How are the databases organized?

How do you begin a database search?

What does a database citation contain?

What is the difference between popular vs. scholarly articles?

How do you get an article you found in a database?

6. \_\_\_\_\_. Log on to your GIL account, get the Galileo password, and write it down here (be sure to do this yourself to ensure that you get the correct password for your personal account). This password will give you access from any computer in the world to the USG (University System of Georgia) online library resources: \_\_\_\_\_

7. \_\_\_\_\_. Log on to Galileo. Look at the subjects listed on the screen. These are the different categories of databases you can use to find scholarly articles for your research project. Write down what subjects you can find databases in for your research project: \_\_\_\_\_

8. \_\_\_\_\_. Click on one or two of those subjects and look at the listing of specific categories you can search in. Write down the names of at least four different categories that you can search in to find books and articles for your research project:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_. Log off your computer and show this completed form to your professor before you leave class.

**Online Tutorial 2:  
Finding Electronic Resources in the Library Catalog and Galileo Databases**

Complete the following 15 steps. Show this completed sheet to your professor before you leave class.

You will best learn this material if you complete all of the steps by yourself and ask for help when needed.

1. Click “keyword search” on the Hightower GIL catalog page and do a keyword search to find out how many books **about** Betty Friedan can be found in the Hightower stacks.

Number of books in Hightower Library: \_\_\_\_\_

2. Go on **GIL universal** and do a keyword search to find out how many books **about** Betty Friedan are available in the university system.

Number of books in GIL Universal: \_\_\_\_\_

3. If you wanted to order this or any other book from another library, you would have to use GIL Express. **Click on GIL Express and fill in the information to enter your account.** You will see a page that says “Borrow Item Through GIL Express.” **DO NOT CLICK OK;** if you wanted to order this book, all you would have to do is click ok and it would be sent to you.

After you have successfully entered your account and learned how to request a book from another library, put a check in the following space:\_\_\_\_\_.

4. Log off your GIL account. After you have done so, put a check in the following space: \_\_\_\_\_.

5. Go to the Galileo database homepage and load the “literature and literary criticism” search page.

6. Perform a search on “Flannery O’Connor” in the literature and literary criticism area and find a full-text, peer-reviewed article.

Write down the author of that article here:\_\_\_\_\_

7. You can read online articles in multiple formats. Download a “PDF Full Text” version of the article to your computer’s desktop. When you have done so put a check in the following space: \_\_\_\_\_

8. Most articles are not available in electronic format. If need be, you may request an article using interlibrary loan (ILL). Go to the Hightower homepage and read the Interlibrary Loan information page. In the space provided below, answer the following question: what is the procedure for placing ILL requests?

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9. Now it is time for you to conduct some research on your own cultural work.<sup>6</sup> Go into Galileo and conduct a search on your author in different subject areas. Write down the number of full text, peer reviewed articles on your work in two subject areas and the number of full text articles available:

Subject area: \_\_\_\_\_ full text available: \_\_\_\_\_

Subject area: \_\_\_\_\_ full text available: \_\_\_\_\_

10. Keep searching databases until you find a full-text article on your work. If you cannot find an article on your work, find an article on a topic that is of related interest to your work.

11. Download the article to your desktop. If you cannot download a version of the article, cut-and-paste the full text of the article into a word processor and save that text as a file. Name the file after the author's name. If you have a disc, save the file to your disc.

Write down the article author's name and the title of her article here: \_\_\_\_\_.

12. By looking through the database categories in Galileo, identify a third subject area where you can find articles about your author. Write down the name of the subject area and number of articles on your author you found there:

Subject area: \_\_\_\_\_ Number of articles: \_\_\_\_\_

13. Now go back onto GIL and search for books and collections of essays on your work. Report on the following:

The number of books available in Hightower about (not written by) your work: \_\_\_\_\_

The number of books available through Gil Express about (not written by) your work: \_\_\_\_\_

14. Look through the above lists of books in GIL and GIL Universal, skim their titles, and write down the following:

The number of essay collections available in Hightower about (not written by) your work: \_\_\_\_\_

The number of essay collections available in the university system about (not written by) your work: \_\_\_\_\_

15. Now think about two or three topics related to your author and/or her book such as her cultural and historical context or a subject that her book deals with. You may wish to research the academic literature on these as well. Write down those topics here: \_\_\_\_\_

**Now you have successfully started your scholarly research. Show this completed form to your professor before leaving class.**

<sup>6</sup> If you are doing a paper where the topic is more important than the author, research that topic.

### Online Tutorial 3 Finding and Evaluating Online Sources<sup>7</sup>

Your research project should be based primarily on scholarly books and journals. Use non-scholarly sources such as magazines and newspapers only as supporting material. How do you tell the difference between scholarly and non-scholarly sources?

<b>Scholarly Sources</b>	<b>Non-Scholarly Sources</b>
Are written by scholars or professionals in the field. Writers are usually allied with universities or government agencies.	Are written by professional writers (often journalists) who are not experts in the field under consideration.
Always cite their sources of information in the form of footnotes or bibliography.	Rarely provide footnotes or bibliographic citations about the sources of information.
Give research results, include specialized vocabulary and are aimed at specialized audiences.	Simply report events or opinions and are aimed at a general audience. They usually rely on very basic vocabularies.
Journal cover and pages tend to be plain in design, with few or no pictures or graphics.	Tend to be highly pictorial. Magazines accept advertising.
Are mostly published by professional organizations, associations, scholarly groups or universities and colleges.	Are generally published for profit. May be intended as a vehicle of opinion: political, moral, or ethnic.
Authors are always named, and their institutional affiliation is given.	Authors may be anonymous.
Journal issues are likely to be successively numbered (for example, issue 1 includes pages 1-356, issue 2 has pages 357-585, etc.)	Magazine issues are likely to begin with page 1.
Articles tend to be long (10-40 pages).	Articles tend to be short, some only 1-2 pages.
Journal issues tend to be published less often (monthly, quarterly, semi-annually).	Magazine issues tend to be published more frequently (monthly, weekly, daily).
Are usually found in a library or in a professor's office.	Can be found at any bookstore or convenience store.
Examples: Articles in <i>Journal of American History</i> , <i>Journal of Educational Psychology</i> or books published by a University Press written by a scholar with footnotes.	Examples: Articles in <i>Newsweek</i> , <i>National Review</i> or books published by Scribner written by a journalist or professional writer without footnotes.

*Turn to the next page...*

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<sup>7</sup> Based on information available at <http://www.stchas.edu/library/index.shtml>. For further discussion, see: <http://valencia.cc.fl.us/lrwest/scholarlypop.html> (scholarly, popular, and trade publications); <http://library.fpc.edu/instruct/instruct05.shtml> (primary, secondary, and tertiary sources); and [http://library.csusm.edu/subject\\_guides/history/scholarly.asp](http://library.csusm.edu/subject_guides/history/scholarly.asp) (books versus articles).

Complete the following 10 steps

1. \_\_\_\_\_. Search the LexisNexis database and find three articles on your work or a related topic. Write down the article author names and titles in the space below; using the above criteria, make note of whether the sources is scholarly or non-scholarly.

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_. Search Google Scholar and find one article on your work, artist or a related topic. Write down the author names and titles in the space below; make note of whether the sources is scholarly or non-scholarly.

3. \_\_\_\_\_. Search Google News and find one article on your work, artist or a related topic. Write down the author names and titles in the space below; make note of whether the sources is scholarly or non-scholarly.

*Turn to the next page...*

**Now do some domain searches:** to restrict your Google search to a specific domain, type “search terms site:domain”—e.g. “Harry Potter site:edu.” When you search, skim through at least the first ten pages of the websites listed; don’t just look at the first page of hits. Also, be sure to click on and visit the websites you are listing below.

4. \_\_\_\_\_. Search Google for online information on your work, artist or a related topic, restricting your search to the **edu** domain. Write down the web address for one of the websites that you found. Evaluate it by noting, under the web address, whether it is scholarly or non-scholarly, who made it, and the last date it was updated.

site:

evaluation:

5. \_\_\_\_\_. Search Google for online information on your work, artist or a related topic, restricting your search to the **gov** domain. Write down the web address for one of the websites that you found. Evaluate it by noting, under the web address, whether it is scholarly or non-scholarly, who made it, and the last date it was updated.

site:

evaluation:

6. \_\_\_\_\_. Search Google for online information on your work, artist or a related topic, restricting your search to the **museum** domain. Write down the web address for one of the websites that you found. Evaluate it by noting, under the web address, whether it is scholarly or non-scholarly, who made it, and the last date it was updated.

site:

evaluation:

7. \_\_\_\_\_. Search Google for online information on your work, artist or a related topic, restricting your search to the **org domain**. Write down the web address for one of the websites that you found. Evaluate it by noting, under the web address, whether it is scholarly or non-scholarly, who made it, and the last date it was updated.

site:

evaluation:

8. \_\_\_\_\_. Search Google for online information on your work, artist or a related topic, restricting your search to the **com domain**. Write down the web address for one of the websites that you found. Evaluate it by noting, under the web address, whether it is scholarly or non-scholarly, who made it, and the last date it was updated.

site:

evaluation:

9. Do a Galileo search and identify three journals that contain articles that may be useful for your paper. Write down their names in the space below. Then do a Google search to see if those journals are available on the web. Type the titles of the journals into the Google search bar. Make note of which journals are and aren't available:

1. \_\_\_\_\_ available online? \_\_\_\_\_
2. \_\_\_\_\_ available online? \_\_\_\_\_
3. \_\_\_\_\_ available online? \_\_\_\_\_

10. If you finish this worksheet before the end of the class period, work on writing a thesis for your research paper. What point do you want to prove? Write that point down here:

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Show this completed form to your professor before leaving class.

## **Online Tutorial 4**

### **Building a PowerPoint Presentation**

Complete the following steps. By the end of today's class, you should have a rough draft of your oral presentation PowerPoint slideshow.

Feel free to ask your professor or fellow students for help as need be. Some of us have never used PowerPoint before; others are quite familiar with it. Share your knowledge.

1. Log on to a computer and open PowerPoint.
2. Use the formatting palette to pick a design (font style, color scheme, etc.) for your title slide.
3. Make a title slide for your presentation with the following information; arrange this information as you see fit; have fun with the design:
  - Your name
  - Your affiliation (Gordon College)
  - A title for your presentation
  - An image that complements your title slide
  - Any other information that is useful or helpful

Remember, too much text or other visual information will make a slide hard to read. Don't overdo the design.

4. Use Google image search to search for at least three images that complement your presentation. Save those images to the desktop of your computer and insert them into your slides as need be.
5. Consult the oral presentation and PowerPoint assignment requirements in this packet and make rough designs using the formatting palette for at least five slides (title slide included) that you could use in your presentation. Put images and text in those slides as need be.

After you have completed a rough outline of at least five slides containing a total of at least three images, show your slideshow to your professor. You may leave class once you have demonstrated to your professor that you can design five slides.

Save your slideshow to your disk or portable drive (or to your personal harddrive space on the Gordon network) before you leave class.

**First draft review. Complete the following eight steps. Revise your paper accordingly.**

1. Re-read your entire paper, proofreading for errors. It is recommended that you read your paper aloud to yourself; this will help you hear when sentences are incorrect.
2. As you proofread, eliminate all comma splices, run-on sentences, and sentence fragments.
3. Find your thesis. Make sure that it is specific enough. Does it express the point you are going to prove in your paper? Revise for specificity.
4. Find your topic sentences in your body paragraphs. Make sure that they explicitly relate to your thesis. Use keywords from your introduction to link all of your body paragraphs to your thesis.
5. Identify your paragraph transitions. Make sure that they express how the point you are making in the present paragraph flows from the point you made in the previous paragraph. Use keywords from your previous paragraph in your transitional sentences to enhance the flow of your argument and link your ideas from paragraph to paragraph.
6. Find your quotes. Eliminate all dumped quotes that stand alone as separate sentences. Make sure that your quotes are integrated into the flow of your writing and that they are set up with signal words and phrases.
7. Check the punctuation of your quotes and parenthetical citations. Periods and commas always go inside “quotes,” like “this.” Periods always go outside parenthetical citations, like this (1082).<sup>8</sup>
8. Re-read the formatting instructions for the assignment. Make sure that your paper is formatted properly, with a full heading, proper font and margins, and page numbers.

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<sup>8</sup> Unless the parenthetical citation appears at the end of a long, indented quote; then it goes at the end of the long quoted passage before the parenthetical citation:

Imagine that this is a very long quote that is indented in a paper. Notice how you don't put quote marks around indented quotes. Furthermore, for indented long quotes, you put your period at the end of the sentence before your parenthetical citation. (1082)

**General writing advice:**

- Put quote marks around short story and essay titles.
- Italicize book and film titles.
- Refer to authors by their last names or their full names, not their first names.
- Put commas and periods inside quote marks.
- When using parenthetical citations, put commas, periods and other punctuation marks after parenthetical citations.
- Refer to people as “who”; refer to things as “that.”
- Do not put extra spaces between paragraphs.
- Number your pages.
- Use paragraph transitions to link ideas from one paragraph to the next and describe how your line of reasoning is developing.
- Link your topic sentences to your thesis.