CCBC Student Guide to Writing in the Disciplines
“The Writing in the Disciplines and Across the Curriculum and Communities (WID/AC) program at CCBC recognizes that globalization and recent advances in technology increase the demand for more proficient writing and communication skills in all academic disciplines, vocational programs, and the workplace. Writing, critical thinking, and lifelong learning are inextricably linked, complex processes, and the WID/AC program aims to provide a forum where the College unites to support one another by exchanging pedagogical strategies and promoting practices which emphasize both the value of writing to learn and the use of writing as an essential teaching tool. WID/AC reinforces the College’s mission statement to serve our diverse community by empowering and liberating student voices, and increasing their efficacy across borders, boundaries, and worlds.”

—Mission Statement, CCBC WID/AC Program
Acknowledgments

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FIRST-YEAR WRITING AT CCBC

PHILOSOPHICAL STATEMENT

Writing challenges us to combine our higher order skills—our brains process what we experience, observe, interpret, and want to express. When we write, we organize ideas, consider the audience, the purpose, and the impact we want to make. We determine the most appropriate format: a sparse report, a highly enriched imaginative expression, or a fully documented exposition.

The First-Year Writing courses (ENGL 101/102) are the college-level writing courses that help develop and refine the writing you began when you first picked up a pencil or tapped at a keyboard.

English 101

We expect you to come to ENGL 101 familiar with how to use the basic mechanics of the English language: its grammar, vocabulary, and spelling. And we expect you to have a sense of how to organize material and present it coherently. If your skills are weak in these areas, you will be directed to ENGL 051 or 052 to develop your skill set to match the requirements of English 101.

English 101 reinforces the practice of writing as a recursive activity. That means there are stages to inventing, drafting, supplementing, revising, editing, and proofreading work. In First-Year Writing, we help you to develop your secondary writing skills by working with a variety of rhetorical modes, and by developing ways to access, evaluate, and use information from outside, professional sources including databases, personal interviews, and other library source materials.

One of our major goals is to help you to respect intellectual integrity. We will help you to distinguish between using “common” knowledge and documenting others’ thoughts—and to process it into your own wording. You will transfer these skills to your other college courses and your professional career.

English 102

In English 102, you will continue drafting, revising, documenting, and editing. The primary materials with which you will work will be more complex texts—these usually include non-fictional essays, poetry, and literature—and analyzing them, using rhetorical techniques, and investigating the multiple levels of language use.
Writing Beyond the Composition Courses

Writing does not stop with First-Year Writing! Other sections of this handbook delineate each department’s expectations for effective writing for that particular discipline. Other faculty members have the same expectations of clear, cogent writing for every course you take. Ultimately, you will transfer the skills you developed in the composition classroom to the workplace.
THE CCBC WRITING CENTERS

Throughout the process of receiving an education at The Community College of Baltimore County, you will be called upon to write a variety of assignments in a variety of styles for a variety of disciplines. While individual courses and professors have different expectations, there are certain hallmarks to any good writing. Knowing the purpose of the document you are composing, being aware of the audience to whom you are writing, acknowledging—and adhering to—the limitations placed on you as a writer, and learning to conform to the rules of standard written American English are all important parts of the writing process.

Writing can be a daunting task for anyone; therefore, it can be especially scary for a freshman in college. This is where the Writing Centers come in. Our entire purpose is to help you become a better writer…and to help you realize what you need to do to continue to improve your writing. Therefore, we will help you with any part of the writing process including:

• helping you come up with ideas to talk about in your assignment
• helping you organize your thoughts
• helping you edit your material
• helping you format your document
• helping you cite any sources that you have used (using any documentation style)
• helping you understand comments that your professor has made on a paper or draft
• helping you to learn how to proofread your own work.

Bottom line: as Writing Consultants, it is our job to make you more comfortable as a writer. Whether it’s a lab report for biology, a narrative essay for English, or a research paper for philosophy, we are here to make your life easier. So use us!

HOW THE PROCESS WORKS

Step 1: Making an Appointment

Each campus Writing Center has a different protocol, but it is always advisable to make an appointment. The phone numbers and locations of the campus Writing Centers are listed below. Keep in mind that the online writing lab is also an option as well. No matter where you get help, make sure to plan ahead—we get very busy!

Step 2: Attending Your Appointment

First of all, make sure that you are on time! During your half an hour session, you will work with a CCBC faculty member on whatever aspect of your assignment you feel needs help. Therefore, you should come to your appointment with the following items:

• a copy of your assignment sheet (if you have one)
• a copy of any handouts from your professor regarding his/her expectations for the class or assignment
• your textbook (if relevant)
• a draft of the assignment (if you have started it already)
• any other similar assignments that your professor has commented on
• a pen
• some paper

Step 3: Following Through with What You Have Learned

A Writing Consultant’s job is not to “fix” your paper; his/her job is to give to you tools to make your paper—and future writing—better. For this reason, it is really important that you make the changes you and your Consultant have discussed and that you continue to apply what you have learned. Many students find that attending the Writing Center multiple times throughout the semester really helps their writing, and we definitely encourage this. Again, our job is to make you a better writer. And since we are free, why wouldn’t you come all the time?!

CCBC WRITING CENTERS

Catonsville Campus
  E 201-A
  410-455-4543
  Hours of operation (hours will vary by semester):
    Monday-Thursday  8 a.m.-8 p.m.
    Friday           9 a.m.-2 p.m.

Dundalk Campus
  J 211B
  410-285-9666
  Hours of operation (hours will vary by semester):
    Monday-Thursday 10 a.m.-7 p.m.
    Saturday        9 a.m.-1 p.m.

Essex Campus
  E 338
  410-780-6799
  Hours of operation (hours will vary by semester):
    Monday-Thursday 9 a.m.-4 p.m.

Online Writing Lab
  In addition to the main Writing Centers on each campus, the online writing lab is available for all students to use. Please see http://www.ccbcmd.edu/owl/etutoring.html for more information.
WRITING IN READING

PURPOSE

The purpose for writing in a reading class is to learn and demonstrate reading comprehension skills, to and express understanding in writing to successfully master college level materials in various disciplines. Reading students can better master reading and study techniques—main ideas, topics, supporting details, and critical thinking—when writing is incorporated in the curriculum. In addition, as employees in the ever-changing global world, students must combine a mastery of reading comprehension and effective writing skills to succeed in their careers.

TYPES OF WRITING ASSIGNMENTS

Various types of writing/writing assignments may be assigned in reading classes:

• Journals
• Note Taking
• Paragraphs
• Summaries

Journals

Journal writing includes an extended response or personal reaction to a topic.

Note Taking

When taking notes, a student needs to identify and write significant information in an effective format.

Paragraphs

Composing paragraphs consists of short responses of several related sentences which identify the topic, main idea, and supporting details.

Summaries

A summary is a paragraph that ties together the key points of a reading passage.
EFFECTIVE WRITING IN READING

Reading students should be able to write coherent sentences, paragraphs, and one to five page papers. They need to organize information into notes, paragraphs, and multi-paragraph papers. For effective writing, students should be able to focus their writing on one central idea and support that idea sufficiently with major and minor details. They should also know how to use organizational patterns to express their ideas clearly and how to use transition words effectively to connect ideas. They should also capitalize, punctuate, spell, and use homonyms correctly. They should be able to distinguish the difference between first and third person and match voice to purpose. They should be able to apply standard written American English and eliminate non-standard English for academic writing.

Reading students may need to cite sources correctly within the text and on the Works Cited page according to the Modern Language Association (MLA) or within the text and on the References page according to the American Psychological Association (APA).

Students should also be efficient in the writing process: planning, shaping, drafting, revising, editing, and proofreading.

ADVICE ON WRITING IN READING

The reading and writing assignments for reading students are interconnected and interdisciplinary. By developing the reading comprehension skills, you become a strong reader, which, in turn, can make you a better writer in your other college courses, college discipline, and as a lifelong learner.

Some tips for being a strong reader and good writer are:

• Organize your thoughts by using a graphic organizer such as a conceptual map, web, or outline

• Ask yourself the following:
  - What is the general subject of my writing (the thesis or topic)?
  - What is the controlling point that I would like to make about the thesis or topic?
  - What details can I use to explain or clarify my point?
  - What transition words and organizational patterns can I use to help the reader follow my thoughts?

SAMPLE ASSIGNMENTS

What is shown is meant to be just an example. Your instructor may require additional information to be included and specify variations on the format shown. Be sure to follow specific directions provided by your instructor.
Prior Knowledge

**Activity:** Prior knowledge is the information that is learned from living your life. In other words, prior knowledge is knowledge that you already have about a particular subject. Think about yourself five years ago. In the last five years you probably learned a lot of things about yourself such as your strengths, areas that need improvement, how to relate with others at work or in relationships, and other life time experiences. Activate your prior knowledge and write a letter to yourself when you were five years younger and had less prior knowledge. What are some things that wished that you knew five years ago? Remember to use transition words, proper spelling, and punctuation.

Dear (your name) __________________________________________:

You should know that in life you should…..

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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LAB ACTIVITY
LEARNING STYLES AND MULTIPLE INTELLIGENCES

Knowing your personal learning style is invaluable as you plan specific strategies to learn new material and study for tests. This learning styles assignment will not only enhance your learning opportunities in college, but you will be able to utilize the results in other areas of your life as well.

Complete at least three of the following surveys. Print your results and the suggestions given by the site. Read and analyze the recommendations for your learning preference. Write a two page typed report summarizing what you have discovered about your learning preferences or style. Your paper should include a description of your dominant learning preferences and how you plan to use this information to be successful in college.
http://www.engr.ncsu.edu/learningstyles/ilsweb.html
(Under “Learning Styles Quizzes” click “Multiple Intelligence Quiz”)
http://www.usd.edu/trio/tut/ts/stylest.html
http://www.metamath.com/multiple/multiple_choice_questions.html

Requirements for paper submission:

- Cover page with the title of the assignment, your name, and the date
- 2 pages typed double space with 12 font (Handwritten papers will not be accepted!)
- Printouts of the three surveys you used stapled or paper clipped to your packet
- Neatness
- Correct grammar and spelling

ALL WORK IS DUE AT THE BEGINNING OF THE NEXT LAB SESSION!
WRITING IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

PURPOSE

Writing in English for Speakers of Other Languages (ESOL) courses helps non-native and World English speaking students (students who speak a variety of English that differs from Academic American English) develop the academic writing skills that they need to be successful in college credit courses. The specific content in ESOL writing varies depending on the level of the course. Beginning to low intermediate ESOL writing focuses on effectively writing a single academic paragraph. Intermediate to advanced ESOL writing focuses on effectively writing academic paragraphs and a five-paragraph essay.

Process writing is taught at all levels of ESOL. This means that the following will be part of your writing assignments: pre-writing, outlining, drafting, editing, revising, and producing a final draft. In addition, all students are required to complete writings both in class and independently as homework. While drafting, revising, and editing outside of class are important components of process writing, ESOL students must be able to produce effective writing assignments during class time within a limited period time. This will help prepare you for college credit courses and other professional contexts.

Critical thinking skills are also an important aspect of ESOL writing and are very important in higher education in the United States. However, this is a new concept for many ESOL students. All writing assignments in ESOL courses will emphasize critical thinking skills through analyzing, problem solving, explaining, predicting, and comparing and contrasting. In addition, in the more advanced levels of ESOL, writing assignments must be completed according to the Modern Language Association (MLA) format. This means that when you use outside research (information that came from another source and was not your own idea), you will have to indicate where you obtained that information. This process is called citing. This is very important because the idea of intellectual property or ownership of words and ideas is a new idea for many ESOL students. Because of this, many ESOL students are not aware of the seriousness of plagiarism, which is copying information from another source and claiming that it is your own information, or failing to put an in-text citation in your writing to show that you obtained information from another source. As an ESOL student, you will hear about plagiarism repeatedly in the classroom and you will be held to the same standards relating to plagiarism and academic honesty as non-ESOL students.

Finally, students will see that the difference between spoken and written English is emphasized in ESOL writing instruction. Students will learn that certain registers (a variety of a language that is used for a particular purpose) are appropriate for different contexts. Some registers are formal, while others are informal. Students will learn that they must write in a formal register in an academic context.
TYPES OF WRITING ASSIGNMENTS

The goal of ESOL writing is for students to develop the writing skills that they need to be successful in college. The level of development for each writing assignment depends on the level of the ESOL course. At all levels of writing, students learn about and practice mechanics, effective writing strategies, and paragraph and essay organization.

The following is a list of common writing assignments that you may complete in ESOL courses. They may be paragraphs or essays, depending on the level. The specific assignment details may also be different, depending on the instructor.

- Academic Paragraphs
- Personal Narratives
- Step-By-Step Processes
- Career Assignments
- Cause/Effect
- Compare/Contrast
- Summary/Response
- Argumentative Essay

Academic Paragraphs

An academic paragraph must have the components of an academic essay or a standard five-paragraph essay. Usually, you will write about a topic that is familiar to you. Students will usually first look at a paragraph with all of the components of an academic essay or a five-paragraph essay as a model, explore process writing, and then complete a paragraph on a particular topic. A single academic paragraph includes the following parts: a topic sentence, at least three supporting ideas, transitional words, and a concluding sentence. A five-paragraph essay includes the following parts: an introductory statement or paragraph, a topic sentence or thesis statement, at least three supporting ideas or a three-paragraph body, transitional words, and a concluding statement or paragraph.

Personal Narratives

A personal narrative allows students to write about topics taken from their personal experiences.

Step-By-Step Processes

With this type of writing, students are asked to use the second-person form and explain how something happens or works. For example, students may describe the step-by-step process of getting a driver’s license or cooking a traditional meal.
Career Assignments

In a career writing assignment, students may create a cover letter, a resume, or an assignment that incorporates an outside interview with an individual who has a specific career. Emphasis is placed on research (if applicable), organization, and the language used when writing in a professional context.

Cause/Effect

In cause/effect writing, students are often given a topic that relates to some type of social problem that they must analyze and discuss. (Critical thinking is strongly emphasized in this type of assignment.).

Compare/Contrast

In this type of assignment, students must select two comparable subjects and examine their similarities, differences, or both. Students often incorporate aspects of their own individual cultures/countries and look at the similarities and differences between them and United States culture in this assignment.

Summary/Response

In summary/response writing, students will typically have to read and incorporate a high-level academic reading. This writing emphasizes summarizing, paraphrasing, expressing opinions, and talking about other people’s writing/ideas. It also introduces students to the idea of incorporating other people’s ideas into their own writing and giving them credit for those ideas.

Argumentative Essay

In an argumentative essay, students are taught how to make assertions/express opinions and support them with evidence from outside sources. This assignment incorporates a brief introduction to research, and the topic selected is typically a controversial one.

EFFECTIVE WRITING IN ESOL

Writing Goals in ESOL include the following:

- Writing sentences that conform to the rules of standard written American English grammar and syntax
- Using a variety of sentence types (simple, compound, complex, and compound-complex)
• Writing academic paragraphs and short essays with a clearly stated main idea or thesis statement, supporting ideas and details, and an introduction and a conclusion statement or paragraph
• Using transitional words between sentences and paragraphs
• Applying different organizational patterns in writing such as the block method or point by point method in comparison/contrast essays
• Demonstrating critical thinking skills such as analyzing, predicting, problem-solving, and inferring
• Understanding process writing and applying prewriting strategies which include outlining and brainstorming as well as editing and revising
• Adhering to assignment guidelines and demonstrating an awareness of the audience and purpose

Criteria for Evaluation

The writing you do in ESOL will be evaluated and assessed with a 4-point holistic rubric that emphasizes the following areas:

• Organization/Content
• Coherence
• Sentence Structure
• Grammar and Mechanics
• Vocabulary
• Format

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
</tr>
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</table>
| 4      | **Organization/Content:** Purpose of paragraph is evident. Ideas are mature and clearly stated and supported; paragraph is well organized and contains (1) a strong, clearly written topic sentence; (2) main points that clearly support the topic sentence; (3) supporting details for each of the main points of support; (4) a strong conclusion statement that briefly summarizes the paragraph.  
**Coherence:** Meaning is conveyed effectively. Transition from one idea to another is smooth, and transition devices (such as key noun repetition, pronouns and transition words) are used. Sequencing is logical.  
**Sentence Structure:** Paragraph contains a variety of sentences: simple, compound, and complex. No run-on sentences, comma splices, or fragment sentences. Word order is that of American English. Paragraph does not contain sentences that are confusing or hard to understand.  
**Grammar and Mechanics:** Demonstrates mastery of targeted grammatical structures; few errors of |
| 3 | **Organization/Content:**  
Purpose and main idea of paragraph can be determined. Paragraph is loosely organized but still contains (1) an adequate topic sentence; (2) main points that support the topic; (3) some supporting details; (4) a conclusion statement that restates the main idea. However, main points and supporting details may not be fully developed. Ideas may be simplistic.  
**Coherence:**  
Overall meaning is conveyed and the idea of the writing is understandable. Some transition of ideas is evident either through transition words, key noun repetition or use of pronouns. The writing attempts to follow a logical order evident to the reader.  
**Sentence Structure:**  
Paragraph contains a variety of simple and compound sentences. Few problems with sentence structures such as run-ons, comma splices or fragment sentences. Meaning may occasionally break down at the sentence level.  
**Grammar and Mechanics:**  
Demonstrates good control of the targeted grammatical structures. Occasional errors of spelling, punctuation, capitalization, agreement, verb tense, number, word order, pronouns; mechanical errors are present but do not disrupt communication.  
**Vocabulary:**  
Vocabulary is adequate; occasional errors of words or idioms, but communication is not affected.  
**Format:**  
Titles, margins, indentations are done properly. Neatly typed or handwritten. Length is appropriate. |
| 2 | **Organization:**  
Purpose and main idea of the paragraph are difficult to identify or may not be evident. Writing does not follow the paragraph organizational format. More than one main idea may be present. Supporting points are inadequate and do not address and/or support the topic. Concluding statement is weak  
**Coherence:**  
Meaning frequently is not clear. Little use of transitional devices. Transitional devices are used incorrectly. Ideas are not logically organized.  
**Sentence Structure:**  
Problems with sentence structure interfere with comprehension of paragraph. Run-ons, comma splices, and fragments are clearly evident. Little evidence of knowledge of sentence types. |
| 1 | **Organization:**  
Writing contains only a few disjointed sentences; no indication of organization. No clear topic sentence or concluding sentence.  
**Coherence:**  
Meaning is unclear; No transitional markers.  
**Sentence Structure:**  
Majority of sentences have structural problems. No evidence of different types of sentences.  
**Grammar and Mechanics:**  
No control and/or use of targeted grammatical structures. Writing is dominated by errors such as spelling, punctuation, capitalization, negation, verb tense, number, word order; mechanical errors cause serious disruption in communication.  
**Vocabulary:**  
Vocabulary is limited and repetitious; it essentially seems to be translation.  
**Format:**  
No evidence of title, margins, indentations; illegible handwriting. Length is not adequate. |
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<tr>
<td>0</td>
<td>No response.</td>
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</table>

**Additional Information:**

- Scores of a 3 and 4 are passing.
- Some essays may receive scores on the half-point system (for example, 2.5 and 3.5 instead of 2, 3, 4, etc.) if they fall in between the guidelines listed above.
- Excessive errors in any one category, as well as an abundance of strengths in any one category, may affect the score of an essay.
- A score of a 4 does not necessarily mean that all criteria have been fully met. Please consider carefully the comments and corrections given by your instructor regardless of your score.
ADVICE ON WRITING IN ESOL

What to Expect in Other Courses, Strategies and Tips For Effective Writing, and Learning Through Writing

As ESOL students, you will learn process writing. This includes pre-writing, outlining, drafting, revising, and producing a final draft that will be graded. Students are typically given the opportunity to submit multiple drafts of an assignment. In other courses, students may sometimes have the opportunity to submit drafts more than once; however, you may be expected to submit an assignment only once and receive a grade. If students learn process writing well, they will be able to work independently to apply it to writing assignments in all college credit courses.
Proofreading, self-editing, and paying attention to errors that you make again and again will be important so that you can identify and correct weaknesses in your writing. In addition, reading frequently and looking at models of good writing will also help you to better develop your own writing skills.

Plagiarism

An as ESOL student, you need to be familiar with the concept of plagiarism and to understand how to avoid it in your writing. What defines plagiarism may differ from culture to culture, so it is very important that you understand how to define plagiarism in higher education in the United States. Plagiarism is the use of other people’s ideas or words without giving them proper credit. Examples of plagiarism include using part or all of someone else’s writing or ideas and submitting it as one’s own, copying information from the internet or other sources without giving credit to the author, and accidentally neglecting to include a citation in writing. It is never acceptable, and it needs to be avoided in all writing assignments for all courses and all disciplines. It is a serious offense that can result in the failure of an assignment or a class. It is always a good idea to ask your instructor about what is acceptable in college in the United States.
## ADDITIONAL RESOURCES FOR WRITING IN ESOL

### ESOL Curriculum Map

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<td>Advanced Writing (3 billable hours)</td>
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<td>Intermediate Reading (3 billable hours)</td>
<td>Intermediate Writing (3 billable hours)</td>
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<th>ESOL 024</th>
<th>ESOL 023</th>
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<tr>
<td>Basic Reading (3 billable hours)</td>
<td>Basic Writing (3 billable hours)</td>
<td>Basic ESOL (6 billable hours)</td>
</tr>
</tbody>
</table>
Editing / Proofreading for Basic & Intermediate Levels

CCBC
ESOL 023 & ESOL 033
Editing / Proofreading List

Answered by the author, ________________________________

(student’s name)

Circle one:

1. Was the spelling check used? [go to Microsoft Tools] yes no
2. Is the title capitalized? no yes
3. Is each paragraph indented five spaces in the topic sentence? yes no
4. Is this double-spaced? [go to: Format: paragraph/spacing] no yes
5. Is there a topic sentence? Support? Conclusion? yes no
6. Did any sentence begin with FAN BOYS? no yes
7. Did every sentence begin with a capital? yes no
8. What types of sentences are used in this essay? compound complex simple or compound-complex
9. What grammar mistakes need to be corrected? ____________________________________________

Answered by a classmate, ________________________________

10. Was the spelling check used? [go to Microsoft Word: Tools] yes no
11. Is the title capitalized? no yes
12. Is each paragraph indented five spaces in the topic sentence? yes no
13. Is this double-spaced? [go to: Format: paragraph/spacing] no yes
15. Did any sentence begin with FAN Boys? no yes
16. What types of sentences are used in this essay? compound complex simple or compound-complex
17. What grammar mistakes need to be corrected? ____________________________________________

Editing / Proofreading for Advanced & Academic Levels

CCBC
ESOL 043 & ESOL 052

Editing / Revising Symbols

When I find mistakes in your writings, I will write a symbol/abbreviation next to the mistake instead of correcting it for you. Then you will have to refer to the symbol/abbreviation on this handout in order to determine what kind of problem you have in your writing. Of course, it would be much easier for both of us if I simply corrected your mistakes for you; however, it would not help you to understand what problems you have in your writing. Correcting your
errors on your own, however, will help you to understand and improve problems in your writing.

If there is anything on this handout that you do not understand, please ask. Also, as we write, edit and revise continuously, you will start to recognize your mistakes and improve them, and you will also begin to memorize the symbols on this page just from seeing them again and again. If you see the same symbols repeatedly throughout your essays, this indicates a pattern that you will need to work extra hard to improve.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>SYMBOL</th>
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<td>1. SENTENCE PROBLEMS</td>
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<tr>
<td>Subject Verb Agreement</td>
<td>S/V</td>
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<tr>
<td>Example: They likes to study English.</td>
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<td>Independent Clauses Joined with a Comma (Comma Splice)</td>
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</tr>
<tr>
<td>Example: I had dinner at a nice restaurant, after dinner I went to the movies.</td>
<td></td>
</tr>
<tr>
<td>Run-On Sentence</td>
<td>RO</td>
</tr>
<tr>
<td>Example: I had dinner at a nice restaurant after dinner I went to the movies.</td>
<td></td>
</tr>
<tr>
<td>2. GRAMMAR PROBLEMS</td>
<td></td>
</tr>
<tr>
<td>Missing Article</td>
<td>A</td>
</tr>
<tr>
<td>Example: Essay we had to write was difficult.</td>
<td></td>
</tr>
<tr>
<td>Wrong Verb Tense</td>
<td>WT</td>
</tr>
<tr>
<td>Example: Yesterday I study very hard for the test.</td>
<td></td>
</tr>
<tr>
<td>Incompatible Verb Tense</td>
<td>IT</td>
</tr>
<tr>
<td>Example: When he woke up this morning, he makes coffee and drank it.</td>
<td></td>
</tr>
<tr>
<td>Modal Needed</td>
<td>MN</td>
</tr>
<tr>
<td>Example: I wish I go on vacation this summer.</td>
<td></td>
</tr>
<tr>
<td>Active/Passive Voice Formation Problem</td>
<td>A/P</td>
</tr>
<tr>
<td>Example: The tests was grade by the teacher.</td>
<td></td>
</tr>
<tr>
<td>Problem Type</td>
<td>Example</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Phrasal Verb Problem</strong></td>
<td><em>Example:</em> When I found a new word, I looked it in the dictionary.</td>
</tr>
<tr>
<td><strong>No Pronoun Referent or Unclear Referent</strong></td>
<td>Example: The situation was difficult. He was suffering because of them (what does them refer to?)</td>
</tr>
<tr>
<td><strong>Pronoun and Referent Don’t Agree</strong></td>
<td><em>Example:</em> John arrived in London after traveling for many hours. She was very tired.</td>
</tr>
<tr>
<td><strong>Word Order</strong></td>
<td><em>Example:</em> I like would to buy a house gigantic so that I have enough room for visitors.</td>
</tr>
<tr>
<td><strong>Wrong Word Form</strong></td>
<td><em>Example:</em> She is a very beauty person.</td>
</tr>
<tr>
<td><strong>Wrong Words Used</strong></td>
<td><em>Example:</em> The actions of the volunteers who risked their lives to save others were despicable.</td>
</tr>
<tr>
<td><strong>Words Omitted</strong></td>
<td><em>Example:</em> They forgot go to the meeting after work.</td>
</tr>
<tr>
<td><strong>Awkward (not phrased in English—doesn’t make sense)</strong></td>
<td><em>Example:</em> Students of group difficult it is feel hard tests for study.</td>
</tr>
<tr>
<td><strong>Incomprehensible (impossible to understand the meaning)</strong></td>
<td><em>Example:</em> They wanted to do it but she had problems didn’t know whether to go or not into the new place with others because problems can be created in a kind of situation.</td>
</tr>
<tr>
<td><strong>Singular/Plural word form problem</strong></td>
<td><em>Example:</em> There are many problem in the world today, and hopefully some of the student obtaining educations will help solve them in the future.</td>
</tr>
<tr>
<td><strong>Count/Non count noun problem</strong></td>
<td><em>Example:</em> The teacher gives them many homeworks.</td>
</tr>
</tbody>
</table>
Comparative or Superlative form problem  C/S

Example: Of all the piano players in the class, Louisa is the better.

Elements in sentence Not Parallel  NP

Example: At the beach last summer, we were swimming, played volleyball, and to sunbathe.

Punctuation  P

Example: Did you see that new adventure film last week.
I need to organize my office,

Capitalization  C

Example: John lives in Baltimore, attends CCB, and works for Clark Construction.

Spelling  SP

Example: Most students believe that good grades will help them get good jobs.

SAMPLE ASSIGNMENTS

What is shown is meant to be just an example. Your instructor may require additional information to be included and specify variations on the format shown. Be sure to follow specific directions provided by your instructor.

CCBC
ESOL 043

You are going to write one paragraph. Brainstorm before you write and make an outline. You must give both to me in addition to the paragraph. Choose one of the topics below. You will have to narrow the topic so that you will have a topic sentence (an idea and a controlling idea). Make sure your supporting sentences are relevant.

➢ How to be successful at work
➢ The best methods for learning English
➢ Ways to be academically successful
Writing Checklist:

1. Your paragraph must have a topic sentence.
2. The paragraph must have 8-10 supporting sentences.
3. The paragraph must have a concluding sentence.
4. Make sure that each sentence has a subject and verb.
5. Use a variety of sentences: simple, compound, complex.
6. Use American word order-do not translate from your native language.
7. Check that your verbs agree with the subjects.
8. Check your verb tenses.
9. Check your spelling.
10. Check your capitalization of your words.
11. Make sure that you use punctuation correctly.
12. Make sure that you use the correct form of the word: singular or plural.
13. Always put a dependent clause with an independent clause.
14. Double space.

CCBC
ESOL 043

The best methods for learning English

Most immigrants and foreign students, they have always been worrying about their poor English skills after they moved in America. Many times, They had spent time to learn and tried to find better ways for English. There are several ways for improve English skills though most people had already known them. First of all, you’d better start for study English in educational systems, like schools, community, and church. It might be help your poor English. When you get ready for to study, you should read textbooks several times and study in detail until you can understand and organize in your brain. Also you had better solve connected problems a lot. After these repeated process, you will be able to get some confidence to English. Second, many English teachers and experienced students recommend reading a lot (which they are tales-story, novels, nonfictions or magazines. Then you can easily get not only knowledge, but also vocabularies, grammar, and writing skills. Also you are watching TV, listen to the radio, or join a published club, it’ll be helping your listening and speaking English. Third, in order to study English well, you must be patience. Some of students give up their study early. Although there are many reasons, you had better study constantly with patience. Finally, you ought to practice in your life. Though your mistakes discouraged you every time, you should apply your English to your life with positive thinking continuously. As I have said, if you are steadily going to study English, read a lot, and try to apply your English skills in your life then you can conquer the English.
MISCELLANEOUS INFORMATION FOR WRITING IN ESOL

What is considered effective writing differs between different languages and cultures, so you should not feel frustrated if writing in college in the United States is a very new and different experience for you. One example of this is that patterns of organization and even patterns of logic differ from culture to culture, so learning to organize writing in English can be both a very different and difficult task for ESOL students writing in college in the United States.

ESOL students are a diverse group of learners who sometimes experience challenges, and all students have their own individual strengths and weaknesses. Remember to ask your instructor about services that may be available if you need additional assistance with areas of writing in English that are challenging for you. One reason that ESOL students are unique is that they have many different linguistic and educational backgrounds. It may be useful for you to learn more about the different students who take ESOL courses with you, some of whom are described below.

International Students

International students possess an F-1 visa, which means they are full time students with the intention of obtaining a higher degree in the United States. They are usually literate and fluent in their mother tongue but may not be familiar with U.S. customs. They may experience culture shock when coming to the United States. International students typically come to the U.S. without their families, so they are living here independently.

World English Speakers

World English-speaking students often speak three or more languages and have been educated in their native countries in a variety of English but generally not in standard written American English. They may be accustomed to speaking a home language that is different from the language used at school. They often possess strong conversational English skills but struggle with their written English skills due to the differences between their native variety of English and standard written Academic American English.

Adult Immigrants

Adult immigrant students possess a green card or are naturalized U.S. citizens if they are documented residents. They typically received their education in their mother tongue; therefore, they can read and write fluently in their mother language but are usually unfamiliar with the American school system. It can be difficult for adult immigrants to adapt to American culture. They also often work more than forty hours a week. Many adult immigrant students come to the U.S. for the benefits for their children.
Generation 1.5 Students

Generation 1.5 students come to the U.S. as older children or teenagers, so they are familiar with the American educational system. They often appear to be highly “Americanized.” They are typically orally fluent and are able to speak idiomatically and colloquially. However, they may experience challenges with reading and writing for academic purposes. Generation 1.5 students may also have limited literacy in their home language even though they can typically converse fluently. They also often feel caught between their parents’ culture and American culture.

Other Information

Because English is spoken on a global scale, it is an official language in several of the native countries of ESOL students at CCBC. English is also an international language and often a lingua franca\(^1\) throughout the world, so it has many varieties. There is no variety that is any better or any worse than any other variety; they are simply different. These different varieties of English around the world, in places where other languages are also spoken, can be called World Englishes. Therefore, in ESOL courses, you will see that the rules and conventions of Academic American English are emphasized because you are in college in the United States, so it is the language that you will need to learn to be successful in college in the U.S.

Since ESOL students are learning Academic American English as a second language, they must work toward developing fluency, diction, idiomatic speech, syntax, vocabulary, and word forms. All of these things will be emphasized in your ESOL courses. Research states that it takes approximately five to seven years to develop academic language proficiency. You should not get frustrated if it takes longer than you expected to develop the academic reading and writing skills that you need for success in college in the U.S. It is normal to make mistakes in your writing even after you have finished your ESOL courses.

\(^1\) A lingua franca is a language that is used for communication between people who don’t share a native language. For example, a person speaking French and a person speaking Spanish might be able to communicate with each other better in English than in one of their native languages. In this context, English is the lingua franca.
WRITING IN FOREIGN LANGUAGES

PURPOSE

Writing in a foreign language is a necessary component of developing proficiency at all levels in the target language (the language you are learning). It can be a very challenging experience for foreign language learners. The process can seem similar to writing in English because it also requires proper language use, organization, and critical thinking; however, mastering writing in a new language is complicated because you may have limited knowledge of vocabulary and syntax (how sentences are structured). Basic writing skills can be applied to foreign language writing as students’ knowledge of the new language increases. Writing in a foreign language is a way of expressing yourself, and it is a significant learning tool.

Writing in a foreign language is often more difficult than reading or listening in a foreign language. However, learning to write in a foreign language is an important part of becoming proficient in a foreign language. By learning how to write, you will become a better communicator in the language you are studying. In foreign language courses, you may be asked to write informally in class and use what you write for conversation practice. Students may also be asked to write more formal essays in class. Writing well in a foreign language means that you will need to use the language’s vocabulary and grammar as well as focus on organization, content, purpose, and audience. In writing assignments in foreign language courses, you will also have to integrate aspects of the cultures you learn about in class.

TYPES OF WRITING ASSIGNMENTS

Examples of writing assignments:

• Simple presentational writing tasks such as descriptions of family or hometowns
• Journals with daily activities, thoughts, and opinions
• Cultural appreciation papers such as music or movie reviews
• Informative writing such as simple research papers

Introductory Courses

Students need to demonstrate that they have mastered some of the knowledge and skills that they have learned in class. You will need to write simple messages at the sentence-level in the foreign language you are studying. This includes using lists of words and autobiographical information to write short paragraphs on familiar topics. You will also have to write a cultural appreciation paper.
Intermediate Courses

Students will write compositions and more creative, open-ended exercises. You will use specific content and what you have already learned in the foreign language you are studying to come up with ideas. You may write multiple drafts of a composition so that you have an opportunity to revise and improve your writing in a foreign language. There will be a focus on organization, content, vocabulary, and grammar.

EFFECTIVE WRITING IN FOREIGN LANGUAGES

Writing Goals in Introductory Courses

Students will be able to write simple, short, comprehensible phrases and paragraphs on a familiar topic. Students will also demonstrate a basic understanding of vocabulary and simple sentence structure.

Writing Goals in Intermediate Courses

Students will be able to compose more complex paragraphs. Students will also be able describe daily activities and common popular topics. You will need to begin using different tenses correctly in your writing at this level.

Criteria for Evaluation

All levels of foreign language courses require that students use correct spelling, capitalization, accent marks (if required), and general grammatical correctness in writing assignments. Gender agreement of nouns and adjectives, subject-verb agreement, and proper/consistent tenses are also required. Coherent sentence structure and paragraph formats will be evaluated.

For more advanced course writing, assignments will be graded based on organization, clarity of thought, creativity, and style. Research papers will also be evaluated on accuracy of information.

Writing assignments will also be checked against computer-generated translations that are available on the Internet. These applications generate text that is easily distinguishable from what students actually write because they are direct translations that contain many errors. Students who submit writing that contains content from a computer-generated translation will be given an automatic F.
Below is the rubric that contains the grading criteria for writing in Foreign Language courses.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td></td>
<td>- Includes required information plus 2-3 features below.</td>
</tr>
<tr>
<td></td>
<td>- Very few minor errors.</td>
</tr>
<tr>
<td></td>
<td>- Shows strong control of topic and is enjoyable to read.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td></td>
<td>- Includes required information plus one feature below.</td>
</tr>
<tr>
<td></td>
<td>- Minor errors or infrequent major errors (errors are not repeated).</td>
</tr>
<tr>
<td></td>
<td>- Solid, but not exceptional control of topic.</td>
</tr>
<tr>
<td></td>
<td>- Comprehensible.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Meets Standard</td>
</tr>
<tr>
<td></td>
<td>- Includes all required information.</td>
</tr>
<tr>
<td></td>
<td>- Few major and/or some minor errors.</td>
</tr>
<tr>
<td></td>
<td>- Basic ideas are expressed.</td>
</tr>
<tr>
<td></td>
<td>- Comprehensible content.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Does not meet standard</td>
</tr>
<tr>
<td></td>
<td>- Includes most of the required information.</td>
</tr>
<tr>
<td></td>
<td>- Many errors.</td>
</tr>
<tr>
<td></td>
<td>- Some incomplete ideas.</td>
</tr>
<tr>
<td></td>
<td>- Partially comprehensible.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>Does not meet standard</td>
</tr>
<tr>
<td></td>
<td>- Only partial or no required information.</td>
</tr>
<tr>
<td></td>
<td>- Many major errors.</td>
</tr>
<tr>
<td></td>
<td>- Many incomplete ideas.</td>
</tr>
<tr>
<td></td>
<td>- Largely incomprehensible.</td>
</tr>
</tbody>
</table>

To receive a B or higher, students should do one or more of the following:

- Go beyond basic chapter vocabulary and incorporate the expressions and vocabulary used in class.
- Provide extensive personal detail on the assigned task (not random material) or significant cultural content.
- Demonstrate excellence in composition: organization, use of transition words, complex/compound sentences, etc.

**ADVICE ON WRITING IN FOREIGN LANGUAGES**

It is difficult to attain fluency in a foreign language. Students need to pay careful attention to grammatical rules as they progress through the stages of listening, reading, speaking, and writing. Your ability to express yourself in a new language requires patience, attention to detail, and a lot of practice outside of the classroom. Reading and listening activities will expose you to...
native syntax and structures and will help you develop a writing ability beyond a simple word-for-word translation from English.

Many of the same techniques useful for writing in English are applicable to foreign language writing, such as:

- Using a dictionary to ensure correct word usage
- Avoiding repetitive use of the same or similar words
- Varying sentence structures
- Using outlines to organize larger texts

SAMPLE ASSIGNMENTS AND STUDENT PAPERS

What is shown is meant to be just an example. Your instructor may require additional information to be included and specify variations on the format shown. Be sure to follow specific directions provided by your instructor.

**Sample Assignment**

```plaintext
Mi nombre (my name): _____________________________
La fecha (the date): _____________________________

Instructions:

To prepare for the composition first read page 36 from our textbook *Arriba Comunicación y Cultura* (Communication and Culture). The section “Taller” will introduce you to how to synthesize in writing what you have learned. Read sections 1-54, “antes de escribir” (before you write) and “después de escribir” (after you write) to help you structure and revise your composition. The composition will be posted on the assignment section on WebCT. Save the document to your computer, work on it, and save it again with your name and last name; do not forget to specify your class as well. For example:

pepito-perez-comp1-FLSP101-WD1

Once you have completed and saved the composition, forward it to me by attachment through the assignment section on WebCT. The use of an electronic translator is not permitted. Try to use your own words and sentences as much as you can. If you need help, let me know.

Un correo electronic (an email message). Write an e-mail message of at least 18 sentences to your new Colombian pen pal, Marta. Make sure to include the following topics in your message:
Querida Marta:

Con amistad,

Mary
School of Mathematics and Science
WRITING IN BIOLOGY

PURPOSE

Writing is a skill that is usually associated with English composition courses. However, writing in scientific disciplines such as biology is essential. Scientists need to be able to do the following: communicate information in a clear, concise manner, communicate so that others (scientists and non-scientists) can understand scientific ideas, follow experimental procedures, and recognize and comprehend experimental results.

The purpose of writing in biology is to help guide you, the student, to express your understanding of biology and scientific principles clearly and effectively. This is accomplished through a variety of writing assignments. Being able to communicate effectively through a variety of writing assignments will help you:

• Build your biological knowledge of appropriate terminology and principles
• Develop good writing skills (in terms of proper grammar, sentence structure, and organization)
• Improve your understanding of scientific concepts by providing explanations in your own words
• Develop skills in writing scientific reports (in terms of content, format, and proper referencing)
• Discuss scientific results in light of known facts or scientific principles

Writing in biology will not only help you develop a deeper understanding of the course that you are taking, but it will also help lay the foundation for good writing in the future in areas such as case studies, grant writing, technical writing, presentations, and general work-related communications that biologists and other scientists are normally engaged in.

In addition, through a variety of writing assignments, instructors can find out what you know and your level of understanding of the course material.

TYPES OF WRITING ASSIGNMENTS

Teaching students how to express themselves accurately and precisely in standard written American English is an important part of the curriculum in any science course at CCBC. Your instructor may require writing assignments such as a research paper and/or a PowerPoint presentation on a topic related to biology, a portfolio of what you have learned in the lab, or a formal lab report.

Various types of writing/writing assignments may be assigned in biology classes:

• Essay-Type Answer
Essay-Type Answer

Essay questions (brief or extended) can help you gain a deeper understanding of the course material. This type of writing is usually expected on exams and homework assignments. An essay-type question may ask you to explain concepts such as a biological theory or physiological process. You may also be asked to compare or contrast models or theories or to define chemical terms in a clear and succinct manner.

Research Project

Research projects allow you to practice using library resources and to gain experience in synthesizing information from different sources. The research project will be an investigative report on an assigned topic. Projects can be semester-long assignments where you work on your own or in a group to produce a 10-12 page report and with at least three to five reputable references (not all from the Internet). You may also be asked to present your findings (using visual aids such as posters, PowerPoint, or models) in class.

PowerPoint Presentation

PowerPoint presentations are usually good visual aids to accompany oral presentations. The PowerPoint slides should be used to show outlines, essential pictures or diagrams, and give definitions of new terms—information that helps to make the oral presentation easier to follow and more understandable.

Internet Assignment

Internet assignments are deceptively simple because there is so much information available online. However, an Internet assignment is usually given to help you learn how to find, select, and summarize credible information and how to reference the source.

Pre-Lab or Post-Lab Assignment

Pre-lab assignments need to be completed prior to coming to lab. It may require research outside of your text including the Internet or other literary sources. Pre-lab assignments will help you obtain a basic understanding of the lab topic or procedures. Post-lab assignments are completed after a lab. They are designed to help direct your thinking about a particular experiment and help you gain a deeper understanding of the concepts. The assignment may be in the form of a discussion or answers to specific questions where you are to reflect on what you have experienced or learned in the experiment. It may involve critical thinking in analyzing the procedure and results. You may be asked to provide sources of error and the effect of these errors.
on your results. It may require an Internet search to further explore what you discovered in the experiment.

**Formal Laboratory Report**

In a laboratory course, you are generally expected to submit some sort of report for each experiment you perform. The purpose of a lab report is to inform others what you have discovered and on what data and observations your conclusions are based.

**EFFECTIVE WRITING IN BIOLOGY**

You have probably heard that someone’s speech says a lot about him or her. Similarly, your writing tells your instructor a lot about where you are in your level of understanding of the subject. If your writing is lacking in focus, is incomplete, or is fraught with errors, you will not get a good grade for your effort because such writing tells the instructor that you do not understand the material and/or that you do not care about your work in the class. Therefore, when you write, especially when the writing is going to be graded, always keep the following in mind:

- Explanations must be clear and concise.
- You need to write in complete sentences.
- Content must be accurate.
- Do not use vague or improper terms.
- A connection must be made between the results obtained and the scientific principle being investigated in the laboratory.
- Appropriate format (as dictated by your instructor), correct voice, and proper grammar must be used. **Do not use slang or text messaging format.** Also, make sure you spell check before submitting your work.

For research projects and some other out-of-class assignments, you are expected to write and rewrite to improve the quality of your work. If you are getting help from the Writing Center, be sure to take your assignment and any relevant handouts, manuals, or textbooks. If you are revising an assignment, be sure to bring the original that contains your instructor’s comments. Remember also to proofread all of your writing. For work completed outside of the classroom, **read it out loud to yourself**—it makes it easier to catch your mistakes.

**ADVICE ON WRITING IN BIOLOGY**

Just like other disciplines, biology courses (such as General Biology, Anatomy & Physiology, or Microbiology) have their own terminologies and style. It is important that your writing reflect not only your knowledge of the facts but also your growth as a biology student. If you follow the advice given below, your writing will be clear and to the point.
PowerPoint Presentations

• Choose a background that is a subdued color and shade. Avoid a background that is competing with the text. The text should be of a contrasting color—the more extreme the better.
• Use a font size of 28 or higher. By using a large font, this will prevent too much information on one slide. A common mistake is trying to put too much on a slide.
• Give an outline only on the slide, and then supply the details verbally, or, you can introduce the details with the use of animation only after you have presented them. Avoid simply reading what is on the PowerPoint slide.
• Do not speak too fast. Practice your presentation.
• Practice your final presentation in a classroom similar to the size you will use for your presentation. Walk around the room and pay attention to the appearance and order of information on the slides.
• Time your final presentation. Do not exceed the time allotted.
• If you are using a laser pointer, do not move the pointer too rapidly as that can be quite annoying to the audience.

Formal Reports

If you follow the advice given below, your writing will be clear and unambiguous.

• Read the assignment or question carefully before you begin. Identify exactly what is being asked for. You can waste a lot of time writing about something that is not relevant to the assignment or question.
• In writing the procedure of an experiment in a lab report, use past tense, passive voice. You are not writing instructions for someone to follow, but you are describing what you have already done.

  Incorrect: Add 5 ml of water to a test tube.
  Correct: 5 ml of water was dispensed into a test tube.

• Use spell check and grammar check, but do not trust all suggestions made by the computer software. For example, many biological terms are not in the computer dictionary. Therefore, the suggested word may be incorrect. For example, the enzyme “peroxidase” will appear incorrect. The computer will suggest “peroxide” as the correct term.
• Also, make sure chemical formulas are correct. For example, if you begin a sentence with the term “pH,” grammar check will change it to “Ph.” NaOH for sodium hydroxide will try to be corrected as “Noah.” Note also that the spell and grammar check will often prompt you to change the passive voice, but you should not because that is the voice that is used when writing lab reports.
• Sometimes in formal lab reports, you need to express numbers in decimal form. When expressing a number smaller than one in decimal form, always enter a zero in front of the decimal point:

  Incorrect: .35 g
  Correct: 0.35 g
When expressing a number in exponential form, do not use E, EE, EXP. Do not use a dot for the multiplication sign:

Incorrect: 3 EE 2  
Incorrect: 3 \cdot 10^2  
Correct: 3 \times 10^2  

You should learn to use subscript and superscript in your word processing:

Incorrect: Na2SO4  
Correct: Na_{2}SO_{4}  
Incorrect: Mg2+  
Correct: Mg^{2+}  

Your instructor may allow you to handwrite them in, but generally there will be numerous places in a report where they are needed, and it is likely you will miss some if you have to go back to fill them in later.

When writing procedures, be careful of spelling out quantities as you may lose the ability to indicate significant figures.

Incorrect: To the mixture was added five mL of water.  
Correct: To the mixture was added 5.00 mL of water.  

Units of measure are treated as collective nouns that take a singular verb.  

Incorrect: To the mixture was added 5 gms of compound B.  
Correct: To the mixture was added 5 g of compound B.  
Incorrect: The mixture was stirred, and 5 mLs of water was added.  
Correct: The mixture was stirred, and 5 mL of water was added.  
Incorrect: Six hours were spent on that report.  
Correct: Six hours was spent on that report.  
Incorrect: Three centimeters are more than one inch.  
Correct: Three centimeters is more than one inch.  

“Data” is the plural of “datum.” However, it can be a singular or plural noun, depending on whether it is used as a collection of data as one unit, or the data is referred to as individual results:

- After the data is printed and distributed, we can meet to discuss it. (Here, the whole collection of data is one unit.)  
- Experimental data that we obtained are compared with previously reported results. (Here, the data is individual results.)
ADDITIONAL RESOURCES FOR WRITING IN BIOLOGY


Writings in Chemistry

Purposes

The purpose of writing in chemistry is to help guide you, the student, to express your chemical knowledge clearly and effectively. Through a variety of writing assignments, you will be able to:

• Build your knowledge of appropriate chemical terms and expressions
• Develop good writing skills (in terms of grammar, sentence structure, and organization)
• Improve your understanding of concepts by providing explanations in your own words
• Develop skills in writing scientific reports (in terms of content, format, and proper referencing)
• Discuss scientific results in light of known facts or scientific principles

Writing in chemistry will not only help you develop a deeper understanding of the course that you are taking, but it will also help lay the foundation for good writing in the future in areas such as grant writing, technical writing, presentations, and general work-related communications that chemists and other scientists are normally required to be engaged in.

Types of Writing Assignments

Teaching students how to express themselves accurately and precisely in standard written American English is an important part of the curriculum in chemistry at CCBC. Your instructor may require writing assignments such as a research paper and/or a PowerPoint presentation on a topic related to chemistry, a portfolio of what you have learned in the lab, or a formal lab report.

Various types of writing/writing assignments may be assigned in chemistry classes:

• Essay-Type Answer
• Research Project
• PowerPoint Presentation
• Internet Assignment
• Laboratory Record
• Post-Lab Assignment
• Lab Portfolio
• Formal Laboratory Report

Essay-Type Answer

You may be asked to answer essay-type questions asking you to explain concepts or a given phenomenon, to compare models or theories, or to define chemical terms in a clear and succinct manner. Essay questions (brief or extended) can help you gain a deeper understanding of the
course material. This type of writing is usually expected on exams and homework assignments.

**Research Project**

You may be required to do research and write a report using library resources to gain experience in synthesizing information from different sources. The research project will be an investigative report on an assigned topic. Projects are usually semester-long assignments where you work on your own or in a group to produce an article of about 10-12 pages.

**PowerPoint Presentation**

PowerPoint presentations are usually good visual aids to accompany oral presentations. The PowerPoint slides should only be used to show outlines, essential pictures or diagrams, and give definitions of new terms—information that helps to make the oral presentation easier to follow and more understandable.

**Internet Assignment**

Internet assignments are deceptively simple because there is so much information available online. However, an Internet assignment is usually given to help you learn how to select credible information over the Internet and how to reference the source. This assignment provides the opportunity for you to learn how to select information from a reputable online source, to summarize findings, and to provide reference sources in a proper fashion.

**Laboratory Record**

A record of all experiments conducted in the chemistry laboratory must be kept for future reference. You are required to keep a hand-written record (in a laboratory notebook) of all experiments conducted in labs and to use this to construct a lab report. Entries to the notebook should be in black ink, well-organized, concise, accurate, and unambiguous. Although the format may vary, this record generally includes the date, title of experiment, objectives, equipment/materials, procedure, data/results, discussion of results, and conclusions. For prep and general chemistry labs, the lab notebook will be written up in a similar manner. For organic chemistry, a write-up may include additional elements such as a table of reagents with properties, reaction mechanisms, and spectroscopic information.

**Post-Lab Assignment**

Post-lab assignments are designed to help direct your thinking about a particular experiment and help you gain a deeper understanding of the concepts. The assignment may be in the form of a discussion or answers to post-lab questions where you are to reflect on what you have experienced or learned from the experiment. It may involve critical thinking in analyzing the procedure and results. You may be asked to provide sources of error and the effect of those errors on your results. It may require an Internet search to further explore what you discovered in the experiment.
Lab Portfolio

Lab portfolios are a good way to document and showcase the knowledge and skills gained in a semester-long lab course. A lab portfolio includes, but is not limited to, the following information: a one-page reflection, two or three how-to-do instructions, one or two formal lab reports, research information about the chemistry of a given chemical substance used during the course of the lab, and the course syllabus.

Formal Laboratory Report

In a laboratory course, you are generally expected to submit some sort of report for each experiment you perform. The purpose of a lab report is to inform others what you have discovered and on what data and observations your conclusions are based. Some or all may be in the form of a “formal lab report.”

EFFECTIVE WRITING IN CHEMISTRY

Effective writing in chemistry should communicate information and explanations in a clear and succinct manner. Explanations and definitions must be in complete sentences with accurate content. You need to make a connection between the results obtained in the laboratory and the scientific principle being investigated.

You need to use proper grammar, the correct voice and the appropriate format as specified by your instructor. Symbolic representation of formulas containing subscripts and superscripts must be shown properly. For research projects and some other out-of-class assignments, you are expected to write and rewrite to improve the quality of your work. If you are getting help from the Writing Center, be sure to take your assignment and any relevant handouts, manuals, or textbooks. If you are revising an assignment, be sure to bring the original that contains your instructor’s comments. Remember also to proofread all of your writing.

ADVICE ON WRITING IN CHEMISTRY

Chemistry, like other disciplines, has its own terminologies and style. It is important that your writing reflect not only your knowledge of the facts but also your growth as a chemistry student. Your goal is for your writing to be clear and unambiguous. Read the assignment carefully before you begin and identify what is being asked for. Specific examples are listed below.

PowerPoint Presentations

• Choose a background that is a subdued color and shade. Avoid a background that is competing with the text. The text should be of a contrasting color—the more extreme the better.
• Use a font size of 28 or higher. By using a large font, this will prevent too much information on one slide. A common mistake is trying to put too much on a slide.
• Give an outline only on the slide, and then supply the details verbally, or, you can introduce the details with the use of animation only after you have presented them. Avoid simply reading what is on the PowerPoint slide.
• Do not speak too fast. Practice your presentation.
• Practice your final presentation in a classroom similar to the size you will use for your presentation. Walk around the room and pay attention to the appearance and order of information on the slides.
• Time your final presentation. Do not exceed the time allotted.
• If you are using a laser pointer, do not move the pointer too rapidly as that can be quite annoying to the audience.

Formal Reports

If you follow the advice given below, your writing will be clear and unambiguous.

• Read the assignment or question **carefully** before you begin. Identify exactly what is being asked for. You can waste a lot of time writing about something that is not relevant to the assignment or question.
• In writing the procedure of an experiment in a lab report, use past tense, passive voice. You are not writing instructions for someone to follow, but you are describing what you have already done.
  
  **Incorrect:** Add 5 ml of water to a test tube.
  **Correct:** 5 ml of water was dispensed into a test tube.

• Use spell check and grammar check, but do not trust all suggestions made by the computer software. For example, in colorimetry, chemists use the term “absorbance” which is generally not in the computer dictionary and the suggestion is made to replace it with “absorption,” which would be incorrect. Even “colorimetry” itself is not in the computer dictionary, and “calorimetry” which has a different meaning is suggested but should not be accepted. Another example is the capitalization rules applied to chemical formulas. When you type “HCl,” your computer will try to change it to “Hcl” but that is incorrect. Note also that the spell and grammar check will often prompt you to change the passive voice, but you should not because that is the voice that is used when writing lab reports.
• Sometimes in formal lab reports, you need to express numbers in decimal form. When expressing a number smaller than one in decimal form, always enter a zero in front of the decimal point:
  
  **Incorrect:** .35 g
  **Correct:** 0.35 g

• When expressing a number in exponential form, do not use E, EE, EXP. Do not use a dot for the multiplication sign:
  
  **Incorrect:** 3 EE 2
  **Incorrect:** 3 · 10^2
  **Correct:** 3 x 10^2

• You should learn to use subscript and superscript in your word processing:
Incorrect: Na2SO4
Correct: Na₂SO₄
Incorrect: Mg2+
Correct: Mg²⁺

Your instructor may allow you to handwrite them in, but generally there will be numerous places in a report where they are needed, and it is likely you will miss some if you have to go back to fill them in later.

• When writing procedures, be careful of spelling out quantities as you may lose the ability to indicate significant figures.
  Incorrect: To the mixture was added five mL of water.
  Correct: To the mixture was added 5.00 mL of water.

• Units of measure are treated as collective nouns that take a singular verb.
  Incorrect: To the mixture was added 5 gms of compound B.
  Incorrect: To the mixture was added 5 gs of compound B.
  Correct: To the mixture was added 5 g of compound B.
  Incorrect: The mixture was stirred, and 5 mLs of water was added.
  Correct: The mixture was stirred, and 5 mL of water was added.

• “Data” is the plural of “datum.” However, it can be a singular or plural noun, depending on whether it is used as a collection of data as one unit, or the data is referred to as individual results:
  - After the data is printed and distributed, we can meet to discuss it. (Here, the whole collection of data is one unit.)
  - Experimental data that we obtained are compared with previously reported results. (Here, the data is individual results.)

• Be careful not to write “run-on statements” when writing an equation:
  Incorrect: 2 mL x 1 g/mL = 3 g solution – 1 g water = 2 g NaCl
  Incorrect: 2 mL x 1 g/mL = 3 g solution and not 3 g solution – 1 g water.

  Instead, write two separate statements:
  Correct: 2 mL x 1 g/mL = 3 g solution
  3 g solution – 1 g water = 2 g NaCl

CRITERIA FOR GRADING IN CHEMISTRY

Your writing assignments will be graded for accuracy and completeness of content, for following instructions for writing in the specified style and format, for clarity, for correct grammar, spelling, and sentence structure, and for organization. Individual instructors will provide specific grading schemes for their courses.
ADDITIONAL RESOURCES FOR WRITING IN CHEMISTRY


Good reference for examples of formats for other types of references not listed above: http://pubs.acs.org/books/references.shtml

Link to Journal of American Chemical Society, to see samples of abstracts in a major chemical journal: http://pubs.acs.org/journals/jacsat/index.html

SAMPLE FORMAL LAB REPORT

The format shown below is according to that of the Journal of American Chemical Society. What is shown is meant to be just an example. Your instructor may require additional information to be included and specify variations on the format shown. Be sure to follow specific directions provided by your instructor.

Experiment #17:

DETERMINATION OF THE CONCENTRATION OF AN AQUEOUS SOLUTION OF HCl

John Smith*, Jane Smith and Mary Brown
*Author of Report

Abstract

The purpose of the experiment was to determine the concentration of an aqueous solution of HCl. A solution of NaOH of known concentration was used to titrate against the solution of HCl with phenolphthalein as the indicator.

\[ \text{HCl (aq)} + \text{NaOH (aq)} \rightarrow \text{H}_2\text{O (l)} + \text{NaCl (aq)} \]

Three trials were performed and the average concentration was found to be 0.1410 M with an average deviation of 0.07% and +0.1% error. The molarity is compared to those obtained from two other investigators.

Introduction

The concentration of an unknown solution of HCl was to be determined. This was done by titrating a sample of the HCl solution against a solution of NaOH of known concentration. The reaction involved is as follows:

\[ \text{HCl (aq)} + \text{NaOH (aq)} \rightarrow \text{H}_2\text{O (l)} + \text{NaCl (aq)} \] (1)
Phenolphthalein was used as the indicator, which changes from colorless when acidic to pink when basic. With the HCl solution in the flask with the phenolphthalein, the solution would be colorless initially. When just enough of the NaOH solution has been added to neutralize the HCl solution, the solution would change to a pale pink. This is the endpoint of the titration. It is close to the stoichiometric point, where the number of moles of HCl that were present in the flask is equal to the number of moles of NaOH added. By measuring the volume of the NaOH solution needed to neutralize the HCl solution, and noting the concentration of the NaOH solution, the number of moles of NaOH added to the flask can be calculated (see Eqn 2).

\[
\text{# moles NaOH} = \text{# L of NaOH solution} \times \text{Molarity of NaOH}
\] (2)

At the end point, this is also the number of moles of HCl, and in conjunction with the volume of HCl solution used, the molarity of the HCl solution can be calculated.

Results and Discussion

Below is a table showing the results from the three trials performed by Jane Smith.

<table>
<thead>
<tr>
<th>Trial #</th>
<th>#1</th>
<th>#3</th>
<th>#4</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concentration of HCl</td>
<td>0.1411 M</td>
<td>0.1408 M</td>
<td>0.1410 M</td>
</tr>
<tr>
<td></td>
<td>Deviation from Average</td>
<td>0.0001 M</td>
<td>0.0002 M</td>
<td>0.0000 M</td>
</tr>
</tbody>
</table>

**Average of the deviations of the three trials.

Relative Average Deviation is 0.07% deviation.

Trial #2 was discarded because the endpoint was much too pink. In addition, the volume of NaOH solution needed to bring it to the endpoint was much larger than the others. A decision was made to perform a 4\(^{th}\) trial in place of Trial #2.

When the result of Trial #2 is discarded, the relative average deviation is only 0.07%, which shows that the precision is quite good.

The fact the color at the endpoints of the three trials were all very pale pink show that it is highly likely the results are quite accurate. This is supported by the percent error listed below.

The following table shows the average molarity obtained by two other students who were assigned the same unknown as well as the correct molarity:

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>John Smith</th>
<th>Jane Smith(^1)</th>
<th>Mary Brown(^2)</th>
<th>Correct(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration of HCl</td>
<td>0.1410 M</td>
<td>0.1402 M</td>
<td>0.1351 M</td>
<td>0.1408 M</td>
</tr>
<tr>
<td>Error in M HCl</td>
<td>+0.0002 M</td>
<td>0.0006 M</td>
<td>0.0057 M</td>
<td>0.0057 M</td>
</tr>
</tbody>
</table>
The percent error shows that the results of John Dome and Jane Smith were quite accurate. Mary Brown’s result has an error of 4.0%. Considering that two of the members were able to have less than 1% error shows that Mary Brown’s results are beyond the acceptable range. It would be interesting to compare the relative deviation of the results of the three members to see whether there is a correlation of the deviation and accuracy.

Error Analysis: One of the likely sources of error in this experiment would be in pipetting exactly 25.00 mL of the unknown HCl solution into each Erlenmeyer flask. It was not easy controlling the level of the HCl solution in the pipet. This source of error can affect the calculated molarity of the HCl both ways. If less than 25.00 mL was actually delivered, it would have taken less NaOH to neutralize the solution, and therefore the calculated molarity of HCl would be too low. If more than 25.00 mL was delivered, then the calculated molarity of HCl would be too high.

A second likely source of error would be reaching the correct endpoint. It was not easy to control how much NaOH solution to add to reach the pale pink endpoint. If the end point is too pink, that would mean too much NaOH was added (as was the case in Trial #2). It would seem that there is more HCl in the flask than is actually there. This would make the molarity of HCl too high.

Another possible error could be from the equipment being contaminated by water. If the buret holding the NaOH was not rinsed properly with the NaOH solution and it still contained a small amount of water left from the previous user, then the NaOH solution would be diluted, and the molarity of NaOH would be lower than as shown on the label. It would therefore take a larger volume of NaOH solution to reach the endpoint, and it would make the molarity of the HCl appear to be higher than it actually is.

Similarly, if the pipet used to deliver the HCl was contaminated by water left by the previous user, the HCl solution in the pipet would become diluted, and the molarity of the HCl would appear to be lower than it actually is.

Experimental Section

The procedure described by Yau was followed, with the exception that four trials were performed instead of three. The results of Trial #2 are not included in the calculations because the endpoint was too pink. In addition, a magnetic stirrer was used.

A solution of 0.1000 M NaOH was placed in a clean and dry 50-mL buret. A magnetic stir-bar was placed in a 250-mL Erlenmeyer flask. With the use of a volumetric pipet, 25.00 mL of an HCl solution of unknown concentration was measured into the flask. A few drops of the phenolphthalein indicator were added, and the initial volume of the NaOH in the buret was recorded.
The magnetic stirrer was turned on and while the contents of the flask were being stirred, the NaOH solution was added dropwise into the flask. At first a pink color appeared in the flask but disappeared with the constant stirring. When the pink color in the flask persisted after 30 seconds of stirring, the addition of the NaOH solution was stopped, and the final buret reading was recorded.

The entire process was repeated three more times using two other Erlenmeyer flasks.

Conclusions

The concentration of Unknown # 159 has been determined to be 0.1411 M HCl, based on three trials, with a relative average deviation of 0.07% and + 0.1% error.

References


Supplementary Material

Data & Observations of John Smith only:

<table>
<thead>
<tr>
<th></th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial #</td>
<td>Final Buret Reading of NaOH</td>
<td>35.38 mL</td>
<td>36.90 mL</td>
<td>36.26 mL</td>
</tr>
<tr>
<td></td>
<td>Initial Buret Reading of NaOH</td>
<td>0.10 mL</td>
<td>1.12 mL</td>
<td>1.06 mL</td>
</tr>
<tr>
<td></td>
<td>Volume of NaOH soln used</td>
<td>35.28 mL</td>
<td>35.78 mL</td>
<td>35.20 mL</td>
</tr>
<tr>
<td></td>
<td>Color at endpoint</td>
<td>pale pink</td>
<td>bright pink</td>
<td>pale pink</td>
</tr>
</tbody>
</table>

Calculations & Results:

Sample Calculation for Molarity of HCl using data in Trial #1:

\[
\text{#moles of NaOH at endpoint} = M x V = \left(\frac{0.1000 \text{ mol NaOH}}{1 \text{ L NaOH soln}}\right) \times (0.03528 \text{ L NaOH soln}) = 0.003528 \text{ mol NaOH}
\]
# moles of HCl at endpoint = # moles of NaOH at endpoint = 0.003528 mol HCl

molarity of HCl of Trial #1 = \# moles of HCl / volume of HCl solution
\[
\frac{0.003528 \text{ mol HCl}}{0.02500 \text{ L HCl soln}} = 0.1411 \text{ mol/L} = 0.1411 \text{ M HCl}
\]

Average molarity of HCl based on Trials #1, 3 & 4 =
\[
\frac{0.1411 + 0.1408 + 0.1410}{3} \text{ M HCl} = 0.1410 \text{ M HCl}
\]

PRECISION:
Deviation of Molarity from Average Molarity = |Expt Value - Average Value|
\[
= |0.1411 - 0.1410| \text{ M HCl} = 0.0001 \text{ M HCl}
\]

Average Deviation = \frac{\text{sum of deviations}}{\# \text{ of trials}}
\[
= \frac{(0.0001 + 0.0002 + 0.0000)}{3} \text{ M HCl} = 0.0001 \text{ M HCl}
\]

Relative Average Deviation (RAD) = \frac{\text{Average Deviation}}{\text{Average Value}} \times 100
\[
= \frac{0.0001 \text{ M HCl}}{0.1410 \text{ M HCl}} \times 100 = 0.07\% \text{ deviation}
\]

ACCURACY:
Error in Average Value = Experimental Value - Correct Value
\[
= (0.1410 - 0.1408) \text{ M} = +0.0002 \text{ M}
\]

Percent Error in Average Value = \frac{\text{Error}}{\text{Known Value}} \times 100
\[
= \frac{+0.0002 \text{ M}}{0.1408 \text{ M}} \times 100 = +0.1 \% \text{ error}
\]

Answers to Post-Lab Questions:

1. If the pink endpoint remains after less than 30 seconds of stirring, we would not know whether it is pink because we have truly reached the endpoint, or whether the HCl and NaOH have not fully reacted due to insufficient time allowed.
2. If the pink goes away after having swirled it much longer than 30 seconds, we would not know whether it is because we truly have not reached the endpoint yet, or whether it is due to
the CO₂ that has been absorbed from the air. Carbon dioxide when dissolved in water produces a small amount of carbonic acid as shown in the equation below. As an acid it can be competing with the HCl in the reaction with NaOH.

\[ \text{CO}_2 (g) + \text{H}_2\text{O} (l) \rightarrow \text{H}_2\text{CO}_3 (aq) \]
School of Allied Health Professions
WRITING IN NURSING

PURPOSE

Writing is an indispensable tool in the education of nursing students as well as in the everyday workplace of the profession. Thinking skills and writing are linked in the brain; thus, writing is necessary for students to learn to think critically as nurses. Students learning to become nurses write about patient experiences, create teaching plans, describe researched evidence, and apply nursing concepts in order to begin thinking like a nurse.

For professional nurses, writing is a crucial mode of communication used to effectively communicate with colleagues in health care. Concise, well-written documentation improves the quality of care for patients. Nurses write notes to share their patient observations with health professionals (called charting). Staff communications, patient education information, interagency communications, and legal documentation are also reasons a nurse writes as part of the job. To write effectively in nursing, you need to accurately support claims with observations and prove that you are practicing according to current standards.

TYPES OF WRITING ASSIGNMENTS

Nursing students will be required to write two types of assignments:

• Educational Assignments
• Clinical Communication

Educational Assignments

Educational nursing assignments are based on a clinical experience and are developed as an academic paper. It is expected the students will use American Psychological Association (APA) format including citations, a title page, and appropriate credible references. The papers will be typed and submitted at the designated time.

Clinical Communication

In the clinical area, you will write narrative information in legal patient records. This documentation is done “real time” and completed during the clinical day and is called nurses notes. Initially, you will make a “sloppy copy” for the clinical instructor to review and make suggestions. As you progress, the documentation will be written directly into the patient record. This documentation has legal and financial reimbursement implications for the patient. You will find this writing targeted with just the facts.
EFFECTIVE WRITING IN NURSING

Effective writing in Nursing does the following:

• Follows assigned directions
• Focuses on the assigned topic
• Uses evidence and documents it correctly
• Develops information thoroughly
• Uses precise details
• Employs concise sentences
• Adheres to standard conventions of grammar usage, spelling, and punctuation

ADVICE ON WRITING IN NURSING

Writers in nursing typically use the style guidelines of the American Psychological Association (APA) for formatting the paper, citing sources, and listing sources at the end. For details, see the Publication Manual of the American Psychological Association or the appropriate chapter in this Handbook. Guidelines for APA format are also available online at the CCBC.

SAMPLE ASSIGNMENTS

What is shown is meant to be just an example. Your instructor may require additional information to be included and specify variations on the format shown. Be sure to follow specific directions provided by your instructor.

N 151 Evidence-Based Nursing Care Paper

The purpose of this assignment is to introduce you to some of the evidence-based literature that supports best patient care practices in nursing.

Directions:
1. Choose a patient care issue that you would like to investigate in the evidence-based literature. The problem should come from your experiences in the clinical settings (long-term care or acute care) this semester. This could include almost anything from caring for wounds, falls in the elderly, diabetic care, pre-operative nursing care, discrepancies with standards of nursing care, etc.
2. After you have chosen your problem, look the problem up in the evidence-based literature. The help you find evidence-based/research-based articles.
3. Write a 2 page (does not include title and reference page) APA format paper discussing the following:
   a. The nursing problem you chose to research and why.
b. Three outcomes (one for each intervention) that you would like to see occur as the result of provision of evidence-based nursing care.

c. Three key evidence-based nursing interventions and the associated rationales for provision of nursing care. Be sure to link your interventions to the nursing concept or thread appropriate to each.

d. Compare the actual nursing interventions you observed or participated in with the evidence-based practice recommendations.

e. Describe how recommendations for best practices from the nursing evidence-based literature will impact your provision of care to you patients in the future.
School of Justice
WRITING IN CRIMINAL JUSTICE

PURPOSE

Writing proficiency is an essential component of any position in the Criminal Justice System. Most of the careers in this field operate as part of a bureaucracy. While much communication is verbal, essential information is transmitted in writing to preserve the critical documentation that is legally required.

Within formal criminal justice organizations, written communication takes many forms and serves a multitude of purposes. Students in this field must learn to write formally in response to the contextual and organizational practices of their agency. Correspondence in these organizations reflect policies, procedures, memoranda, investigatory, informational and research reports across all levels of the entities that comprise our Criminal Justice System.

The Criminal Justice Program at CCBC uses rigorous assignments and projects to enhance the writing skills of students. Excellent writing skills will prepare students for leadership roles and success in their field.

TYPES OF WRITING ASSIGNMENTS

Various types of writing/writing assignments may be assigned in criminal justice classes:

- Research Papers
- Lab Reports
- Investigative Summaries
- Case Briefs
- Observation Summary
- Interview Assignments
- Summary and Evaluation of Current Events
- Opinion or Persuasive Papers

Research Papers

Research papers may be utilized in theory-based courses such as Criminology and Juvenile Delinquency.

Lab Reports

Lab reports are required in Criminalistics and lab classes to demonstrate comprehension of practical exercises.
Investigative Summaries

Investigative summaries are part of Criminal Investigation.

Case Briefs

Case briefs are documents prepared by students as a study aid, and they summarize a court decision by outlining the facts of the case, the legal issues raised, and the rationale for the court’s decision.

Observation Summary

Observation summaries can include courtroom visits, prison tours, or other experiential activities.

Interview Assignments

After personal contact with professionals working in the field, students will evaluate and summarize their role in the Criminal Justice System.

Summary and Evaluation of Current Events

Summarizing and evaluating current events provides connection with the community and opportunities for critical thinking.

Opinion or Persuasive Papers

Opinion or persuasive papers reflect a student’s position on a specific topic within the criminal justice arena.

EFFECTIVE WRITING IN CRIMINAL JUSTICE

Effective writing in the criminal justice field must reflect a mastery of formal English. This begins with appropriate grammar, spelling, and sentence structure. Students must also identify the specific audience and communicate the intended purpose directly and effectively. Students in this program are reminded that their writing establishes their credibility as a criminal justice professional. The written correspondence and documentation that is generated by law enforcement frequently becomes part of a file that follows an individual for years.

In order to present a professional image, written communication in this field should be concise and clear. Effective communication begins by stating the purpose of the correspondence and uses active voice and precise vocabulary. The writer must address the immediate audience but be aware that many more people may eventually read the document. This requires language that
does not include technical jargon or slang. Effective writing in this field is accomplished when complex information is transmitted to a variety of readers with precision and accuracy.

**ADVICE ON WRITING IN THE CRIMINAL JUSTICE FIELD**

Writing in this field is similar to writing in other bureaucratic environments. Guides to effective writing apply and the use of standard written American English is expected. However, an extra challenge exists when the writer is expected to anticipate the specific needs of every reader. Many writing products will require the use of a particular format or form. However, strong paragraphs and sentence structure, proper grammar, and clarity of purpose will serve well in any application.

Reports and documents are used in every step of the criminal justice process. The purpose of that correspondence may change as it is transmitted between agencies. Therefore, the application of clarity and precision contribute to a well-written document that passes the test of time and jurisdiction.

**SAMPLE ASSIGNMENTS**

What is shown is meant to be just an example. Your instructor may require additional information to be included and specify variations on the format shown. Be sure to follow specific directions provided by your instructor.

Here is an example of writing for a lab exercise on glass evidence:

_I received a piece of glass, triangular in shape, for examination to determine the surface of initial impact. I identified the radial and concentric cracks and first examined the edges of the radial cracks. The stress or conchoidal fracture lines appear to run parallel to one surface (labeled “A” or front surface), curve, and form right angles or near right angles on the opposite side (labeled “B” or back surface). Based on my observations, initial impact occurred to side A._

**SAMPLE ASSIGNMENT- PREPARED BY INSTRUCTOR**

Your Name  
Introduction to Criminal Justice  
Semester______  
Assignment #1  
Title of Article: More rational sentencing  
Topic related to: Courts and sentencing
Evaluation of article:
Judges in Maryland are sentencing a significant number of nonviolent offenders who have committed drug offenses to prison. Many of these drug offenders serve longer prison sentences than violent criminals. This practice is costing taxpayers a lot of money and should be examined by the Commission on Criminal Sentencing Policy.
This committee was introduced in 1999 to monitor sentencing practices in the circuit court in Maryland. Maryland Sentencing Guidelines suggest a sentence range that is determined by the severity of the offense and the offender’s criminal record. It is believed that the guidelines that relate to drug offenses need to be examined since they frequently recommend higher sentences for those offenders.
When drug offenders are sentenced to prison instead of treatment, it costs approximately $20,000 per year to incarcerate them. If they were encouraged to participate in treatment, the likelihood is that they would learn skills to keep them away from a life of crime. This is one way that the Commission on Criminal Sentencing Policy could reduce the number of inmates in Maryland, save money and help drug addicts.
Impact on community or myself:
This article has a direct impact on everybody in Maryland who pays taxes. First, it is the taxpayer who supports the cost of keeping inmates in prison. It costs around $20,000 per year simply to house offenders. This does not include any programs to rehabilitate or treat drug addiction. Since most inmates are released from prison one day, they have no skills to help them desist from a life of crime.
The other impact is on everybody who is a potential victim of crime. Many drug offenders steal to get the money to buy their drugs. This has a big impact on businesses and individuals who suffer losses. If addicts are not rehabilitated, they have to find the means to support their habit financially.
Finally, when a large number of people are incarcerated, they are not working and therefore not contributing to the financial stability of the community. This includes supporting their children, holding meaningful jobs and paying taxes. Everybody in the community suffers when people are not given the chance to attain their full potential physically, emotionally and economically.
Incarceration should be reserved for those members of society who present the biggest threat to the safety of its members, not imposed on people who suffer from the disease of addiction.
WRITING IN LEGAL STUDIES

PURPOSE

The majority of work that a lawyer or paralegal does is in writing. Correspondence, memoranda, court pleadings, and other documents are prepared on a regular basis. In many respects, lawyers and paralegals are paid to do two things—to think and to write. To be successful in the legal field, you must be able to do both of these things very well.

There are multiple purposes for legal writing. It can be simply informative such as sending the client, court, or opposing side information about a case, or a research memo to inform an attorney about the law applicable to a client’s case. It can be persuasive, such as trying to persuade the court or the opposing side that your argument is better supported by the law, or it can be an opinion letter advising a client of your legal opinion on a potential matter.

Writing is the “bread and butter” of the legal field, and good writing is absolutely essential to success in this field.

TYPES OF WRITING ASSIGNMENTS

Various types of writing/writing assignments may be assigned in Legal Studies classes:

- Client Letters
- Demand Letters
- Statutory Letters
- Opinion Letters
- Legal Memoranda
- Case Brief
- Pleadings
- District Court Forms

Client Letters

A client letter is a business letter of varying length, topic, and complexity from a lawyer or paralegal to a client relating to a legal or other business matter.

Demand Letters

A demand letter is a business letter typically from a lawyer to a present or future opposing party or opposing counsel. It sets forth the lawyer’s demand for payment or other action on behalf of the client.
Statutory Letters

A statutory letter is a business letter where the basic contents are contained in a federal or state statute. Students must locate the appropriate statute, determine the necessary language for the letter based on the statute and the facts, and compose the letter.

Opinion Letters

An opinion letter is a business letter usually from an attorney (but sometimes initially drafted by a paralegal) to a client setting forth the attorney’s reasoned, legal opinion on a matter of law pertaining to a client’s present or future case or other business matter.

Legal Memoranda

A legal memorandum is a formal business memorandum conveying the research and analysis of a general law or of a client’s specific legal issue. The inter-office memorandum contains the following sections:

• Issue(s): The issue section details the legal question with reference to the relevant law and facts.
• Brief answer(s): The brief answer section summarizes the answer to the issue in a yes or no format (if possible) with a 1-2 sentence explanation.
• Facts: The facts section sets out the client’s facts as presented in an objective and concise manner.
• Analysis: The analysis section contains legal research of the issue(s) and analysis by applying the law to the client’s facts to reach a legal conclusion.
• Conclusion: The conclusion section is the final summary of the memorandum reemphasizing the major points from the analysis.

Case Brief

A case brief is an interpretation of a legal case in an individual’s own words using the IRAC method of briefing or a method derived from IRAC. IRAC stands for “Issue-Rule-Analysis-Conclusion”:

• Issue: The issue section is the legal issue the court is reviewing on appeal—the question to be answered by the appeal.
• Rule: The rule section details the rule of law applied by the court in answering the issue.
• Analysis: The analysis section details in 1-2 paragraphs the court’s application of the rule to the issue to answer the question.
• Conclusion: The conclusion is the court’s final holding answering the issue and judgment.


Pleadings

Pleadings can include:

- **Complaint**: The legal document which initiates the lawsuit. This is the first document filed with the trial court by the plaintiff detailing who the plaintiff is suing, the facts giving rise to the lawsuit and the legal cause(s) of action for the lawsuit.
- **Answer or Notice of Intention to Defend**: Usually, but not always, the first legal document filed in a case by the defendant in response to the plaintiff’s complaint. In the Circuit Court in Maryland, the document is called an answer. In the District Court in Maryland, the document is called a notice of intention to defend. Where required, this document sets out the defendant’s defenses to the case in detail.
- **Motion and Memorandum of Law in Support of Motion**: The legal document filed mostly commonly in a court case is the motion. Motions are filed for a wide number of reasons and are utilized for the common purpose of having the court make a ruling on a matter pertaining to the case. Motions can be short, pro forma documents asking the court to reschedule a hearing date to long, complex documents seeking to have the court rule on the ultimate issue of a case in favor of one side or the other. Accompanying many of the longer, more complex motions, usually filed in the Circuit Courts, are memoranda of law in support of the motion. Where a motion simply tells the court what the moving party (the party filing the motion) wants the court to do, the memorandum of law in support of the motion provides the court the legal and factual information to support its ruling.

District Court Forms

In addition to documents actually created by attorneys and paralegals, many of the legal documents used on a daily basis are pre-printed forms provided by the courts or other agencies, which must be completed by attorneys and paralegals. The majority of forms used in litigation are found in the District Courts in Maryland, and students will be trained in how to locate these forms and in the proper way of completing the forms prior to submission to the court.

EFFECTIVE WRITING IN LEGAL STUDIES

Effective writing in the legal field is clear, concise, and demonstrates the writer’s ability to analyze both the law and relevant facts to reach a legal conclusion. Critical thinking is key to effective legal writing; the ability to analyze an issue from all sides, and to present the findings of your analysis in a clear and concise manner.

Effective legal writing does not need to be long. Sometimes there is no way to explain your analysis without a lengthy memorandum detailing each issue, point of law, and analysis. However, in many instances, legal writing can be brief and still properly convey your analysis. Effective legal writing does not need to contain “legalese,” confusing Latin terminology, or complex words that would require a non-lawyer to reach for a dictionary to decipher their meaning. In fact, the best legal writing in terms of clarity and comprehension is devoid of
language that can distract or confuse the reader. In some instances, the misuse of complex terminology can result in the writer’s improperly stating the law on a position. This is an error that sometimes results in malpractice.

ADVICE ON WRITING IN LEGAL STUDIES

Success in writing in the legal field is achieved by mastering the various stages of writing: pre-writing, outlining, drafting, reviewing, and editing. The more work a student puts into the initial stages of writing, the less work is needed at the final review and edit stages to produce a well-written document.

In the end, legal writing is an art, not a science. The best advice is that you only learn by doing. Very few people in this world are born great writers, and even fewer are born great legal writers. The key to success in legal writing is PRACTICE, PRACTICE, AND MORE PRACTICE.

ADDITIONAL RESOURCES FOR WRITING IN LEGAL STUDIES

Every legal writer needs a good legal dictionary. The standard in the legal field is *Black’s Law Dictionary*, which comes in various styles from a deluxe edition with case citations to a pocket version. In addition, a legal thesaurus is also a good investment to quickly find synonyms and antonyms for various legal and some non-legal terms.

Finally, all legal writers need a citation manual. The two industry standards are the *ALWD Citation Manual* and *The Bluebook, A Uniform System of Citation*. Both manuals are similar in nature and style; however, *The Bluebook* tends to be more technical and is used primarily by law reviews.

SAMPLE ASSIGNMENTS

Following are samples of commonly prepared legal documents in the legal writing courses under the Paralegal Studies program. What is shown is meant to be just an example. Your instructor may require additional information to be included and may specify variations on the format shown. Be sure to follow the specific directions provided by your instructor.
ABC BUILDERS, INC.,
Plaintiff,
v.

JOHN SMITH CONCRETE, INC.,
Defendant.

* IN THE
* DISTRICT COURT
* OF MARYLAND

* BALTIMORE CITY
* Case No: 0101-0000001-2008

CONSENT MOTION FOR CONTINUANCE

Plaintiff, ABC Builders, Inc. (“ABC”), by its undersigned counsel, hereby files its Consent Motion for Continuance (the “Motion”) in the above-captioned matter, pursuant to Maryland Rule 3-508, and for its reasons states:

1. The trial of the above-captioned matter is currently scheduled for Wednesday, June 25, 2008 at 1:15 p.m. before this Court.
2. Counsel for Plaintiff has a prior commitment out of town that conflicts with the scheduled trial date, which counsel unsuccessfully tried to re-schedule.
3. Counsel for Defendant consented to a continuance of the trial date to accommodate Plaintiff’s counsel.
4. As such, the Plaintiff respectfully requests this Court continue the above-captioned matter to the next available trial date after June 25, 2008.
5. This is Plaintiff’s first request for a continuance in this case and it is anticipated that this will be the only continuance sought in this case.

WHEREFORE, Plaintiff, ABC Builders, Inc. respectfully requests this Honorable Court to grant its Consent Motion for Continuance and continue the trial date in this matter for the next available date after June 25, 2008.

Respectfully submitted,

STAN C. CHEATUM
DEWEY, CHEATUM & HOWE, LLC
1234 South Main Street
Bel Air, Maryland 21014
(410) 555-5554
CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 28th day of May 2008, a copy of the foregoing Consent Motion for Continuance and proposed Order was served via First Class mail, postage prepaid, to the following counsel of record:

John E. Doe, Esquire
567 Charles Street, Suite 100
Baltimore, Maryland 21211

Counsel for Defendant,
John Smith Concrete, Inc.

___________________________________
STAN C. CHEATUM

Sample Client Letter—Prepared by a Student

DEWEY, CHEATUM & HOWE, LLC
1234 Main Street
Baltimore, Maryland 12345

Telephone: (410) 321-4567
Facsimile: (410) 765-4321
February 10, 2006

VIA FIRST CLASS MAIL

Mr. Barry Williams
123 Main Street
Baltimore, Maryland 21202

Re: Sam Shepard v. Barry Williams
Case No.: 02-C-05-2468

Dear Mr. Williams:

I hope this letter finds you and your family well. Today I received interrogatories from Mr. Shepard’s attorney, Ronald Smith. As we previously discussed, we are required to prepare answers to the interrogatories. We must return final answers to Mr. Smith by next Friday,
February 17th. Please contact me either by telephone or e-mail with the following information:

1. Name and contact information for the players on the baseball team;
2. Name and contact information for parents that were present at the game where the alleged assault took place; and
3. Name and contact information of any other person (i.e., spectators, officials) present at the game that may have additional information.

As soon as I have the additional information, I will forward a draft of the answers to you for your review and comment. As I previously mentioned, the answers are due to Mr. Smith by next Friday, so your prompt attention to this matter is greatly appreciated.

As always, please do not hesitate to call me if you have any questions. Thank you.

Sincerely yours,

Amanda B. Collins
Paralegal

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**Sample Inter-Office Memorandum—Prepared by a Student**

**MEMORANDUM**

TO: Instructor  
FROM: PALG Student  
RE: Mr. Slumlord Rental Case  

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**Issue**

Issue 1: Whether Mr. Slumlord will be held liable for holding an amount of 3 months rent for a security deposit for Ms. Tennant’s apartment?  
Issue 2: Whether Mr. Slumlord will be held liable for making the necessary repairs to the heat and rodent infestation in Ms. Tennant’s apartment?

**Brief Answer**

Issue 1: Yes. Mr. Slumlord will be held liable for holding an excessive security deposit. He is holding three months worth and legally he’s only allowed to hold up to two months.  
Issue 2: Yes and No. Mr. Slumlord will be held liable for making the necessary repairs to the heat in Ms. Tennant’s apartment because it is required by Maryland law. Mr. Slumlord will not be held liable for the rodent infestation because Ms. Tennant is the only tenant with this type of complaint.
Facts

First, Mr. Slumlord is withholding 3 months rent as a security deposit on Ms. Tennant’s apartment, and Ms. Tennant claims she was advised by a paralegal friend that this was against the law. Second, Ms. Tennant claims the heat in her apartment is not working properly and as it is now approaching the fall, she is demanding it be fixed. Third, Ms. Tennant claims that the apartment is infested with rodents; however, no other tenants in her building (there are 12 apartments in Ms. Tennant’s building, which is entirely owned by Mr. Slumlord) have made any such complaints. The lease agreement specifically disclaims any responsibility of Mr. Slumlord to make any repairs on the premises.

Analysis

Security Deposit

According to Maryland law, “a landlord may not impose a security deposit in excess of the equivalent of two month’s rent per dwelling unit, regardless of the number of tenants.” Md. Code. Ann., Real Prop. §8-203 (2007). Mr. Slumlord will be held liable for charging an excessive security deposit. He is holding three months rent for the security deposit and he is legally only allowed to retain two months worth of rent. This statute also states that if a landlord imposes an excessive security deposit, “the tenant may recover up to threefold the extra amount charged, plus reasonable attorney’s fees.” Id. This case is similar to Camer v. Lupinacci, 96 Md. App. 118, 623 A.2d 726 (1992).

In Camer, the appellees’ landlord demanded payment of a security deposit that was equivalent to three months rent, and that this violated Maryland law. See id., at 120, 623 A.2d at 727. The court held that the appellant required a security deposit that exceeded the amount allowed by statute and the appellees’ were entitled to a summary judgment. See id., at 122, 623 A.2d at 728. The court also held that the appellees’ were entitled to treble damages from the appellant. See id., at 120, 623 A.2d at 727. Treble damages are “damages that, by statute, are three times the amount that the fact-finder determines is owed.” Black’s Law Dictionary 335 (8th ed., West 2005). Like the Camer case, Mr. Slumlord has charged Ms. Tennant three months rent for her security deposit. Since this goes against Maryland law, Ms. Tennant has the right to recover damages. She can recover treble damages from Mr. Slumlord as long as she brings action during her tenancy in the apartment complex or within two years after the termination of her lease. See Md. Ann. Code. Real Prop. § 8-203.

Necessary Repairs

Mr. Slumlord also refused to repair Ms. Tennant’s heat and rodent infestation problem. A landlord has a duty to repair any condition or defect that poses a threat to the life, health, or safety of his tenants. See Md. Ann. Code., Real Prop. §8-211. These conditions include: lack of electricity, light, heat or running water, lack of adequate sewage disposal, the existence of any structural defect that poses a serious threat to physical safety, rodent infestation of two or more apartments, and the existence of any condition that causes a health or fire hazard to the apartment complex. See id. The case Stevan v. Brown, 54 Md. App. 235, 458 A.2d 466 (1983), analyzes this statute.

In Stevan, the appellants filed a complaint with the landlord in regards to the lack of heat and other conditions that prevented them from successfully carrying out their business. See id., 458 A.2d at 466. The court ruled that the lack of heat and other essentials were necessities that a landlord should provide in order for a tenant to carry out their business. See id. The court also stated that if the behavior of a landlord is “so serious as to amount to the deprivation of ‘the essence of what the landlord is to provide’ then the landlord will be liable to the tenant.” Id., at
Like the landlord in Stevan, Mr. Slumlord is liable to fix the heat in Ms. Tennant’s apartment. She still has the right to have adequate heating during the fall and winter months according to Maryland law. A lack of heat can deprive Ms. Tennant from a healthy and safe living environment as well.

On the issue of rodent infestation, Mr. Slumlord will not be held liable. Ms. Tennant is the only tenant out of 12 apartments with a complaint about the infestation. Maryland law requires that at least two or more tenants in the same apartment complex must bring an infestation complaint to Mr. Slumlord before he becomes responsible for terminating the rodents. Md. Code. Ann., Real Prop. §8-211. If Ms. Tennant can prove that another tenant in her complex has an infestation, she can rightfully bring a complaint to Mr. Slumlord.

One of the requirements under Section 8-211 is that the tenant give the landlord proper notice either by certified mail, actual notice of the conditions, or by a written statement from an appropriate government agency. See id. Ms. Tennant already gave actual notice of the problems to Mr. Slumlord. If after a reasonable time, Mr. Slumlord still has not repaired Ms. Tennant’s apartment, she can bring an action of rent escrow to pay rent to the court because of the problems with her apartment, or she can stop paying her rent and use those problems to assert an affirmative defense to an action for distress for rent. See id. If Ms. Tennant decides to do this, Mr. Slumlord will ultimately be responsible for making the necessary repairs to her apartment.

The clause in the lease releasing Mr. Slumlord from making any repairs on the premises of the apartment complex is void under Maryland law. Md. Code. Ann., Real Prop. §8-208. The statute states that any provision in a lease requiring a tenant to waive their rights or remedies that are supplied by applicable law is prohibited. In the case of Forrest v. P & L Real Estate Inv. Co., the court explains that “…all landlords be deemed to give an implied warranty for fitness of human habitation ‘in any written or oral lease or agreement for rental of a dwelling intended for human habitation.’” Forrest v. P & L Real Estate Inv. Co., 134 Md. App. 371, 389, 759 A.2d 1187 (2000). The court goes on to say that, “according to this implied warranty, all landlords warrant that ‘the premises shall not have any conditions which endanger the sanitation, lack of heat, lack of running water, or lack of electricity.’” Id., at 394, 759 A.2d at 1200.

Ms. Tennant can disregard the clause included in her lease as to those items of habitability. Mr. Slumlord is responsible for making her apartment suitable for human habitation. She did not waive her rights in this matter. In conjunction with Md. Code. Ann., Real Prop. §8-211, Ms. Tennant has every right under the law to expect Mr. Slumlord to be held liable for making the necessary repairs. A landlord is supposed to do whatever is necessary to “keep the premises in a fit and habitable condition,” and provide tenants with required items such as running water and heat. See 49 Am. Jur. 2d Landlord and Tenant §456 (2007).

Conclusion

Mr. Slumlord will be held liable on the issue of charging Ms. Tennant an excessive amount for a security deposit. He charged three months rent, and he is only legally allowed to take a maximum of two months rent. As a result, Ms. Tennant can recover treble damages and attorney’s fees against Mr. Slumlord on this matter. She also can bring an action of rent escrow to the court in order to get him to fix her apartment. In addition to these facts, Mr. Slumlord is required by Maryland law to repair her heat because it is a necessity to make the apartment habitable. At this time, he will not be held liable for the rodent infestation in Ms. Tennant’s apartment. She is the only tenant with this type of complaint, and Maryland law requires that at least 2 apartments in the same complex be infested before a landlord becomes liable for repairs.
School of Business, Social Science, Wellness, and Education
WRITING IN BUSINESS

PURPOSE

In the business studies program as well as in the actual business world, you will be writing constantly, including drafting business letters and memos, and developing business and marketing plans. In contrast to other disciplines where you will encounter other purposes for writing, the goal of business writing is to communicate factual information to an identified audience in a clear, direct manner. When you draft business correspondence for distribution to an audience—whether that audience consists of employees, customers, or colleagues—you could be called on to defend or explain the language you used in your correspondence. If your choice of words is careless or vague, there could be consequences far beyond your original intent.

TYPES OF WRITING ASSIGNMENTS

Here are some brief, general descriptions of the types of writing you might be asked to do in the business program:

• Case Studies
• Business Plans
• Marketing Plans
• Business Correspondence

Case Studies

In a Case Study, the student observes a business or some aspect of a business for a set period of time. The study might include information about the business’s strategic objectives, strategies, challenges, and strengths. A case study is like a riddle that has to be solved; it requires that the student think about the problem presented in the case study, analyze the available information, and develop possible solutions.

Business Plans

A Business Plan summarizes the operational and financial goals of a business and contains the mission statement, detailed action plans, and proposed budgets showing how the strategic goals of that particular business will be achieved. The plan is a comprehensive document which describes the business developmental objectives of an existing or proposed business in a clear manner. A good business plan is essential if a business is applying for loans or looking for government grants or assistance. The plan outlines what and how and from where the necessary resources will be drawn, and explains how the resource will be used to achieve the strategic objectives of the business.
Marketing Plans

A Marketing Plan is a written document that outlines the specific steps that a business will carry out to interest clients in its product or service, and to persuade those clients to buy its product or use its services. The Marketing Plan can be part of the Business Plan or a separate document. It is the vehicle through which the business communicates the quality and value of its products and/or services. The plan provides the roadmap for implementing the business’s marketing strategy.

Business Correspondence

Business correspondence on a daily basis can include letters, faxes, emails, and memos. Each category of correspondence requires consideration of the appropriate rules regarding formality and the intended audience.

EFFECTIVE WRITING IN BUSINESS

Although the criteria for effective writing can vary within a discipline, there are recommendations that are common to all. In an academic setting, business writing is similar to other disciplines in the sense that writing assignments could include such tasks as developing research questions, analyzing problems, considering theories, and explaining results. Proper grammar, spelling, and sentence structures must be used.

Business instructors will ask students to draft the type of documents that are used in a typical business setting. Your goal will be to communicate factual information to a particular audience and do so in a way that the words express exactly what you intend to communicate. It is essential to be able to distill complicated material into simple, straightforward language. Good business writing is clear and exact. A good vocabulary is essential. Business class assignments might consist of communicating with colleagues, customers, and/or supervisors. A good writer takes into consideration the intended audience, and he/she adopts the appropriate style and tone. A good writer will avoid using unusual words and will communicate in a polite manner even when delivering sensitive or negative news. Writing style and tone can range from formal (business letters) to informal (email and memos). A good writer will never write in a way that leaves his or her message open to interpretation by individual readers.

ADVICE ON WRITING IN BUSINESS

People judge us by the quality of our writing. Never let the quality of your writing convey a lesser image of you than you would present in person. For example, there will be times in your career when your writing will precede your personal appearance. A poorly written cover letter could mean that your application never gets more than a cursory glance. When you communicate
in writing with supervisors, poor writing skills may work against you. For example, a sloppy proposal could keep you from getting the promotion you might otherwise deserve.

Good writing skills result from practice and attention to detail. You simply have to see it as part of the “job” of being a college student and take advantage of all of the opportunities that are available here at CCBC to bring your writing skills up to the same high standards you hold in the other areas of your life.

Some basic writing advice: always take the time to edit and revise your writing. Use verbs in the active voice and present tense. Use personal nouns. Attribute any work that is not yours to its source. Learn the stages involved in producing good writing and follow them to insure that your work is polished. The stages are:

- **Pre-Writing**: where you generate ideas and begin to organize your thinking
- **Drafting**: where you turn your ideas into sentences and paragraphs, focusing on content rather than grammar and punctuation
- **Revising**: where you try to look at your work objectively, organize your thoughts, look at transitions, use clear thinking, and construct logical arguments
- **Proofreading**: where you review your work for typographical, spelling, and miscellaneous errors

Finally, your work is ready to send, distribute, and/or publish.

**Citing Sources**

Whenever a writer relies on or uses someone else’s work, that person deserves to be credited for their work and/or their writing. If you use a source without citing it, whether you use it intentionally or unintentionally, that use constitutes plagiarism. Students should learn what plagiarism is and how to avoid it. In your writing, if you quote, paraphrase, summarize, or otherwise refer to the work of another person, you must cite its source, using either parenthetical citations or footnotes. There are many resources available to students for learning to cite material properly including a page on citing sources on the CCBC library web page and in this Handbook. In business, students usually use APA (American Psychological Association) style citations; however, your instructors will indicate what style of citation they prefer.
WRITING IN PSYCHOLOGY

PURPOSE

Written communication is an important component of the psychology discipline. Writing provides an opportunity for you to engage in critical thinking. When writing in the field of psychology, students will need to think about how various topics relate to the study of behavior and mental processes of both humans and animals. How are the people and things you encounter on a daily basis relevant to psychology? Furthermore, students will need to analyze other relevant writing (textbooks, journal articles, etc.) and synthesize information obtained from these various sources with their own writing. The ability to examine the writing of others and to create one’s own writing are invaluable skills that psychology students will use academically, vocationally, and personally.

TYPES OF WRITING ASSIGNMENTS

Various types of writing/writing assignments may be assigned in Psychology classes:

• Research Papers
• Analysis of Research
• Reflective Papers
• Reaction Papers

Research Papers

Research papers include researching a topic or person in psychology.

Analysis of Research

Analysis of research includes studying published research, often from a peer-reviewed journal.

Reflective Papers

Reflective papers involve considering one’s own experiences and how psychological principles or concepts apply.

Reaction Papers

Reaction papers involve considering one’s reaction to a particular source—such as a film, book, or article—and how psychological principles or concepts apply.
EFFECTIVE WRITING IN PSYCHOLOGY

In psychology, effective writing demonstrates the following:

• Topic selection that is relevant to the discipline of psychology
• A clear thesis statement
• Information that is relevant and that supports the thesis statement
• Critical analysis and thoughtful discussion (i.e. writing goes beyond simply restating what has been written in other sources)
• Appropriate spelling, grammar, and syntax
• Appropriate style and format (Note: Different instructors have different style and format requirements. Please check with your instructor regarding whether your paper must be written according to American Psychological Association (APA) style or Modern Language Association (MLA) style)
• Citations where appropriate—both in-text and on a Works Cited or Reference page

Note: Most instructors use grading rubrics that explain exactly how your grade will be calculated based on the above criteria. Please refer to your instructor’s grading rubric for further direction and a more specific explanation of expectations.

ADVICE ON WRITING IN PSYCHOLOGY

The following are suggestions for how you may write effectively for your psychology assignments:

• Be sure that the topic you have chosen relates to psychology and meets your instructor’s requirements for an appropriate topic.
• Remember that the same “rules” that apply to writing an English paper apply to writing a psychology paper
  - Be sure you have a thesis statement. This will help you focus your writing efforts and help you decide what to include and what not to include in your paper.
  - Spelling and grammar are important
• Write thoughtfully. Your instructor does not want to read a compilation of other people’s research; rather, he or she wants to know how you have analyzed others’ information and research.
• In most cases, your paper should be written formally. This means that you should not write the same way that you text message or talk to your peers.
  - Use formal speech in your paper. (e.g. Use “children” rather than “kids.”)
  - Write in third person unless given permission to do otherwise.
  - Avoid contractions. (e.g. “you’re” should be written “you are.”)
  - Do not use personal opinions, stories, or examples unless the assignment allows you to do so.
• Be sure that you properly cite information in your paper. If the information did not come from your mind, you must give credit to the person who is responsible for it. **Plагiarism will not be tolerated.** If in doubt, cite it!

• Be sure you have followed all of the directions in the assignment. Unfortunately, students often lose points on papers because they fail to follow the directions.

• Allow at least one other person to review your paper before you submit it to your instructor. Some of the best people to have review your paper are professors who work in the Writing Center. Not only will this help you earn a better grade, but it will help you improve your writing for the future.

• Do not wait until the last minute to start your assignment! Your instructor is willing to assist you in the writing process, but he/she will expect that you allow ample time to discuss your writing with him or her.
WRITING IN SOCIOLOGY

PURPOSE

All sociology courses at CCBC include a writing component. Written assignments provide students an opportunity to do the following:

• Explore and become engaged in thinking about current issues and relate their work and understanding of these issues to sociological theories and concepts
• Examine their own social circumstances—family, work, and community—in the context of the sociological perspective
• Utilize the “sociological imagination” (the sociological perspective) to understand contemporary social problems and issues through use of a variety of media sources and other forms of representation, which includes news sources, journals, the popular press, films, and literature
• Become engaged in society through experiential learning, including field trips to museums or religious institutions, engaging in service activities in a variety of non-profit agencies and programs in the community, and being involved with political campaigns and issue driven projects

TYPES OF WRITING ASSIGNMENTS

Various types of writing/writing assignments may be assigned in a sociology class, one of which may be a Virtual Portfolio.

Virtual Portfolio

As a major part of this discipline, you may be required to submit a compilation of information in the form of a portfolio. The purpose of this assignment is to review articles, movies, films, or musical selections and apply the sociological perspective. You will be required to complete a sociological assessment of each entry that you select for your portfolio.

ADVICE ON WRITING IN SOCIOLOGY

Students will be most successful in writing their assignments for Sociology courses if they clearly follow the guidelines, structure, and questions that each assignment requires. “Padding” papers with extraneous information or uninformed comments that reflect a biased view is inappropriate. The goal of developing a sociological imagination and using it effectively in writing assignments requires the following:
• objectivity
• an ability to understand the interaction and relationship of biography and history
• integration of the framework and perspective of cultural relativism into the presentation of an understanding and analysis of social issues, problems, society, and individual’s place in society and history
WRITING IN WELLNESS

PURPOSE

The Wellness department encourages writing as an important part of reflection, expression, and understanding. Students in this department will take courses in physical education, health, health fitness, and recreation to satisfy General Education and/or major requirements. To this end, writing assignments encourage the relationships between learning and critical thought in their subject matter.

Several types of writing assignments are explained below. Not all of these assignments are required by all instructors. In general, these assignments are used to determine what you have learned and to show your professor that you can express original thoughts and can communicate them through writing.

TYPES OF WRITING ASSIGNMENTS

Writing requirements may vary from course to course and professor to professor. You should expect to use writing in all wellness courses regardless of the subject matter. All writing assignments have purpose. Your professor will explain these purposes clearly and will address them in the course syllabus. Various types of writing/writing assignments may be assigned in wellness classes:

- Examination Essay
- Short Answer Essay
- Research Term Paper
- Survey of Literature
- Article or Book Review
- Personal or Client Profile and Prescriptions
- Lesson Plan
- Journal, Logbook, or Report
- Lab Report
- Online Discussion Board

Examination Essay

In this format, you may need to answer one or more essay questions. These questions are designed to allow you to demonstrate your knowledge of a specific topic. These questions will vary in length and depth of response. They may be a part of a quiz, or they may be the entire exam.
Short Answer Essay

This is most often used as a part of an exam and is an informal response. This type of exam response allows the student an opportunity to demonstrate understanding and perspective as well as knowledge.

Research Term Paper

In Wellness courses, this assignment might be a common graded assignment (everyone writing on the same topic) or an individual topic of personal interest. Regardless of assignment, in-depth research is required, often accompanied by progress checks on surveys of literature and/or rough drafts. Professors will verify requirements of every assignment, including length, format, and deadlines.

Survey of Literature

Frequently professors will require, as a measure of progress in term paper research, an assignment demonstrating a survey of literature. This involves an outline of existing literature (journals, books, articles, and/or web sites) on the subject of your term paper.

Article or Book Review

These assignments require you to read the material with a critical eye to analyze what has been written. Your assignment will most often require you to summarize, in written form, what the article was about. Your summary might be an argument or perhaps a personal reflection.

Personal or Client Profile and Prescription

Several courses in Wellness require physical profiles of yourself or your classmates. This profile is based upon a battery of fitness evaluations. The purpose is to evaluate or critique a person’s current physical status in regard to longevity risk factors. Usually, the observed evaluations are recorded in a formatted style, re-organized as a rough draft or outline, and then formally written as a prescription for the individual.

Lesson Plan

Within the Wellness department, there are four major programs. In these majors, students must present lessons to the class. A lesson plan follows a prescribed outline as presented by the professor and is usually approved by the professor before being taught.

Journal, Logbook, or Report

Many classes in Wellness have an experiential aspect to their requirements. Students may be involved in various activities including weekend trips, work or field experiences, national conferences, interviews, and other out-of-class learning environments. In these instances, it is
frequently required that the student keep a record of accomplishments through a journal, logbook, or report.

**Lab Report**

Lab reports are usually a brief but concise summary of evaluations or measurements taken in a lab or field experience. Although the lab experience involves learning, the lab report is the conclusion of the process. To this end, every lab report follows a format established by the professor.

**Online Discussion Board**

Online discussion boards usually accompany every online Wellness course and involve students interacting with fellow classmates and the instructor regarding the course.

**EFFECTIVE WRITING IN WELLNESS**

In Wellness, you will face many of the common objectives of scholarly writing including using appropriate grammar, structure, and organization. In writing assignments, you will face the challenge of communication and of explaining the results of your discoveries, investigations, or observations. Effective writing takes time. No one has a perfect first draft; this is why a first draft is important—it allows the writer to process his/her ideas, to rearrange the presentation on paper, and to make everything logical and clear. You should always outline, draft, write, rewrite, and edit. There is always more to write and a different way to say it. Always ask yourself if you have given your professor the best you can. Writing takes time.

Finally, there are two components of writing that are observed in all disciplines within the CCBC community. These are honesty and documentation. Simply stated, the work that you turn in should always be the result of your own thoughts and language. Everything else must be properly documented.

**ADVICE ON WRITING IN WELLNESS**

Obviously, there are many differences between an exam essay, a term paper, or a lab report. Every form of writing requires a knowledge of what your professor wants or requires, which can be overwhelming. However, there are many places to get help such as:

- **Your professor:** Every professor at CCBC has an e-mail address, office hours, and an on-campus phone number. If you need more explanation or clarification, go see your professor.
• Your library: All CCBC libraries have posted hours. They also have a Help Desk where you can ask questions and establish some direction. Use your CCBC library or go to the public library in your community.
• This handbook: There are dozens of explanations and examples in this handbook. Look through several of the sections, especially those addressing writing for the sciences. Take note of differences in writing styles.
• Your peers: You have a room full of classmates. Some of them might be a lab or training partner. Network with these people, share ideas, sit down, and brainstorm. This technique also encourages good listening. Great mountaineering teams call this “the strength of two; the weakness of none.”

MISCELLANEOUS INFORMATION FOR WRITING IN WELLNESS

What is an “A” paper?

• Well-developed with an abundance of supportive information
• Uses many details to support the topic and has a good conclusion
• Uses many technological resources to support the content
• Presents ideas in an orderly, logical sequence, and is easily understood
• Has very few grammatical and/or spelling errors

What is a “C” paper?

• Fairly well-developed with some supportive information and is short of the required length
• Uses some details, but the topic development and conclusion are weak
• Uses some technological resources, but is short of the required number
• Some confusing ideas, although they are still in a logical sequence
• Has some grammatical and/or spelling errors

What is a failing paper?

• Poor structure or analysis and is unacceptably short
• Has few details to support any conclusion
• Uses very few or no technological resources
• Has unclear ideas, no information to support the topic, and is difficult to read
• Has an unacceptable and distracting number of grammatical and/or spelling errors
School of Applied and Information Technology
WRITING IN COMPUTER INFORMATION SYSTEMS (CINS)

PURPOSE

Just like other college-level courses, your computer information systems (CINS) courses will require you to write in a variety of situations. Some writing will be fulfilling academic requirements, such as research papers, case study analysis, and essay examinations. Other writing will be more technical: instructions, memos and cover letters, and technical documents. All writing reflects your grasp of key concepts and your ability to communicate it clearly to a variety of audiences.

TYPES OF WRITING ASSIGNMENTS

There are three basic types of writing assignments in CINS courses:

- Academic
- Writing to Accompany Digital Media
- Technical Writing/Writing for the Workplace

Academic Writing

Academic writing assignments address the course objectives. Your research topics typically will deal with emerging issues in computer sciences. You also will have to read articles in trade and technical journals and summarize or review them. Some assignments will require you to study individual situations and review their impact on current technological trends. Many exams will require you to answer questions with brief essays.

Writing to Accompany Digital Media

CINS enables you to combine text and visual aids into a brochure, on-line presentation, or audio presentation. As a designer or editor, you will need to know how to craft concise slogans or descriptive text for some presentations, brochures, fliers, or other documents for publication. Sometimes you may be called on to plot out and write a script for a narrative production. Each of these tasks will require your ability to understand the purpose and tone of the presentation and provide the written text to support the media.

Technical Writing/Writing for the Workplace

Technical writing involves gathering information from expert sources and presenting it to your reader in a clear and easy to understand form. Whether you are producing media or supporting its production, you will need to know how communicate ideas in a variety of formats including memos, proposals, cover letters, instructions for users, and program documentation and
specifications. Technical writing should accurately convey information without relying on jargon or overly technical language. It should be clear, direct, and specific.

EFFECTIVE WRITING IN CINS

Computer Information Systems implies an emphasis on technical precision. Similarly, writing for CINS requires clarity, accuracy, and conciseness. Your writing should follow all assigned directions and should be well organized, whether you are writing a research paper, a script for a presentation, or a cover letter for product placement. As with your other college courses, you should use correct English grammar, spelling, and punctuation when you write for CINS. You will need to use visual data—tables and figures—appropriately. Effective writing also depends on reporting and documenting information correctly and accurately.

ADVICE FOR WRITING IN CINS

Because so much of your content directly supports another format, e.g. descriptive texts, scripts, or instructions, make sure you understand the purpose and end use of your document. Use technical language and terms only in the context of the specific situation. Upon completing a document, put it aside until you can look at it with a fresh perspective. Review your work for clarity, accuracy, and correctness.
Reference/Research
LIBRARIES AT CCBC

The ability to find and use information effectively is important to your academic success at The Community College of Baltimore County. The librarians at CCBC will help you with the research portion of your assignments.

Library Services

The CCBC Library consists of three libraries, located in the F building on the Catonsville campus, the P building on the Essex campus, and the L building on the Dundalk campus. Each library has computers for student use, and laptops with wireless access can be checked out for use in the library. The total number of books and other materials in all three libraries is 201,254. The libraries also provide access to approximately 50 research databases that include thousands of journal, magazine, and newspaper articles.

Additionally, the library website (http://library.ccbcmd.edu) provides access to a librarian twenty-four hours a day, seven days a week through the Ask Us Now reference service. Students can also access library databases 24/7 from off campus with a library PIN. To create a PIN, you need your CCB student ID number. The library staff can assist you with this on-site or by telephone during normal library hours. During the fall and spring semesters, the libraries are open:

- Monday-Thursday 8 a.m.-9 p.m.
- Friday 8 a.m.-4:30 p.m.
- Saturday 10 a.m.-3 p.m.

If your campus library does not have the book you need, you may request it from another campus library through the library’s online catalog using your PIN. If the books or articles you need for your research are not available from any of the campus libraries, the library can borrow them for you from other libraries through Inter-Library Loan (ILL). Starting your research early will greatly improve your chances of getting the resources you need in a timely manner.

Library Resources

Much of the research and writing you do for your courses at The Community College of Baltimore County will require support and documentation from primary and secondary sources. These resources—available in each of the campus libraries as books, media, magazines, journals and newspapers, in print or online—can be accessed on and off campus.

An important step in a successful research strategy involves identifying the best sources of information to meet your particular research needs. The easy availability of information on the Internet adds new challenges to doing research, especially in determining credibility. Although the Internet can be helpful in finding certain kinds of information quickly, you will locate more reliable and authoritative information for your assignments through the use of online databases made available by the CCBC Libraries.
To make it easier to choose among the available databases for a particular research topic, the library website organizes the databases by name, subject, and alphabetical order. The subject pages group together the most useful databases for each discipline and provide links to reference sources, quality websites, and specialized help guides. To locate books, videos, CDs, and DVDs, use the library catalog. You may also access full-text encyclopedias and other reference sources from the library website.

Library Instruction

Information Literacy forms the basis for lifelong learning. It is a set of skills necessary to recognize when information is needed, and to locate, retrieve, evaluate, and use the information effectively. In order for each student to master the Information Literacy Core Competency, your instructors will request library instruction that is tailored to your assignments. The librarians will teach you a wide range of research skills, including how to formulate a search strategy, evaluate resources, and use online databases. The classes are held in the libraries’ computer classrooms. You may also request individual help from a librarian. The following is a list of the learning outcomes for all CCBC students:

Beginning freshmen should be able to do the following:

- Understand library services, e.g. circulation, reference, reserves, and interlibrary loan
- Find library hours, fines, loan periods, contact information, and service policies
- Use the Internet to find specific information online
- Use general and specific dictionaries, thesauri, encyclopedias, atlases, and handbooks
- Use the library catalog to find a book by author, title, keyword, and/or publisher
- Locate a book using Library of Congress call number
- Understand what constitutes plagiarism and how to avoid it
- Understand what constitutes a bibliographic citation

First-year students should be able to do the following:

- Choose appropriate topics for research
- Choose appropriate keywords for searching
- Understand the difference between magazines and journals
- Understand and execute a Boolean search
- Determine what kind of information is appropriate for assignments
- Cite information sources using APA or MLA styles
- Locate full-text information with a bibliographic citation
- Evaluate information by examining its authenticity, currency, validity, and reliability

Second-year students should be able to do the following:

- Choose appropriate subject headings for searches
- Choose appropriate databases to find information in specific disciplines
- Understand the difference between subject and keyword searching
• Understand the difference between primary and secondary sources
• Understand what indexes are and know how to use them
• Understand intellectual property and copyright issues
• Write an annotated bibliography
• Critically select and use information for a variety of assignments
Citation Guides
Documenting Research Papers: APA Style

To document the facts and ideas that you find and use in your research, create a reference list of sources of information cited and a series of references that indicate which facts and ideas came from which source. The American Psychological Association (APA) style of documentation is widely used in the United States. This handout explains and provides examples of the most common types of citations. For more detailed explanations or for more unusual types of citations, please see the Publication Manual of the American Psychological Association, (5th Edition), call number REF BF 76.7.P83 2001, which is available at the Reference Desk, or ask a librarian.

Reference List Basics

The tables below show the information you need and the format to use for each type of resource on the left. A specific example for that type of resource is on the right. You will also need to know the following as you create your reference list:

- Double space all lines within and between entries. Examples provided on this handout are single spaced to save space.
- Indent one-half inch (5 spaces) before the second and all subsequent lines in the citation.
- Arrange the completed reference list in one alphabetical list.
- Give only the first city of publication; use official two-letter U.S. Postal Service abbreviations for states.
- Each reference cited in your text must appear in the reference list, and each resource on the reference list must be cited in the text.
- Only the first word of a title or subtitle and proper nouns are capitalized in book titles and magazine, journal, and newspaper article titles and subtitles.
- Use n.d. (no date) when there is no publication date.
## Formats and Examples for Print Resources

### Books

<table>
<thead>
<tr>
<th>Basic Format of Citation</th>
<th>Sample Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Author</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Authors</strong></td>
<td></td>
</tr>
<tr>
<td>Last name of 1st author, Initial(s) of author &amp; Last name, Initials of 2nd author. (Date). <em>Title of book</em>. City of Publication: Publisher.</td>
<td>Torrey, E. F. &amp; Knable, M. B. (2005). <em>Surviving manic depression</em>. New York: Basic Books. [Note: For more than 6 authors, substitute the phrase “et al.” for all subsequent authors after the sixth one.]</td>
</tr>
<tr>
<td><strong>Editor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter in An Edited Book</strong></td>
<td></td>
</tr>
<tr>
<td>Last name of article chapter author, Initial(s) of author. (Date). Chapter title. In Book editor initial(s) and last name (Ed.). <em>Title of book</em>. (pp. page numbers of chapter). City of Publication: Publisher.</td>
<td>Johnson, C. &amp; Bulik, C. (2007). Genetics play a significant role in eating disorders. In V. Wagner, (Ed.), <em>Eating disorders</em> (pp. 70-76). Detroit: Thomson Gale.</td>
</tr>
<tr>
<td><strong>Government Publication</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Encyclopedia Article</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Magazines, Journals, and Newspapers

<table>
<thead>
<tr>
<th>Basic Format of Citation</th>
<th>Sample Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Magazine</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Newspaper
Last name of author, Initial(s). (Date in year, month day format). Title of article. *Newspaper Title*, p. (pp.) Page(s).


### Formats and Examples for Electronic Resources

#### Articles from Library Databases
Citation for print version of the source. Retrieved Date used in month day, year, format, from the Name of Database.


Citation for print version of the source. Retrieved Date used in month day, year, format, from the Name of Database.


#### Internet Sources
Last name of author, Initial(s) of author/editor. (Date). *Title of site*. Retrieved Date used in month day, year, format, from URL.


#### E-Mail
Initial(s) and last name of writer, personal communication, Date of message in month day, year, format. *[Note: Cite email in text only; no entries on the reference list.]*

| (A. Sleeman, personal communication, March 7, 2008) |

### Formats and Examples for Other Resources

#### Television Broadcast
Last name of author, Initial(s) of author. (Function of author). (Date of broadcast). Title of program [Television broadcast]. Place of production: Broadcasting service.


#### Motion Picture/Video recording/DVD
Last name of author, Initial(s) of author. (Function of author). (Date). Title of movie. [Type of production]. Place of production: Studio.


#### Interviews
Initial(s) and last name of person interviewed, personal communication, Date of message in month day, year.

| (M. Sargent, personal communication, February 15, 2008) |
Documenting Sources in the Text of the Paper with In-Text References

When you quote from a source or use an idea taken from the work of someone else, note this in the text of your paper with an in-text reference. Place the author’s last name and the year of publication in parentheses after the material used; when there is no author, use a shortened form of the title and the year. If the author’s name appears in the text, it may be omitted from the in-text reference. When a work has two authors, cite both names every time the reference occurs in text with an ampersand in between; but, when a work has three or more authors, cite only the last name of the first author followed by et al. Include the full name of the author(s) and the complete citation to the work in the reference list at the end of the paper. Be sure to include a page number for direct quotations.

The text would state: “Although some cultures and societies condone or even encourage abuse more than others, we must always guard against the cultural arrogance that says that one way is best for all children.” (Berger, 2000, p. 34).

Or the text could state: According to Berger, “Although some cultures and societies condone or even encourage abuse more than others, we must always guard against the cultural arrogance that says that one way is best for all children.” (2000, p. 34).


With two authors, the parenthetical reference in the text would look like this: (Johnson & Bulik, 2007).

With no author, the parenthetical reference in the text would look like this: (Statistical abstract, 2007).
Documenting Research Papers: APA Style

Extra Examples for Electronic Resources

Academic Search Premier


CQ Researcher


National Newspapers


Opposing Viewpoints


ProQuest Education Journals


ProQuest Psychology Journals


ProQuest Research Library

PsycARTICLES


PsycINFO


ScienceDirect


Science Resource Center


SocINDEX with Full Text


SIRS Researcher


WestLaw

Sample Reference List

References


The Chicago Manual of Style allows for two types of reference styles: the Author-Date system and the Documentary-Note (or Humanities) Style. This handout covers the Author-Date system, for additional information on this system as well as the Documentary-Note Style consult The Chicago Manual of Style, 15th ed., 2003, in the Reference collection at: Ref Z 253.C57 2003. The following examples are taken from that style manual.

<table>
<thead>
<tr>
<th>Formats and Examples for Print Resources</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citation In Text</strong></td>
<td><strong>Sample Citation</strong></td>
</tr>
</tbody>
</table>

Encyclopedia Article
“in the fifteenth edition of the New Encyclopedia Britannica, Giudo Gergorietti notes about Dress & adornment…”

No Entry
(“Well-known reference books, such as major dictionaries & encyclopedias are normally cited in notes rather than In bibliographies.” Pg. 715)
Documenting Research Papers: The Chicago Manual of Style

Extra Examples for Electronic Resources

Journal Article from an Electronic Database


Newspaper Article from an Electronic Database


Website (or part of a website*)


“For original content from online sources other than periodicals, include as much of the following as can be determined:

- author of the content
- title of the page
- title or owner of the site
- URL.”

Pgs. 714,715

*If there is no author, the owner of the site may be used instead.

**For informal sites such as personal home pages or fan sites without a title, you may use a descriptive phrase as a title.
Documenting Research Papers: MLA Style

To document the facts and ideas that you find and use in your research, create a list of sources of information cited (a bibliography) and a series of references that indicate which facts and ideas came from which source. The Modern Language Association (MLA) style of documentation is widely used in the United States. This handout explains and provides examples of the most common types of citations in MLA. For more detailed explanations or for more unusual types of citations, please see the MLA Handbook for Writers of Research Papers, (6th Edition), call number REF LB 2369.G53 2003, which is available at the Reference Desk, or ask a librarian for assistance.

Bibliography Basics

The tables below show the information you need and the format to use for each type of resource on the left. A specific example for that type of resource is on the right. You will also need to know the following as you create your list of works cited:

- Double space all lines within and between entries. Examples provided on this handout are single spaced to save space.
- Indent one-half inch (5 spaces) before the second and all subsequent lines in the citation.
- Arrange the completed bibliography in one alphabetical list.
- Give only the first city of publication.
- Give the shortest form of the publisher’s name.
- Abbreviate the names of all months except May, June and July.
## Formats and Examples for Print Resources

### Books

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<td></td>
</tr>
<tr>
<td>Last name of 1st author, First name and first and last name of 2nd author. Title. City of Publication: Publisher, Date.</td>
<td>Torrey, E. Fuller and Michael B. Knable. <em>Surviving Manic Depression</em>. New York: Basic Books, 2005. [Note: For more than 3 authors, substitute the phrase “et al.” for all subsequent authors after the first one.]</td>
</tr>
<tr>
<td><strong>Editor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Series</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Government Publication</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Work in an Anthology</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Encyclopedia Article</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Magazines, Journals, and Newspapers

<table>
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<tbody>
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<td><strong>Magazine</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Formats and Examples for Other Resources

**Sound Recordings**

- **Entire recording**
  - Last name of artist, First name. Title of recording. Recording Date if available. Manufacturer, Date of issue.
  

- **One piece on a recording**
  - Last name of artist, First name. “Title of piece.” By Composer first and last name. Title of recording. Recording Date if available. Manufacturer,
  

  [Note: If not a compact disc, indicate the format (e.g.]
<table>
<thead>
<tr>
<th>Date of issue.</th>
<th>audiocassette, LP before the manufacturer’s name.]</th>
</tr>
</thead>
</table>
| **Interviews**  
Last name of person interviewed,  
First name. Personal interview. Date of interview. | Sargent, Margaret. Personal interview. 15 Feb. 2008.  
[Note: Use “Telephone interview” or “E-mail interview” in place of “Personal interview” as appropriate.] |

**Documenting Sources in the Text of the Paper with Parenthetical References**

When you quote from a source or use an idea taken from the work of someone else, note this in the text of your paper with a parenthetical reference. Place the author’s last name and the page number in parentheses after the material used; when no author is available, use the title and the page number. If the author’s name appears in the text, it may be omitted from the parenthetical reference. Include the full name of the author and the complete citation to the work in the bibliography at the end of the paper.

**The text would state:** Medieval Europe was a place “of raids, pillages, slavery, and extortion, and of traveling merchants, monetary exchange, towns, and active markets in grain” (Townsend 126).

**Or the text could state:** According to Townsend, Medieval Europe was a place “of raids, pillages, slavery, and extortion, and of traveling merchants, monetary exchange, towns, and active markets in grain” (126).

Documenting Research Papers: MLA Style

Extra Examples for Electronic Resources

Academic Search Premier


CQ Researcher


Culture Grams World Reports


Literature Resource Center


National Newspapers


Opposing Viewpoints

ProQuest Research Library


PsycARTICLES


SIRS Researcher


WestLaw

Sample List of Works Cited

Works Cited


Glossary
Glossary of Terms

Analyzing: Looking at something closely to understand what it means and how the meaning is presented.

Annotated bibliography: A bibliography that includes brief explanations or notes for each reference.

Answer (Legal Studies): To respond to a question, a pleading, or a discovery request.

Articles: A small group of words that identify whether nouns are definite or indefinite. English articles are the words a, an and the. The definite article is the, and the indefinite articles are a or an.

AskUsNow: 24/7 Virtual Reference Services.

Atlases: A bound collection of maps; a bound volume of charts, plates, or tables illustrating any subject.

Audience: The readers of a written work.

Authoritative information: Evaluating sources for reliability, validity, currency, and credibility.

Battery: A group or unit of tests or measures which may be written up or reported upon.

Bibliographic citation: A source citation includes the author's full name (last name first), the title of the work (with all important words capitalized) and the publication information which includes the place of publication, the publisher's name, and the date of publication.

Block method: A way to organize information in a comparison and contrast essay. In the block method, the writer talks about similarities and differences in separate paragraphs.

Boolean search: A search query using the Boolean operators, AND, OR, and NOT, and parentheses to construct a complex condition from simpler criteria (to make a search more
specific and limiting). A typical example is searching for combinations of keywords on a World-Wide Web search engine.

**Circulation**: The lending of library books and other materials; the number of books and materials that a library has lent; or the processes connected with providing for the use of library materials, including reserve operations, recall, and record-keeping.

**Citing**: To say where information that is copied from a book, newspaper, magazine, or website came from. Information that is not your own must be cited so that you give credit to the source from which it came. There are formal rules for citing information in a paragraph or essay.

**Client**: A customer or patron who needs or is interested in your services or profession.

**Coherent**: Logical, makes sense.

**Comparing**: To say how two or more things are similar.

**Complaint (Legal Studies)**: The initial pleading that starts a civil action and states the basis for the court’s jurisdiction, the basis for the plaintiff’s claim, and the demand for relief. In some cases, this pleading is called a petition.

**Complex sentence**: A sentence with one independent (main) clause and one or more dependent (subordinate) clauses. A subordinator must join the dependent clause to the independent clause.

Example: *When our guests arrived, we began to serve dinner.*

**Compliance (Legal Studies)**: Changing one's behavior as a result of other people directing or asking for the change.

**Compound sentence**: A sentence with two or more independent (main) clauses joined by a coordinator, a conjunctive adverb, or a semicolon. A compound sentence does not contain any dependent (subordinate) clauses and does not use subordinators. Example: *John planned to go for a walk, but it was raining.*
**Compound-complex sentence**: A sentence with two or more independent (main) clauses and two or more dependent (subordinate) clauses. Independent clauses must be connected by a coordinator, conjunctive adverb, or semicolon. Dependent clauses must be connected to an independent clause with a subordinator. Example: *When the weather is warm, Laura likes to go to the beach, and her sister usually goes with her.*

**Concluding sentence in a paragraph**: The sentence at the end of a paragraph that summarizes the main idea.

**Conclusion**: The final paragraph of an essay. The conclusion restates the thesis and/or summarizes the main subtopics of the essay.

**Conclusion (Legal Studies)**: The final part of a speech or writing (such as a jury argument or a pleading).

**Conjunctive Adverb**: A word that connects two independent clauses and shows the relationship between those two clauses.

**Context**: The part of a text or statement that surrounds a particular word or passage and determines its meaning.

**Contrasting**: To say how two or more things are different.

**Coordinating conjunctions**: A word that connects two or more related items and signals the relationship between them.

**Copyright**: The exclusive right to make copies, license, and otherwise exploit a literary, musical, or artistic work, whether printed, audio, video, etc.: works granted such right by law on or after January 1, 1978, are protected for the lifetime of the author or creator and for a period of 50 years after his or her death.
Correlation study: A study that attempts to measure the relationship between two variables.

Correspondence: Communication by written letters.

Critical thinking: The mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion.

Critical: To look at information or results or research with care, precision or discriminating judgment and to try to understand its relationships, such as cause and effect.

Demand letter (Legal Studies): A letter by which one party explains its legal position in a dispute and requests that the recipient take some action (such as paying money owed), or else risk being sued. • Under some statutes (especially consumer-protection laws) a demand letter is a prerequisite for filing a law suit.

Dependent (subordinate) clause: A group of related words with a subject and verb. A subordinator cannot stand alone as a sentence. It must be joined to an independent (main) clause with a subordinator.

Dependent variable: Variable in an experiment that represents the measurable response or behavior of the subjects in the experiment.

Dictionaries: A book containing a selection of the words of a language, usually arranged alphabetically, giving information about their meanings, pronunciations, etymologies, inflected forms, etc., expressed in either the same or another language; lexicon; glossary: a dictionary of English; a Japanese-English dictionary.

Drafting: The process of writing a first version of a paragraph or essay with a plan to rewrite it with improvements after receiving feedback.

Editing: To go over an essay or a paragraph to find and correct mistakes.
**Encyclopedias**: A book or set of books containing articles on various topics, usually in alphabetical arrangement, covering all branches of knowledge or, less commonly, all aspects of one subject.

**Essay**: A composition on a particular theme or subject. An essay usually has specific parts: an introduction with a thesis statement, supporting paragraphs, and a conclusion.

**Exposition**: Writing for the purpose of informing an audience, composed primarily of explanation or description.

**Final draft**: A completed paragraph or essay which has gone through a drafting and an editing/revising phase. It should be complete and have few errors.

**Format**: The general style or layout of a report, including length, margins, paragraph structure and so forth.

**Handbooks**: A book of instruction or guidance, as for an occupation; manual: a handbook of radio; a guidebook for travelers: a handbook of Italy; a reference book in a particular field: a medical handbook; or a scholarly book on a specific subject, often consisting of separate essays or articles: a handbook of lectures on criticism.

**Independent clause (main clause)**: A group of words with a subject and verb that can stand alone as a sentence. An independent clause does not begin with a subordinator.

**Independent variable**: Variable in an experiment that is manipulated by the experimenter.

**Index**: (In a nonfiction book, monograph, etc.) A more or less detailed alphabetical listing of names, places, and topics along with the numbers of the pages on which they are mentioned or discussed, usually included in or constituting the back matter.
**Information Literacy**: Using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.

**Intellectual property**: Property that results from original creative thought, as patents, copyright material, and trademarks.

**Inter-Library Loan (ILL)**: A service that allows users in one library to borrow materials from another library.

**Internet or World Wide Web**: A vast computer network linking smaller computer networks worldwide (usually prec. by the). The Internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols.

**Introductory paragraph**: The first paragraph in an essay. It includes general statements about the topic that lead to the thesis statement, which is usually the last sentence in the introductory paragraph.

**Introductory statement**: The first part of an essay which sets the tone, main idea and plan of what the writer is going to address in the rest of the essay.

**Invention**: Different strategies for creating new ideas, brainstorming (part of the writing process).

**Issue (Legal Studies)**: A point in dispute between two or more parties.

**Keyword searching**: Searching which uses a few key, or important, words to retrieve books or articles on a specific topic or associated with those words in some way.

**Keyword**: A significant or memorable word or term in the title, abstract, or text of an item being indexed, used as the index entry.
Language: System for combining symbols (such as words) so that an unlimited number of meaningful statements can be made for the purpose of communicating with others.

Linear writing style: A writing style with a main /central idea or point. Every part of the paragraph or essay supports the main point without digressing or repeating (unless repetition is used to reinforce coherence and unity).

Media: CDs, DVDs.

Memorandum (Legal Studies): 1. An informal written note or record outlining the terms of a transaction or contract. 2. An informal communication used esp. in offices; often shortened to memo. 3. A party’s written statement of its legal arguments presented to the court, usually in the form of a brief or memorandum of law.

Mode: A way or technique for expression or learning.

Motion (Legal Studies): A written or oral application requesting a court to make a specified ruling or order.

Moving party (Legal Studies): One who makes a motion to a court.

Notice (Legal Studies): Legal notification required by law or agreement, or imparted by operation of law as a result of some fact (such as the recording of an instrument).

Online Databases: Subscription service on the Web to find articles mostly in periodicals. Some come with full text and remote access.

Outline: A plan for organizing main points and supporting details before writing a paragraph of an essay.

Paragraph: A group of sentences that discusses one main idea. The main idea is expressed in the topic sentence of the paragraph. The main idea is developed with a series of main supporting points and supporting details in the other sentences of the paragraph.
**Paralegal:** A person qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.

**Paraphrase:** Putting someone’s words into your own (and giving appropriate credit for the ideas through parenthetical citation).

**Periodical:** Magazine, Journals, Newspaper: a magazine or other journal that is issued at regularly recurring intervals.

**Phrase:** A group of related words that does not contain a subject and a verb.

**PIN:** Personal Identification Number.

**Plagiarism:** The use of someone else’s ideas or information in a paragraph or essay without giving the proper credit through citations in the paragraph or essay. Copying a paragraph or essay that someone else wrote is also plagiarism. Plagiarism may be intentional or unintentional. It can result in failure and other serious consequences.

**Pleading (Legal Studies):** A formal document in which a party to a legal proceeding (esp. a civil lawsuit) sets forth or responds to allegations, claims, denials, or defenses.

**Point-by-point method:** A way to organize information in a comparison and contrast essay. In the point-by-point method, the writer talks about the similarities and differences of each point.

**Pre-writing:** A method of organizing thoughts before beginning to write a paragraph or essay. It is part of preparing to write and helps formulate ideas. It may include creating an outline or conducting research.

**Primary source:** The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.

**Pro forma (Legal Studies):** Made or done in formality.
**Process writing:** Learning how to write by completing different stages of a process. Process writing begins with pre-writing, which may include outlining, and involves drafting, which involves editing and rewriting.

**Psychology:** The scientific study of behavior and mental processes.

**Recursive:** The process of rewriting and rethinking (draft by draft).

**Reference Services:** Service where users can get assistance in using the library. Where to go to find out recommended resources and research strategies.

**Reference Sources:** Sources designed to be consulted when authoritative information is needed, rather than read cover to cover. Reference books often consist of a series of signed or unsigned "entries" listed alphabetically under headwords or headings, or in some other arrangement (classified, numeric, etc.). The category includes almanacs, atlases, bibliographies, biographical sources, catalogs, concordances, dictionaries, directories, encyclopedias, glossaries, handbooks, indexes, manuals, research guides, yearbooks, etc., whether published commercially or as government documents. Long reference works may be issued in multivolume sets, with any indexes in the last volume. Reference works that require continuous updating may be published serially, sometimes as loose-leaf services.

**Register:** A style of language used for a particular purpose in a specific social setting. Registers can be formal or informal.

**Research strategy:** A plan or scheme by which the activity of searching for and assessing information found is carried out. A search strategy usually involves a number of steps. Firstly, the analysis of the major concepts of the topic. Secondly, defining relevant keywords and their synonyms. Thirdly, searching appropriate information sources (eg. databases), and fourthly, assessing the quantity and quality (relevance) of the information found.
Reserves: Material placed in and given a special circulation period for the duration of a course at the request of the instructor.

Revising: The process of reviewing and correcting written work.

Rhetoric: The study of argument; the term is also used as a general reference to the practices of written (and oral) communication.

Sample: Group of subjects selected from a larger population of subjects, usually selected randomly.

Scaffolding: Process in which a more skilled learner gives help to a less skilled learner, reducing the amount of help as the less skilled learner becomes more capable.

Scientific method: System of gathering data so that bias and error in measurement are reduced.

Secondary sources: Any document that describes an event, person, place, or thing, usu. not created contemporaneously. A biography is a secondary source and an autobiography is a primary source.

Simple sentence: A sentence with only one independent (main) clause. Example: I saw her yesterday.

Skill: To be able to apply your knowledge, findings and perspective in a practical way; to demonstrate your professional abilities is to demonstrate your skill.

Sparse: Short and to the point, with no extra words.

Statute (Legal Studies): A law passed by a legislative body; specifically legislation enacted by any lawmaking body, including legislatures, administrative boards, and municipal courts. •The term act is interchangeable as a synonym.

Subject searching: Most databases (like catalogs and indexes) have subject headings assigned for each book or article included in the database. Subject searching involves searching for the
exact term that the indexer or cataloger has used to describe the item. These terms, which ensure that all items about the same topic have consistent subject headings, are in a database field called a subject or descriptor field. Using the correct subject headings, researchers can retrieve all the items on a topic, even when there may be several good ways to state a concept.

**Subordinating conjunction (Subordinator):** A word that connects a dependent (subordinate) clause to an independent clause and that shows the relationship between the two clauses. Any clause that begins with a subordinator is a dependent clause.

**Summary:** Restating an idea, excerpt, or document in fewer words than the original while preserving and representing the main ideas.

**Support:** Being able to provide background, examples, and/or sources to justify any claim or point you make in an essay.

**Supporting ideas:** Ideas that support and develop the thesis statement of an essay and/or the topic sentence of a paragraph.

**Syntax:** Word order.

**Thesauri:** A dictionary of synonyms and antonyms; any dictionary, encyclopedia, or other comprehensive reference book.

**Thesis statement:** An explanation of the topic or purpose of a research paper or a main idea. A thesis statement usually has a topic and a controlling idea or statement about the topic.

**Time markers:** Words or phrases that indicate which tense should be used.

**Topic sentence:** A sentence that states the topic and the controlling idea of a paragraph. The topic and controlling idea together make up the main idea of the paragraph.

**Transitional words and phrases:** Words or phrases that connect different ideas, either within or between sentences or between paragraphs.
**Understanding**: To have come to know the meaning of and importance of your findings or research, to be aware of what you are writing about.

**Validity**: The degree to which a test actually measures what it's supposed to measure.