The Pocket Prof

A Composition Handbook

Life is an English class.

—Liz Neumeyer, Professor Emeritus, History

Kellogg Community College
2015-2016
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### Credits and Acknowledgements
INTRODUCTION

Let’s start with an inescapable fact: you’ll be writing and communicating for the rest of your life whether you’re a second grade teacher, a corrections officer, an ER nurse, or a district manager at Target. You don’t want to sound like an idiot on paper or in person. People lose interviews, jobs, and respect when they write or communicate poorly. Simply put, developing effective writing and speaking skills can help you succeed far beyond the classroom.

This handbook is the product of much collaboration. In creating this resource, members of the faculty at KCC have attempted to distill their collective wisdom about writing and present that material in a concise and accessible way. This is by no means a complete reference for every English question you might encounter in your life; however, it is a collection of common issues and areas of concern that professors across all disciplines address.
ETIQUETTE ISSUES

Netiquette 101

It’s never been easier to connect with professors and classmates online, but along with ease and convenience comes a certain level of responsibility when you are posting or mailing information. Keep in mind this basic rule: don’t do anything online that you wouldn’t like someone else to do to you (i.e. sending an aggressive email, posting an overly critical reply, forwarding messages to third parties without permission). Remember, your online activity leaves a permanent digital trail. Here are some “netiquette” tips to remember in an academic setting:

Act Within the Law:

• Never send a message that threatens, harasses, or blatantly offends any member of the KCC community.

• Always give credit for words or ideas that belong to someone else.

• Identify yourself by name. Don’t pretend to be someone else.

Be Courteous and Respectful:

• Avoid using profanity in an email or discussion forum.

• Keep personal matters between you and your classmates and/or professors private—both in online and face-to-face courses.

• Before you press “send” or post something in an online discussion forum, re-read your text to make sure it won’t be misunderstood. Your readers will not necessarily know your mood or be able to read your body language.

• If you decide to send a message via cellphone, take the time to punctuate your text properly.

• Don’t write in all lowercase letters.

• YOU’RE SHOUTING when you write in all capital letters!

• Abbreviations and emoticons can help convey tone or mood, but keep in mind that they wear thin on some readers. LOL 😊
Emailing Your Professor—Ten Tips

1. Put your name and class/section in the subject line, followed by the nature of the communication. (John Smith ENGL 151:04 Illness)

2. Use an appropriate standard greeting, such as “Dear Professor Shaw” or “Good Morning.” Never “Hey.”

3. Keep the message on point. “My question about today’s assignment is this:”

4. Write in standard English—no “textspeak” or symbols.

5. Always sign your name at the end (full name if you are unknown to the recipient or first name if you are known).

6. Never ask your professor if you have missed anything important; of course you have.

7. Don’t go into too much personal detail if you must miss class. An absence is an absence.

8. If you will be missing class, always ask what you need to do to keep current.

9. Never forward jokes, memes, or chain letters to your professor.

10. Make readers want to respond. Your email is a reflection of you, your work habits, and your professionalism.

Discussion:
What impression does the email below give to the recipient about its sender?

----- Message ----
From: JediKnight93@aol.com
To: samram@kellogg.edu
Sent: Sat, September 8, 2015 10:39:22 PM
Subject: missed class

Hey,
i am in your class this semester but have missed the first 4 days do to some unexpected problems with work and family. I would like 2 make up the work if u can send me the syllabus and all the handouts thank you. and also if i missed any important info.

Will we b needing the book this semester because I am on a budget. ;-)
Participating in Online Discussions

Many college courses provide students with opportunities to exchange ideas with their peers and professors in online forums. If you are required to participate in online discussions, make sure your posts are civil, thoughtful, and well-edited.

The student exchange on the next page comes from an online developmental psychology course. The students were asked to respond to a chapter about how infants acquire language skills. In addition, students were required to refer to something factual (a study, textbook reference, or online source) to support their points.

Exercise/Discussion:

1. Where do these students use specific examples to support their ideas?
2. Is there evidence that these students have learned anything from this reading assignment?
3. How do these writers exhibit civility or promote further discussion?
4. In what ways do these students personalize the course material?
5. How is this discussion different from forums in which you’ve participated?
Infant-Directed Speech  
by Denise L. - Wednesday, 13 February 2015, 01:26 PM

It’s interesting to think about how children are influenced by language. On page 119 our book explains how adults use what is called IDS (infant-directed speech). IDS is a higher pitched speech used by adults when speaking to infants. I know I do this when talking to my baby or being silly with my younger children.

What I found interesting is that a baby, as young as a few days old, can distinguish between a male and female voice. The textbook argues that babies prefer IDS. Maybe this is why you can always get a smile out of an infant when speaking in a high, silly voice. Babies who were read to and spoken to more often begin to speak sooner, and these same children use more complex language and read sooner than other children. Here’s a website explaining the link between music and language: http://www.whattoexpect.com/playroom/playtime-tips/music

Re: Infant-Directed Speech  
by Steven R. - Thursday, 14 February 2015, 4:15 PM

I too enjoyed reading about how language influences children, and I really like your post. I never knew that speaking to an infant/child in that squeaky, high-pitched voice was called anything special. However, this chapter taught me something new and made me wonder why I, too, always speak to infants and toddlers that way. What you state is so true: infants tend to respond positively by making a face or laughing.

The chapter also presents the pros and cons of being a bilingual child. I always assumed that knowing more than one language as a child was totally beneficial. What did you think about the study suggesting that bilingual children may not have as wide a vocabulary as children who only spoke one language?
Organizing a Basic Essay—One Model

Introduction Paragraph

- Begin with an attention getter: an anecdote or story, a vivid description, a compelling fact or statistic, or a rhetorical question.
- Give some background information on your topic, narrowing it down to a central idea or focus.
- Arrive at your thesis statement—a single claim or assertion that might include a list of your major supporting points.

Body Paragraph Number One

- Topic sentence with your first major point/idea
- Supporting details: examples, explanation, direct quotations or paraphrases, etc.

Body Paragraph Number Two

- Topic sentence with your second major point/idea
- Supporting details: examples, explanation, direct quotations or paraphrases, etc.

Body Paragraph Number Three

- Topic sentence with your third major point/idea
- Supporting details: examples, explanation, direct quotations or paraphrases, etc.

Concluding Paragraph

- Revisit your thesis without copying and pasting it word for word.
- Now that your readers have finished your essay, what do you want them to take away from the experience? Do you want to leave them with a memorable quotation? A call to action? A thought-provoking question? Can you give your audience something witty or memorable to unify the entire essay?
Writing a Thesis Statement

Whether you’re writing a report, essay, or research paper, most works of academic writing benefit from a controlling idea that’s stated early in the body of the text. This thesis statement should concisely express the whole point or claim of your paper.

A thesis is a statement rather than a question. It should actually appear in the body of your paper (usually, but not always, at the end of the introduction).

<table>
<thead>
<tr>
<th>What I was about to learn that afternoon on the soccer field about teamwork has stayed with me throughout my life. [descriptive narrative]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although they both sought social change in the 1950s and 1960s, Martin Luther King, Jr. and Malcolm X used different ideologies and strategies as leaders to achieve that change. [comparison/contrast]</td>
</tr>
<tr>
<td>My experience job shadowing Ms. Tompkins in her first-grade classroom has reinforced my desire to become an educator. [reflective journal]</td>
</tr>
<tr>
<td>Many sources confirm that the abuse of study stimulants like Adderal has increased among college students. [informative research paper]</td>
</tr>
<tr>
<td>Research shows that the fluoridation of water supplies can reduce dental decay in children. [argumentative research paper]</td>
</tr>
<tr>
<td>The recent phenomenon known as “helicopter parenting” has created a whole generation of young adults who view their parents as best friends, delay major milestones such as marriage and careers, and struggle with achieving independence. [argumentative research paper with three supporting points]</td>
</tr>
</tbody>
</table>
**Using Transitions**

Transitional words and phrases can give structure and clarity to a piece of writing.

| To illustrate a point                               | For example, . . .  
|                                                   | For instance, . . .  
|                                                   | In addition, . . .  
|                                                   | Specifically, . . .  
| To compare or show difference; to provide a change in direction | Similarly, . . .  
|                                                   | Likewise, . . .  
|                                                   | On the other hand, . . .  
|                                                   | However, . . .  
| To show a cause-and-effect relationship            | As a result, . . .  
|                                                   | Consequently, . . .  
|                                                   | In turn, . . .  
| To show order                                      | First,… / Second,… / Third,…  
|                                                   | One… / Another… / Finally,…  
| To wrap up a point or paragraph                    | In short, . . .  
|                                                   | Ultimately, . . .  
|                                                   | Simply put, . . .  
|                                                   | In conclusion, . . .  

**Exercise:**
As you look at your draft, highlight any transitions you’re currently using. Are they effective? Do they add flow and order to the writing? Next, read your work out loud and try adding two or three of the items above in appropriate places.
Creating a Good Title

The title is the first thing readers see. It acts as an invitation to the rest of the reading experience—a kind of handshake or greeting. A good title will also have more meaning for readers after the work has been read.

Keep in mind that academic research papers don’t have to use boring titles. Consider, for example, the following titles: “Crime Fighters in Corsets: Sexism in Comic Books”; “Texting and Driving: R U Ready 2 Die?” (notice that one half of the title is creative, the other half serious).

<table>
<thead>
<tr>
<th>Possessive + Noun</th>
<th>Sophie’s Choice ; Herbie’s Adventure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participle + Noun</td>
<td>Saving Private Ryan ; Raising Arizona</td>
</tr>
<tr>
<td>Article/Adjective + Noun</td>
<td>A Clockwork Orange ; Jurassic Park</td>
</tr>
<tr>
<td>Noun and Noun</td>
<td>Beavis and Butthead ; The Sound and the Fury</td>
</tr>
<tr>
<td>Noun of Noun</td>
<td>Death of a Salesman ; Time of Wonder</td>
</tr>
<tr>
<td>Noun for Noun</td>
<td>“A Rose for Emily” ; Requiem for a Heavyweight</td>
</tr>
<tr>
<td>Prepositional Phrase</td>
<td>Out of Africa ; Up From Slavery</td>
</tr>
<tr>
<td>Adjective Noun of Abstract Noun</td>
<td>Purple Rose of Cairo ; A Long Day’s Journey into Night</td>
</tr>
<tr>
<td>Infinitive Phrase</td>
<td>To Kill a Mockingbird ; “To Build a Fire”</td>
</tr>
<tr>
<td>Adverbial Phrase</td>
<td>Where the Wild Things Are ; When Bad Things Happen to Good People</td>
</tr>
<tr>
<td>The Noun Who</td>
<td>The Man Who Came to Dinner ; “The Boy Who Cried ‘Wolf!’”</td>
</tr>
<tr>
<td>A Command</td>
<td>Eat, Pray, Love ; Steal This Book</td>
</tr>
</tbody>
</table>
Participating in Peer Review

Unfortunately, many student writers see peer review as a waste of time. Let’s face it, reading your classmates’ drafts—and having them read yours—can be awkward and unproductive. However, peer workshop sessions don’t have to be a painful ordeal. Giving and receiving constructive feedback on a work in progress is one of the best ways to fine-tune your own writing. Here are a few suggestions to follow for a positive peer-review experience.

1. Mix praise with constructive feedback. Your peers want to know what they’re doing well, but they’re also interested in improving their work. Be honest yet tactful.

2. Avoid giving generic or vague comments like “nice job,” “make it longer,” “you should get an ‘A’ on this,” “I like your font,” etc. Instead, identify specific passages or points that you like as a reader. If you have concerns, offer concrete suggestions: “Have you considered adding ______ to your conclusion?” “Would it help to switch the order of the paragraphs on page two?” “Can you tell your readers more about _______?” etc.

3. You might see your role as simply a corrector as you read your classmates’ drafts. However, viewing yourself as a reader will allow you to offer so much more to your peers. A reader can convey what it was like to experience a piece of writing. Grammar and punctuation are certainly important, but all writers want to know if they’ve connected with their audience.

4. Don’t be afraid to write in the margins. Leave some time at the end to read these comments and have a short conversation with your peers. You’ll need time as a group to clarify points and have some discussion about the papers you’ve just critiqued (groups of three to four tend to work best for peer review).

5. If you need a starting point, follow the PQS model for responding to classmates’ work: Praise, Questions, Suggestions.
## Evaluating Your Writing

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Moderate</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing is unified by a clearly stated main idea</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Main idea is adequately supported</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences or paragraphs follow a logical sequence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Transitions are used to link ideas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas are expressed with precision and clarity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Word choice and phrasing reflect college vocabulary</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing contains few errors in spelling, grammar, and punctuation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work is formatted appropriately</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

### Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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GRAMMAR AND PUNCTUATION

Common Errors: Fragments and Run-Ons

Sentence Fragments:
Just as a fragment of glass is a piece of glass, a sentence fragment is a piece of a sentence, not a complete sentence. Remember, a sentence must contain a subject and a verb, and it must make sense. If the word group is missing any one of these, it is not a sentence:

- After John and Julie saw the way their daughter was dancing at the prom.
- Feeling a lot like an inflated Thanksgiving Day Parade balloon.

To correct a fragment, add what is missing (a subject and/or a verb):

- After John and Julie saw the way their daughter was dancing at the prom, they grounded her for a year.
- I ate so much at dinner that I felt a lot like an inflated Thanksgiving Day Parade balloon.

Run-on Sentences:
A run-on sentence keeps on going when it should stop. Without the proper punctuation, having more than one thought in a word group will produce a run-on sentence:

- The Pueblo cliff dwellings of northern New Mexico served as winter residences they could accommodate large families.
- Some students study every night, others study only when they have to.

To correct a run-on sentence, you have multiple options (see page 18):

1. Create two sentences:
   - The Pueblo cliff dwellings of northern New Mexico served as winter residences. They could accommodate large families.

2. Join the two thoughts with a coordinating conjunction (and, so, but, etc.):
   - Some students study every night, but others study only when they have to.
3. Link the ideas with a subordinating conjunction (because, if, when, although, etc.):
   - The Pueblo cliff dwellings of northern New Mexico served as winter residences because they could accommodate large families.

4. Add a semi-colon alone, or add a semi-colon with a transitional word:
   - Some students study every night; others study only when they have to.
   - Some students study every night; however, others study only when they have to.

Exercise:

The paragraph below contains both fragments and run-on sentences. Find and fix each item using some of the strategies listed above. Tip: look for different ways to fix each problem.

Wolfgang Amadeus Mozart was born in Austria his father was a musician. At age three Mozart showed musical talent, he was composing music at the age of five. Mozart never attended school his father gave him a musical education himself. By age fourteen Mozart had composed many musical works. Mozart played the piano, he gave many public performances, wrote twenty-two operas. And many symphonies. Many of his works are still performed today. Mozart had severe hardships. And disappointments in his life, his music is cheerful and vigorous. Mozart had a sense of humor, he liked puns and practical jokes. During his lifetime Mozart’s works were not well recognized he died in poverty at the age of thirty-six.
Comma—Six Main Uses

1. To separate items in a series.
   - I need to buy milk, bread, chicken, and potatoes for dinner. (Notice that the comma before the “and” is required.)

2. To set off introductory material.
   - After several days, the fish in the refrigerator began to smell.
   - Impatiently, the young mother jerked her son away from the store window.

3. On both sides of words that interrupt the flow of thought in a sentence.
   - The children, clean and dressed, were ready to meet the company.
   - Mary Jones, who won the lottery, is my new best friend.

4. Comma between complete thoughts connected by a coordinating conjunction.

   Make sure that you have two complete thoughts. If you do not have a subject on both sides of the conjunction, no comma is needed. (Notice that the previous sentence made use of comma rule 2.)

   - John and Mary used to live in Annapolis, but now they live in Seattle.

5. Comma with direct quotations. The exact words out of the speaker’s mouth are put in quotations and preceded by a comma.

   - I hate it when paratroopers ask, “Is your chute folded correctly?”
6. Comma with everyday material.

- I think, Leo, that you are a wonderful person. Wendy, can you show me how to make donuts? [addressing people]

- We hit a deer on December 12, 2012, and again on January 1, 2013. [dates]

- My mother lives in Pittsburgh, Pennsylvania. Her address is 2910 Weston Avenue, Gibsonia, Pennsylvania 15229. [addresses]

- Dear Annie, Sincerely, [openings and closings of letters]

- Last year, Lou lost over $2,189.00 at FireKeepers Casino. [numbers]

Exercise:

The following paragraph is missing a handful of commas. Using the previous rules, consider where you would (and wouldn’t) add commas to individual sentences. The goal here is to be comfortable explaining the reasoning behind each added comma.

Many people would not view the Industrial Revolution as a time of poverty. While the revolution was good for the economy of the United States it was not a solution for poverty or the poor. It changed people’s lives and although they were more mobile the impoverished moved from one poorhouse to another to find work. Life became easier for many citizens of course but factory life was often grueling and dangerous. The effects are still lingering today and movement between social classes is difficult for many to achieve.
**Semi-Colon**

The two primary uses of the semi-colon are to connect two closely-related sentences and to separate items in a list in which commas are used:

- My father majored in economics; my mother majored in biology.
- The band’s tour included stops in Tulsa, Oklahoma; Detroit, Michigan; Seattle, Washington; and Austin, Texas.

The main use of the semi-colon is to connect closely-related sentences for more effective presentation of material. This is done in two ways. The easiest is to take two sentences, which will probably be next to each other anyway, and replace the period with a semi-colon. Make the next letter lower case, but avoid conjunctions like “and, but, for, so, yet, nor” with the semi-colon. It wants to do everything!

- I have to get to Macy’s; that sale on raincoats won't last forever.

There is a type of sentence writers use frequently, the kind of sentence that says one thing (It’s a nice day.) but in the middle, adds some information that alters the meaning. (However, the forecast says rain.):

- It’s a nice day; however, the forecast says rain.

Readers like this construction. It lets them know that the writer is looking for exact description.

The semi-colon is also a great cure for the run-on sentence. To place the semi-colon correctly, you need a complete thought on both sides of it. The semi-colon likes for things to be equal:

- Michigan is beautiful in the fall; however, its winters are miserable.
- Her phone bill rose; her grades plummeted.
Colon

Think of the colon as the Vanna White of punctuation: it’s used almost exclusively to present the sentence’s really important content. A colon can introduce a list, a direct quotation, or an explanation (see, for example, the first sentence above). A colon almost always needs to follow a complete thought:

- The treasures he found were impressive: rubies, diamonds, and the original VW Beetle. [complete thought followed by list]
- Herman Melville begins his novel *Moby-Dick* with a simple yet intriguing sentence: “Call me Ishmael.” [complete thought followed by direct quotation]
- The candidate lacks one of the most essential traits of an effective leader: integrity. [complete thought followed by explanation]

You can’t use “such as” or a “be” verb like “is” or “are” in front of a colon. Like the semi-colon, it prefers to work alone.

- Many school districts struggle to fund important programs such as: music and art. [incorrect—colon disrupts the flow]
- Many school districts struggle to fund important programs such as music and art. [correct]
- My favorite pizza toppings are: peppers, onions, and ham. [incorrect—colon disrupts the flow]
- My favorite pizza toppings are peppers, onions, and ham. [correct]

Be careful when writing letters. A comma after “Dear Jane,” is friendly; a colon after “Dear Jane:” means business.
Joining Sentences

**Coordination**

Complete thought

\{ , for , and , nor , but , or , yet , so \}

complete thought.

**Semi-colon**

Complete thought ; complete thought.

**Semi-colon and Transition**

Complete thought

\{ ; however ; furthermore, ; in addition, ; indeed, ; in fact, ; therefore, ; then, ; nevertheless, ; consequently, \}

complete thought.

**Subordination**

Complete thought

\{ after although as because before if since when(ever) while \}

complete thought, complete thought.
Apostrophe

The apostrophe either shows possession (Meg’s cat) or replaces letters or numbers you’ve left out (I don’t know anyone in the class of ‘13).

Sometimes if nouns end in “s” already, they can show possession by simply adding an apostrophe.

- The students’ papers were exceptional. (i.e. all of the students turned in really good papers!)

However, if the “s” is pronounced, that should be reflected on the page.

- The Harris’s house was blue.

**Bonus information:** there are only two ways i-t-s can be punctuated. With nothing, “its” shows possession.

- Its fur was covered in briars.

“It’s” shows that a letter has been left out:

- it’s = “it is” (It’s getting cold.) or “it has” (It’s been so cold.)
## Homonyms

Homonyms are words that sound alike but are spelled differently – and of course that means they *mean* different things, too.

### The Difficult Dozen

<table>
<thead>
<tr>
<th>Homonym</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>it’s</strong></td>
<td>It’s time for that cat to have its claws removed!</td>
<td>An apostrophe doesn’t always show ownership. Instead, recall that an apostrophe can also take the place of a letter: <em>it’s</em> always means <em>it is</em> whereas <em>its</em> shows possession.</td>
</tr>
<tr>
<td><strong>you’re</strong></td>
<td>You’re not going to believe this, but your dog has fleas.</td>
<td><em>You’re</em> always means <em>you are</em> whereas <em>your</em> shows ownership – i.e. the dog that belongs to you. A noun (a person, place, or thing) will always follow the word <em>your</em>.</td>
</tr>
<tr>
<td><strong>who’s</strong></td>
<td>Whose dirty plates are these, and who’s going to load them in the dishwasher?</td>
<td>This one trips up many writers who assume the apostrophe in <em>who’s</em> shows possession. However, <em>who’s</em> means <em>who is</em> while <em>whose</em> shows ownership.</td>
</tr>
<tr>
<td><strong>they’re</strong></td>
<td>We don’t want the troops to think they’re on their own over there.</td>
<td><em>they’re</em> = <em>they are</em>&lt;br&gt;<em>their</em> = ownership/possession&lt;br&gt;<em>there</em> = location or place</td>
</tr>
<tr>
<td><strong>then</strong></td>
<td>I know more now than I did back then.</td>
<td>To remember this, think of than with an “a” as a comparison; <em>then</em> has to do with time and order and effects.</td>
</tr>
<tr>
<td><strong>to</strong></td>
<td>There are two ways to get to the highway, but both require too many details to remember.</td>
<td><em>to</em> = <em>at</em> or *towards&lt;br&gt;<em>too</em> = <em>a degree of</em> or *also&lt;br&gt;<em>two</em> = 2</td>
</tr>
<tr>
<td>effect/affect</td>
<td>The effects of the tornado are yet to be determined, but officials report that it did not affect every neighborhood.</td>
<td>This one is straightforward: <em>effect</em> with an “e” is a noun that refers to a result; <em>affect</em> with an “a” is a verb showing action.</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>accept/except</td>
<td>I would accept his apology in a minute except for the fact that it doesn't seem sincere.</td>
<td>accept = to take except = to exclude</td>
</tr>
<tr>
<td>here/hear</td>
<td>Once you get here, we'll walk down to the auditorium to hear the sound check.</td>
<td>Okay – keep it simple: <em>hear</em> contains the word <em>ear</em>, which is all about sound.</td>
</tr>
<tr>
<td>past/passed</td>
<td>In the past, our neighbor would wave to us as he passed our driveway.</td>
<td>Try to remember this tip: <em>past</em> with a “t” refers to time; <em>passed</em> is a verb and shows action.</td>
</tr>
<tr>
<td>weather/whether</td>
<td>My wife is wondering whether we should move to a warmer climate after the frigid weather we endured this winter.</td>
<td>What do heat and sweat have in common? They both contain the letters <em>ea</em> – and both are related to the <em>weather</em>.</td>
</tr>
<tr>
<td>allowed/aloud</td>
<td>The student was hoping that she would be allowed to read her final draft aloud in class.</td>
<td>One way to remember this pair of homonyms is by looking at their root words: <em>allow</em> = to let or enable; <em>loud</em> = sound.</td>
</tr>
</tbody>
</table>

**Bonus tips:**

You *should have* discovered *The Pocket Prof* a long time ago. (not *should of*)

My professor told us we were *supposed to* use the book often. (not *suppose to*)
Italics/Quotation Marks

Generally speaking, you should punctuate the following items with either quotation marks or italics—depending on the level of specificity. As a rule of thumb, the bigger item or source name gets the italics; the smaller item or specific article gets the quotation marks. Think of it this way: the source contains the item. When you refer to the following items, the punctuation should be consistent between the body of the paper and the works cited page. Note the “bigger/smaller” pattern in the columns below:

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>ITALICS</th>
<th>QUOTATION MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>USA Today</td>
<td>“Ohio Roads Worst in Nation”</td>
</tr>
<tr>
<td>Magazine</td>
<td>Rolling Stone</td>
<td>“Pixies to Reunite for Fall Tour”</td>
</tr>
<tr>
<td>Journal</td>
<td>Journal of Athletic Training</td>
<td>“Study: Most Football Helmets Unsafe”</td>
</tr>
<tr>
<td>Book</td>
<td>Fast Food Nation</td>
<td>“Behind the Counter”</td>
</tr>
<tr>
<td>Anthology</td>
<td>Emily Dickinson’s Collected Poems</td>
<td>“Wild Nights –Wild Nights”</td>
</tr>
<tr>
<td>Movie or Documentary</td>
<td>The Kellogg Brothers: Cornflake Kings</td>
<td>“My Brother, My Boss”</td>
</tr>
<tr>
<td>Album</td>
<td>Thriller</td>
<td>“Billie Jean”</td>
</tr>
<tr>
<td>TV Show</td>
<td>Family Guy</td>
<td>“Save the Clam”</td>
</tr>
</tbody>
</table>

Note that titles of works of art and ships also get italics: Records indicate that Blondel’s *La Circassienne au Bain* went down with the *S.S. Titanic*. 
Capitalization

Proper nouns are capitalized. A proper noun is the formal name of a person, month, building, pet, day of the week, product, language, title, state, and many other things.

Common nouns are not capitalized. They are everyday, generic words like the list in the sentence above: “person,” “month,” “pet.”

Sometimes writers think nouns that are important to them should be capitalized, but feelings don’t matter in grammar. “My elementary school” is lower case unless you write “Oakhill Elementary School.” Then it is a title and a proper noun.

The same is true of family members. Once you write “my” in front of “grandma,” she becomes a common noun. If you write her as “Grandma,” the name you actually call her, then she is a proper noun.

Using proper nouns in your writing gives specificity to what you’re saying. If you say, “I went to a movie and it was good,” I know nothing except you went to some movie. But if you say, “I went to Moonrise Kingdom, and I loved it!” I know one interesting thing about you.

If you are not sure, dictionaries will tell you if nouns are proper or common and should be capitalized or not. If you are unsure, at least be consistent. It’s better to make one mistake three times than three separate mistakes.
RESEARCH AND DOCUMENTATION

Primary, Secondary, and Tertiary Sources

A quality research paper is often just as much a result of the source material the
writer finds as it is the actual writing. While tertiary sources like encyclopedias and
online reference sources (Wikipedia, about.com, etc.) are useful as a starting point,
your college professors will expect to see more primary and secondary sources cited
in your research.

**Primary sources** are original works that have not been filtered through someone
else's evaluation or interpretation. They are the material on which other people's
research is based.

**Secondary sources** are one step removed from the original artifact or work,
responding to or interpreting the subject. They are often scholarly and analytical
(academic journals) or tend to be objective and factual (newspaper articles).

**Tertiary sources** are general reference works and, as such, might provide only
limited coverage of your research topic. These include dictionaries, encyclopedias,
textbooks—anything that has to cover a lot of topics and, therefore, can only devote
a limited amount of space to the subject at hand. They make great starting places to
get some background on your topic.

In the chart on the next page, notice that the primary source is often the actual
raw material of the topic. You can't get any closer to the subject of your paper than
this particular source. The authors of the secondary sources most likely consulted
primary sources to complete their work. Using both primary and secondary sources
in your research can strengthen the quality and depth of your work.
<table>
<thead>
<tr>
<th><strong>RESEARCH QUESTION</strong></th>
<th><strong>PRIMARY SOURCE</strong></th>
<th><strong>SECONDARY SOURCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Should Mark Twain’s novel <em>The Adventures of Huckleberry Finn</em> be censored on grounds that it’s racist?</td>
<td><em>The Adventures of Huckleberry Finn</em></td>
<td>Interview with a high school English teacher who has taught Twain’s novel and encountered opposition</td>
</tr>
<tr>
<td>Does the <em>No Child Left Behind Act</em> of 2001 place too much emphasis on standardized testing?</td>
<td>The actual <em>NCLB Act</em> or “Executive Summary” at <a href="http://www.ed.gov">www.ed.gov</a></td>
<td>A <em>New York Times</em> editorial defending <em>NCLB</em> as a way to hold school districts accountable for progress</td>
</tr>
<tr>
<td>To what degree do reality television shows “bait” contestants and create drama through deceptive editing?</td>
<td>Specific episodes of <em>The Bachelor, Real Housewives of Orange County, Survivor</em>, etc.</td>
<td>A scholarly essay from <em>The Journal of Popular Culture</em> on manipulative practices in television media</td>
</tr>
<tr>
<td>How much was Dr. Martin Luther King, Jr. influenced by Mahatma Gandhi?</td>
<td>Speeches and letters of both Martin Luther King, Jr. and Mahatma Gandhi</td>
<td>A recently published biography of Martin Luther King, Jr. (an <em>autobiography</em> would be a primary source)</td>
</tr>
<tr>
<td>Did the Donner Party pioneers resort to cannibalism when they were stranded in the winter of 1846?</td>
<td>Nineteenth-century memoirs and diaries of survivors of the Donner Party incident</td>
<td>A feature-length article from <em>Smithsonian</em> on the Donner Party tragedy in the Sierra Nevadas</td>
</tr>
<tr>
<td>Is there a link between high-stakes exams and the abuse of the stimulant Adderall among college students?</td>
<td>A personal interview with a college student who battled an addiction to stimulants</td>
<td>A peer-reviewed scholarly article on college students and drug use</td>
</tr>
<tr>
<td>Should consumers have the right to sue fast food franchises to hold them accountable for obesity?</td>
<td><em>Personal Responsibility in Food Consumption Act</em> passed by the U.S. House of Representatives</td>
<td>Morgan Spurlock’s 2004 documentary <em>Super Size Me</em></td>
</tr>
</tbody>
</table>
Evaluating Websites for Quality

The Internet has provided students with unprecedented research opportunities, but writers should proceed with caution when choosing potential sources to consult and cite. The following chart offers some criteria to consider as you evaluate a website’s reliability:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td>• Who published this information, and is the author’s name</td>
</tr>
<tr>
<td></td>
<td>available?</td>
</tr>
<tr>
<td></td>
<td>• What gives this person or organization the authority to</td>
</tr>
<tr>
<td></td>
<td>address this topic?</td>
</tr>
<tr>
<td></td>
<td>• If an author is identified, does he or she have any credentials</td>
</tr>
<tr>
<td></td>
<td>listed (degrees, titles, publications, professional affiliations,</td>
</tr>
<tr>
<td></td>
<td>work experience?)</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>• What is the nature of the content at this site?</td>
</tr>
<tr>
<td></td>
<td>• What sources are listed/used?</td>
</tr>
<tr>
<td></td>
<td>• Is the material carefully edited? Is the writing professional?</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>• When was this material published?</td>
</tr>
<tr>
<td></td>
<td>• When was this site last updated?</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>• Where is this domain name taking you? Is it connected to a</td>
</tr>
<tr>
<td></td>
<td>college or university (.edu)? Is it a government site, such as</td>
</tr>
<tr>
<td></td>
<td>the Library of Congress (loc.gov)?</td>
</tr>
<tr>
<td></td>
<td>• Where do the links take you?</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>• Why does this site exist? Is it trying to sell you something?</td>
</tr>
<tr>
<td></td>
<td>Is it trying to inform, persuade, or recruit you?</td>
</tr>
<tr>
<td></td>
<td>• Does the writing rely mostly on facts or opinions?</td>
</tr>
</tbody>
</table>

Exercise:
Using your search engine, enter a topic that might yield varied results: dietary supplements, abortion, conspiracy theories, Barack Obama, vaccines, school prayer, cloning, terrorism, animal testing, the Holocaust, HIV-AIDS, the Kennedy assassination, UFOs, aliens, the 9-11 attacks, immigration reform, gun control, weight-loss pills, the Confederate flag, etc. Find two websites—one that is questionable, the other that is credible. Discuss your findings with a classmate.
## Types of Sources

Most published sources fall into one of three types: popular, scholarly, or trade. Popular sources are available at newsstands and are written for a general audience. Scholarly sources are based on original research and written by professors or experts in the field. Articles that appear in scholarly journals or books are published by academic presses and are subject to a peer-review process, which means that other experts in the field evaluate the quality and originality of the research before publishing. Trade journals or magazines are written by and for individuals within a particular field. They might not be peer-reviewed, but they are usually edited.

<table>
<thead>
<tr>
<th></th>
<th>POPULAR</th>
<th>SCHOLARLY</th>
<th>TRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples</strong></td>
<td><em>New York Times,</em> <em>Newsweek,</em> <em>National Geographic</em></td>
<td><em>Cambridge Opera Journal,</em> <em>Policy Review,</em> <em>Psychiatric Quarterly</em></td>
<td><em>Chemical &amp; Engineering News,</em> <em>Electronic Education Report</em></td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>Journalists, staff, or freelance</td>
<td>Scholars with credentials</td>
<td>Staff or contributing authors</td>
</tr>
<tr>
<td><strong>Publication Process</strong></td>
<td>Edited</td>
<td>Peer-reviewed (other scholars have “double-checked” the work)</td>
<td>Edited</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Varies</td>
<td>Sometimes broken into sections like literature review, methods, discussion, conclusion, and references</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Support of Argument</strong></td>
<td>Confirmed sources</td>
<td>Based on prior research, lengthy bibliography</td>
<td>Report on industry trends, new products, or techniques</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To inform, persuade, or entertain</td>
<td>To advance knowledge in the field</td>
<td>To inform within one industry</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>Often broad</td>
<td>Limited to a very narrow research question</td>
<td>Limited to a specific profession or industry</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>General public</td>
<td>Scholars, students, and practitioners</td>
<td>Members of specific business or industry</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Glossy photos and advertising</td>
<td>Plain, sometimes with graphs, tables, maps, or images</td>
<td>Industry-specific ads</td>
</tr>
</tbody>
</table>
Integrating Source Material/Signal Phrases

Using source material effectively is a major part of academic writing—whether you're quoting, paraphrasing, or summarizing. One of the easiest assignments any professor can give you is to have you read and respond to an article or essay. Your role as a writer will often involve having a written “conversation” with your source(s).

If done well, a signal phrase can accomplish three things:

1. it can smoothly set up the context of the material you’re about to use
2. it can add credibility to your writing
3. it can show your readers where your ideas end and your source material begins (which helps you avoid plagiarism)

The following examples illustrate the power of the signal phrase:

- As one writer points out,… (citation).
- A recent cover story in Newsweek reveals that…(citation).
- Writer Naomi Wolf contends that… (citation).
- Multiple studies confirm how… (citation).
- The Journal of the American Medical Association has noted this trend:… (citation).

<table>
<thead>
<tr>
<th>PERSUADING</th>
<th>INFORMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>argues</td>
<td>reports</td>
</tr>
<tr>
<td>contends</td>
<td>reveals</td>
</tr>
<tr>
<td>asserts</td>
<td>suggests</td>
</tr>
<tr>
<td>questions</td>
<td>points out</td>
</tr>
<tr>
<td>believes</td>
<td>illustrates</td>
</tr>
<tr>
<td>maintains</td>
<td>concludes</td>
</tr>
<tr>
<td>claims</td>
<td>acknowledges</td>
</tr>
<tr>
<td>refutes</td>
<td>observes</td>
</tr>
<tr>
<td>insists</td>
<td>notes</td>
</tr>
<tr>
<td>affirms</td>
<td>explains</td>
</tr>
</tbody>
</table>
Avoiding Plagiarism

Plagiarism—the use of someone else’s words or ideas as though they were your own—is a very serious offense. KCC counts plagiarism as a Violation of Academic Integrity. You can read more about disciplinary procedures on page 70-71 of the Student Handbook.

If you’ve read this far into our handbook, you’re most likely not the kind of student who is looking to turn in an eight-page research paper on cloning that you bought from www.lazywriter.com. However, you might still have some questions about what constitutes fair usage of a source. Here are some guidelines to follow when integrating outside material into your writing:

1. When in doubt, cite it—both in the body of the paper and on a Works Cited (MLA), References (APA), or Bibliography (CMS) page.

2. If it’s fairly common knowledge (i.e. smoking causes cancer, over half of all marriages in the United States end in divorce, Abraham Lincoln was assassinated by John Wilkes Booth in Ford’s Theatre in April of 1865), you don’t need to cite it.

3. Most students realize that direct quotations must be credited to the original source or author. However, you also need to give credit for anything you’ve paraphrased or summarized. Merely changing a few words does not make someone else’s work your own.

4. Try to strike a balance between quoting and paraphrasing; too much of either gets predictable and boring. Some situations call for a powerful direct quotation, but there are other times when a paraphrase allows you to exhibit your understanding of the material.

5. A successful paraphrase re-states a passage using different words and structure.

See next two pages.
Case Study:  
Three Student Paraphrases of the Same Source

Original Passage:

Scientific evidence increasingly suggests that, amid all the texting, poking and surfing, our children’s digital lives are turning them into much different creatures from us—and not necessarily for the better… We know the dangers of texting or talking on the phone while operating a motor vehicle—but what about when forming a brain? A Kaiser Family Foundation report released last year found that on average, children ages 8 to 18 spend 7 hours and 38 minutes a day using entertainment media.


Student 1:

Writer Dalton Conley cites scientific evidence to suggest that children’s online lives are turning them into very different animals than their parents—and this isn’t necessarily a good thing. We know the perils of texting while operating a car, but what about when shaping a brain? One Kaiser Family Foundation report found that on average, children and adolescents spend over seven hours a day using electronic media (55).

VERDICT—Plagiarism: Despite a signal phrase identifying the author, and a parenthetical citation at the end, this student borrows far too much of the wording and structure of the original passage. This is often referred to as the “thesaurus paraphrase”: you look up a few synonyms and replace words here and there. Simply put, this is a careless paraphrase.
Student 2:

Just how prevalent have technology and social media become in the life of a young person? According to one study, children between the ages of 8 and 18 spend nearly one third of each day connected to some form of “entertainment media” (Conley 55). A recent article in *Time* magazine examines this trend, noting that so much multitasking could have some substantial cognitive effects on this particular generation (55).

VERDICT—Safe Use of Source Material: Although the second half of this is more summary than paraphrase, the writer has safely captured the main point and carefully converted the statistic. In addition, the parenthetical documentation clearly identifies the source both times it’s used.

Student 3:

As *Time* contributor Dalton Conley reports, children and adolescents are now typically spending nearly eight hours of each day connected to some form of social or electronic media, according to one Kaiser Family Foundation study. Conley wonders what kind of effect such multitasking is having on this “wired” generation, a group whose “digital lives are turning them into much different creatures” than their parents (55).

VERDICT—Safe Use of Source Material: The student has carefully reworded the original text but has kept key information and concepts. The material is presented in a different structure than the original, and the ideas and wording are safely attributed to the author of the article.
Ellipses and Brackets

Quoting a source involves more than simply copying and pasting; you want the material to make sense to your readers and serve a larger purpose. Quoting is really an art form, but sometimes you have to omit or add material to a direct quotation for a passage to make sense or flow. Understanding ellipses… and brackets [ ] will help you accomplish this.

Ellipses:

An ellipsis indicates an omission of words in the middle of a passage rather than at the beginning or ending of the quoted sentence. Ellipses are not necessary at the beginning or end of a passage.

Original:

For all registered participants, KCC will offer rides to the event—free of charge—provide lunch, and return everyone safely at the end of the day.

Correctly quoted sentence using an ellipsis:

“For all registered participants, KCC will offer rides to the event…and return everyone safely at the end of the day.”

Incorrectly quoted sentence with an ellipsis:

Please be advised that after the event the College will “…return everyone safely at the end of the day.”
Brackets:

The proper use of brackets occurs when the writer has quoted another source and includes additional detail or clarification to the quoted information.

**Original:**

*Attendance at the ribbon-cutting ceremony is expected to be high.*

**Correctly quoted, with brackets:**

“Attendance at the [Miller Gym] ribbon-cutting ceremony is expected to be high,” the article reported.

**Original:**

*The artist enjoyed notable acclaim for her production talent, as well. Her latest effort, however, featured collaborations from several producers.*

**Correctly quoted, with brackets:**

Carson writes, “The artist [Taylor Swift] enjoyed notable acclaim for her production talent, as well. Her latest effort [*Red*], however, featured collaborations from several producers.”

OR

Carson writes, “[Taylor Swift] enjoyed notable acclaim for her production talent, as well. Her latest effort [*Red*], however, featured collaborations from several producers.”
APA Documentation

APA (American Psychological Association) is the standard citation method in nursing, business, and the social sciences.

APA requires an in-text citation in the body of your paper and a References page at the end. APA emphasizes author name(s), the date a study or publication was completed, and a page number (for direct quotations).

Let’s say you are writing a paper on measures to improve hand sanitation in schools and have come across the following article. Here is how this source would be cited in the body of the paper and on the References page:

HAND HYGIENE

One study found that schools where nurses who regularly inspected bathrooms had a much higher likelihood of having hand washing supplies available (Ramos, Schrader, Trujillo, Blea & Greenberg, 2011). Sometimes, however, facility improvements “are the result of increased attention [to hygiene] and not necessarily due to a specific intervention” (Ramos et al., 2011, p. 358).

Note that a follow-up citation uses “et al.” (Latin for “and others”); further, a direct quotation in APA requires a page number.

References

APA: Additional Situations and Rules

Basic layout: One-inch margins, double-spaced, and Times New Roman 12 pt. For help with setting up your paper, including a video showing how to insert page numbers and the running head, please visit the APA Citation Guide.

Situation: You want to quote a lengthy passage.
Rule: A direct quotation under 40 words should be enclosed within double quotation marks. If the quotation includes more than 40 words, it should be treated as a block quotation, meaning that it is displayed in a block of text without quotation marks. Indent this passage ½ an inch.

Situation: You want to quote someone who is being quoted within one of your sources. This is called an indirect source.
Rule: Give credit to the original writer/source in your signal phrase, but identify the actual source you consulted in your in-text citation.

• In her analysis of online culture, Frost argues that “ninja racing will be the next Internet meme” (as cited in Jones, 2012).

Situation: Your source has more than one author.
Rule: APA lists up to two author last names in a citation. When a source contains three to five authors, use all author last names the first time, and all subsequent citations should use first author’s name followed by et al. When six or more authors are listed, use the first author name and et al. every time.

• Two authors: (Smith & Bain, 2013)
• Three to five authors: (Smith, Jones, & Li, 2013) then (Smith et al., 2013)
• Six or more authors: (Smith et al., 2013)

Situation: You want to paraphrase.
Rule: Provide the author's last name and the date, when available.

• According to one source, community college is a cost-efficient option for many students (Smith, 2012).

For additional help with APA, visit The Bridge in Ohm 207 or the Citation Guide
http://guides.kellogg.edu/citations.
The Effects of Hand Hygiene Programs

Jane Junjabi
Kellogg Community College

Abstract
Hand sanitizer dispensers have become standard features in public spaces like weight rooms, hospitals, grocery stores, and schools. With our collective fear mounting each flu season, not to mention recent outbreaks of the Avian flu, some studies have revealed that hand washing programs in schools and hospitals can indeed decrease the spread of infection. However, these same studies suggest that simply increasing student and employee awareness of how germs spread is often just as vital as providing sanitation stations.
HAND HYGIENE

The Effects of Hand Hygiene Programs

Handwashing is a simple and easy way to prevent illness from spreading. Nowhere is this more important than in the place where millions of children gather daily: schools. The Centers for Disease Control calls proper handwashing a “do-it-yourself vaccine” (United States, 2013). It is crucial for students to understand the importance of this simple disease-prevention tool.

Before examining what is being done to instruct students on handwashing, it is important to understand past efforts to promote handwashing in public spaces. Larson & Lusk (2006) have been investigating a controlled and scientific method for evaluating medical personnel and their handwashing techniques. They examined changes in handwashing recommendations from the time their first article was published in 1985. As this initial study was published before the widespread use of hand sanitizers, the authors admit that handwashing remains an easy topic for a research study due to the “never ending stream of new knowledge to describe and apply” (p. 50).

Even within the medical community a number of innovative techniques have been implemented to raise awareness about
proper handwashing technique. For example, medical staff from Northampton General Hospital and Northamptonshire Healthcare NHS Foundation Trust collaborated to create a video demonstrating proper technique while grooving to an adaption of Psy’s 2012 hit “Gangnam Style” (NHSNorthamptonshire, 2012).

In addition, one hospital director described a mandate her staff tried to enforce: doctors and nurses were expected to loudly sing the birthday song while washing hands in order to ensure that they scrubbed for the appropriate amount of time. In order to advertise and enforce this mandate, a shower of confetti would rain down on the handwashers (P. Zachinko, personal communication, February 5, 2014). While ultimately abandoned in favor of more neutral signage, this last initiative shows the lengths to which hospitals and medical facilities will go to reinforce the importance of hand washing.
HAND HYGIENE

References


[Larson & Lusk (2006)]


[Londt et al. (2013)]


[Mayo Clinic Staff (2014)]


[NHS Northamptonshire (2012)]


[Nutrition Action (2011)]


[Shaw (2010)]


[United States, Centers for Disease Control (2013)]
MLA Documentation

MLA (Modern Language Association) is the standard citation method in arts and humanities courses: art, literature, drama, film, etc.

MLA requires an in-text citation in the body of your paper and a Works Cited page at the end. MLA places value on the author name(s) and page number (whereas APA emphasizes author last name(s), date, and page number).

Let’s say you’re writing a paper on Jane Austen’s depiction of the 19th century British middle class in *Pride and Prejudice*. Here is how this source would look in the parenthetical citation in the body of the paper and on the Works Cited page:

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Jones 2

*Pride and Prejudice* opens with one of the most famous first lines in all of literature: “It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a wife” (Austen 3). Whether she is being sarcastic or serious, author Jane Austen introduces the novel’s central themes of social class and marriage in this single memorable line.

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Jones 5

Works Cited

MLA: Additional Situations and Rules

**Situation:** The author’s name is mentioned in the body of your paper.
**Rule:** Just cite the page number

- Author Michael Pollan contends that “plotting our way out of the Western diet is not going to be simple” (438).

**Situation:** Your source has more than one author.
**Rule:** MLA lists up to three author last names in a parenthetical citation; if there are four or more author names use et al. (“and others”) in your in-text citation.

- (Smith, Jones, and Kelly 322) or (Stevenson et al. 55)

**Situation:** You want to quote a lengthy passage, but it will take up more than four lines in the body of your paper.
**Rule:** Any direct quotation more than four lines requires a block quotation. Indent your quoted text one inch, stay double spaced, and don’t use quotation marks (merely blocking this text off tells your readers that it’s a direct quotation). Include a parenthetical citation. Use this sparingly; shorter essays usually don’t use block quotations.

**Situation:** You want to quote someone who is being quoted within one of your sources. This is called an indirect source.
**Rule:** Give credit to the original writer/source in your signal phrase, but identify the actual source you consulted in your in-text citation.

- Dennis Burkitt, an English physician who gave many Western diseases their names, claimed that “the only way we’re going to reduce disease is to go backwards to the diet and lifestyle of our ancestors” (qtd. in Pollan 437).
Crime Fighters in Corsets: Sexism in Superhero Comics

A villain holds up a bank, the police are at a loss, and the hostages are terrified. Suddenly, the local female superhero bursts through the wall, and she’s dressed for battle. Surely that strapless corset and those stiletto boots are the perfect thing to fight crime in, right? How would it feel to know that your life is in the hands of someone dressed like a dominatrix? Unfortunately, many of today’s super heroines are depicted this way. Even in the 21st century, women continue to be misrepresented and objectified in American superhero comics.

Superheroes have been a staple in the comic book world for many years. Created in 1939, DC Comics’ Superman was the first official superhero. Featured in the comic is Lois Lane, a reporter portrayed conflictingly as an independent career woman and as a damsel in distress who is in love with Superman (“Women in Comics”). Many of the other women who appeared in comics took on similar roles, whether the hero they fawned over had powers or not. Often these women never
actually got their man either, as he was too busy saving the world to ever settle down. A change occurred in the 1940s; it was wartime in the United States and patriotism was at an all-time high, and with this attitude patriotic superheroes such as Captain America became popular. In 1942 Wonder Woman was created; finally there was a fierce, strong woman who was also a superhero (Lavin 93).

Problems with Wonder Woman do exist, however. She is depicted in what basically amounts to a red corset, blue underwear and tall boots; her main weapon is the lasso of truth, which, among other uses, often suggests bondage (see Appendix A). While Wonder Woman was viewed as a strong feminist icon for a long time, this brand of feminine power seems a little backhanded today.

However, the odd sexist moment in Wonder Woman is nothing compared to what became an entire genre of comics that demeaned women. After an initial influx of crime-fighting women characters, creators began to take risks with them. “In the days before…Playboy and Penthouse, comic books offered one way to girl-watch,” comic book historian Ron Goulart explains (qtd. in Lavin 93). This interest inspired creators to make women’s costumes more revealing and their encounters sexier. These shameless portrayals of women are the precursors to today’s scantily clad comic book vixens.
Works Cited


*Article from a monthly magazine — online*


*Selection from an anthology with an editor*


*Article from our databases*

Williams, Pete. Personal interview. 12 Nov. 2011.

*Personal interview (also applies to Email or Telephone Interview)*


*Book with one author*


*Unsigned article from a website*


*Article from our databases*
MLA: Examining the Works Cited page

1. First, listing a source on the Works Cited page means that you’ve cited it at least once in the body of your paper. As a general rule, MLA follows a pretty clear order: author names (last, first), article title, source name, and date. However, there is usually some additional information you have to provide. For example, the third and sixth entries on the previous page are from databases available through an online library subscription. The database name is italicized, followed by the medium (in this case Web) and the date you accessed the source.

2. Notice that all of the sources are listed in alphabetical order, including the article that does not have an author name. An in-text citation for this source might look like this: (“Women in Comics” 5).

3. Every page of the essay should have a header with your last name and page number, including the Works Cited page. To do this in Microsoft Word, follow this sequence: INSERT>>PAGE NUMBER>>TOP OF PAGE>>PLAIN NUMBER 3>>type your last name, and place one space between your name and the number.

4. Use one-inch margins. Double space the entire page, and don’t add spaces between entries. If an entry is more than one line long, you should create a half-inch hanging indent. This serves as a courtesy to your reader by visually separating one source from the next. To create a hanging indent in Microsoft Word, highlight the citation entry >> CTRL “T.”

5. Is this writer using both primary and secondary sources? Is she using popular and scholarly material? Explain.

6. Notice that article titles have quotation marks around them; source names (magazines, book titles, journals) are italicized.

For additional help with MLA, visit The Bridge in Ohm 207 or the Citation Guide http://guides.kellogg.edu/citations.
Chicago Manual of Style Documentation

The Chicago Manual of Style (CMS) is the standard citation method in history. The CMS uses footnotes to cite sources in the body of the paper. A Bibliography follows the end of a paper.

Let’s say that you are writing a paper on the causes of the American Revolution. You have found two scholarly sources that you want to use. Here is how the sources would be cited in the body of the paper and on the Bibliography page:

Historian Joseph J. Ellis explains that the colonists came together in “common cause to overthrow the reigning regime.”¹ Other historians have attempted to find out what that cause, or causes, might be. According to Vernon Creviston, the origins of the Revolution could be found as early as the 1760s, but it was the Quebec Act of 1774 that broke “the bonds of loyalty” between the colonist and the king.² Yet neither the war nor its outcome were inevitable.³

³. Ellis, *Founding Brothers*, 5.

Bibliography


Chicago: Additional Situations and Rules

Situation: You are using the same source multiple times.
Rule: The first time you use the source you need to include a full footnote citation.
The first footnote for each source should include all relevant information about the source: author’s full name, source title, and facts of publication. If you cite the same source again, only include the last name of the author, a shortened form of the title, and the page number you are using.

Microsoft Word will help insert footnotes, but they will have to be reformatted: remove the superscript style, add a period after the number, and make the first line indented. Make everything Times New Roman 12 point.

2. Ellis, *Founding Brothers*, 87.

Situation: You need a bibliography.
Rule: In the bibliography at the end of the paper, the sources are arranged alphabetically and contain more information than the footnotes provide. For example, if a source you cite has four or more authors, you use et al. in the footnote but will list all of the authors in the bibliography. The footnote should include only the page(s) you cited; the bibliography should include the full range of pages in the original work.

Situation: You want to quote a website.
Rule: Include as much information as possible including the author (if available), the title of the website, the access date, and the URL.


Bibliography
Even though Americans looked at the end of the Seven Years’ War and the 1763 Treaty of Paris as “the dawn of a new age of liberty,” the Treaty in fact is one of the causes of the American Revolution.¹ According to historian Thomas Noble, Britain emerged from the war as the “preeminent world power among the European states.”² Americans enjoyed their place in this large and increasingly prosperous empire. Yet once it was over, Parliament insisted that the colonies pay for the costs of the war.³ This involved a multitude of collection efforts including but not limited to tickling, public branding, and incessant whining. The difficulties in obtaining payment as well as ruling over a large empire strained “relations between Britain


and its colonies.” Most colonists were not used to paying much in expenses. The colonies could be run on the cheap except during war or in times of environmental stress, such as drought. Their civic institutions were small and largely voluntary which kept expenses down. The problems of governance were compounded after 1763 by the fact that the empire now included most of French North America.

Opposition to British rule developed gradually, although Loyalists, sometimes called Tories, remained true to the Crown throughout the conflict. The French settlers tended to be Loyalist, and even had their rights guaranteed in the Quebec Act of 1774. Along the eastern seaboard, the story was different. English-speaking colonists resisted Parliamentary Acts right up to the first shots at Lexington.


6. Noble et al., Western Civilization, 578.

Bibliography


[Book with more than four authors]


[Article from library database. No doi number]

Note: The actual finished page will be single spaced. Also, the shaded explanatory notes are not part of the Bibliography.

For additional help with the Chicago Manual of Style, visit The Bridge in Ohm 207 or the Citation Guide [http://guides.kellogg.edu/citations](http://guides.kellogg.edu/citations).
WRITING FOR EMPLOYMENT

The following tips and documents should help you prepare for job applications and interviews. These documents should serve only as models or templates to consider as you prepare your own job application materials.

For additional assistance in preparing your cover letter and/or résumé, contact KCC’s Career and Employment Services.
The Résumé—Common Mistakes

The Job Obituary

Your résumé should not be an “obituary” of every job you’ve ever held, and you shouldn’t feel obligated to go back 10, 20, or “X” amount of years in your work history. As the master editor of your résumé, you’ll have to choose which work experiences to highlight and which to omit. If it helps, identify a point in your life where your experience becomes relevant to the job for which you are applying. Remember, whoever is reading your résumé is looking for relevant work experience.

Information Overload

While it’s tempting to list all the jobs you’ve held and the many skills you now have, resist the urge to do so. The person reading your résumé only wants an answer to one question: “Why should I interview you?” If the position calls for computer, management, and accounting skills, you should not put emphasis on your mechanical and/or nursing skills. Carefully review your résumé line by line and be open to cutting anything that doesn’t seem relevant to the position you are seeking.

Neglecting Education and Training

It’s easy to state in your “Education” section what school(s) you attended and which degree(s) you earned. However, your time in college most likely led you to acquire many skills and work experiences that could distinguish you from other job applicants. Highlight these skills, internships, co-op placements, clinical rotations, certifications, honors contracts, service learning projects, or unique training experiences. They’re great talking points during an interview!
The Haphazard Résumé

If there are 62 applicants for a single job, your résumé might only have a few seconds to stand out among all the others during the preliminary “cuts.” One way to doom your chances at getting an interview is to submit a scattered and/or visually cluttered résumé. The items below provide a logical “progression” of subsections that might follow your name and contact information:

- Summary of qualifications
- Education
- Relevant experience
- Additional experience
- Memberships and affiliations
- Volunteer experience

Too Focused on Day-to-Day Operations

Résumé readers want to know what makes you unique and what you did in your last position that was “above and beyond” what was required of you. Try to avoid emphasizing the day-to-day tasks you completed. Instead, consider giving your prospective employer a glimpse at a personal accomplishment or challenge. Ask yourself, “What did I do that makes me stand out in this position?” “What am I most proud of while performing this job?” “What were the biggest obstacles that I had to overcome in this position?” (This also will prepare you for the actual interview; think about how common it is for an employer to ask a job applicant one of the questions above).
The Interview – Five Tips for Success

The Introduction

One of the most overlooked opportunities in an interview is when you are invited to “Tell us about yourself.” This is usually the first impression the employer will have of you. Make the most of this opportunity by preparing a one- to two-minute self-profile. Consider the following TEES model:

T = type of job you are seeking
E = education and training
E = experience and qualifications
S = strengths and skills

Strengths and Weaknesses

Everyone can talk about their strengths, but you’ll be asked about your weaknesses as well. Learn to phrase your weaknesses in a way that sounds positive:

• Although I have limited direct management experience, in my previous position I served in the absence of a manager for two months when my supervisor was ill. I’ve also taken many college courses related to human resources and management.”

• “I was never interested in math until I got the job as a cashier; suddenly, some of the concepts I didn’t learn in school made sense. The job improved my skills and confidence.”
Behavior-Based Interviewing

Be prepared for behavior-based prompts (“Describe a time when you disagreed with a supervisor and how you handled that situation”). Employers use your past behaviors to predict your future conduct. Apply the STAR model when answering behavior-based questions:

- **S** = describe the **situation** with relevant details
- **T** = identify the **tasks** you had to overcome or complete
- **A** = describe the **action(s)** you took to resolve the situation
- **R** = share the end **results** of this experience

Doing Your Homework

It takes only a few minutes online to find information about the company with which you are interviewing. Knowing the company’s mission statement, annual sales or product history is often impressive to a prospective employer. It also will give you a chance to ask your own questions when the opportunity arises during the interview: “I noticed from your website that…” or “I read an article about your contributions to…”.

“Why Should I Hire You?”

It all comes down to this one question. You must provide compelling reasons why you are the right person for this position. Have concise reasons why you are the best candidate. Do everything you can to make a positive impression. Dress well and arrive on time. Speak correctly and make eye contact. Be yourself on your best day. Good luck!
Sample Cover Letter

Susan A. Student
450 North Avenue | Battle Creek, MI 49017
studentsa@kellogg.edu | cell: 269.965.3931

Current Date (Month day, year)
Contact Name
Title
Company Name
Address
City, ST Zip

RE: Job title applying for

Dear (Name of Hiring Manager or Employer Name / or Dear Search Committee),

The first sentence should indicate your interest in the position and where you heard about it.
Example: I’m interested in applying for the position of public relations assistant, which I saw in the Shopper and the Enquirer.

The rest of the paragraph should explain how your credentials fit the position. You can highlight elements of your résumé you’d like the employer to look at.
Example: I’m a recent graduate of KCC with an associate degree in marketing. I am particularly interested in advertising and how it can be used to sway public opinion. As you will see in my résumé, many of my classes dealt with public relations, including my service learning project and my honors contracts.

The second paragraph should indicate why you would be a good fit with this company. Again, highlight your areas of expertise that will be useful, based on your research of the company.
Example: I know how important it is for every company to maintain a good public face. At a television station as established as WOOD TV, this is even more true. Demographics indicate that the media audience of West Michigan is changing. I’d like to help be a part of that change.

Finally, conclude by expressing your enthusiasm for the position and your complete availability to be called or otherwise contacted. Thank them for their time and consideration. “I hope to be hearing from you soon.” is always good.

Sincerely regards,
Susan A. Student
Susan A. Student
Another Opinion on Cover Letters:

While the previous letter is very thorough in its approach, it might not grab the reader’s attention with much force. Many of the other cover letters will look just like it. If you are a risk-taker and feel your qualifications more than suit you for the job, try another approach.

“This is the job for me!” sounds like a really enthusiastic beginning. “When I first read the posting, I knew I had to apply.” This sounds passionate and interested. The résumé will cover what you have done, but it says nothing about the passion, joy, or intelligence you brought to the job. The cover letter allows you to demonstrate those qualities as well as your writing skills.

Sometimes it is worth the risk to present yourself boldly if the job involves some sort of boldness as well. Nurses ought to stick to the rules; no one wants some wild person tending to them. If you are in the arts or sales or in some area where strength of personality is a factor, consider sending a slightly less rigid, less safe letter that truly shows that you are able to work within the system but aren’t afraid to “shake it up” a little.
Sample Résumé

Susan A. Student

450 North Avenue ◊ Battle Creek, MI 49015 ◊ (269) 965-3931

Education
Kellogg Community College, Battle Creek, MI
Associate in Arts, May 2013

September 2010 – May 2013

Relevant Coursework:
- Research and Writing
- Creative Writing
- Software Application
- Multimedia Art
- Public Speaking
- General Accounting
- Business Management
- Macroeconomics

Study Abroad: London, England (University of London); 12-week course focused on field research, historical site visits, critical thinking, and Euro-American history

Academic Accomplishments
Kellogg Community College – Outstanding Achievement in Communication: recognized for success in public speaking and community outreach

Kellogg Community College Gold Key Scholarship Recipient: based upon outstanding academic and personal accomplishments

Kellogg Community College Honors Program: completed 12 credit hours of recognized honors coursework

Kellogg Community College Dean's List: recognized for maintaining a GPA of 3.5 or higher, 6-consecutive semesters (current GPA: 3.89/4.00)

Leadership
Vice-President: Phi Theta Kappa (Alpha Nu Eta) – International Honor Society for two-year colleges
- Attained Personal 5-Star / Competitive Edge Status (50 recognized out of 1 million worldwide members)
- Created scholarship for PTK members to assist with off-setting membership costs
- Created and participated outreach program to raise funds, awareness, and donations for returning military

President: Kampus Activities Board (KAB)
- Increased student awareness and participation in campus activities and events by 30%

All-Michigan Academic Team
- Selected based on previous leadership positions within the campus and community

Service Learning
Ann J. Kellogg Elementary, Battle Creek, MI
Spring Semester 2013

- Mentored 4th grade students and worked one-on-one with goal setting and active listening; assisted with homework and tutoring services; completed over 150 hours

Experience
Hostess - Cereal City Brewery, Battle Creek, MI
September 2012 – Present

- Provide outstanding customer service with emphasis on meeting/exceeding customer expectations; address customer questions and assist with menu selection ideas; adapt and adjust to constantly changing customer and business needs

Software Skills
- Word
- Access
- Excel
- Adobe Photoshop
- PowerPoint
- Dreamweaver
- Publisher
- Outlook

Note: you can adjust the content of your résumé to emphasize your qualifications for a particular job.
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