Moorpark College Writing Center: Handouts and Writing Tips

Visit the Moorpark College Writing Center Website for more information

https://www.moorparkcollege.edu/departments/student-services/the-teaching-and-learning-center/writing-center

Table of Contents

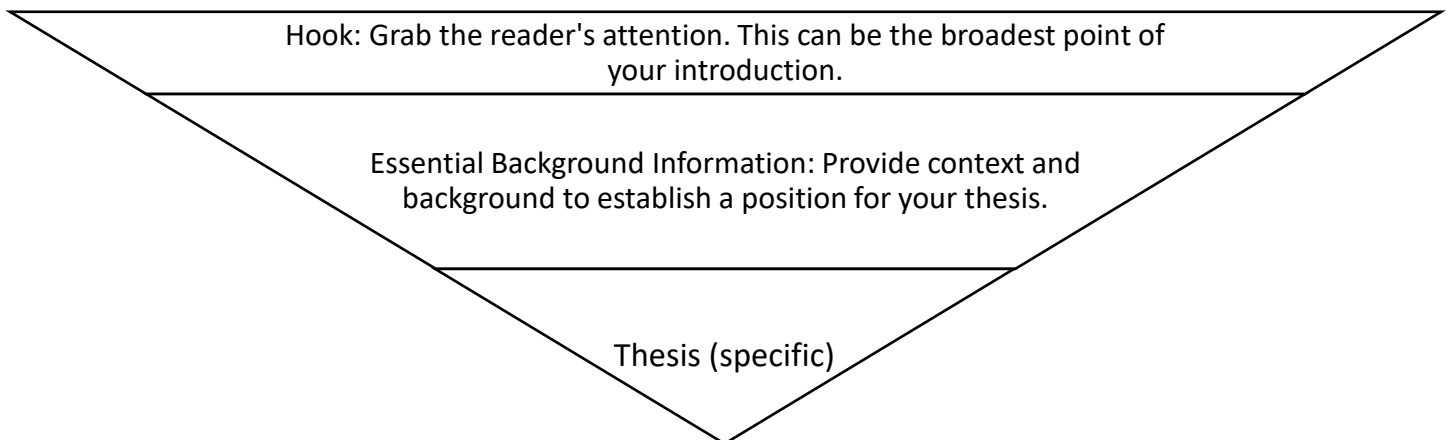**Moorpark College Writing Center**

Grow your Mind

How to Write an Essay

moorparkcollege.edu/writingcent

Here are some tips and templates to help you get started:

- Brainstorm!
  - Try to get your ideas down by whatever method works for you (freewriting, listing, clustering, mapping, drawing, talking, etc.)
  - Start to form your main idea and sub-points
  - If you need to do research, start researching your topic
- Decided how to arrange your body paragraphs
  - Time: Chronological order or Sequential order
  - Location
  - General to Specific
  - Specific to general
  - Least important to most important
  - Problem to solution
- Develop a working thesis statement
- Outline
- Start your introduction
- Draft each body paragraph

What is in an introduction?

Hook: Grab the reader's attention. This can be the broadest point of your introduction.

Essential Background Information: Provide context and background to establish a position for your thesis.

Thesis (specific)

What is in a body paragraph?

| Topic Sentence | Claim |

•This should cover the main idea of the paragraph and relate to the thesis.

| Context/Transition | Lead the reader into what you will be analyzing |
| Explanation | Transitions from the topic sentence to the evidence |

•This should explain to the reader what the topic sentence means or how it could be pictured.

| Evidence | Examples, quotes, paraphrasing... |

•Evidence helps to prove the topic sentence, support the thesis, and helps the reader understand the issue

| Analysis | Explaining the evidence |

•Analysis breaks down the evidence to show what it means, how it explains or relates to the issue, and/or how it supports the claim. Think of asking why or how it proves your thesis which ultimately answers your prompt.

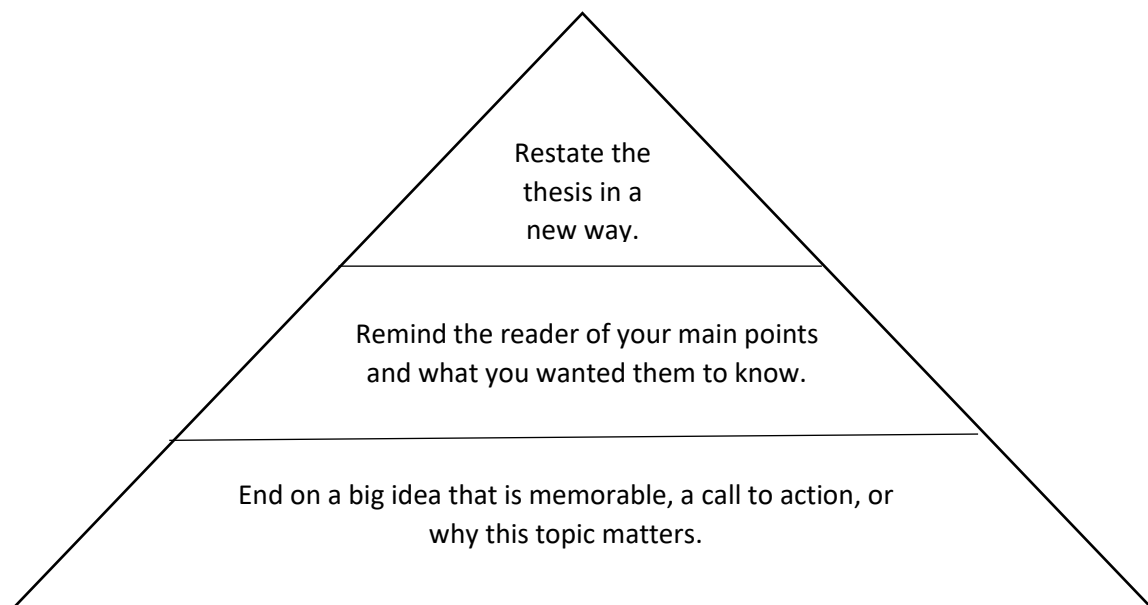| Evidence and Analysis | This process should be repeated 2-3 times per paragraph |
| Synthesis | Connects all of the evidence and analysis |

•Connects the evidence shown in the paragraph with the topic sentence and, ultimately, with the thesis of the paper

| Transition | Takes the reader from this paragraph's claim to the next |

•Try not to leave the reader hanging or jump right into a completely different topic. Use a transition sentence to guide the reader to the next idea.

What is in a conclusion?

Restate the thesis in a new way.

Remind the reader of your main points and what you wanted them to know.

End on a big idea that is memorable, a call to action, or why this topic matters.

Brainstorm:

Words/phrases that come to mind

Topic

_____
_____
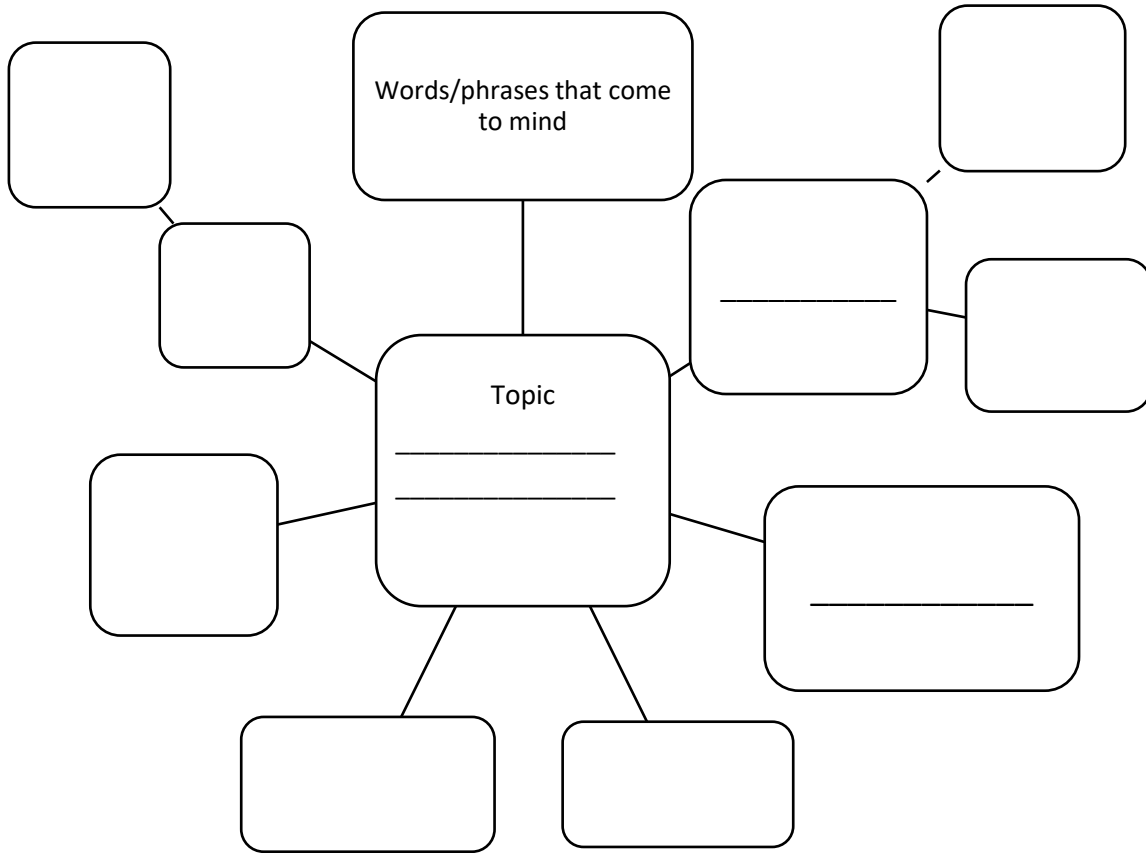
Outlining process:

Questions to help you with an outline:

What is your thesis?

How do you plan on arranging your paragraphs? Ex: Time, location, general to specific, problem to solution

Order your ideas:

Body paragraph 1:

Body paragraph 2

Body paragraph 3:

Body paragraph 4:

What kind of connections do you see?

What other information will you need?

Thesis:

Claim 1: _____

- Main Idea
  - Quote/Evidence
    - Analysis
  - Quote/Evidence
    - Analysis
- Transition to the next idea

Claim 2: _____

- Main Idea
  - Quote/Evidence
    - Analysis
  - Quote/Evidence
    - Analysis
- Transition to the next idea

Claim 3: _____

- Main Idea
  - Quote/Evidence
    - Analysis
  - Quote/Evidence
    - Analysis
- Transition to the next idea
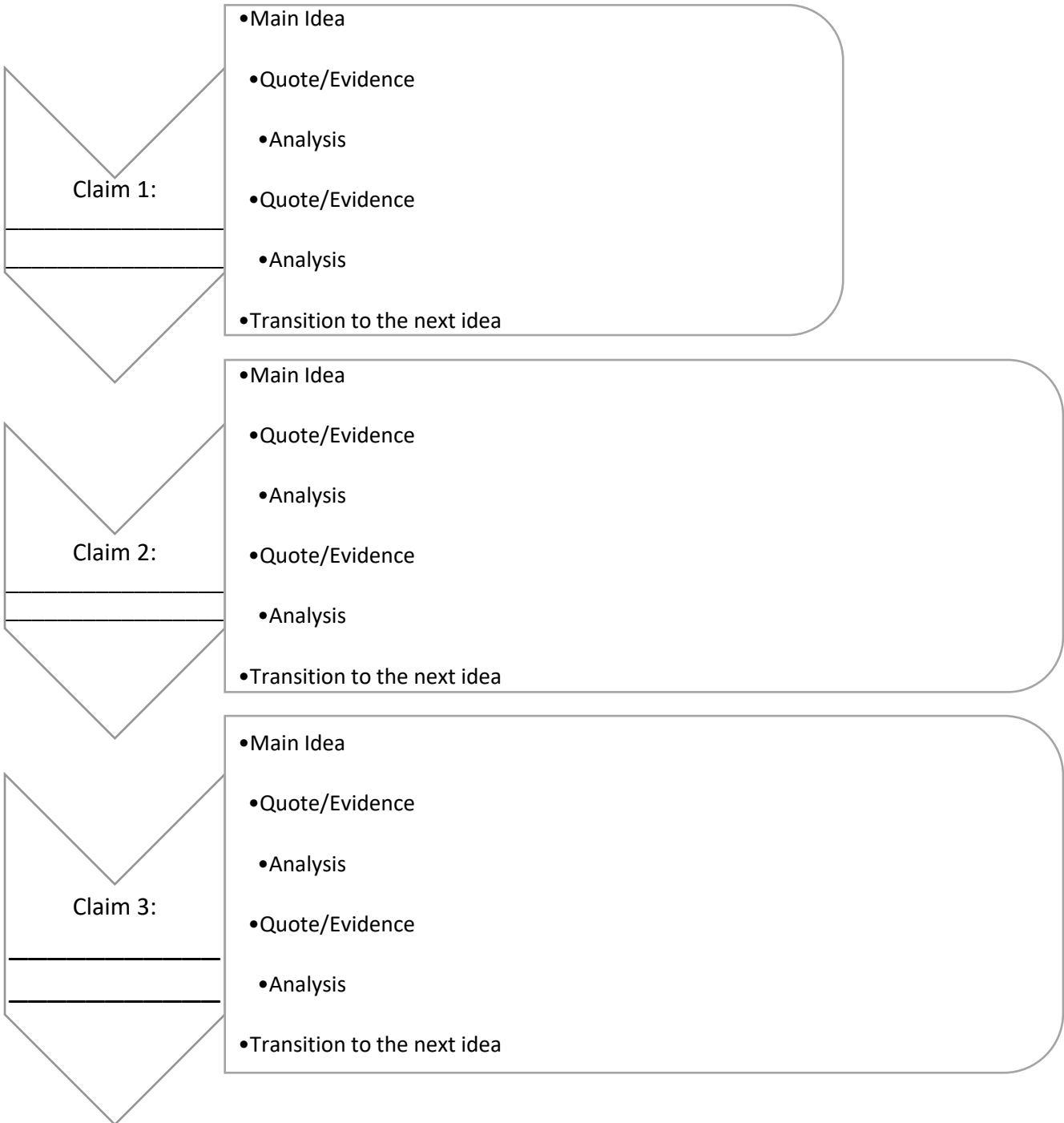
Body Paragraph Outline

- **Topic Sentence:**

- **Context Transition:**

- **Evidence/Examples/Quotation:**

- **Analysis:**

- **How does this example connect to the next piece of evidence?**

- **Evidence/Examples/Quotation:**

- **Analysis:**

- **How does this all come together and lead to the next paragraph?**

Thesis

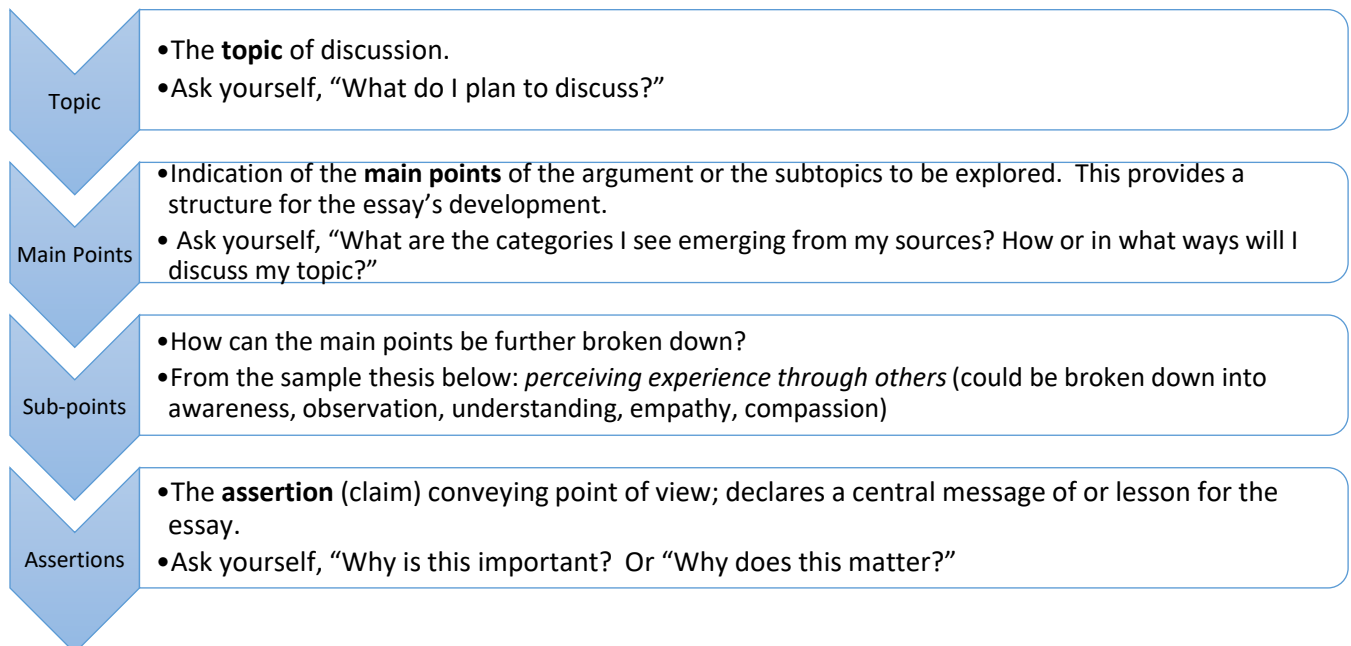moorparkcollege.edu/writingcenter

Definition

What: The purpose of a thesis is to indicate the essay's content and to establish a perspective.

Where: The thesis is usually placed as the last sentence of the 1st paragraph, or if the introduction is more than one paragraph, as the last sentence in the introduction.

How: The thesis is not a question or a fact or a problem itself. The thesis is the **answer to a question** or an opinion/interpretation about something or a solution to a problem.

It is one statement that summarizes the central idea of the paper. * A statement is 1-3 sentences.

A thesis should include:

Topic	• The **topic** of discussion. • Ask yourself, "What do I plan to discuss?"
Main Points	• Indication of the **main points** of the argument or the subtopics to be explored. This provides a structure for the essay's development. • Ask yourself, "What are the categories I see emerging from my sources? How or in what ways will I discuss my topic?"
Sub-points	• How can the main points be further broken down? • From the sample thesis below: *perceiving experience through others* (could be broken down into awareness, observation, understanding, empathy, compassion)
Assertions	• The **assertion** (claim) conveying point of view; declares a central message of or lesson for the essay. • Ask yourself, "Why is this important? Or "Why does this matter?"

Examples:

In order to evolve into a global society that appreciates and respects diversity, individuals must show the will to perceive life through the experiences of others.

Another thesis on this topic (using 1st person plural) might be…

In order to develop an understanding of diversity, we must be willing to actively listen to all voices, observe what is both similar and different in all of our lives, and then feel the experiences of others; without this conscious effort, we will continue to support the intolerance and apathy that leads to prejudice.

The thesis also could be more generalized as in this example:

In order to end prejudice, humanity must consciously take action that improves understanding of the diversity of the human experience.

How to Create a Thesis

Begin by brainstorming responses to these questions:

What is my guiding question for the paper? Or, what is the prompt asking?

What has my preliminary research, lecture, discussions, or assigned readings shown in answer to that question?

What is your perspective, interpretation, or solution to this issue? In other words, what stance are you taking?

What are some subpoints within this issue?

How do your main points answer the prompt?

Is it argumentative?

If I only had one single, simple statement in which to convey my thoughts, what would that statement be?

Your answer (above) should be your thesis.

Thesis Checklist:

	Did I answer the (entire) question?
	Have I taken a position that someone could challenge/oppose?
	Is my thesis specific?
	Does my thesis pass the "so what" and "how and why" test? Meaning it takes a side that someone could argue against, and it is specific enough that the reader is not left thinking "how or why?"

Thesis Diagram

Thesis Statement

Claim #1	Claim #2	Claim #3

Sub-point (Evidence + Analysis)	Sub-point (Evidence + Analysis)	Sub-point (Evidence + Analysis)
Sub-point (Evidence + Analysis)	Sub-point (Evidence + Analysis)	Sub-point (Evidence + Analysis)
Sub-point (Evidence + Analysis)	Sub-point (Evidence + Analysis)	Sub-point (Evidence + Analysis)

Moorpark College
Writing Center

Grow your Mind

Poetic Devices

moorparkcollege.edu/writingcenter

Common Poetic Devices

1. **Allegory**: A story, poem, or other written work that can be interpreted to have a secondary meaning.
2. **Alliteration**: The repetition of sound or letter at the beginning of multiple words in a series.
3. **Allusion**: An indirect reference to something.
4. **Assonance**: The repetition of a vowel (vowels) in one or more words found close together.
5. **Blank verse**: Is poetry written without rhyme, particularly poetry that is written in iambic pentameter.
6. **Consonance**: The repetition of consonant sounds close together.
7. **Couplets**: A pair of lines in poetry.
8. **Diction**: The choice of words and style of expression that the author uses.
9. **Enjambment**: Is the continuation of a sentence beyond a line break, couplet, or stanza without a pause.
10. **Hyperbole**: An exaggerated statement that is not meant to be taken seriously.
11. **Iambic pentameter**: Is a specific type of meter that contains five iambic feet (iambic foot=unit of rhythm), which consists of one unstressed syllable followed by one stressed syllable.
12. **Irony (basic)**: When something said does not match the true meaning.
13. **Irony (situational)**: It can be described as an unexpected event that occurs, and the result often creates dark humor.
14. **Metaphor**: The author compares one thing to another.
15. **Meter**: The rhythm of a poem.
16. **Ode**: A short, lyrical poem that is often used in honor or praise of something.
17. **Onomatopoeia**: Words that describe its sound, like boom or moo.
18. **Personification**: An animal, plant, or inanimate object is given human-like characterizations.
19. **Pun**: A play on words used to make a joke.
20. **Repetition**: The process of repeating certain words or phrases.
21. **Rhetorical question**: Used to make a point rather than elicit an answer.
22. **Rhyme**: The repetition of syllables at the end of words.
23. **Rhythm**: The pattern of long, short, stressed, and unstressed syllables in writing that create a "sound."
24. **Simile**: A comparison of one thing to another using like or as.
25. **Sonnet**: A strict fourteen-line poem that usually follows iambic pentameter.
26. **Stanzas**: Poems can be broken up into stanzas, which are a group of lines. Although stanzas can be irregular, they often have common features like length, rhyme, or rhythm.
27. **Tone**: The attitude or perspective of a writer towards a specific subject or audience. For example, the author can take a humorous or solemn tone.

Citing Poetry

- Less than three lines: "line/line/line" (Author line #-#).

  Example: The poem goes on to say "And his big hairy paws/
  In the buttery dish" (Silverstein lines 11-12).

- If the lines extend to a new stanza, use a //: "Line/Line//line" (Author line #-#).

  Example: Hughes directs the reader to think about deferred dreams, and he asks "Does it dry up/Like a
  raisin in the sun?//Or fester like a sore—" (lines 2-4).

- If citing more than three lines, use a block quote and maintain the original structure.

  Example: Hughes uses imagery to give a dream emotion:

  > What happens to a dream deferred?
  >
  > Does it dry up
  > Like a raisin in the sun?
  >
  > Or fester like a sore--
  > And then run?

Tips for analyzing poetry

- What do you think about the title?

- Read the Poem.

- Reread the poem.

- What is your initial reaction/thoughts?

- Who is the narrator?

- What is the mood or tone? How does it make you feel?

- What is the message?

- Reread the poem. Make sure to make annotations and write down questions or reactions.

- What structure is it in? Does it rhyme? Is it freeform?

- How does diction create images? Does the author appeal to the senses?

- Are there any symbols?

- How does the author's background contribute to the message?

- What is the message or significance of the poem? How is it conveyed?

Getting started on a thesis:

What is the message/purpose?

How is it conveyed? What elements/devices are used?

Rhetorical Strategies

moorparkcollege.edu/writingcenter

Rhetorical Analysis Essay

Rhetoric → The art of speaking or writing effectively
Analysis →Detailed examination

Rhetorical Analysis Essay → Examines how the rhetorician makes an argument and whether or not it is successful. This requires an argument.

Rhetorical Appeals (Persuasive strategies)
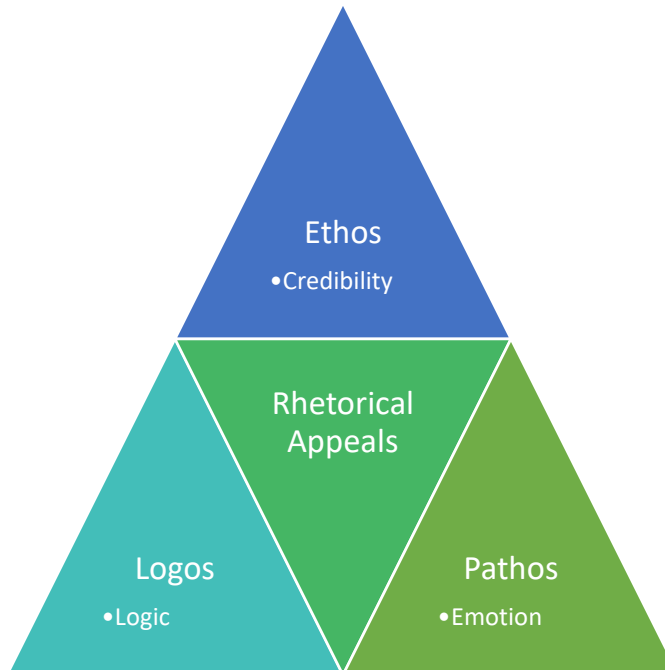
Ethos- Ethical appeal based on credibility, character, and reliability

- Credible, reliable sources
- Cited credible information
- Accurately state the opposition and values, or both sides of the argument
- Acknowledges biases or interests

Pathos- an emotional appeal that appeals to the audience's needs, values, or emotional senses.
- Often used in interviews or individual stories
- Creates a picture or brings emotion to the truth
- Often persuasive
- Used to strengthen the argument, not take away or divert from the issue

Logos-The appeal to logic or reason
- Relies on logic
- Often established through inductive and deductive reasoning

Inductive and Deductive Reasoning

Inductive reasoning uses a specific case or fact to represent a larger situation or population
        Specific Case → General Conclusion

Deductive uses a general theory or principle and applies it to a larger case
        General Principle→ Specific Case

Logical Fallacies: These are errors in reasoning that undermine logic.

Some common examples include:

Slippery Slope
        If A happens, then B, C, D...Z will happen too.
        This equates A to the distant Z without any logical connection.
        Ex: If we ban smoking, then eventually the government will ban all stimulants, including coffee.

Hasty Generalizations
        Making a conclusion based on insufficient evidence.
        Ex: Because my professor wears a tie, he will be boring and strict.

Post hoc ergo propter hoc
        This means that if A happened after B, then B caused A.
        Ex: Because drownings go up with ice cream sales, ice cream causes people to drown.

Genetic Fallacies
        A conclusion based on the identity or origin of someone/something.
        Ex: Because he is from Texas, he is a Republican.

Begging the Claim
        The conclusion to be proved is part of the claim.
        Ex: Wasteful and polluting plastic should be banned.

Circular Argument
        Restates the argument instead of proving it.
        Ex: The author is a good communicator because they write effectively.

Either/or
        Oversimplifies the argument by making only two options.
        Ex: We can either stop using plastic water bottles or kill the earth.

Ad hominem

        An attack on character rather than their opinions or thoughts.

        Ex: She was once arrested for petty theft as a teenager, so can her tax advice really be trusted?

Ad populum

        This is an emotional appeal based on a positive or negative rather than the issue.

        Ex: If you were truly an American, you would care about this issue.

Red Herring

        Avoids counterarguments by going around them.

        Ex: There may be a lot of pollution from Amazon deliveries, but it is good for the economy.

Straw Man

        This oversimplifies a point and then attacks it.

        Ex: You must hate the students if you are willing to raise tuition and bankrupt hardworking individuals.
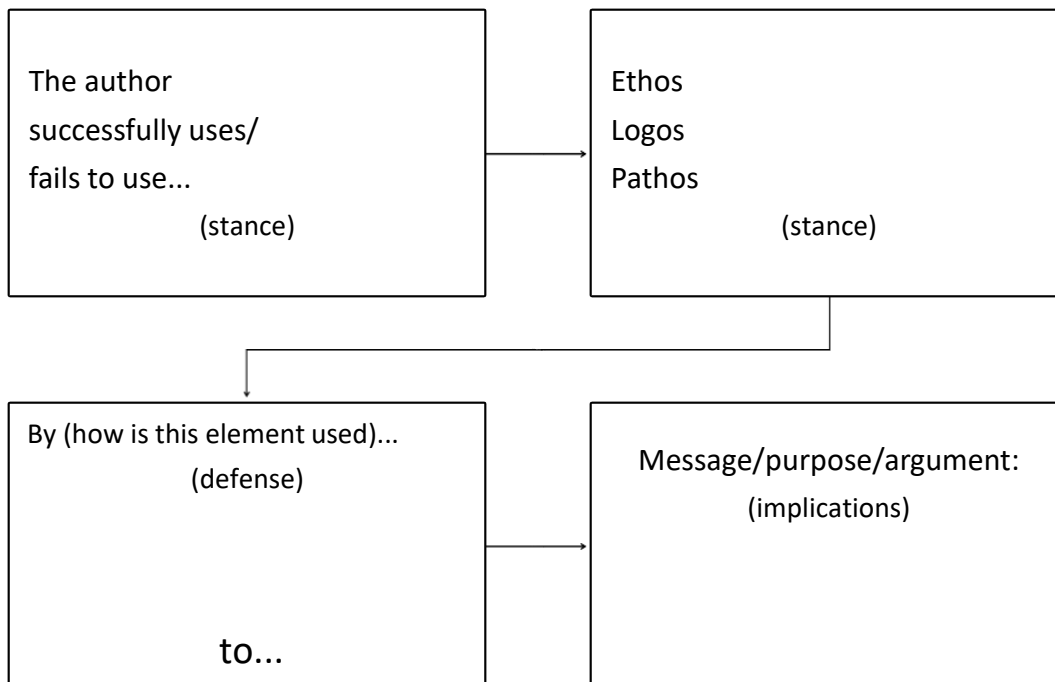
Moral Equivalence

        This equates minor infractions with extremes. It states that if thing 1 and thing 2 share a characteristic, then they must be equal.

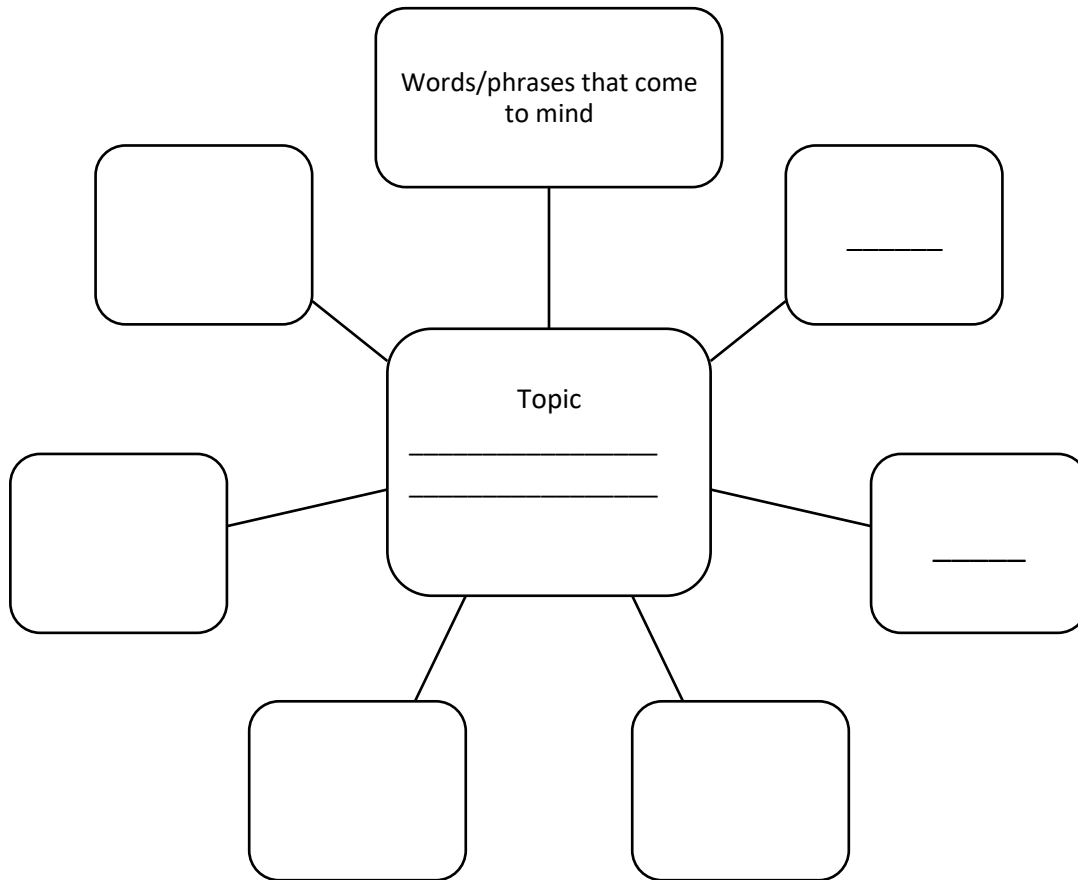   Ex: The guy who cut me off is as bad as Hitler.

Use the following chart to help you get started on a thesis. Select the structure and elements that apply best to your essay. Remember, when writing a thesis it is important to have a stance, defense(s), and the implications.

Think of how rhetorical techniques are used and the effectiveness of those tools, not if you agree with the author.

The author successfully uses/ fails to use… (stance)	Ethos Logos Pathos (stance)
By (how is this element used)… (defense) to…	Message/purpose/argument: (implications)

Finding and Using Sources

moorparkcollege.edu/writingcenter

Keyword Brainstorm Web

Words/phrases that come to mind

Topic
_____
_____

_____

_____

Using the Word Web:

Use the keywords and phrases that you came up with to start searching for your topic.

As you search, pay attention to other suggested keywords when you find a source that you like.

You can always "cheat" by looking at your source's reference page to find other related articles.

Database Hacks:

- Use quotations around phrases. This will search for the phrase as a whole instead of word by word.
  - "social media"
- Use AND to connect words that must appear in a document
  - Education AND children
  - Some databases use +
    - Education+children
- Use NOT to eliminate words that you do not want in your search
  - Persian Gulf NOT war
- Use OR if you only need one term in the document
  - "mountain lion" OR cougar
- Use an asterisk as a substitution for letters that may vary
  - "marine biolog*" (this would show results for marine biology and marine biologist
- Use parentheses to group a search expression
  - (standard OR test) AND reform

Notable Sources:

Use the library database! Do not be afraid to **ask the reference librarians** for help; they are the best resource for research! However, here are some other online sources to consider.

Here are some common sources that students use or come across in their research journey. Remember, each professor will have different standards and requirements for where you find your sources.

Google Scholar:

Use refining tools to reduce the number of results

You can use the provided list of related articles as additional sources

Use Advanced Search to set the domain as .edu or .org

Using Government Sites:

Common sites:

Census Bureau; www.census.gov

FedStats: fedstats.sites.usa.gov

United Nations: www.un.org

News sites:

Not all news sites are credible. In addition, some news articles will want you to pay to read their work. Here are some free news sites that may help.

BBC: www.bbc.co.uk

Google News: news.google.com

New York Times: www.nytimes.com (limited free access)

Most academics do not accept Wiki sources!

Be careful with Blogs. Blogs range from personal to political and do not always include reliable information.

Credibility Checker:

Sources within **ten years** are generally the gold standard for how current a source should be. Some professors may extend this to fifteen years or have their own standards.

Always be mindful of who is **sponsoring a source**.

Consider the source's **purpose**. Is it for academics? Does it have an agenda?

Does your source have a works cited or reference page? **Where did they get their information**?

If it is a research article, what were the methods?

What is the author's ethos? In other words, how credible are they? What are their credentials?

Authorship
- Is there an author?
- Does the author cite credible sources?
- What are the author's qualifications?

Sponsorship
- Who, if anyone, sponsors the site?
- Is it a .com, .org, .edu, .gov ect.?

CREDIBILITY
★★★★★

Purpose
- Why was it created? To sell, argue, for academics?
- Who is the intended audience?

Currency
- When was it published?
- Is it outdated?
- 10 years is the golden rule for research

Plagiarism is:

- Failing to cite quotes or borrowed ideas
- Failing to enclose borrowed language in quotation marks
- Failing to summarize or paraphrase in your own words
- Misrepresenting an author's purpose

How and when to use sources:

As you incorporate sources, keep thinking about what you are trying to do in your paper, and specifically, within that paragraph.

Choose sources that help prove your point.

Make sure that you are always accurately representing your source!

Remember, a source can provide background or prove a point. What sources you include will shape your paper.

A proper variation of quoting and paraphrasing is essential in quote integration.

Signal phrases:

The first time you introduce a source, you should identify it in a signal phrase. Subsequent to this, you can use a mix of parenthetical citations and incorporating the author in the sentence.

Example:

➢ Sunderman et al. explore the division between federal and state power in education in their article "Expansion of Federal Power in American Education."

Don't leave your quotes hanging!

Always introduce your quotes with a signal phrase.

Here are some example signal phrases that you may use:

For these examples, we will use Smith as the author of the article "Educational Issues"

> Smith argues...

> Smith notes…

> In the article "Educational Issues," Smith acknowledges…

> Smith emphasizes…

> Smith observes…

> Smith claims…

> "Educational Issues," by Smith, suggests…

Examples of quote integration:

➢ Morris et al. claim, it is not just about "equal opportunities for all students to experience the curriculum but for all to experience an unbiased and equal curriculum in and of itself" (133).

➢ In beginning her argument for a better solution to educational inequity, Nielsen notes that "to identify directions for future research and policy, I return again to the vision of the education system as a web of interconnected nodes" (80).

General Quotation Rules:

Direct Quote in MLA:

> **Signal phrase "quote" (parenthetical citation).**

> In "Education Matters," student identity is explained as "a complex puzzle of societal influences and personal preferences" (Smith 7).

Changing a quote:

> Bracket information that you change. Brackets are useful because it allows the writer to interject, explain, or clarify something within the quotation.

> Smith compares how "people explore the [English] language in order to understand generational differences" (9).

How to Paraphrase:

Initial Passage:

"The U.S. has fifty different state systems of education, and there are enormous variations in size, expertise, capacity, beliefs, and traditions of state-local relationships. States are at the center of the history and finance of public education in the U.S., and they have always been accorded wide autonomy. NCLB [No Child Left Behind] curtails this autonomy. It creates many new requirements that states must meet and assumes that state agencies have the capacity, skill, and desire to intervene very powerfully in local school districts. Though we have a generation of experience with state interventions in failing schools, state powers have generally been used sparingly and with only limited impact."

-From Sunderman et al., page 5

- **What does this passage want you to understand?**

-That NCLB changes how much power states have.

- **What do you want your reader to understand from this section?**

-States are used to having a lot of educational freedom, and now they have less with NCLB.

- **What is your claim, and how does this relate? Do you need all of this information or just some of it in your essay?**

-My claim is that NCLB changes the educational dynamic, specifically at the state level.

- **Read it again and highlight/note what is important:**

"The U.S. has fifty different state systems of education, and there are enormous variations in size, expertise, capacity, beliefs, and traditions of state-local relationships. States are at the center of the history and finance of public education in the U.S., and they have always been accorded wide autonomy. NCLB [No Child Left Behind] curtails this autonomy. It creates many new requirements that states must meet and assumes that state agencies have the capacity, skill, and desire to intervene very powerfully in local school districts. Though we have a generation of experience with state interventions in failing schools, state powers have generally been used sparingly and with only limited impact."

Example of paraphrasing this information:

Sunderman et al. explain how, although states normally have autonomy over their educational system, NCLB changes this by establishing federal requirements that states must meet (5). Sunderman et al. continue that changing authority and requirements is not always easy because many local school districts are not welcoming of state intervention.

All citations must also be in a works cited page!

General Rules:

- ✔ Start the works cited page on a new page
- ✔ Continue with double-spacing, but do not add extra spaces between sources
- ✔ Continue with a header

- ✔ The first line within your entry should have 1-inch margins, and subsequent lines within that entry should be indented an addition .5 inch to create a hanging-indent
- ✔ Alphabetize your entries

General Template:

1. Author.

_____ .

2. Title of Source.

_____ .

3. Title of the Container,

_____ ,

4. Other Contributors,

_____ ,

5. Version,

_____ ,

6. Number,

_____ ,

7. Publisher,

_____ ,

8. Publication Date,

_____ ,

9. Location.

_____ .

Citation Steps:

Book:

- 1 Author-

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

- 2 Authors-

Last Name, First and Last Name, First. *Title of Book.* City of Publication, Publisher, Publication

  Date.

- 3 or more Authors-

Last Name, First, et al. *Title of Book*. City of Publication, Publisher, Publication Date.

Moorpark College Writing Center

Grow your Mind

Research Paper

moorparkcollege.edu/writingcenter

Requirements:

What is the prompt asking?

What kind of sources do I need?

Primary (Original Source)? Secondary (Scholarly books and articles relating to a primary source)? Other?

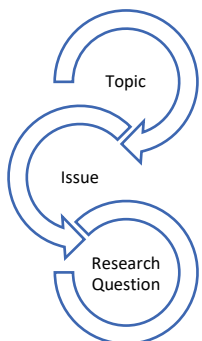How many sources do I need? _____

Asking Questions:

Brainstorm your ideas:

What is your **Topic**? _____

_____

What **Issues** do you want to address within the topic (smaller issues within your topic)?
_____

What are your **Research Questions**? _____

_____

Use your research question to build a thesis

Topic

Issue

Research
Question

Logic
Process

Topic:

Issue to explore:

Research question:

Thesis: **Remember, the thesis is the answer to your research question.**

What is the main idea of your paper?

How does it answer the prompt?

What stance are you taking?

Is it argumentative?

What is your defense?

What is the implication of your argument?

Thesis: _____

_____

_____

_____

Sub-points

What are your sub-points, or how you are going to prove your thesis?

For a long research paper, it is common to have more than three sub-points.

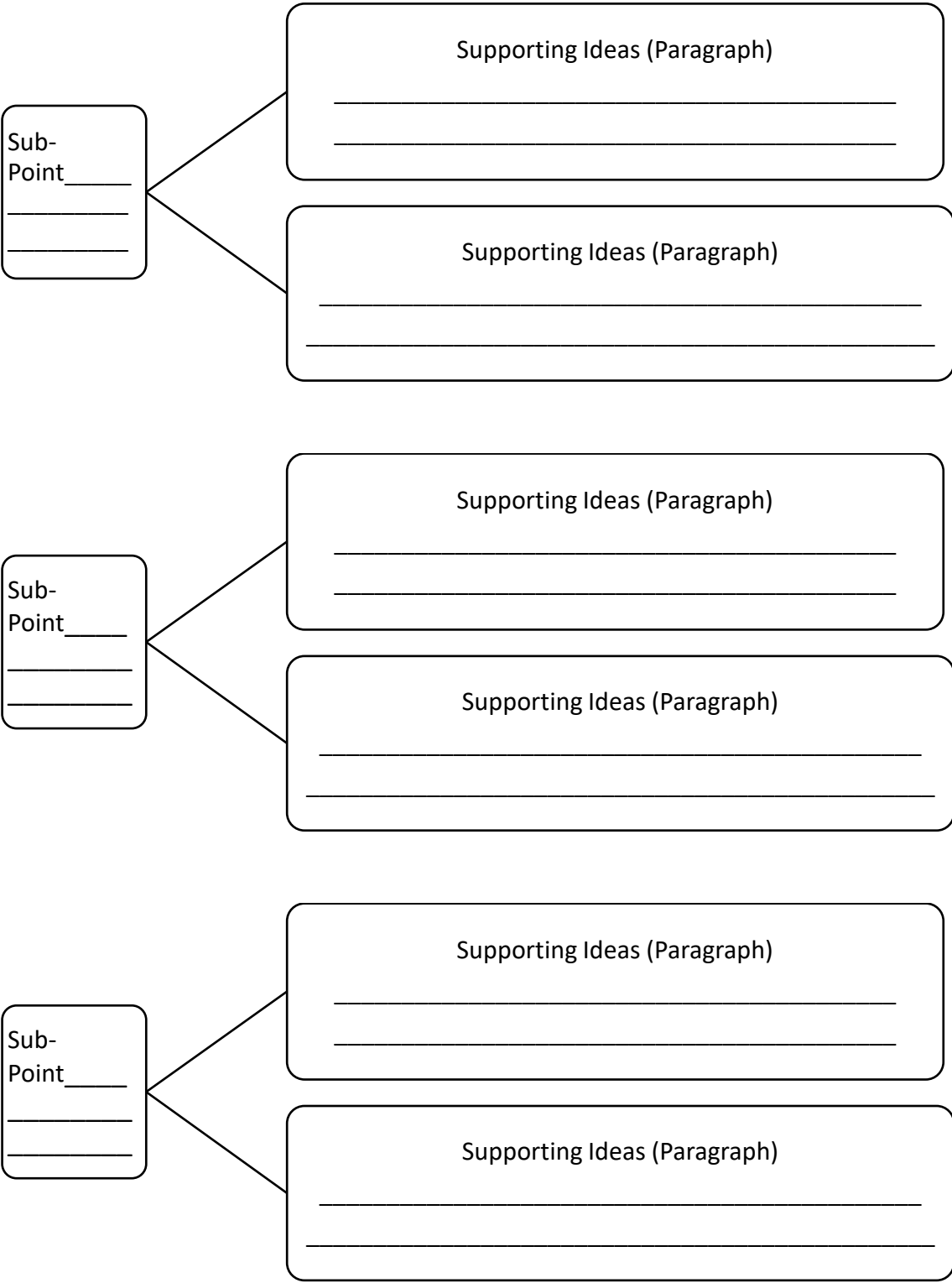**Sub-points to support your thesis:**

Sub-point 1: _____

_____

Sub-point 2: _____

_____

Sub-point 3: _____

_____

Sub-point 4: _____

_____

Consider how many paragraphs each of your sub-points should be.

Sub-Point_____
_____
_____

Supporting Ideas (Paragraph)

_____

_____

Supporting Ideas (Paragraph)

_____

_____

Sub-Point____
_____
_____

Supporting Ideas (Paragraph)

_____

_____

Supporting Ideas (Paragraph)

_____

_____

Sub-Point____
_____
_____

Supporting Ideas (Paragraph)

_____

_____

Supporting Ideas (Paragraph)

_____

_____

General Body Paragraph Outline:

Topic Sentence:

Main idea of the paragraph

_____

Transition:

Lead to evidence

_____

Evidence:

Quotes, outside sources, paraphrasing, ect.

_____

_____

Analysis:

Why include this? What does it prove? What does it mean? How does
it connect back to the thesis?

_____

_____

Evidence:

Quotes, outside sources, paraphrasing, ect.

_____

_____

Analysis:

Why include this? What does it prove? What does it mean? How does it
connect back to the thesis?

_____

_____

Transition:

Conclude and lead to next topic

_____

Source Tracker
Keep track of your sources as
you go to make your works
cited page and in-text
citations easier!

Moorpark College
Writing Center

Grow your Mind

Getting Started

Style

- ✓ Times New Roman, font size 12
- ✓ Double-Spaced
- ✓ 1-inch Margins
- ✓ Running head with last name page number in the top, right corner

Example: Jones 1

Formatting the first page:

- ➢ The first page starts with the **running head in the top, right corner**.

- ➢ Next, the following information should be given left-justified, on the top, left side of the page, with each component on a separate line.

First Name Last Name

The Professor's Name

The Class

The date is written day month year

Example:

Betka 1

Jasmine Betka

Professor Awesome

English 330

19 November 2019

Educational Equity

Education is viewed by many as an essential and pinnacle piece to society, seeing as

"government leaders recognize that being poorly educated is tied to unemployment, poverty,

Stephanie Jones

Professor Awesome

English M01A

27 September 2019

➢ The title is centered above the first paragraph

➢ All information should be double-spaced with no extra spaces

In-text Citations

In-text citations are used to give credit to ideas and information that is not your original thought or common knowledge.

Do I need to cite it?

- Is it common knowledge like who the President is?
    - Do not cite it.
- Is it an original idea or thought?
    - Do not cite it.
- Is it a direct quote?
    - Cite it!

- Is it a figure, chart, or image that you used?
    - Cite it!
- Is it a summary of something?
    - Cite it!
- Did you paraphrase something?
    - Cite it!

In-Text Citations:

The first time introducing a source, the author's name should go in a signal phrase. A narrative citation establishes the source's authority.

Example:

- University California Los Angeles's public health researcher Ronald Hays explains…
- Historian Barbara Tuchman makes the point that…

After this, the author's name can go in the parenthetical citation or within the sentence. The page number always goes in parenthesis at the end of the sentence before the period.

One Author:

Example:

- In *Educational Governance for the Twenty-First Century* by Patrick Mcguinn, Mcguinn expresses how with less federal requirements and oversight, "states are likely to respond by devoting less effort and resources toward improving schools" (407).

- o Some believe that with less federal requirements and oversights, "states are likely to respond by devoting less effort and resources towards improving schools" (Mcguinn 407).

Multiple Authors:

Two Authors: Use both of the author's names separated by and

Example:

- o In accordance with Watkin and Wilber's delineation of personal perspective regarding a problem, the dimension that humans operate in can affect the ability to solve wicked problems (30).
- o Furthermore, "the interconnected nature of the causes and symptoms also means that binary 'right' and 'wrong' assessments are impossible" (Watkin and Wilber 43).

Three or more authors:

List the first author's name and replace the other names with et al.

Example:

- o Morris et al. go on to explain how, without proper certification, schools cannot hire certain professionals because they will not pass the federal audit process (136).
- o For instance, under federal law, it is required that teachers are "highly qualified" (Morris et al. 135).

No known Author:

For no known author, use a shortened title or what comes first on your works cited page.

Example:

- o "Educational Structures" goes on to argue that federal regulations increase national performance (18).
- o Federal regulations influence national performance ("Educational Structures" 18).

Internet Source:

For internet sources, there will often not be a page number to include. Give enough information for the reader to be able to find your source on your works cited page.

Example:

- o "Education Today" states that "school across the country vary in equitable funds."
- o A primary concern for educational equity is that "schools across the country vary in equitable funds" ("Education Today").

Works Cited

General Rules:

✓ Start the works cited page on a new page
✓ Continue with double-spacing, but do not add extra spaces between sources
✓ Continue with a header

✓ The first line of an entry should have a 1 inch margin, and subsequent lines within that entry should be indented an additional .5 inch to create a hanging-indent
✓ Alphabetize your entries

General Template:

1. Author.

_____.

2. Title of Source.

_____.

3. Title of the Container,

_____,

4. Other Contributors,

_____,

5. Version,

_____,

6. Number,

_____,

7. Publisher,

_____,

8. Publication Date,

_____,

9. Location.

_____.

Works Cited

Ansalone, George. "Tracking: Educational Differentiation or Defective Strategy." *Educational Research Quarterly*, vol. 34, no. 2, 2010, pp. 3–17, https://ci-primo.hosted. exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_ericEJ935090&context =PC&vid=01CALS_UCI&search_scope=01CALS_UCI&tab=books_local &lang=en_US.

Heise, Michael. "From No Child Left Behind to Every Student Succeeds: Back to a Future for Education Federalism." *Columbia Law Review*, vol. 117, no. 7, 2017, pp. 1859-1896, https://ci-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_arc hive_444425412&context=PC&vid=01CALS_UCI&search_scope=01CALS_UCI&tab= books_local&lang=en_US.

Citation Steps:

Book:

▪ 1 Author-

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

▪ 2 Authors-

Last Name, First and Last Name, First. *Title of Book*. City of Publication, Publisher, Publication Date.

▪ 3 or more Authors-

Last Name, First, et al. *Title of Book*. City of Publication, Publisher, Publication Date.

Electronic Sources:

Author. "Title." *Title of container (self contained if book)*, Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). *2nd container's title*, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

No Author:

If there is no author, use the title as the first piece in your citation.

"Title." Title of the Container, Other contributors, Version, Number, Publisher, Publication Date,

Location.

Electronic Sources:

Author. "Title." *Title of container (self contained if book)*, Other contributors (translators or editors),

Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages,

paragraphs and/or URL, DOI or permalink). *2nd container's title*, Other contributors, Version,

Number, Publisher, Publication date, Location, Date of Access (if applicable).

No Author:

If there is no author, use the title as the first piece in your citation.

Major organizations, like the Centers for Disease Control and Prevention, can be used as the
author.

"Title." Title of the Container, Other contributors, Version, Number, Publisher, Publication Date,

Location.

Betka 16

Works Cited

Ansalone, George. "Tracking: Educational Differentiation or Defective Strategy." *Educational*

Research Quarterly, vol. 34, no. 2, 2010, pp. 3–17, doi: 10:762/485212300

Morris, Stephanie, et al. "Equity in Education: Practicing Educators' Experiences and

Perspectives." *Curriculum and Teaching Dialogue*, vol. 13, no. 1/2, 2011, pp. 127–132A,

http://eds.b.ebscohost.com.summit.csuci.edu/ehost/pdfviewer/pdfviewer?vid=1&sid=d55

ffcdc-775e-4d58-b4c2-7b9bc3a0b78c%40sessionmgr101.

Wilber, Ken, and Alan Watkins. *Wicked and Wise: How to Solve the World's Toughest Problems*.

Urbane Pubns, 2015.

Having trouble with formatting? Try these tips for Word:

- Go to the 'View' tab at the top of the page
- Make sure that you have 'Ruler' selected so that you can see the ruler around your page
- Select the text on your reference page
- The ruler on the top of the page has two triangles. They should be lined up at this point. Drag the bottom triangle over .5 inch. This should format your subsequent lines over to a 1.5 inch hanging indent.
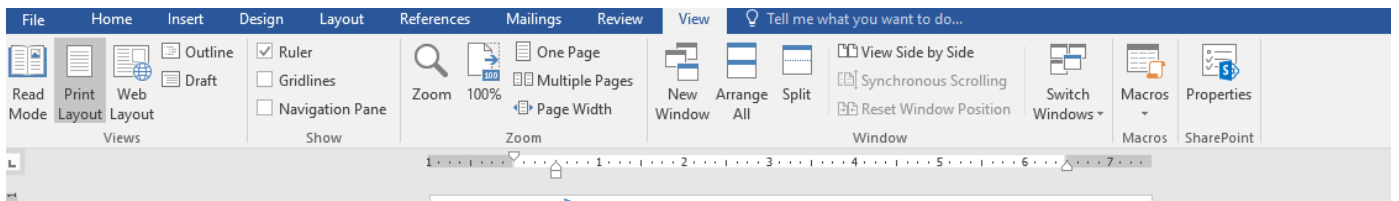
Containers:

MLA uses containers to cite information. A container is the larger whole that holds a source. Containers are like nesting dolls; they are smaller pieces inside of bigger pieces.

Common examples include:

A short story inside of a book

An article inside of a database

An article inside of a magazine

Common Template for Multiple Containers

#	Core Elements	What are they?
	Core Elements	What are they?
1	Author.	Last, First
2	Title of source.	" " if short story or article, *or Italics if book*
3	Title of container,	Is this part of a larger whole?
4	Other contributors,	Look for words like introduced by, narrated by, translated by
5	Version,	Is this an edition?
6	Number,	Is this from a multi-numbers set?
7	Publisher,	Who produced this? Ex. Penguin Press
8	Publication date,	Write the full date as you find it on the version you are using
9	Location.	Page numbers signified pp. #-# or the DOI or URl if there is no larger container
3	Title of Container	Is this part of an even larger whole?
4	Other contributors	Look for words like introduced by, narrated by, translated by
5	Version	Look for words like introduced by, narrated by, translated by
6	Number	Is this from a multi-numbers set?
7	Publisher,	Who produced this? Ex. Penguin Press
8	Publication date	Write the full date as you find it on the version you are using
9	Location.	Is there a doi/URL or was this located in a place?

An example of an article in a database:

#	Core Elements	What are they?
1	Author.	Smith, Bob
2	Title of source.	"How to Cite MLA"
3	Title of container,	*The MLA Review*
4	Other contributors,	NA
5	Version,	NA
6	Number,	vol. 8, no. 1
7	Publisher,	NA
8	Publication date,	2015
9	Location.	pp. 67-75
3	Title of Container	EBSCO
4	Other contributors	NA
5	Version	NA
6	Number	NA
7	Publisher,	NA
8	Publication date	NA
9	Location.	www.EBSCO/578357

Smith, Bob. "How to Cite MLA." *The MLA Review*, vol. 8, no. 1, 2015, pp. 67-75. EBSCO,

www.EBSCO/578357.

Moorpark College Writing Center

Grow your Mind

APA 7th Edition

moorparkcollege.edu/writingcenter

Getting Started:

✔ In APA 7th edition the following fonts are accepted: Times New Roman 12, Calibri 11, Arial 11, Georgia 11, and Lucida Sans Unicode 10
✔ Double-Spaced
✔ 1-inch margins
✔ Use only one space after a period

Parts and order of an APA Paper:

- **Title Page**
- Abstract (if required)
- **Body of work with headings**
- **References**
- Footnotes
- Tables
- Figures
- Appendices

Formatting the Title Page:

*APA 7th edition no longer includes a running head in student papers

- The **page number** goes in the **top, right corner**
- The **title** should be placed three to four lines down from the top of the title page and is **centered and in bold font**. Capitalize major words. If the title extends past one line, it should be double-spaced.
  - Example: **The Impact of Social Media on Formal Writing**
- Include one double-spaced blank line between the title and the **author's name(s)**. If there are two authors, use the word "and" between the names. For three or more, separate the names with commas and use "and" before the last name. Center author's name(s).
- Next, centered on the next double-spaced line, include the affiliation. For students. This is the institution where the student attends. Include the name of any department and the name of the institution, separated by a comma.

- - Example 1 Author: Jane Doe
    - Example 2 Authors: Jane Doe and Jon Morris
    - Example 3 Authors: Jane Doe, Jon Morris, and Ken Smith
- On the next double-spaced line, include the **course number** (as displayed on instructional material) followed by a **colon** and the **course name**
    - English M01A: English Composition
- On the next double-spaced line, include the **instructor's name** for the course
    - Example: Dr. Sarah Smith
- On the next double spaced line, include the date the assignment is due
    - Example: June 16, 2020

Sample Student Title Page:

<div style="border:1px solid">

1

Herbal Medicine in South Africa

Jasmine Betka

Department of Health Science, Moorpark College

HLTH 102: Introduction to Health

Dr. Sarah Smith

June 16, 2020

</div>

Headings

Student papers only include the page number in the top, right corner of the page

First-Level Heading Centered

Second-Level Heading Flush Left, Bold

Third-level Heading: Flush Left, Italics

Fourth-level Heading: Indented, Bold, End with a Period.

Fifth-level Heading: Indented, bold, italics

2

Titles are bold and centered

Herbal Medicine in South Africa

Herbal medicine, botanical medicine, and phytotherapy are interchangeable synonyms for a practice utilized by 80% of the world (Fontaine, 2015, p. 123). Geographical location, accessibility, tradition, and economy significantly impact which herbs are used by healers and individuals. Marais, Steenkamp, and Plooy (2015) describe how South Africans utilize over two-thousand indigenous plants, and there are diary entries dating back to 1836 to documenting specific herbal treatments (p. 8)….

First-level header

Literature Review

Second-level header

Sutherlandia

Aboyade, Styger, Gibson, and Hughes (2014) provide a photo-essay that considers Sutherlandia's therapeutic properties in conjunction with ongoing clinical trials. Given Sutherlandia's accessibility and the fact that it grows fairly well in most of South Africa, it is a heavily utilized plant (Aboyade et al., 2014, p. 72)…

Third-level header

Adverse Effects

When utilizing herbal medicine, there are always concerns about adverse effects and contraindications, particularly if a patient is on medications. With herbal treatments, the concern is often higher because the majority of herbal remedies are not pharmacologically tested or run through clinical trials…

In-Text Citations

APA uses the author-date citation system.

(Last name, year)

For two authors:

(Last name & Last name, year)

Both paraphrasing and quotations require a citation! But, if quoting information, the author, date, and page number must be given. If there is no page number, the paragraph can be used.

(Last name, year, p. #)

(Last name, year, para. #).

Author Type	Parenthetical Citation	Narrative citation
One author	(Smith, 2017)	Smith (2017)...
Two authors	(Moreno & Williams, 2019)	Moreno and Williams (2019)...
Three or more authors (7th)	(Taylor et al., 2018)	Taylor et al. (2018)...
Group as the author First Subsequent	(National Institute of Mental Health [NIMH], 2019) (NIMH, 2019)	National Institute of Mental Health (NIMH, 2019)... NIMH (2019)...

When there is no author, APA 7th edition has established the following guidelines for including contributors other than authors:

Media Type	Include as the Author
Film	Director
TV Series	Executive Producer
Podcast	Host or Executive
Webinar	Instructor
Online Streaming Video	Person/group who uploaded the video

When there is no date, use n.d. to stand for no date.

How to cite paraphrased information:

When paraphrasing, only the author and the year are required, but you may add the page number. The page number is particularly beneficial if it helps the reader locate the information easier.

Examples:

- Brown (2016) describes a case study in which various methods for increasing empathy were tested.
- Brown (2016) describes a case study in which various methods for increasing empathy were tested (p. 107).
- Furthermore, in this case study, various methods were tested for increasing empathy (Brown, 2016).
- Furthermore, in this case study, various methods were tested for increasing empathy (Brown, 2016, p. 107).

How to cite quoted material:

When quoting directly, always provide the author, year, and page number of the quotation

Examples:

- Smith (2015) notes that "empathy can be increased with continual exposure to emotional situations" (p. 27).

Reference Page:

Formatting the reference page:

- Use 'References' as the title (centered)
- Continue the page number in the top right corner
- Double-space within and between references
- When a reference is longer than one line, use a ½ inch hanging indent
- Alphabetize your entries

Having trouble with formatting? Try these tips for Word:

- Go to the 'View' tab at the top of the page
- Make sure that you have 'Ruler' selected so that you can see the ruler around your page
- Select the text on your reference page
- The ruler on the top of the page has two triangles. They should be lined up at this point. Drag the bottom triangle over .5 inch. This should format your subsequent lines over to a 1.5-inch hanging indent.
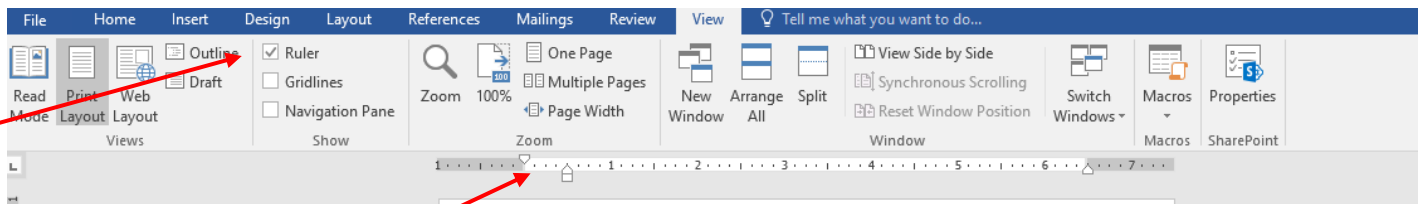
General Rules for Generating Citations:

Print:

Last name, Initial. (Date). *Title* (edition). Publishing location: publisher.

1. Author's Last Name, Initial(s).
   - 1 author: Smith, J.P.
   - 2 authors: Smith, J.P., & Thomas, L.T.
   - Include all author's names for up to 20 authors in the reference page. Separate the last author's name with &
2. Publication Date in ().
   - (2017).
3. Title with the first letter capitalized and the first letter of a subtitle
   - *Citing sources: A writer's reference*
4. Name or number of the version you accessed in ().
   - (3rd ed.).
5. City and state of publication; use the country if published outside of the United States:
   - Washington, DC:
6. Publisher

- Sage

Example: Smith, J.P. (2017). *Citing sources: A writer's reference* (3ʳᵈ ed.). Washington, DC: Sage.

Website:

Last name, Initial. (date). Title. Retrieved date, from URL

In APA 7ᵗʰ edition, DOIs are now formatted as URLS. Also, do not include "Retrieved from" in front of the URL. Unless the website is the author, include the website's name.

1. Author's Last Name, Initial(s).
   - 1 author: Smith, J.P.
   - 2 authors: Smith, J.P., & Thomas, L.T.
   - Include all author's names for up to 20 authors in the reference page. Separate the last author's name with &
2. Publication Date in ().
   - (2017, March 19).
3. Title with the first letter capitalized and the first letter of a subtitle.
   - *Citing sources: A writer's reference*
4. Since information changes, you must include when you acceded the information
   - Retrieved February 7, 2020, from
5. Include the full URL (including http:// or https://)
   - http://apaseventhedition.com

Example: Smith, J.P. (2017, March 19). Citing sources: A writer's reference. Retrieved February 7, 2020, from http://apaseventhedition.com

Online Journal:

Last name, Initial. (date). Title. *Container title*. Issue, page range. http://DOI

1. Author's Last Name, Initial (s).
   - 1 author: Smith, J.P.
   - 2 authors: Smith, J.P., & Thomas, L.T.
   - Include all author's names for up to 20 authors in the reference page. Separate the last author's name with &
2. Publication Date in ().
   - (2017, March 19).
3. Title with the first letter capitalized and the first letter of a subtitle.
   - Writing a conclusion and discussion for your dissertation.
4. *Container title*,
   - A container is the larger work that the source appeared in
     - Chapter in a book
     - Web page in a website
     - Article in a newspaper
   - Container titles are italicized
5. Issue,

- ● If the source consists of multiple volumes, include the volume number.
6. Page range.
7. **DOI formatted as a URL or the URL**
    - ● A DOI is preferable because it never changes
    - ● If you cannot find the DOI, use a regular or stable URL

Example: Smith, T. (2019). Writing a conclusion and discussion for your dissertation. *Scribbr*, *1*(3), 4–6. https://doi.org/10.1000/182

Reference Page Example:

References

Adams, F. (2019). Writing a conclusion and discussion for your dissertation. *Scribbr*, *1*(3), 4–6. Retrieved from https://www.scribbr.com/dissertation/writing-conclusion-discussion-dissertation/

[Online Journal]

Brown, T., & Ramirez, B. M. (2019). Writing a conclusion and discussion for your dissertation. *Scribbr*, *1*(3), 4–6. Retrieved from https://www.scribbr.com/dissertation/writing-conclusion-discussion-dissertation/

[Online Journal- 2 authors]

Miller, K. (2019). How to write a discussion section. Retrieved January 30, 2020, from https://www.scribbr.com/dissertation/discussion/

[Web page]

Smith, L. (2019). *Citing sources and referencing: A quick guide* (2nd ed.). Washington, DC: Scribbr.

[Book]

Thomas, B., & Williams, A. H. (2019). *Citing sources and referencing: A quick guide* (2nd ed.). Washington, DC: Scribbr.

[Book-2 authors]

Other noteworthy parts to APA 7ᵗʰ Edition:

- ● Use **inclusive/bias-free language**
    - o "They" can be used as a gender-neutral pronoun
    - o Ex: A researcher's work depends on how often they are able to get funding.
- ● Use descriptive phrases instead of adjectives as nouns **to label groups**
    - o **Don't** say: The poor, the autistic student, the disabled individual…
    - o **Do** say: People living in poverty, the student with autism, the individual with a disability…
- ● Use exact age ranges
    - o **Don't** say: "Over 65"
    - o **Do** say: "65 to 75"

Transitions

moorparkcollege.edu/writingcenter

Definition

Transitions take the reader smoothly from one idea to another in your paper. Transitional expressions create a relationship between one word and another, one phrase and another, one sentence and another, or even one paragraph and another. Be careful to not just toss in transitions because you think you need one; make sure that it is the right transition for the right moment.

Examples:

Addition

also	and	then
in addition	besides	finally
too	furthermore	additionally
moreover	equally important	coupled with

Example phrases:

In addition to __X__, __Y__.

Furthermore, one should consider….

Example

for example	thus	namely
for instance	as an illustration	specifically

As illustrated in X (title),…

The main character struggles with self-acceptance. Specifically, she….

People spend an exorbitant amount of time on their phones. For example, the average American spends…

Contradiction/ Exception/ Contrast

but	in contrast	on the other hand
yet	still	
however		unlike…
nevertheless	at the same time	whereas
nonetheless	on the one hand	although…
conversely		

Example phrases:

Although the main character struggles with self-acceptance, he is quick to help others discover who they are.

In X, the setting takes place in rural America. Conversely, in Y, the setting takes place in Japan.

Comparison

similarly	and in common with…	correspondingly
likewise		
in the same way	as…	
	comparatively	

Example phrase:

The theme of _X_ conveys grit and perseverance. Similarly, the theme of _Y_… emphasizes overcoming trials.

Sequence

before	meanwhile	eventually
soon	subsequently	currently
later	immediately	

Example phrases:

Before the plot reached the highest moment of tension, …

Immediately following the confrontation, …

Time

first, second (etc)	then	prior to
	finally	
next	afterward	

Example phrases:

First, one must…

Next, _X__ process can begin.

Result or Cause and Effect

therefore	so	consequently
thus	accordingly	
as a result		

Example phrases:

As a result of growing up in…

The main character's parents did not believe in education. Therefore, the main character never…

Summary

Hence	In short	In brief

In summary   Finally   Thus

In conclusion   In essence

Example phrases:

In essence, one must …

In conclusion, the…

<u>Practice</u>

1. Look in your first body paragraph and try to find any places where you need transitional words. Look for places where you are showing contrast, similarity, addition, example, etc. and make sure you have the right words for the job. Jot down at least one of those transitions here.

2. Look at the last sentence of one of your body paragraphs and jot down some transitional expressions that you could use as the first sentence of the subsequent paragraph. Which transition seems to work the best? Now do this for each of your body paragraphs.

3. Apply this technique to the entire paper as you revise, looking for places where you need to help the reader see the relationships between ideas, sentences, examples, etc.

Top 5 Grammar Errors

moorparkcollege.edu/writingcenter

<u>Top Five Errors</u>: These are some of the most common errors made by writers. Learn about how to avoid them in future writing.

1. Passive Voice:
When the subject is placed in an object position

> **No:** There was a job that was offered to me.

> **Yes:** The company offered me a job.

> **Yes:** I received a job offer.

Detect by looking for "be" verbs (is, are, were, was, am). Solve by making the person, place, thing, or idea that does an action the subject of the sentence (put sentence into the active voice).

2. Run-On Sentences:
When two independent clauses join without conjunctions or punctuation.

> **No:** I began as a telephone sales person later I promoted to become a store manager.

> **Yes:** I began as a telephone salesperson, but later I became the store manager.

> **Yes**: I began as a telephone sales person; later, I became the store manager.

> **Yes:** Although I began as a telephone salesperson, later I became the store manager.

Correct a run-on sentence through one of these methods: (1) use a coordinating conjunction (such as **and** or **but**) with the comma, (2) use a semicolon (or semicolon and transitional word), (3) turn the single sentence into two sentences, or (4) use subordination to make one *independent* clause into a dependent clause.

3. **Comma splice**:

When two independent clauses join with only a comma (no coordinating conjunction, such as and or but).

> **No:** John plans to attend college, first he must finish his military service.

> **Yes:** John plans to attend college, but first he must finish his military service.

Correct a comma splice error the same way as a run-on.

4. **Mixed Sentences/ Construction (faulty predication):**

A mixed sentence begins with one idea, but it moves on to another idea. It also may use a stream of incomplete phrases.

Mixed due to faulty predication

> **No:** During my work at the hospital was very challenging for being calm under pressure.

> **Yes:** My work at the hospital challenged me to be calm under pressure.

> **No:** Thinking about my future, a career in medicine matched my desire to be of service.

> **Yes:** As I thought about my future, I realized that a career in medicine matched my desire to be of service.

5. **Subject-Verb Agreement**:

Subjects and verbs must agree in number. Be sure you know which noun is the subject of the sentence and make sure the verb agrees with it.

Subject-Verb Agreement

> **No:** The sound <u>of the pounding waves</u> beckon. (The underlined prepositional phrase modifies/describes sound, so waves is not the subject. Sound is the subject

> **Yes:** The sound of the pounding waves beckons.

> **No:** My **goals** for the new semester **is** to learn to ask for help and to stop procrastinating.

> **Yes:** My **goals** for the new semester **are** to learn to ask for help and to stop procrastinating.

1. Correct the Following Run-On and Comma Splice sentences

    I love grammar it teaches me how to write correctly.

    I love grammar, it teaches me how to write correctly.

2. Turn this passive sentence into an active sentence
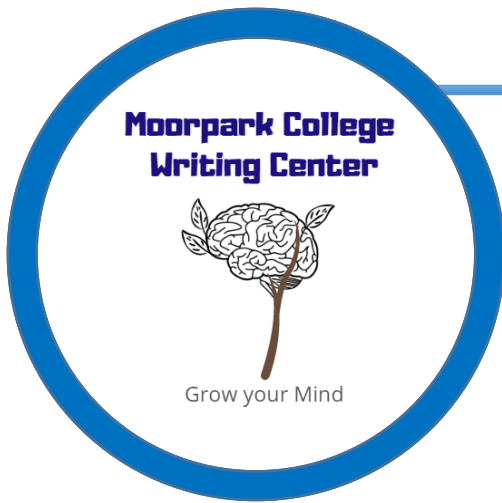
    The test was given to me by the teacher.

3. Correct the faulty pronoun

    As a student, they should care about their success.

4. Clarify the mixed sentence

    Considering that I want to get a good grade, a job at a good company would be desirable.
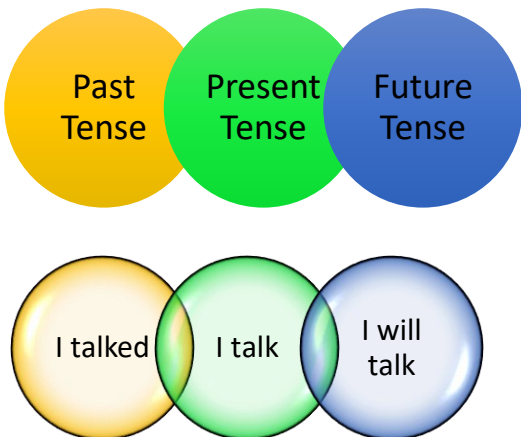
Verbs

moorparkcollege.edu/writingcenter

*The following information was derived from *The Little Seagull Handbook* by Bullock, Brody, and Weinberg

Expressing time:

Verbs have three simple tenses:

Past Tense · Present Tense · Future Tense

I talked · I talk · I will talk

Each of these tenses has perfect and progressive forms

- Use the **simple present** to indicate actions that take place in the present or that occur habitually.
- Use the **simple past** to indicate actions that were completed in the past.
- Use the **simple future** to indicate actions that will take place in the future.
- Use the **present perfect** to indicate actions that took place at unspecified times in the past or that began in the past and continued into the present.
- Use the **past perfect** for an action that was completed before another past action began.
- Use the **future perfect** to indicate actions that will be completed at a specific time in the future.
- Use **progressive tenses** to indicate continuing action.

For MLA style, use the simple present

For APA style, use the past tense or the present perfect tense to report results, and the present tense to give insight

Past Tense		Present Tense		Future Tense	
	Past Perfect •I had talked		**Present Perfect** •I have talked		**Future Perfect** •I will have talked
	Past Progressive •I was talking		**Present Progressive** •I am talking		**Future Progressive** •I will be talking
	Past Perfect Progressive •I had been talking		**Present Perfect Progressive** •I had been talking		**Future Perfect Progressive** •I will have been writing

There are four forms of a verb:

base form	the past	the past participle	the present participle
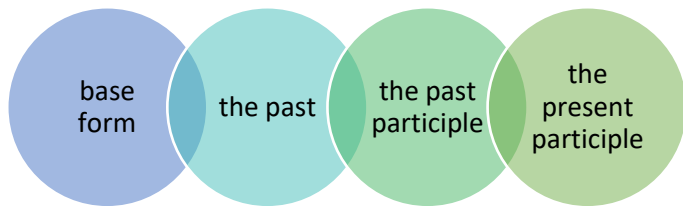
- The past tense and past participle of all regular verbs add –*ed* or –*d* to the base form.
- The present participle of regular verbs adds –*ing* to the base form.
- But beware, there are numerous irregular verbs that do not follow these rules.
- Note: use the past tense if there is no helping verb and use a past participle if there is a helping verb.

Gerunds and Infinitives:

- A gerund is a verb ending in –ing that functions as a noun
  o Hopping, skipping
- An infinitive is a verb made up of to plus the base form of a verb:
  o To jump, to skip

Helping Verbs:

- *Do*, *have*, and *be* are helping verbs and change to indicate tenses
  o Do, does, did
  o Have, has, had
  o Be, am, is are, was were, been
- **Modals** like *can* and *may* can function as helping verbs when used with main verbs to form tenses and moods
  o Can, could, may, might, must, shall, should, will, would, ought to

Moorpark College Writing Center

Grow your Mind

moorparkcollege.edu/writingcenter

Pivot Words:

Pivot words indicate what type of information is about to be said. Paying attention to pivot words can help comprehension and indicate the significance of the information.

- <u>Additive words</u>: Here is more of what was just said

    Ex: Also, further, moreover, and, furthermore, too, besides, in addition

- <u>Amplification words</u>: Emphasizing a point, often with an example

    Ex: For example, for instance, as, such as, specifically, like

- <u>Equivalent words</u>: It does this and this too
    Ex: As well as, at the same time, similarly, equally important
- <u>Alternative words</u>: Sometimes there is a choice; other times there isn't
    Ex: Either/or, other than, neither/nor, otherwise
- <u>Repetitive words</u>: Saying it again

    Ex: Again, in other words, once again, to repeat, that is
- <u>Contrast and change words</u>: Here is the other side of the story
    Ex: Conversely, on the contrary, on the other hand, though, despite, instead of, yet, nevertheless, in spite of
- <u>Cause and effect words</u>: This all happened, now here is an explanation why
    Ex: Accordingly, since, then, because of, hence, consequently, therefore
- <u>Qualifying words</u>: Here is what to expect and under what conditions
    Ex: If, although, unless, providing, whenever
- <u>Concession words</u>: Okay! This much is agreed on
    Ex: Accepting the data, granted that, of course
- <u>Emphasizing words</u>: Pay attention to this
    Ex: Above all, more important, indeed
- <u>Order words</u>: Pay attention to the order
    Ex: Finally, first, second, lastly

- Time words: Pay attention to who and when
  - Ex: Afterwards, meanwhile, now, before, subsequently, presently, later, previously
- <u>Summarizing words</u>: Bringing everything together
  - Ex: In conclusion, for all these reasons, in brief, to sum up

When to speed up:

1. You are familiar with the information
2. Unnecessary examples
3. Broad, general ideas

When to slow down:

1. Unfamiliar words
2. Long/complicated paragraphs
3. Unfamiliar/abstract ideas
4. Technical material
5. Material you will need to retain

Using <u>S</u>urvey, <u>Q</u>uestion, <u>R</u>ead, <u>R</u>eview, <u>R</u>ecite (SQ3R):

<u>S</u>urvey:

- Use skimming techniques
- Look at headings and sub-headings
- Look at photos, diagrams, and illustrations
- Review the first and last paragraph

<u>Q</u>uestion:

- As you read, ask: Where? When? Why? How? What? Who?

<u>R</u>ead:

- Read all of the text
- Highlight keywords
- Take notes

<u>R</u>eview:

- Revisit the information at a later date

<u>R</u>ecite:

- Repeat the information

Quotes and Notes from your readings:

Source Title:

Author:

Quotes/Notes:	Page #
1	p.
2	p.
3	p.
4	p.
5	p.
6	p.

Moorpark College Writing Center

Grow your Mind

Planning for the Semester

moorparkcollege.edu/writingcenter

This Month:

	Month	Year	Calendar			
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

This Week:

What NEEDS to get done this week:

Reminders!

DATE:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.-12 p.m.							
12 p.m.-3 p.m.							
3 p.m.-6 p.m.							
6 p.m.-11 p.m.							
DATE:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.-12 p.m.							
12 p.m.-3 p.m.							
3 p.m.-6 p.m.							
6 p.m.-11 p.m.							

This Semester:

Class	Assignment	Due Date

Notes: