Writing & Research Handbook

English Composition

This handbook contains instructions on research, writing, and style. Please use and share this resource.

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This handbook is not intended to be like other textbooks. There are no paragraphs, no walls of text; there is directly stated information for you to use to succeed in your courses. Here we will show you the way we present information in this handbook.

**QUICK LIST:**

- These quick lists are spread throughout the handbook. They are designed to give you only the information you need and to do so quickly. You can read these lists to find out the basic requirements in each section.

The Do’s & Do not’s boxes are used to give you a brief idea of where students succeed and where students often make mistakes. Use these as a reference when working with a section.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Do not’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do follow the advice in the green box.</td>
<td>Do not forget to avoid the common mistakes listed in this red box.</td>
</tr>
<tr>
<td>Do follow the advice in the green box.</td>
<td>Do not forget to avoid the common mistakes listed in this red box.</td>
</tr>
<tr>
<td>Do follow the advice in the green box.</td>
<td></td>
</tr>
</tbody>
</table>

The fat green boxes can be found at the beginning of each chapter. Click the sections in there to go straight to the material you want to read.

- Table of Contents
- Handbook Introduction
- Ch. 1 Document Formatting
- Ch. 2 Saving & Submitting Documents
- Ch. 3 Researching Outside Sources
- Ch. 4 Using Outside Sources
- Ch. 5 Major Grammar Errors
- Ch. 6 Style & Clarity
- Ch. 7 Additional Resources
There will also be sections like this with screenshots. This is to help you navigate the variety of word processing software available. Microsoft Word & Office are available free to all Delgado students. You will need to log into your Delgado email account to download it. Click here for instructions.

### Microsoft Word

![Microsoft Word screenshot]

### Google Docs

![Google Docs screenshot]

### About the Authors:

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### Feedback:

If you have any feedback about this handbook, please email Sean Munro (smunro@dcc.edu) or Monica Mankin (mmanki@dcc.edu). We created this handbook and we will continue to revise it to make it more engaging and informative for you. Let us know if you feel like something is missing, if you find a typo, if you found a section confusing, or if you see something unnecessary. We appreciate and welcome any and all feedback.
We designed this handbook to be printed cheaply on campus or off campus. Feel free to print the whole thing or just the sections you need. You can also share this handbook with anyone. It is an open educational resource, which means it is free.

- To save printing cost, you can print this handbook “2 pages per sheet.”
- To save even more cost, you can print on both sides of the page.
- Black & white printing is recommended because it is cheaper, but be aware that some of the screenshots may wash out a little.
- Below is list of places students can print on some of Delgado’s campuses:
  - Students will need a Student ID to print at most of these locations. At Delgado’s City Park Campus, students can receive a student ID in the annex to Building 1, Room 127W3

<table>
<thead>
<tr>
<th>All Delgado Library locations have high-quality/high-speed pay to print stations. Ask at the Circulation Desk of any campus or site library about printing services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>City Park Campus</strong></td>
</tr>
</tbody>
</table>
| 615 City Park Avenue  
New Orleans, LA 70119 |
| The Writing Center: Building 1, Room: 216W |
| The Hibernia Enrichment Center: Building 1, Room: 108W |
| The Student Open Computer Lab: Building 2, Room: 210 |
| **West Bank Campus** |
| 2600 General Meyer Avenue  
New Orleans, LA 70114 |
| Learning Resources Center: Building 1, Rm. 107 |
| **Delgado Sidney Collier Site** |
| 3727 Louisa Street  
New Orleans, LA 70126 |
| Pay-for-print Station: Building 2, 2nd Floor |
Communicating with Instructors

Read all course syllabi carefully to learn your instructors’ policies about communication. Below are a few guidelines for maintaining professionalism between you and your instructors.

Email

- Use your Delgado email account for all college-related communication.
- Use a standard size and style font. Do not use all capital letters.
- Include a greeting.
- Identify yourself and the course that you are taking with the instructor.
- State the purpose of your email.
- Respect your instructor’s stated response time. Most instructors ask for at least 24 hours.

Office Hours

- Instructors are required to be available in their offices outside of class for ten hours a week.
- Instructors provide their office locations and hours on their course syllabi.
- An instructor’s teaching load and schedule will determine his or her office hours. Sometimes an instructor’s availability will not correspond with your own availability to meet. Email or speak to your instructor after class about making an appointment.

Office Telephone

- Instructors provide their office phone numbers on their syllabi.
- The best time to call an instructor at this number is during his or her office hours.
- If the instructor is not available by telephone when you call, leave a message that includes your name, the course you are taking with the instructor, the purpose of your call, and phone number.
- Keep in mind that the instructor may not be able to return your call until then next day during his or her office hours.

Tone

- Maintain a professional tone with your instructor at all times.
- Refer to Delgado’s Grievance Policy in the event that your instructor breaches professionalism.

Do’s

- **Do** use your Delgado email account to correspond with your instructors.
- **Do** identify who you are and which class you are taking with the instructor.
- **Do** use a standard size and style font when you compose your email.
- **Do** respect the instructor’s stated response time for email and phone messages.

Do not’s

- **Do not** use an unprofessional email address, such as hotbootie69@gmail.com
- **Do not** use all capital letters when you email an instructor.
- **Do not** expect your instructor to be available outside his or her office hours unless you have made an appointment.
- **Do not** use a disrespectful tone with instructors. Even if you are frustrated, maintain your professionalism. We’re all human beings.
Document Formatting: MLA Basics

This section will show you the basics of how to format your MLA style essay with Microsoft Word and Google Docs.

- Use the power of visual comparison. If your document does not look exactly like the sample, try again, or ask an instructor or tutor for help.
- This formatting may seem arbitrary. However, correctly formatting your essay shows your instructor that you can follow directions. Think about this if you decide to ignore this first section.

Click the links below to view the section:

- The Page
- Header
- Heading
- Titles
- Paragraphs
- Works Cited
- MLA Sample Essay
In general, this is how each page should appear: each margin, all four edges of the page, should be 1 inch, double-space everything, and use Times New Roman 12pt font for everything in the document.

**QUICK LIST:**
- Make all four margins 1 inch.
- Double-space the entire document.
- Use Times New Roman (type) 12 pt (size) font.

**Do’s**
- **Do** set all margins to one inch each.
- **Do** choose MLA Style from a template if possible.
- **Do** set the document to double-space before you begin writing.
- **Do** set the font to Times New Roman 12pt before you begin writing. Often, it is set to a different font & size.

**Do not’s**
- **Do not** assume these settings are correct when you open a new document.
- **Do not** press ENTER at the end of every line to double-space your document. It will ruin your life.
- **Do not** choose another font or size when turning in a draft. Your instructor does not want to go blind reading an odd font.

---

**Microsoft Word**

---

**Google Docs**
The header appears in the top right corner of every page.

**QUICK LIST:**
- Include only your last name and the page number.
- This should be placed in the header of the document, not the first line of each page.
- Use the program’s page number function, so it changes automatically.

**Do’s**
- **Do** use only your last name.
- **Do** use the page number function of the word processing program. Examples are below.
- **Do** only put one space between your last name and the page number.

**Do not’s**
- **Do not** manually write your last name and page number at the top of every single page.
- **Do not** write pg., pp., p., or # next to the page number.
- **Do not** put your instructor's last name in the header. Use only your last name.
The heading appears in the top left of only the first page.

QUICK LIST:

- Include all of the following:
  o Your first and last name
  o The instructor’s name
  o The course and section number
  o The day, month, and year – in that order.
- This is double-spaced just like the rest of the document.

Do’s

- **Do** double-space the entire heading.
- **Do** use Ms., Mrs., Mr., Dr., or Professor before the instructor’s last name.
- **Do** check the course number and section number.
- **Do** use MLA style date format: 25 June 2018

Do not’s

- **Do not** misspell your instructor’s name.
- **Do not** guess the course and section number.
- **Do not** double-space the heading by using the Enter key.
- **Do not** label the heading information. Include the specified information as shown below.
Feeding the Future

Jane Doe
Your full name

Mr. Munro
Your instructor's name

English 102-IEH
Your course & section number

17 March 2017
The date in MLA format: day Month year

There has been a long-time up roar about what a proper diet for maintaining one’s health
You are required to have a title.

**QUICK LIST:**
- Center the title.
- Make it original.
- Use standard MLA font & size.

**Do’s**
- *Do* think of your favorite song title. Is it long? Is it boring? Is it titled “Song #2”? No, no, and no. It is short and snappy like “Stay Woke.”
- *Do* K.I.S.S. = keep it simple, stupid.
- *Do* relate the title to the topic of your essay.
- *Do* imitate titles you like – from any genre.
- *Do* capitalize the first word, no matter what it is.
- *Do* capitalize all nouns, pronouns, verbs, adverbs, conjunctions, and adjectives.
- *Do* write your title in 12pt, Times New Roman font with no bold, italics, underlining, or quotation marks.
- *Do* center the title by using the centering button.

**Do not’s**
- *Do not* write the title of the assignment.
- *Do not* write your thesis statement as the title.
- *Do not* write an essay prompt question as the title.
- *Do not* capitalize prepositions (of, with, before, etc.) or articles (a, an, the), unless they are the first word.
- *Do not* change the font in any way. The format should be boring. The language you use should be exciting.
- *Do not* sigh and say, “I suck at titles.” Just write one.
- *Do not* center the title by using the TAB key.

**Examples of Great Titles:**
- Stay Woke
- Gag Me with a Spoon
- The New Jim Crow
- Manufacturing Consent
- This Is America
- A Confederacy of Dunces
- Notes of a Native Son
- The Ways We Lie
- Ain’t I a Woman?

**Examples of Garbage Titles:**
- Essay #2
  Should Teachers Carry Beers on Campus?
  If I Could Be any Animal, What Would I Be?
- Research Paper: Negative Effects of Cellphones
  Technological Nightmare

**TITLE GORE**

WHY AM I YELLING IN THIS TITLE?
why have i forgotten how to capitalize?
2. Select this center function to properly center your title.

1. Place the cursor at the beginning of your title.

Feeding the Future

There has been a long-time uproar about what a proper diet for maintaining one’s health should and should not include. While this is the riddle we try to solve today, what would the world look like if the question was “could” or “could not”? This is possibly a realistic question.
Each paragraph should be clearly delineated.

**QUICK LIST:**
- Indent each paragraph by pressing the TAB key once.
- Paragraphs, as well as the entire essay, should be double-spaced.
- No extra spaces are needed between paragraphs.

**Do’s**
- *Do* indent by pressing the TAB key once.
- *Do* double-space the entire paragraph, using the double-spacing function.
- *Do* use standard MLA font & size.

**Do not’s**
- *Do not* use the space bar to indent the paragraph. Ignore what your high school teacher demanded.
- *Do not* press ENTER at the end of every line to double-space.
- *Do not* add extra space between paragraphs. The indentation clearly shows a new paragraph has begun.

---

**Microsoft Word & Google Docs**

[Image of a Microsoft Word document with highlighted text for formatting paragraphs.]
The works cited page is where you show each source you have used (summary, paraphrase, or quotation) in your essay. There should be a corresponding in-text citation that matches one of your entries on the works cited page.

**QUICK LIST:**
- Title it Works Cited, no embellishments, and center it.
- Each citation should have a hanging indent.
  - There are instructions on how to format a hanging indent on the next page.
- Each citation should be in alphabetical order.
- If applicable, include URLs. The URL is the web address you type into the search bar of an internet browser to access the exact webpage.

**Do’s**
- **Do** begin this on a new page.
- **Do** title it Works Cited.
- **Do** double-space the Works Cited page.
- **Do** use the hanging indentation function.
- **Do** put all of the entries in alphabetical order.
- **Do** use standard MLA font & size for the entire Works Cited page.

**Do not’s**
- **Do not** use the space bar or TAB key to create a hanging indent. It will drive you insane.
- **Do not** number each citation.
- **Do not** guess at how to create and format a works cited entry. Use this handbook.
How to create a hanging indentation.

1. Select all works cited entries & right-click over the highlighted text.
2. Select "Paragraph"
3. Click this box and select "Hanging"
4. Click "OK"
How to create a hanging indentation.

1. Select & highlight all works cited entries.

2. Click the inverted blue triangle, which will be here, and move it over 1/2 inch to the position you see in this image.

3. Click the tiny blue rectangle, which will be here, and move it back over 1/2 inch to the position you see in this image.

Works Cited


Feeding the Future

There has been a long-time uproar about what a proper diet for maintaining one’s health should and should not include. While this is the riddle we try to solve today, what would the world look like if the question was “could” or “could not”? This is possibly a realistic question that may come about in future generations. The present global population is, “7.3 billion people with a projection growth of 8.5 billion in 2030, 9.7 billion in 2050, and 11.2 billion in 2100” (“World Population Projected”). This is a large increase, one that we will see the beginning of, that our children and grandchildren will be a part of. Where the question of what to eat takes on new meaning because food supplies are so extensively depleted. Where land is overworked, miss-managed resources are past a point of quick repair, and recuperation requires non-existent time that could cause malnutrition rates to rise excessively high. The time to start creating a better system of balance for tomorrow should be today. A semi-vegetarian diet may be necessary in order to maintain our ecosystem and prolong ecological stability while feeding an abundant and ever-growing global population.

It is no shock that the majority of the population does not consume a “healthy” diet, be it through excessive eating or lack thereof. As far as meat is considered, the average intake exceeds the nutritional need.
In figures 2.1 and 2.6 we can see a fair display of the disproportion of meat consumption, which in turn guides us to the problem at hand. Developed countries, as a whole, overconsume meats as their primary protein source even when there are many other options that are far more ecologically friendly. It is a reasonable assumption that this excess of meat consumption is a key factor pressing the production of an unstable system that threatens the land’s ability to provide a steady food supply for future generations.

This demanding craving for meat has encouraged livestock production to become its own industry. The number of cattle being raised to keep up with the established demand far exceeds the amount of land we can designate to raising livestock without losing land for the human populations’ other dietary needs. This issue has been acknowledged. Rather than risking a drop in supply for consumers, the industry has attempted to create additional land mass by destroying ecosystems that do not naturally support livestock rearing, such as the disastrous deforestation in

("Dietary Guidelines" fig. 2.1)  
("Dietary Guidelines" fig. 2.6)
the Amazon. Each type of ecosystem plays a key role in the overall functions of the global ecosystems. Hence, the destruction of any specific ecosystem to create a synthetically developed “new” system depletes resources and interrupts life cycles, creating further complications. In the instance of the Amazon, cutting down that ecosystem threatened the survival “upward of fifty percent of all living species”, and caused the depletion of “nearly a quarter of all medications and pharmaceuticals [that] derived from tropical plants” (Rifkin 196, 197). While these destructive outcomes are always a risk factor when changing natural ecosystems, this method of expanding meat production is still continuing. Thankfully, the rate at which this process is occurring has slowed in recent years because the negative effects are catching up with the public in noticeably negative ways. Yet, the demand for meat has not slowed with the same resistance and therefore the abundance of livestock being raised still has to be fed regardless of not having the adequate land designated for just that purpose. The present method being incorporated to address this problem is just to feed the livestock food from the land that is already producing crop yields. This process is slightly ironic. When the purpose of growing crops is to feed the population a variety of nutritionally rich foods on our limited amounts of land, it is counterproductive to take that valuable food and use it to feed cattle instead. Steinfeld et al. note that thirty-two percent of all grain grown is used as livestock feed and that the landmass used to grow this grain encompasses twenty-one percent of the earth’s arable areas.

The separation is also leading to other problems that were discussed in the “Introduction to the Study Livestock-Environment Interactions,” such as, seventeen to twenty percent of methane production along with water pollution from manure and other waste (Steinfeld et al.). These complications are more difficult to see, impacting our ability to produce food as they develop over time. They are a byproduct of this industrialized approach to livestock that is
strongly deteriorating our environment. Methane is a gas that is naturally occurring and useful, in both natural and industrialized systems, when it is produced at the same rate to which a substantial portion of it can be converted into carbon dioxide and water. The natural conversion of methane takes a rather lengthy amount of time and the process of artificially making this conversion poses an explosive hazard and is not overly reliable. When methane is not used, or stored within something, but instead is just released into the air, it is carried upward and becomes atmospheric methane. This methane disrupts the system’s ability to release heat from the atmosphere and results in disproportioned heat build-up rather than a constant cycle. In addition, methane and oxygen are not friends; therefore, where there is a high concentration of methane, the oxygen levels trend downward. Additionally, an unsettling result of this trend is water pollution due to the dumping of livestock “waste,” which is just as damaging as the methane production, just in different ways. When manure is left out in the sun and open air, the organic matter returns back to the ground and the rate of bacterial growth is realistically manageable. As opposed to when it is submerged in water, such as oceans and or lakes, the nutritional content is then displaced from its original origin, leaving that soil with no compensation, while bacterial growth increases in the wet environment. The polluted water is unsanitary for drinking and watering crops without being chemically treated, which after chemical treatment becomes toxic in large portions. Moreover, the foreign bacteria within the water kills off aquatic life and disperses into surrounding land.

Furthermore, diets high in meat consumption are heavily impractical. The amount of energy consumed by the animal is staggering in comparison to what is gained during human consumption of the meat, resulting in a cost that exceeds the reward, which would be infeasible to maintain with the on-going growth rate of the population. Based on research evaluating
bionomic equilibrium, “overexploitation…would result in the extinction of the population and an appropriate harvesting strategy…should ensure the sustainability of the prey, which is in line with reality, whereas the predator will eventually tend to become extinct. As harvesting decreases…both species tend to coexist” (Lv et al. 141). This means that if we continue to over indulge ourselves with eating meat at the current rate, then add a couple billion more mouths to this habit, eventually the food supplies the livestock relies on will die off, followed by the livestock. Then the human population will dwindle due to starvation while the original food source, vegetation, reestablishes its population. When we reduce the size of the livestock, we distribute the energy more efficiently and can support the higher energy demand of a large human population. The reason that reducing livestock is beneficial, in this aspect, is largely due to the mountainous amounts of energy that are being displaced. When consumption takes place roughly ten percent of the previous levels energy is gained (“The Flow of Energy”). That is a remarkable ninety percent energy loss. It is because of this extreme loss that, “biomass of organisms decrease as one ascends the food chain” (“The Flow of Energy”). While this is the natural trend it is not the current one. Humans have the ability to bend the natural laws, which is what has happened with the development of increased livestock farming.

The most effective way to disperse the necessary energy needed for the abundant number of hungry citizens is by directly eating the vegetation. “The Flow of Energy: Primary Production” states:

There are true limits to primary production based on the amount of light energy available at Earth’s surface, and the efficiency at which light energy can be converted into carbon during photosynthetic reactions. Thus, the limits to
unchecked growth must be very near. Notice that the lower we as humans “feed” on the tropic chain, the more efficient the web of life becomes.

The idea here is that there will always, regardless of new technologies, be a point at which we hit a cap on our ability to produce larger quantities of vegetation at a given time. This point stresses how vital it is to maximize the potential that is stored within the vegetation by eating it directly which then simplifies the system and reduces the quantities needing to be ingested while ensuring our bodies still receive the essential energy. This method is also more efficient because the time required to grow vegetation is dramatically less than the raising of livestock, therefore resulting in increased food output, coupled with the amount of resources required for growth of vegetation being significantly lower. Vegetation only requires basic mineral deposits in the soil, far less water intake than livestock, and converts solar energy independently without diminishing available human energy sources. Additionally, there are technologies that have aided in the development of intensive farming where, “farmers have become capable of producing higher yields using less labor and less land” (Trautman et al.).

Preferably, if we could revert back to a more traditional farm structure while still incorporating modern agricultural technologies we could have a balanced system where livestock is within its proportion to land mass as well as it giving back to the environment it is taking from. The job of an animal within the farm habitat is to convert matter that humans cannot break down into nutrition that will enrich the soil to grow crops that humans can digest. The area of “free” land on a farm would regulate the population of livestock and every mineral that is taken in would be put back. While the rate of production of meat would decrease, the ability to provide eggs, dairy, and small amounts of meat would still be obtainable. If we could accomplish this
transition, we could gain land that is cluttered with abundant livestock populations and create more room for further intensive vegetation growth, boosting food supply even further.

The concerns about the expansion of intensive farming stripping the soil at an uncomfortable rate are justified. It is not a flawless solution; it is a rather practical solution though. The requirements of being able to feed so many people with limited land and minimal damage to the global ecosystem is a very large task to balance. Replacing minerals in the soil is a far less difficult problem to solve than the issues our current food production system is creating. Policies could be established to divert food waste from going into landfills and bring it back into the system. Food waste from developed countries alone could be converted into a substantial quantity of compost. Whereas, chemical fertilizers could sufficiently cover the remainder of lacking minerals and the development of more environmentally friendly synthetic fertilizers could be further explored. In an effort to reduce erosion, aquaponics systems could work as a fair medium while also cutting down on the amount of chemical fertilizers being used. Unfortunately, setting up and maintaining large aquaponics systems is not cost efficient and would, currently, be unrealistic to rely on for large portions of food supply.

Reducing the demand for meat has the potential to reduce greatly the damage being created in our ecosystem and to increase the ability to sustain a consistent food supply within our ecological structure. The loss of a nutritionally adequate diet is null, and could even possibly improve for some people. Establishing this change now and introducing this eating pattern to our youth could make the difference for ensuring a nutritionally stable future for the world.
Works Cited


# Saving & Submitting Documents

This section will explain the basics of saving and submitting documents. Keeping track of your drafts, essays, assignments, and various files is important to your success as a student. Click the underlined text for a link to instructions for these services.

## Where to Save Documents

- **Never save documents on a public computer.**
  - Every Delgado computer you use on campus is considered a public computer. You will likely never find the file again.
- **Buy a USB drive.**
  - You can use these on any computer on campus and save your files to it. Having a USB drive will make your life easier.
  - USB drives are relatively cheap. Go for it.
- **Email documents to yourself as an attachment.**
  - Do this if you do not have a USB drive or if you forgot it at home.
  - You can access your email from any computer campus and probably at home.
  - This option is free.
- **Use Google Drive.**
  - This is also free if you sign up for Google.
  - It is an online USB drive you can access from anywhere.

## Submitting Documents & Assignments to Canvas

- How do I submit an online assignment?
- How do I upload a file as an assignment submission in Canvas?
- How do I upload a file from Google Drive as an assignment submission in Canvas?
- How do I upload a file from Microsoft Office 365 as an assignment submission?
- How do I know when my assignment has been submitted?
- How do I know when my instructor has graded my assignment?
- How do I communicate with my instructor about assignments?
- How do I view assignment comments from my instructor?
- How do I use DocViewer in Canvas assignments as a student?
- How do I view annotation feedback comments from my instructor directly in my assignment submission?
- How do I view rubric results for my assignment?
This section will help you evaluate, find, and manage outside sources while researching a topic for an essay. Please use the hyperlinks in the Commonly Used Database section. They will take you directly to those databases.

- Researching outside sources can be a confusing and time-consuming process. The advice here will help you navigate the research process.
- As always, remember to ask a librarian for research help if you are stuck. They are masters of library and information science and can do magical things with the databases.

Click the links below to view the section:

- Evaluating Sources
  - Credibility & Relevance
  - Popular vs. Scholarly Sources
  - Print vs. Internet Sources
- Finding Sources
  - Commonly Used Databases
  - How to Use a Search Engine
- Managing Sources
  - Keeping Track of Sources
  - Taking Notes
Credibility & Relevance

- To evaluate a source’s credibility & relevance:
  - Look at the authors’ or organizations’ qualifications and reputations.
  - Determine whether the source’s content is fact, opinion, or propaganda.
  - Crosscheck facts for accuracy.
  - Determine whether the author’s opinion is supported with sound reasoning and evidence.
  - Question the evidence presented in the source.
  - Look for a list of references or citations that document the evidence.
  - Consider the timeliness of the source. Information becomes dated as new research becomes available, so carefully think about using sources that are older than ten years.

### Popular vs. Scholarly Sources

<table>
<thead>
<tr>
<th>Popular sources:</th>
<th>Scholarly sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include business and entertainment</td>
<td>Include journals.</td>
</tr>
<tr>
<td>publications, general newspapers and</td>
<td>Provide in-depth information written by and</td>
</tr>
<tr>
<td>magazines, online videos, documentaries</td>
<td>intended for a specific audience of researchers,</td>
</tr>
<tr>
<td>and films</td>
<td>academics, and professionals.</td>
</tr>
<tr>
<td>Provide general information intended for</td>
<td>Are designed to present researchers’ opinions and</td>
</tr>
<tr>
<td>a general audience.</td>
<td>findings based on original research.</td>
</tr>
<tr>
<td>May be designed to sell a product,</td>
<td>Include authors’ names and affiliations.</td>
</tr>
<tr>
<td>promote a point of view, or simply</td>
<td>Provide references, citations, or footnotes to</td>
</tr>
<tr>
<td>entertain.</td>
<td>document information.</td>
</tr>
<tr>
<td>May not name authors or their affiliations and qualifications.</td>
<td>Are extensively peer-reviewed for quality content,</td>
</tr>
<tr>
<td>May not contain references that</td>
<td>logical soundness, and academic value.</td>
</tr>
<tr>
<td>document information.</td>
<td></td>
</tr>
<tr>
<td>Have not been peer reviewed.</td>
<td></td>
</tr>
</tbody>
</table>

### Print vs. Internet Sources

<table>
<thead>
<tr>
<th>Print sources typically:</th>
<th>Internet sources typically:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergo an extensive publication process</td>
<td>May not undergo an extensive publication process. Anyone with a computer can publish on the Internet.</td>
</tr>
<tr>
<td>that includes fact checking, multiple</td>
<td>May not require or provide an author’s qualifications or affiliations.</td>
</tr>
<tr>
<td>reviews, and editing.</td>
<td></td>
</tr>
<tr>
<td>Require qualified authors.</td>
<td></td>
</tr>
<tr>
<td>Provide information about the author and</td>
<td></td>
</tr>
<tr>
<td>his or her affiliations and when and</td>
<td></td>
</tr>
<tr>
<td>where the source was published.</td>
<td></td>
</tr>
<tr>
<td>Mark and identify information and direct</td>
<td></td>
</tr>
<tr>
<td>quotations from external sources.</td>
<td></td>
</tr>
<tr>
<td>Avoid catering to special interest groups</td>
<td></td>
</tr>
<tr>
<td>or make explicit that they are catering</td>
<td></td>
</tr>
<tr>
<td>to a special interest group, so purpose</td>
<td></td>
</tr>
<tr>
<td>and bias are clear.</td>
<td></td>
</tr>
</tbody>
</table>
Commonly Used Databases

The following databases provide articles and various media:

- **Academic Search Complete**: provides newspaper & scholarly journal articles
- **CQ Researcher**: reports on current issues with lots of listed sources
- **Global Issues in Context**: focuses on broad issues
- **Issues & Controversies**: reports (pro/con) on current issues
- **Opposing Viewpoints in Context**: provides various media on current issues
- **SIRS Knowledge Source**: provides various media (articles, graphs) on current issues
- **Nexis Uni**: provides newspaper articles & other news sources
- **Gale Virtual Reference Library**: provides encyclopedias, almanacs, and reference sources

*These links are through Delgado’s Library. If you are off campus, you will have to log in to access them. [Click here for instructions on how to access these databases off campus](#). If you are on campus, you will be taken directly to the databases.*

*Please also visit the library research guide for English: [Click Here](#).*

How to Use a Search Engine

Most databases offer similar search options. To conduct a fruitful search:

- **Determine what you need to know.** Develop a few open-ended questions to guide you. Research is a discovery process, so keep an open mind as you search.
- **Choose several keywords related to your topic.** Databases will not accept questions or complete sentences, like Google, so create a list of words significant to your topic.
- **Use various combinations of your keywords.** If the initial results of the search are too broad or too narrow, try again using a different combination of keywords.
- **Use the search engine tools to help narrow your results.** Most search engines will allow you to select the type of source, the date range of publication, and the source format (such as online PDF or old school library book).
- **Read source abstracts to determine if a source is worth further review.** Abstracts provide summaries of a source’s main idea and purpose.

---

**Do’s**
- **Do** use a variety of databases.
- **Do** use a variety of and combinations of keywords. Use a thesaurus if you have to. Bad search results are usually caused by searching for bad keywords.
- **Do** narrow your search to the types of sources you want to review.
- **Do** read the abstract, which is a summary of the source, to see if the source is relevant. If it is relevant, read the source.

**Do’s**
- **Do not** choose databases randomly.
- **Do not** focus on just one database.
- **Do not** enter an entire sentence or question into the search engine field.
- **Do not** cite from abstracts provided in the databases.
- **Do not** forget that librarians will happily help you navigate these databases if you are stuck.
- **Do not** plagiarize any of the abstracts, sources, or ideas in the sources you find.
Keeping Track of Sources

- Use database tools to email, download, or print the sources that you intend to cite. You can select to include the complete Works Cited entry and a PDF of the entire source when you email the source to yourself.
- Use index cards or a word processing program to compile source information. Here’s what to include on a source card:
  - Title. Author. Publisher. Place of Publication. Volume. Page Numbers. Date Published.
  - Relevant quotation with its page number (if applicable).
  - Your paraphrase of the quotation.
  - A comment or reflection on the meaning and relevance of the quotation.

Taking Notes

- Maintain organization. Whether you use index cards, a notebook, or a computer, keep all notes stored together in one place for easy access.
- Record information as it pertains to your research questions and thesis. Always use quotations to mark direct quotes from a source.
- Note the author’s qualifications and affiliations. This will help you create meaningful signal phrases as you integrate source information into your paper.
- Record page numbers. Not all sources will have page numbers, but for those that do be sure to include page numbers in your notes so that you do not have to hunt for that information later.
- Respond to the quotations that you choose. Why is this information relevant? Will it need to be quoted directly, or can it be summarized and paraphrased?
- Reflect on your notes. Identify subtopics and connections between sources to help you outline the organizational structure of your research paper.
- Discard any quotations or sources that no longer seem relevant to your topic after your research process is complete.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Do not’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Do</em> select only the most relevant quotations.</td>
<td><em>Do not</em> write down everything from a source.</td>
</tr>
<tr>
<td><em>Do</em> always use quotation marks around direct quotes from a source.</td>
<td><em>Do not</em> overlook page numbers and author affiliations.</td>
</tr>
<tr>
<td><em>Do</em> think about how you will balance your words and ideas with those of the sources.</td>
<td><em>Do not</em> choose too many quotations.</td>
</tr>
<tr>
<td><em>Do</em> keep track of page numbers and authors.</td>
<td><em>Do not</em> blow off research days in the computer lab that your instructor may assign.</td>
</tr>
<tr>
<td><em>Do</em> reflect on your notes in terms of how they will help you organize your paper.</td>
<td><em>Do not</em> wait until the last minute to do research. This is when the temptation to plagiarize arises.</td>
</tr>
</tbody>
</table>
This section will show you detailed examples of how to integrate, document, and cite your outside sources in MLA style. Please do not skip the brief section that describes what plagiarism is.

- Use the power of visual comparison. If your citation does not look like the example, try again, or ask an instructor or tutor for help.
- Follow the highlighted text. In each example, there is an in-text citation with a corresponding works cited entry. The yellow highlighted portion is how the in-text citation and the works cited entry are connected.

Click the links below to view the section:

- What is Plagiarism?
- Integrating Sources
  - Summary
  - Paraphrase
  - Direct Quotation
  - Integration Combinations
- Citing & Documenting Sources
  - Items in Works Cited Entries
  - Types of Works Cited Entries
  - Types of In-text Citations
  - Examples of Works Cited Entries & Corresponding In-text Citations
  - Examples of In-text Citations & Corresponding Works Cited Entries
As defined in Delgado Community College’s Student Judicial Code (Policy No. SA-1448.1D), plagiarism is this:

- **Plagiarism**-- The inclusion of someone else's actual words or paraphrases, ideas, or data into one's own work without acknowledging the original source. The included material must have appropriate citations such as [in-text citations] or quotation marks and identification of the sources, published or unpublished, copyrighted or not copyrighted.

### Is It Plagiarism?

**Questions you might be considering:**

<table>
<thead>
<tr>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student unintentionally copies another's work, is this plagiarism?</td>
</tr>
<tr>
<td>If the student only lists the source on the works cited page, is this plagiarism?</td>
</tr>
<tr>
<td>If the instructor never states that students have to cite their sources and a student copies a source, is this plagiarism?</td>
</tr>
<tr>
<td>If a student uses exact words and phrases from a source and adds a citation but does not include quotation marks, is this plagiarism?</td>
</tr>
<tr>
<td>If a student puts a source's idea into her own words but does not cite it, is this plagiarism?</td>
</tr>
<tr>
<td>If a student submits an old paper she used in another course without the instructor's permission, is this plagiarism?</td>
</tr>
<tr>
<td>If a student hires someone to write the paper for her or gets her friend to write the paper, is this plagiarism?</td>
</tr>
<tr>
<td>If a student fails to cite (that is, properly credit) words or ideas borrowed from another writer, is this plagiarism?</td>
</tr>
</tbody>
</table>
Knowing how to integrate outside sources into your own writing is extremely important. Being able to integrate sources effectively helps you:

- Reinforce your ideas with the credibility or reputation of a source.
- Identify others’ opinions, theories, and personal explanations.
- Present opinions that are open to dispute.
- Present facts and statistics.
- Establish ethos as a reliable researcher.
- Engage readers by showing them where to find information on your topic.

There are three ways to integrate sources into an essay – summarizing, paraphrasing, and direct quotation:

**SUMMARY:** A brief objective report, *in your own words*, of the main idea of a source or a section of a source. Your summary will be more general, less specific, than the source. Summaries are meant to reduce a larger amount of information.

**PARAPHRASE:** Paraphrase is a rephrasing, rewording, or restatement of an excerpt from a source. Paraphrases are written *in your own words*. Simply, you are translating sentences from English to English, but now the paraphrase is in your own words instead of the sources.

**DIRECT QUOTATION:** When you use *any* exact words or phrases from a source, direct quotation is needed. It does not matter how little – one word – or how much – an entire paragraph. Direct quotations should be used sparingly. Good writers mostly paraphrase and summarize.

**INTEGRATION COMBINATIONS:** Summary, paraphrase, and direct quotations can be combined. You could paraphrase half of a sentence and quote the other half. You could summarize a paragraph and quote a vivid phrase from that paragraph.

*Please click the above green links for a more detailed explanation of each, along with examples.*
A brief objective report, *in your own words*, of the main idea of a source or a section of a source. Your summary will be more general, less specific, than the source. Summaries are meant to reduce a larger amount of information.

**QUICK LIST:**
- Write *your* summary in *your* own words
- The summary should be more brief and more general than the source
- Reduce the source. Make it more concise.
- Each summary requires an in-text citation that corresponds to an entry on your works cited page.
- Read the source more than once and be sure you completely understand the main idea before writing your summary.
- **Why summarize?** Some people – like some sources – are long-winded and detailed. Use summary when you need to get right to a source’s main idea.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Do not’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Do</em> write the entire summary in your own words.</td>
<td><em>Do not</em> copy any exact words and phrases from the source.</td>
</tr>
<tr>
<td><em>Do</em> write your summary more briefly than the original. If the source is a paragraph, your summary should be a sentence.</td>
<td><em>Do not</em> write a summary that is as long as the source you are trying to summarize.</td>
</tr>
<tr>
<td><em>Do</em> provide an in-text citation that corresponds to the works cited page at the end of your summary.</td>
<td><em>Do not</em> forget to cite the summary you have written in your own words, but not your own ideas.</td>
</tr>
<tr>
<td><em>Do</em> take your time to summarize. Write out a first draft of the summary. Let it sit. Then write another draft of the first summary. Let it simmer like good red beans.</td>
<td><em>Do not</em> misinterpret the source.</td>
</tr>
<tr>
<td><em>Do</em> include your own opinion or ideas in the summary. Save that for after your summary.</td>
<td></td>
</tr>
</tbody>
</table>
### Original Text from Source

“The Osiris-Rex spacecraft is happy and healthy,” said Richard Kuhns, the program manager at Lockheed Martin, which built the spacecraft.

A year from now, Osiris-Rex will swing back around and make a close flyby of Earth, using the planet’s gravity to tilt the angle of its orbit to match that of Bennu, a carbon-rich asteroid that is 1,600 feet in diameter and has an orbit around the sun similar to Earth’s. It is about as wide as the Empire State Building is tall.

Osiris-Rex — a shortening of Origins, Spectral Interpretation, Resource Identification, Security, Regolith Explorer — will catch up to Bennu in 2018, entering orbit for more than a year of observation to allow scientists to figure out where they want to scoop their sample.

The spacecraft will then swoop in and touch Bennu’s surface for a few seconds, using a burst of nitrogen to kick up pebbles and dirt. Osiris-Rex is to leave Bennu in 2021 and drop off the asteroid samples in 2023.

We think that this approach provides insight into the often rancorous, even vicious debate over the effort in various iterations of Trumpcare to repeal Obamacare. The now seven-year-long vow to repeal/replace Obamacare, while ostensibly about health care access, costs, inclusion, freedom of choice to purchase health insurance or not, and not having to pay a penalty for not purchasing coverage, is at its deepest level, about something disturbing. While healthcare is the focus of the argument, Obamacare is also a highly charged symbol of a black man’s influence on American politics and culture (Stein, 2017b).

Obamacare is the object of unbridled hatred on the right and beyond rational discussion and political compromise (the despised C word) (Marcotte, 2015). The crusade to eradicate Obamacare has been relentless. Vindictive language is used to describe its many failures and the President who led the creation of the despicable legislation that violates many rigidly held and interpreted conservative and libertarian principles (Marcotte, 2015; Daily Kos, 2013). The

### Example of Summary with In-text Citation

**Summary:**

Nasa sent a spacecraft to collect rocks from an asteroid in 2016 and it will continue to return to it every few years and collect samples until 2023 (Chang).

**Works Cited Entry:**


---

**Summary:**

The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).

**Works Cited Entry:**

campaign has persisted for years, starting January 19, 2011 through many dozens of votes to repeal and replace Obamacare, consuming Congress and providing a rallying cry for the 2016 election cycle. The “Health Care and Education Reconciliation Act” of January 19, 2011 would have repealed all of the Affordable Care Act (“The Fix,” 2014). It passed in the House of Representatives 245 to 189 with three Democrats voting for it, but was never considered by the Senate. Why such persistence and vitriol?

We believe that the key to understanding why Obamacare is both so hated and beyond rational discussion, is the effort on the part of many white Americans, both politicians and non-politicians, to rid the U.S. of President Barack Obama’s legislative legacy. Obamacare is one of the most visible symbols of Obama’s presidency (Frontline, 2017; Daily Kos, 2013). It is often referred to as his “signature legislation.” This intense, long sustained effort to repeal Obamacare contains, we argue here, the perhaps unconscious but also often denied, quest to eradicate blackness from the White House and from the government. Many whites, who often live in mostly white communities, wish to erase not only the presence but also the memory of the very existence of an African American President of the United States (Coates, 2017; Walsh, 2011).

Kenneth Walsh (2011) writes that President Obama reflected in 2010 that race was still a problem. In May 2010, he told guests at a private White House dinner that race was probably a key component in the rising opposition to his presidency from conservatives, especially rightwing activists in the anti-incumbent “Tea Party” movement that was then surging across the country. Many middle-class and working-class whites felt aggrieved and resentful that the federal government was helping other groups, including bankers, automakers, irresponsible people who had defaulted on their mortgages, and the poor, but wasn’t helping them nearly enough, he said.
Paraphrase is a rephrasing, rewording, or restatement of an excerpt from a source. Paraphrases are written *in your own words*. Simply, you are translating sentences from English to English, but now the paraphrase is in your own words instead of the sources.

**QUICK LIST:**
- Write your paraphrase in your own words.
- The paraphrase should be about the same length as the excerpt from the source. Think of it as a 1-1 substitution.
- Each paraphrase requires an in-text citation that corresponds to an entry on your works cited page.
- Read the source more than once and be sure you completely understand the main idea before writing your paraphrase.
- **Why paraphrase?** When the excerpt from the source has important information that may not be expressed in a way your audience can easily understand, paraphrase. You are translating an excerpt from the source so that your audience for your essay can understand the excerpt.

![Do’s and Do not’s](image)

**Do’s**
- **Do** write the entire paraphrase in your own words.
- **Do** make your paraphrase a similar length as the excerpt from the source. If the excerpt from the source is three sentences, your paraphrase should be three sentences.
- **Do** provide an in-text citation that corresponds to the works cited page at the end of your paraphrase.
- **Do** use a thesaurus when paraphrasing. Write out a first draft. Let it sit. Then write another draft. Let it simmer like good red beans.

**Do not’s**
- **Do not** copy any exact words and phrases from the source.
- **Do not** write a paraphrase that is much shorter than the excerpt from the source. That would be a summary.
- **Do not** forget to cite the paraphrase you have written in your own words, but not your own ideas.
- **Do not** misinterpret the excerpt from the source.
- **Do not** include your own opinion or ideas in the paraphrase. Save that for after your paraphrase.
<table>
<thead>
<tr>
<th>Original Text from Source</th>
<th>Example of Paraphrase with In-text Citation</th>
</tr>
</thead>
</table>
| **Prosecutors allege he failed to pay taxes on millions he made from his work for a Russia-friendly Ukrainian political party, then lied to get loans when the cash stopped coming in.** | **Paraphrase:**
Federal attorneys accuse Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks in order to secure loans (Weiner et al.).**

**Works Cited Entry:**
| **INTERVIEWER:** You rarely give your characters names. Why is that?
**DAVIS:** I’ve always felt that naming was artificial. I’ve done it. | **Paraphrase:**
When asked why she often does not name her characters, Davis notes that it seems fake, but sometimes she does so.**

**Works Cited Entry:**
| **Looking back on history, who was treated worse, Alfonse Capone, legendary mob boss, killer and ‘Public Enemy Number One,’ or Paul Manafort, political operative & Reagan/Dole darling, now serving solitary confinement - although convicted of nothing? Where is the Russian Collusion?** | **Paraphrase:**
In a tweet, Trump compares Paul Manafort to Al Capone, ultimately insisting that Capone was treated better than Manafort, even though Capone was a more terrifying criminal (@realDonaldTrump).**

**Works Cited Entry:**
When you use *any* exact words or phrases from a source, direct quotation is needed. It does not matter how little – one word – or how much – an entire paragraph. Direct quotations should be used sparingly. Good writers mostly paraphrase and summarize.

**REQUIREMENTS:**

1. **Have a reason to use a direct quotation.** Otherwise, paraphrase or summarize. Here are four reasons to use a direct quotation.
   - The language of the source is so clear and concise that it cannot be summarized or paraphrased. This is rare.
   - The language of the source is vivid, striking, shocking, absurd, etc. This is more common.
   - The language of the source is representative of something you are explaining or presents a fact. This depends on audience and context.
   - The language of the source represents the opposition or an uncommon position. In other words, you will have to prove to your audience that you did not make it up.

2. **Attach the direct quotation to a signal phrase** or incorporate the quotation into your own sentence, your own words. Here is a list of reporting verbs to signal that you are using a quotation:
   - writes, says, states, observes, suggests, remarks, laments, protests, charges, replies, admits, claims, acknowledges, addresses, adds, advises, agrees, analyzes, announces, answers, argues, asks, asserts, believes, cautions, clarifies, compares, complains, concedes, concludes, concurs, confirms, considers, contends, contests, continues, criticizes, critiques, declares, demonstrates, describes, determines, disagrees, discusses, disputes, elaborates, emphasizes, examines, explains, expresses, finds, grants, identifies, illustrates, implies, indicates, insists, interprets, introduces, maintains, mentions, notes, objects, offers, opposes, points out, posits, postulates, presents, proposes, raises, refutes, rejects, reports, responds, reveals, shows, specifies, thinks, translates

3. **Always provide an analysis of the direct quotation.**

4. **Direct quotations should supply evidence to your argument.** Do not use quotations that repeat your claims. This is called a parrot quote.

5. **Each direct quotation requires an in-text citation that corresponds to an entry on your works cited page.** This can be in the signal phrase or in the parentheses at the end of the sentence.

---

**Do’s**

- *Do* always follow rules 1 through 5 when using a direct quotation.
- *Do* use this section from the handbook while integrating direct quotations into your essay.
- *Do* vary your reporting verbs. The same thing over and over again is boring.

**Do not’s**

- *Do not* ignore these rules. They are here to help.
- *Do not* use the website as an in-text citation.
- *Do not* forget to close your quotation marks.
- *Do not* alter the meaning of the original text to suit your own agenda.
Examples of Short Quotations

- If your quotations are less than four lines long across the formatted, typed page, which is usually the case, place them in your text and enclose them with quotation marks.
- In-text citations can come either in the signal phrase or in the in-text parenthetical citation at the end of the sentence, never both.
- Please visit the Examples of In-text Citations & Corresponding Works Cited Entries page for more examples. Here are three ways to incorporate direct quotations into your own sentence:

<table>
<thead>
<tr>
<th>Original Text from Source</th>
<th>Example of Direct Quotation with In-text Citation</th>
</tr>
</thead>
</table>
| **Original Text from Source:** Racism of this kind, racism that infects the very structure of our society, is called systemic racism. And at first glance, it may be difficult to detect. | **Using phrases from a source to “complete the sentence”:** Some define “systemic racism” as “racism that infects the very structure of our society” (“7 Ways We”).  

**Works Cited Entry:**  
| **Original Text from Source:** It is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride, to die drunk in the street if you experience the deprivation as your own, and not the deprivation of family, friends, and community. | **Using a signal phrase and a colon:** Coates makes an astute observation: “it is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride”  

**Works Cited Entry:**  
| **Original Text from Source:** And then the third thing is the legacy of the Southern author, William Faulkner, who said, “The past is never dead. It’s not even past.” | **Using a signal phrase and a comma:** When asked about the Civil War, a Southern man responded lucidly by quoting William Faulkner, “The past is never dead. It’s not even past.”(qtd. in Blount et al. 372)  

**Works Cited Entry:**  
Block Quotations

- **If a direct quotation is more than *four lines long on a typed page that is in MLA style, it is required to be a block quote***.
- Introduce the quotation with a complete sentence and a colon.
- Indent the entire quote 1-inch (hit the TAB key twice), double space the lines, and do not use quotation marks.
- Do not indent the opening line unless the quote begins a new paragraph.
- The in-text citation can be included at the end, outside of the final punctuation, or in the signal phrase.
- You **should not** begin a new paragraph after a block quote because of direct quotation rule #3: *Always provide an analysis of the direct quotation.*

**Block Quotation Example:**

As defined in Delgado Community College’s “Student Judicial Code (Rights, Responsibilities, and Disciplinary Procedures” (Policy No. SA-1448.1D), plagiarism is this:

*Plagiarism*-- The inclusion of someone else's actual words or paraphrases, ideas, or data into one's own work without acknowledging the original source. The included material must have appropriate citations such as [in-text citations] or quotation marks and identification of the sources, published or unpublished, copyrighted or not copyrighted.

This is a correctly formatted block quotation. After your block quotation, your paragraph should continue while you explain and analyze the large block quotation you just presented. Here is where you explain and analyze the long block quotation’s significance to the claim you are making in that paragraph. Most times, a block quotation will not end a paragraph because of requirement #3: “always provide an analysis.” The quote will not speak for itself. It is your job to explain it.

**Works Cited Entry for the above block quotation:**

<table>
<thead>
<tr>
<th><strong>Quotations within Quotations</strong></th>
<th><strong>Single Quotation Marks within a Quote:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original Text from Source:</strong></td>
<td>Wolfe begins his book: “And then say what? Say, ‘Forget you’re hungry. Forget you go shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.’”</td>
</tr>
<tr>
<td>And then say what? Say, “Forget you’re hungry. Forget you go shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.”</td>
<td><strong>Works Cited Entry:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ellipsis:</strong></th>
<th><strong>Using Ellipsis to Shorten a Quotation:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>While discussing whether or not college is worth the cost, David Leonhardt reveals that “student debt . . . has topped $1 trillion” (33).</td>
</tr>
<tr>
<td>Use this to omit unnecessary words from a direct quotation.</td>
<td><strong>Works Cited Entry:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Brackets:</strong></th>
<th><strong>To Adjust Grammar:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Atuahene’s description of “Mrs. B [as] an African-American woman with a short, sassy haircut and a feisty disposition to match” is an odd way to start a scholarly article (1502).</td>
</tr>
<tr>
<td>Use brackets to adjust grammar, clarify a pronoun, or to indicate an error in the source: [sic] is the Latin word for thus or such.</td>
<td><strong>Works Cited Entry:</strong></td>
</tr>
</tbody>
</table>
Original Text from Source:
Ms. Abo Rebieh, a member of the educated middle class, found herself imprisoned with women who were barely literate, and mostly arrested at random. She became a kind of spokeswoman and sounding board, conveying their needs and requests to guards and helping them talk through experiences.

Her art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves. She drew them all in shaded black and white, their grimacing faces and thin limbs influenced by one of her favorite artists, Goya.

To Clarify a Pronoun
Sinjab and Barnard describe how “[Azza Abo Rebieh] art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves.”

Works Cited Entry:

Original Text from Source:
Despite the constant negative press covfefe.

To Indicate an Error in the Source:
The 45th president of the U.S. tweeted: “Despite the constant negative press covfefe [sic]” (@realDonaldTrump).

Works Cited Entry:
@realDonaldTrump. “Despite the constant negative press covfefe.” Twitter. 31 May 2017, 5:06 a.m.
Summary, paraphrase, and direct quotations can be combined. You could paraphrase half of a sentence and quote the other half. You could summarize a paragraph and quote a vivid phrase from that paragraph.

### Do’s
- **Do** experiment with the variety of ways to integrate sources.
- **Do** ask questions of your instructor or tutor if something seems different or off.
- **Do** feel free to mimic some of the examples below.
- **Do** use the other sections in this chapter to summarize, paraphrase, or quote properly.

### Do not’s
- **Do not** create two in-text citations if you use two integration techniques in one sentence.
- **Do not** forget to put quotation marks around exact words and phrases from the original source, especially when mixing paraphrase and direct quotation.
- **Do not** ignore the rules about summary, paraphrase, and quotations in the other sections.

---

### Examples of Combinations

#### Combining Direct Quotation & Paraphrase:

**Original Text from Source:**
West, in his own way, will likely pay also for his thin definition of freedom, as opposed to one that experiences history, traditions, and struggle not as a burden, but as an anchor in a chaotic world.

**Combo:**
It is clear that there will be some retribution for West’s actions and attitude toward his “definition of freedom” (Coates).

#### Combining Direct Quotation & Summary:

**Original Text from Source:**
West’s thoughts are not original—the apocryphal Harriet Tubman quote and the notion that slavery was a “choice” echoes the ancient trope that slavery wasn’t that bad; the myth that blacks do not protest crime in their community is pure Giulianism; and West’s desire to “go to Charlottesville and talk to people on both sides” is an extension of Trump’s response to the catastrophe. These are not stray thoughts. They are the propaganda that justifies voter suppression, and feeds police brutality, and minimizes the murder of Heather Heyer.

**Combo:**
Coates notices that the conservative propaganda the Kanye West spouts on Twitter is the same that “justifies voter suppression, and feeds police brutality, and minimizes the murder of Heather Heyer.”

**Works Cited Entry:**
Below are all the different items to be included in a works cited entry. Use only items you can find in the source to create a works cited entry.

Authors
- The author is the name of a person or a pseudonym or screenname.
  - No Author: Sometimes no author is listed. If there is no author listed, leave it out of the work cited entry, and begin the citation with the article title.
  - One Author: If there is an author listed, you are required to list this author’s name in the works cited entry and the in-text citation.
  - Two Authors: If there are two authors listed, you are required to list both authors’ names in the works cited entry and the in-text citation.
  - Three or more authors: If there are three or more authors listed, you are required to list only the first author’s name and et al in the works cited entry and the in-text citation.

Title of Article
- This is the title of the article you are using as an outside source in your essay.
- Article titles are always surround by “Quotation Marks.”

Name of Container
- A container is the larger whole in which an article is contained. In other words, it holds or contains the article.
  - Containers are always italicized.
  - Examples of common containers: books, newspapers, magazines, anthologies, websites, academic journals, and names of library databases.

Other Contributors
- There may be other contributors to a source, such as an editor, translator, illustrator, etc. State the contributor’s role, the word “by” and then the names: edited by Irma Thomas.

Volume & Issue Numbers
- Volume & issue numbers mostly apply to academic journals.
  - Abbreviate volume like this: vol.  
  - Abbreviate issue numbers like this: no.
  - Add the numbers listed after the abbreviation: vol. 112, no. 6.

Page Numbers
- Abbreviate the pages like this: pp. Add the numbers after the abbreviation: pp. 22-24.
- For most online articles, there will be no pages number. This is fine. Leave it out.

Publisher
- On print books, you can usually find the company who published the book on the spine.
  - If the publisher is the same as the title of the container, which is usually the case with websites and newspaper, you do not have to write the container/publisher again.
  - If you cannot find a publisher, leave it out.

URL
- If a source is found online, always include the URL, which is the web address.
  - Omit http:// or https:// from the URL when you include it in the works cited entry.

Dates
- Any date you use in MLA style should appear in this format: Day Month Year.
  - Published: This should be the date the article was published or the date the article was last updated.
  - Accessed: This is the most recent date when you accessed the article online. This is used only for online sources.
Types of Works Cited Entries

Please click the types below to see what items to include in the works cited entry for each type, and to see examples of each type, along with what an in-text citation referring to that works cited entry would look like.

Types of Works Cited Entries

- Article in a Newspaper, a Magazine, or a Website
- Library Database Journal Article
- Online Video
- Film or Documentary
- Interview
- Podcast
- Post to social media
- Print book
- An Article in a Print Anthology
- Two or More Articles from One Anthology
- Other Sources

* This is not a complete list. There are more types of sources than this. However, these are the ones most frequently used.

Do’s

- **Do** always make sure the works cited entry matches an in-text citation you used in your essay.
- **Do** ask questions if you are confused about a source. Any English instructor or tutor will likely be able to answer it.
- **Do** only include items in works cited entries that you can find.

Do not’s

- **Do not** guess. Use this guide.
- **Do not** assume page numbers or publication dates. If you cannot see it, it might not be there.
- **Do not** invent items to include in a works cited entry.
In-text citations are required any time you use a source in any way while writing your essay. It shows where you used an outside source in your essay, and it shows what source you used. The in-text citation should always **match the first item listed** in the corresponding works cited entry. Please click the types below to see examples of in-text citations.

Types of In-text Citations

- One Author in Signal Phrase with Page #
- One Author in Signal Phrase No Page #
- One Author in Parentheses No Page #
- No Author Full Article Title in Signal Phrase
- No Author Short Version of Title in Parentheses
- Two Authors in Signal Phrase
- Two Authors in Parentheses
- Three or More Authors in Signal Phrase
- Three or More Authors in Parentheses
- A Summary that Spans Multiple Pages
- Source Quoted in Another Source
- Two or More Works by the Same Author in Signal Phrase
- Two or More Works by the Same Author in Parentheses
- Authors with the Same Last Name
- Two Different Sources Cited in the Same Sentence

**Do’s**

- *Do* always provide an in-text citation.
- *Do* put the in-text citation either in the signal phrase or in the parentheses after the sentence.
- *Do* vary the types of signal phrases you use when using direct quotation.
- *Do* feel free to mimic the examples in this handbook.

**Do not’s**

- *Do not* forget to place an in-text citation when using an outside source. Otherwise, it’s plagiarism.
- *Do not* put the in-text citation in the signal phrase and in the parentheses at the end of the sentence.
- *Do not* use the website as the in-text citation. This will never be correct.
### Examples of Works Cited Entries & Corresponding In-text Citations

<table>
<thead>
<tr>
<th>Citation Type</th>
<th>Works Cited Entry</th>
<th>In-text Citation Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article in a Newspaper, a Magazine, or a Website (items to include)</td>
<td>Author’s Last Name, First Name. “Title of Article.” Name of Container. Publisher. Date Published. URL. Accessed Date.</td>
<td></td>
</tr>
<tr>
<td>Article in a Newspaper, a Magazine, or a Website (with no author)</td>
<td>“7 Ways We Know Systemic Racism Is Real” Ben &amp; Jerry’s. <a href="http://www.benjerry.com/home/whats-new/2016/systemic-racism-is-real">www.benjerry.com/home/whats-new/2016/systemic-racism-is-real</a>. Accessed 15 Aug. 2018.</td>
<td>Some define “systemic racism” as “racism that infects the very structure of our society” (“7 Ways We”).</td>
</tr>
<tr>
<td>Library Database Journal Article (items to include)</td>
<td>Author’s Last Name, First Name. “Title of Article.” Name of Container. Volume. Issue Number. Date Published. Pages. Name of Database. URL or doi. Accessed Date.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Online Video (items to include)</td>
<td>Account Name. “Title of Video.” Name of Container. Date Published. URL. Accessed Date.</td>
<td></td>
</tr>
<tr>
<td>LastWeekTonight. “Stupid Watergate II: Last Week Tonight with John Oliver (HBO).” YouTube. 10 June 2018. <a href="http://www.youtube.com/watch?v=mOVPSnVgyvU">www.youtube.com/watch?v=mOVPSnVgyvU</a>. Accessed 8 Aug. 2018.</td>
<td>John Oliver notices that Fox News mostly tries to “confuse public opinion” and “redefine the investigation on their terms” (LastWeekTonight).</td>
<td></td>
</tr>
<tr>
<td>Online Video (example)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film or Documentary (items to include)</td>
<td>Title of Film. Role by First Name Last Name, Production Studio, Date Released.</td>
<td></td>
</tr>
<tr>
<td>Film or Documentary (example)</td>
<td><em>Avengers: Infinity War</em>, Directed by Anthony Russo and Joe Russo, Marvel Studios, 27 Apr. 2018.</td>
<td>In <em>Avengers: Infinity War</em>, when Thanos is asked what it costs, he says, “Everything.”</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Interview (items to include)</td>
<td>Subject’s Last Name, First Name. Interview or “Title of Interview.” <em>Name of Container</em>. Date Published. URL. Accessed Date.</td>
<td></td>
</tr>
<tr>
<td>Personal Interview (items to include)</td>
<td>Subject’s Last Name, First Name. Personal Interview. Date Interviewed.</td>
<td></td>
</tr>
<tr>
<td>Personal Interview (example)</td>
<td>Loblaw, Bob. Personal Interview. 25 Dec. 2017.</td>
<td>Old man Bobby understands that his law practice is failing because he can no longer afford to take clients who pay in shrimp and trout (Loblaw).</td>
</tr>
<tr>
<td>Podcast (items to include)</td>
<td>Last Name, First Name, role. “Title of Episode.” <em>Title of Program</em>, season, episode, Sponsor, Date Published, URL. Accessed Date.</td>
<td></td>
</tr>
<tr>
<td>Post to Social Media (items to include)</td>
<td>Author. “Full text of short untitled post” or “Title” or Descriptive Label. <em>Name of Container</em>. Date Published, Time Published, URL. Accessed Date.</td>
<td></td>
</tr>
<tr>
<td>Post to Social Media (example)</td>
<td>@realDonaldTrump. “Looking back on history, who was treated worse, Alfonse Capone, legendary mob boss, killer and ‘Public Enemy Number One,’ or Paul Manafort, political operative &amp; Reagan/Dole darling, now serving solitary confinement - although convicted of nothing? Where is the Russian Collusion?” <em>Twitter</em>. 1 Aug. 2018, 8:35 a.m., twitter.com/realdonaldtrump/status/1024680095343108097. Accessed 2 Aug. 2018.</td>
<td>In a tweet, Trump compares Paul Manafort to Al Capone, ultimately insisting that Capone was treated better than Manafort, even though Capone was a more terrifying criminal (@realDonaldTrump).</td>
</tr>
<tr>
<td><strong>Print Book</strong> <em>(items to include)</em></td>
<td><strong>Author’s Last Name, First Name. <em>Name of Book</em>. Publisher, Year Published.</strong></td>
<td><strong>Wolfe, Tom. <em>Bonfire of the Vanities</em>. Bantam Books. Dec. 1988.</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Print Book</strong> <em>(example)</em></td>
<td></td>
<td>Wolfe begins his book: “And then say what? Say, ‘Forget you’re hungry. Forget you go shot inna back by some racist cop – Chuck was here? Chuck come up to Harlem.’”</td>
</tr>
<tr>
<td><strong>Article in a Print Anthology</strong> <em>(items to include)</em></td>
<td><strong>Author’s Last Name, First Name. “Title of Article.” <em>Name of Container</em>, edited by First Name Last Name, Publisher, Year Published, Pages.</strong></td>
<td><strong>Leonhardt, David. “Is College Worth It? Clearly, New Data Say.” <em>Practical Argument: Short Third Edition</em>, edited by Laurie G. Kirszer and Stephen R. Mandell, Bedford/St. Martin’s, 2017, pp. 33-35.</strong></td>
</tr>
<tr>
<td><strong>Article in a Print Anthology</strong> <em>(example)</em></td>
<td></td>
<td>While discussing whether or not college is worth the cost, David Leonhardt reveals that “student debt . . . has topped $1 trillion” (33).</td>
</tr>
<tr>
<td><strong>Two or More Works by the Same Author</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Sources</strong></td>
<td><strong>If you encounter other types of sources that are not listed here, ask an instructor, a tutor, or a librarian how to cite it. If those options are not available, consult the vast internet by writing the question: “How do I cite ______ in MLA 8?”</strong></td>
<td><strong>Please also visit the Additional Resources page for more information regarding MLA 8 style.</strong></td>
</tr>
</tbody>
</table>
### Examples of In-text Citations & Corresponding Works Cited Entries

<table>
<thead>
<tr>
<th>In-Text Citation Type</th>
<th>In-text Citation Example</th>
<th>Corresponding Works Cited Entry</th>
</tr>
</thead>
</table>
Sinjab and Barnard describe how “[Azza Abo Rebieh] art then became a mirror for fellow prisoners who had none: She drew them so they could see themselves.”

The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).

Weiner et al. report that federal attorneys are accusing Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks in order to secure loans.

Weiner et al. report that federal attorneys are accusing Manafort of not paying taxes on money he earned while working for politicians in Ukraine and lying to banks in order to secure loans.


### A Summary that Spans Multiple Pages

The surge in hate and the accompanying rally to dismantle the Affordable Care Act can be seen as racism: a way for white Americans to whitewash the legacy of a black president (Stein and Allcorn 235-237).

### Source Quoted in Another Source

When asked about his “cultural memory” of the Civil War, a Southern man, who was asked along with several others to respond to questions about race, responds with a quote from Faulkner: “The past is never dead. It’s not even past” (qtd. in Blount et al. 372)

### Two or More Works by the Same Author in Signal Phrase

Coates in “I’m Not Black, I’m Kanye” makes an astute observation: “it is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride.”

OR

Coates makes an astute observation: “it is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride” (“I’m Not Black, I’m Kanye”).

### Two or More Works by the Same Author in Parentheses

In his conclusion, he observes “it is often easier to choose the path of self-destruction when you don’t consider who you are taking along for the ride” (Coates, “I’m Not Black, I’m Kanye”).

---


R. Smith calls some of the paintings “lackluster.”

OR

These paintings are “lackluster” (R. Smith).

Self-sabotage is easier when the person is self-centered; however, this becomes harder to navigate when we think of ourselves as connected through and having a “cultural memory” (Blout et al. 372; Coates).


This section contains brief explanations, examples, and corrections of four major grammar errors that occur most often. These types of errors often obscure what the writer is trying to say.

- All students should proofread for these types of errors. If you think you have found one of these errors in your essay and are uncertain or confused, ask an instructor or tutor for help.
- These major grammar errors often cause students to fail assignments. Proofread your essays and assignments closely.

Click the links below to view the section:

- Sentence Fragments
- Run-on Sentences
- Subject-Verb Agreement
- Verb Forms
- Verb Tenses
A sentence fragment is a word group that lacks a subject or a verb and does not express a complete thought.

The most common types of sentence fragments are:

- **Dependent word fragments**
  
  *EXAMPLE:* After I stopped reading.
  
  *Corrected:* After I stopped reading, I looked up the vocabulary words I didn’t know.

- **-ing and to fragments**
  
  *EXAMPLE:* Trying to find the right dress for the party.
  
  *Corrected:* Trying to find the right dress for the party, Susan searched in every store at the mall.

- **Added detail fragment**
  
  *EXAMPLE:* Except from Lola.
  
  *Corrected:* Bob has trouble accepting criticism, except from Lola.

- **Missing subject fragment**
  
  *EXAMPLE:* And takes the grocery list with her.
  
  *Corrected:* Mary always reads the paper at the coffeehouse on Thursday and takes the grocery list with her to compare it to the grocery store ads.

**Ways to Correct Sentence Fragments:**

- Attach the fragment to the sentence that comes after it or to the sentence that comes before it.
  
  *After I stopped drinking coffee, I began sleeping better at night.*

- Add a subject and change the –ing verb to the correct form
  
  *The little girl was trying to be helpful.*

- Change being to the correct form of the verb to be.
  
  *Mel took an aisle seat on the bus. His reason being that he had more legroom.
  
  *Mel took an aisle seat on the bus. His reason was that he had more legroom.*

- Add the subject and verb that the fragment lacks.
  
  *Tony has trouble accepting criticism, except from Lola.*

---

**Subordinating Conjunctions**

- after, although, as, as if, because, before, even if, even though, ever since, how, if, since, so that, than, that, though, unless, until, what, whatever, when, whenever, where, whereas, wherever, whether, which, whichever, while, who, whom, whose

**Coordinating Conjunctions**

- for, and, nor, but, or, yet, so

---

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A run-on sentence is two complete thoughts/sentences run together with no clear sign to mark the break between them.

**Types of Run-on Sentences**

♦ **Fused sentence (no punctuation between 2 complete thoughts)**
  
  *EXAMPLE*: Rosa decided to stop smoking she did not want to die of lung cancer.

♦ **Comma splice (comma used incorrectly)**
  
  *EXAMPLE*: They were learning a new song, they needed to practice more.

**Correcting Run-ons – 4 common methods**

□ Use a period and a capital letter to separate the two complete thoughts.
  
  *CORRECTION*: Rosa decided to stop smoking. She did not want to die of lung cancer.

□ Use a comma plus one of the FANBOYS (*for, and, nor, but, or, yet, so*) to connect the two complete thoughts. FANBOYS are coordinating conjunctions.
  
  *CORRECTION*: Rosa decided to stop smoking, for she did not want to die of lung cancer.

□ Use a semicolon to connect the two complete thoughts.
  
  *CORRECTION*: Rosa decided to stop smoking; she did not want to die of lung cancer.

□ Use a subordinating conjunction.
  
  *CORRECTION*: Because Rosa did not want to die of lung cancer, she stopped smoking.

**Correcting Run-ons – 4 common methods**

□ Use a period and a capital letter to separate the two complete thoughts.
  
  *CORRECTION*: They were learning a new song. They needed to practice more.

□ Use a comma plus one of the FANBOYS (*for, and, nor, but, or, yet, so*) to connect the two complete thoughts. FANBOYS are coordinating conjunctions.
  
  *CORRECTION*: They were learning a new song, but they needed to practice more.

□ Use a semicolon to connect the two complete thoughts.
  
  *CORRECTION*: They were learning a new song; they needed to practice more.

□ Use a subordinating conjunction.
  
  *CORRECTION*: Since they were learning a new song, they needed to practice more.

<table>
<thead>
<tr>
<th>Subordinating Conjunctions</th>
<th>Coordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>after, although, as, as if, because, before, even if, even though, ever since, how, if, since, so that, than, that, though, unless, until, what, whatever, when, whenever, where, whereas, wherever, whether, which, whichever, while, who, whom, whose</td>
<td>FANBOYS: for, and, nor, but, or, yet, so</td>
</tr>
</tbody>
</table>
Subject-Verb Agreement

Subject-verb agreement errors occur when the number of the subject is not the same as the number of the verb.

**ERROR:** She eat dinner at 6:00 every night.
**CORRECTION:** She eats dinner at 6:00 every night.

**QUICK LIST:**

- Each sentence has only 1 “s” for both the subject and the verb. If it is used in the subject, it will not be used in the verb.
  - The students are studying for their test.
  - Judy is working on her essay.
- Cross out the prepositional phrases that come between the subject and the verb to eliminate distractions that make it difficult to determine subject-verb agreement.
  - The books about the new bridge are in the bookstore now.
- Reverse the order of the sentence if the subject appears at the end of the sentence to determine subject-verb agreement.
  - Over the building flies a solitary flag. // A solitary flag flies over the building.

**IRREGULAR VERBS THAT OFTEN CAUSE SUBJECT-VERB (S/V) AGREEMENT ERRORS**

To have – should you use “have” or “has?”

<table>
<thead>
<tr>
<th>PRESENT TENSE</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have</td>
<td>We have</td>
</tr>
<tr>
<td>Second person</td>
<td>You have</td>
<td>You have</td>
</tr>
<tr>
<td>Third person</td>
<td>He/she/it has</td>
<td>They have</td>
</tr>
</tbody>
</table>

To be – should you use “is” or “are” or “was” or “were?”

<table>
<thead>
<tr>
<th>PRESENT TENSE</th>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>PAST TENSE</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I am</td>
<td>We are</td>
<td>I was</td>
<td>We were</td>
<td></td>
</tr>
<tr>
<td>Second person</td>
<td>You are</td>
<td>You are</td>
<td>You were</td>
<td>You were</td>
<td></td>
</tr>
<tr>
<td>Third person</td>
<td>He/she/it is</td>
<td>They are</td>
<td>He/she/it was</td>
<td>They were</td>
<td></td>
</tr>
</tbody>
</table>
English verbs can be regular or irregular.

- **Regular verbs** are consistent in the formation of the simple past and past participle, which both end in –*ed*.
- **Irregular verbs** are not consistent in the formation of the simple past and past participle.

Standard Written English requires all verbs to change form to show distinctions in time (tense) and person (subject). For the perfect and progressive tenses, we must use the participle form of the verb.

- For the perfect tense, we use the past participle. For regular verbs, the past participle is the same as the past tense form of the verb: *worked*.
- For the progressive tense, we use the present participle (-*ing*): *working*.

Below is a chart for the regular verb **“to work”**:

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
<th>Present Perfect</th>
<th>Present Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>worked</td>
<td>work</td>
<td>will work</td>
<td>have worked</td>
<td>am working</td>
</tr>
<tr>
<td>You</td>
<td>worked</td>
<td>work</td>
<td>will work</td>
<td>have worked</td>
<td>are working</td>
</tr>
<tr>
<td>He/She/It</td>
<td>worked</td>
<td>works</td>
<td>will work</td>
<td>has worked</td>
<td>is working</td>
</tr>
<tr>
<td>We</td>
<td>worked</td>
<td>work</td>
<td>will work</td>
<td>have worked</td>
<td>are working</td>
</tr>
<tr>
<td>You (all)</td>
<td>worked</td>
<td>work</td>
<td>will work</td>
<td>have worked</td>
<td>are working</td>
</tr>
<tr>
<td>They</td>
<td>worked</td>
<td>work</td>
<td>will work</td>
<td>have worked</td>
<td>are working</td>
</tr>
</tbody>
</table>

When we use the perfect and progressive tenses, the main verb’s participle form always stays the same. Instead of changing the participle form, we change the helping verb to agree with the subject.

- Perfect tense: have + past participle
- Progressive tense: be + present participle

Both “to have” and “to be” are irregular verbs because they have irregular forms in both the past tense and the past participle. For example:

- “to be”
  - Past tense: was
  - Past participle: been
- “to have”
  - Past tense: had
  - Past Participle: had

The forms of “to be” change drastically from present to past to participle, thus making it an irregular verb.

Even though the forms are the same, this is still considered an irregular verb because the form changes from have to had rather than from have to haved.
Below are two charts for the irregular verbs “to be” and “to do”:

“to be”

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
<th>Present Perfect</th>
<th>Present Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>am</td>
<td>will be</td>
<td>have been</td>
<td>am being</td>
</tr>
<tr>
<td>You</td>
<td>were</td>
<td>are</td>
<td>will be</td>
<td>have been</td>
<td>are being</td>
</tr>
<tr>
<td>He/She/It</td>
<td>was</td>
<td>is</td>
<td>will be</td>
<td>has been</td>
<td>is being</td>
</tr>
<tr>
<td>We</td>
<td>were</td>
<td>are</td>
<td>will be</td>
<td>have been</td>
<td>are being</td>
</tr>
<tr>
<td>You (all)</td>
<td>were</td>
<td>are</td>
<td>will be</td>
<td>have been</td>
<td>are being</td>
</tr>
<tr>
<td>They</td>
<td>were</td>
<td>are</td>
<td>will be</td>
<td>have been</td>
<td>are being</td>
</tr>
</tbody>
</table>

“to do”

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
<th>Present Perfect</th>
<th>Present Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>did</td>
<td>do</td>
<td>will do</td>
<td>have done</td>
<td>am doing</td>
</tr>
<tr>
<td>You</td>
<td>did</td>
<td>do</td>
<td>will do</td>
<td>have done</td>
<td>are doing</td>
</tr>
<tr>
<td>He/She/It</td>
<td>did</td>
<td>does</td>
<td>will do</td>
<td>has done</td>
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<td>did</td>
<td>do</td>
<td>will do</td>
<td>have done</td>
<td>are doing</td>
</tr>
</tbody>
</table>

Note: The present participle of any verb will never be the main verb of the sentence without the helping verb “to be.”

COMMON ERRORS WITH VERB FORMS:

- Incomplete sentence constructions / non-standard forms
  - Error: I writing a story.
    I be writing a story.
  - Correction: I am writing a story.

- Error: He done his homework for today’s class.
  - Correction: He has done his homework for today’s class.

- Subject-verb agreement
  - Error: He have been upset about the Saints’ loss for weeks now.
  - Correction: He has been upset about the Saints’ loss for weeks now.

Note: For irregular verbs, the past participle will never be the main verb of the sentence without the helping verb “to have.”
Verb tenses tell the reader when the verb’s action or state of being takes place. There are twelve active verb tenses: three simple tenses, three perfect tenses, and six progressive tenses.

The **simple tenses** express basic time relationships. For these tenses, the writer/speaker views the action of the sentence from the point in time when s/he writes the sentence.

### THE SIMPLE TENSES

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Simple Past Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple past tense shows an action or state of being that took place one time in the past. Add -ed or -d to the end of regular verbs or use the irregular form.</td>
<td>We <em>studied</em> for three hours last night. Janet <em>worked</em> overtime last weekend. David <em>was</em> late to work this morning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Present Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present tense shows an action or state of being that occurs in the present moment or habitually or eternally.</td>
<td>We <em>study</em> for three hours every day. Janet <em>works</em> overtime every Saturday. David <em>is</em> late again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Future</th>
<th>Simple Future Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple future tense shows an action or state of being that will occur sometime in the future. If is often formed with the word will, followed by the infinitive of the verb.</td>
<td>We <em>will study</em> together this weekend. Janet <em>will work</em> overtime next Tuesday. David <em>will be</em> late tomorrow.</td>
</tr>
</tbody>
</table>

### COMMON ERRORS WITH SIMPLE TENSES:

- **Dropped –ed endings**
  - **Error:** Yesterday, we walk through the park for an hour.
  - **Correction:** Yesterday, we walked through the park for an hour.

- **Inconsistent tenses**
  - **Error:** Lacey combs her hair before she brushed her teeth.
  - **Correction(s):** Lacey combed her hair before she brushed her teeth. Lacey combs her hair before she brushes her teeth.

- **Non-standard verb forms**
  - **Error:** She be messy.
  - **Correction:** She is messy.

- **Subject-verb agreement errors with the singular third person**
  - **Error:** Darrell love to eat pizza.
  - **Correction:** Darrell loves to eat pizza.
The **perfect tenses** express more complex time relationships. Create this verb by adding a form of the verb *to have* to the past participle of the main verb. (Past participles are usually formed by adding *-ed* to the verb. See Verb Forms for more about participles.)

<table>
<thead>
<tr>
<th>THE PERFECT TENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past Perfect</strong></td>
</tr>
<tr>
<td>Past perfect tense shows that the verb’s action was completed sometime before a second past event. It consists of the word <em>had</em> plus the past participle of the verb.</td>
</tr>
<tr>
<td>We <em>had studied</em> for two weeks before we took the test.</td>
</tr>
<tr>
<td>Janet <em>had worked</em> at AT&amp;T for twenty years.</td>
</tr>
<tr>
<td>David <em>had been</em> late many times before his supervisor fired him.</td>
</tr>
<tr>
<td><strong>Present Perfect</strong></td>
</tr>
<tr>
<td>Present perfect tense indicates that the verb’s action began in the past and continued up through the time the present. Create this verb by adding the past participle of the verb to the word have.</td>
</tr>
<tr>
<td>We <em>have studied</em> for two weeks already.</td>
</tr>
<tr>
<td>Janet <em>has worked</em> at AT&amp;T for twenty years.</td>
</tr>
<tr>
<td>David <em>has been</em> late many times.</td>
</tr>
<tr>
<td><strong>Future Perfect</strong></td>
</tr>
<tr>
<td>Future perfect tense indicates that by the time of a specified future event, the verb’s action will have been completed. Create this verb by adding the past participle of the verb to the words will have.</td>
</tr>
<tr>
<td>We <em>will have studied</em> for two weeks by the time we take the test.</td>
</tr>
<tr>
<td>Janet <em>will have worked</em> at AT&amp;T for twenty years next Tuesday.</td>
</tr>
<tr>
<td>If David is late again tomorrow, he <em>will have been</em> late twenty times.</td>
</tr>
</tbody>
</table>

**COMMON ERRORS WITH PERFECT TENSES:**
- Subject-verb agreement
  - **Error**: We *has* studied for two weeks already.
  - **Correction**: We *have* studied for two weeks already.
  - **Error**: Janet *have* worked at AT&T for twenty years.
  - **Correction**: Janet *has* worked at AT&T for twenty years.
- Verb forms
  - **Error**: David *been* late many times.
  - **Correction**: David *has been* late many times.
  - **Error**: We have *study* for two weeks already.
  - **Correction**: We have *studied* for two weeks already.
Progressive tenses correspond to the simple and perfect tenses. A progressive verb shows that the action of the verb is still in progress. Create this form by using *to be* followed by the present participle form (the *-ing* form) of the main verb. The tense of the verb *to be* indicates whether the progressive verb is simple present, simple past, simple future, present perfect, past perfect, or future perfect.

### THE PROGRESSIVE TENSES

| Simple Past Progressive | We *were studying* when Steve called.  
Janet *was working* when the fire alarm rang.  
David *was being* rude to his supervisor.  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of the past tense of the verb to be plus the present participle of the main verb</td>
<td></td>
</tr>
</tbody>
</table>

| Simple Present Progressive | We *are studying* in the library.  
Janet *is working* at AT&T.  
David *is being* rude to his supervisor.  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of the present tense of the verb to be plus the present participle of the main verb</td>
<td></td>
</tr>
</tbody>
</table>

| Simple Future Progressive | We *will be studying* tomorrow night, so we cannot attend the party.  
Janet *will be working* during the concert.  
David *will be giving* his retirement notice when his supervisor arrives.  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of the future tense of the verb to be plus the present participle of the main verb</td>
<td></td>
</tr>
</tbody>
</table>

### THE PERFECT PROGRESSIVE

| Past Perfect Progressive | We *had been studying* for six hours.  
Janet *had been trying* to find another job for two months.  
David *had been arriving* late for years.  |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Consists of the past perfect tense of the verb to be plus the present participle of the main verb</td>
<td></td>
</tr>
</tbody>
</table>

| Present Perfect Progressive | We *have been studying* for six hours.  
Janet *has been trying* to find another job for two months.  
David *has been arriving* late for years.  |
<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of the present perfect tense of the verb to be plus the present participle of the main verb</td>
<td></td>
</tr>
</tbody>
</table>

| Future Perfect Progressive | At 10:00 p.m., we *will have been studying* for six hours.  
Janet *will have been trying* to find another job for two months next week.  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of the future perfect tense of the verb to be plus the present participle of the main verb</td>
<td></td>
</tr>
</tbody>
</table>
This section will help you edit and revise your writing for style and clarity. Style is *how* something is said – as opposed to content, which is *what* is said. Clarity is being clear and direct for your audience.

Click the links below to view the section:

- Using Active Voice
- Transitions
- Parallelism
- Sentence Variety & Structures for Argument
A problematic shift to avoid is the unnecessary shift from the active voice to the passive voice. Below is a table to illustrate the difference between active and passive voice.

<table>
<thead>
<tr>
<th>ACTIVE VOICE</th>
<th>PASSIVE VOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject completes the action.</td>
<td>The object of an active sentence appears as the subject.</td>
</tr>
<tr>
<td>The students <em>completed</em> their homework.</td>
<td>The homework <em>was completed</em> by the students.</td>
</tr>
</tbody>
</table>

*Note:* Active voice is concise.

*Note:* Passive voice is wordy.

**When to Use Passive Voice**
- We do not know the actor—the one who completes the action—in the sentence.
  - Example: My car was broken into last night.
- The actor is less important than the receiver of the action is.
  - Example: My brother was hit by a car.

**COMMON ERRORS IN VOICE**
- Error: I lost my purse, so a new one was purchased.
  - Correction: I lost my purse, so I purchased a new one.
- Error: I made lasagna two nights ago, and the leftovers were eaten by my brother.
  - Correction: I made lasagna two nights ago, and my brother ate the leftovers.

Active voice is preferred, so be sure to proofread your own writing to eliminate unnecessary instances of the passive voice. As you proofread, look out for voice shifts within in the same sentence.
Transitions help to create a sense of structure in writing because they illustrate relationships between ideas. Choose transitions for their logic, and do not overuse them. A few well-placed transitions will go a long way.

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To add ideas</strong></td>
<td>also, and, and then, too, plus, in addition, furthermore, moreover, similarly, again, on top of that, another, first, second, third…</td>
</tr>
<tr>
<td><strong>To organize ideas chronologically</strong></td>
<td>now, then, before, after, afterwards, earlier, henceforth, thereafter, previously, later, immediately, temporarily, soon, next, in a few days, meanwhile, gradually, suddenly, finally</td>
</tr>
<tr>
<td><strong>To compare ideas</strong></td>
<td>in the same way, similarly, just like, just as, likewise, in fact, in like manner, indeed so, also, furthermore</td>
</tr>
<tr>
<td><strong>To contrast ideas</strong></td>
<td>but, still, however, on the other hand, on the contrary, yet, nevertheless, despite, in spite of, even though, in contrast, although, whereas, anyhow, conversely, instead, notwithstanding</td>
</tr>
<tr>
<td><strong>To illustrate causes and effects</strong></td>
<td>because, since, so, consequently, as a result, therefore, then, accordingly, hence, thus, for this reason, for this purpose, so that this may happen</td>
</tr>
<tr>
<td><strong>To emphasize</strong></td>
<td>indeed, in fact, surely, necessarily, certainly, without any doubt, in any event, truly, again, most important, above all</td>
</tr>
<tr>
<td><strong>To provide examples</strong></td>
<td>to be specific, as proof, to illustrate, in fact, indeed, namely</td>
</tr>
<tr>
<td><strong>To restate</strong></td>
<td>that is, in other words</td>
</tr>
<tr>
<td><strong>To concede a point</strong></td>
<td>it is true, granted, admittedly, to be sure</td>
</tr>
<tr>
<td><strong>To show alternatives</strong></td>
<td>on the one hand… on the other hand</td>
</tr>
<tr>
<td><strong>To summarize</strong></td>
<td>in summary, as I have shown, as has been stated, in other words, in brief, to sum up, in short</td>
</tr>
</tbody>
</table>
Parallelism is a grammatical form that creates balance between ideas using single words, phrases, and clauses.

### COORDINATING & CORRELATIVE CONJUNCTIONS

<table>
<thead>
<tr>
<th>Coordinating conjunctions</th>
<th>Correlative conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect ideas of equal importance. Whether used to connect words, phrases, or clauses, the use of coordinating conjunctions often requires parallel grammatical form.</td>
<td>Come in pairs and require that the grammatical structure that follows the first half of the pair is parallel with the grammatical structure that follows the second half of the pair.</td>
</tr>
<tr>
<td>for, and, nor, but, or, yet, so (FANBOYS)</td>
<td>either/or, neither/nor, not only/but also, both/and, whether/or</td>
</tr>
</tbody>
</table>

### COMMON ERRORS WITH PARALLEL FORMS

- Errors in parallelism can occur in a series or list of nouns, in phrases, or clauses.
  - **Error**: Sarah cleaned the kitchen, bathroom and she swept the garage.
    - **Correction**: Sarah cleaned the kitchen, bathroom, and garage.
  - **Error**: Athletes who practice regularly build strength, endurance, and they are more confident.
    - **Correction**: Athletes who practice regularly build strength, endurance, and confidence.
  - **Error**: Watching football, listening to music, and time with friends are Darrell’s favorite activities outside of work.
    - **Correction**: Watching football, listening to music, and spending time with friends are Darrell’s favorite activities outside of work.
  - **Error**: He told me either to take the streetcar or ride my bike.
    - **Correction**: He told me either to take the streetcar or to ride my bike.
  - **Error**: Darrell was not only inefficient but also was unfriendly.
    - **Correction**: Darrell was not only inefficient but also unfriendly.
  - **Error**: It is more fun to exercise outside than working out at a gym.
    - **Correction**: It is more fun to exercise outside than to work out at a gym.
    - Exercising outside is more fun than working out at a gym.
Repetitive sentence structures can make an interesting idea sound boring or a strong argument sound weak. Know the four sentence types and use them to control the pace and rhythm of your writing and strengthen the rhetoric effect of an argument.

### THE SIMPLE SENTENCE

A sentence that has only one independent clause*:

- **Subject + verb.**
- **Subject + verb + verb.**
- **Subject + subject + verb.**
- **Subject + subject + verb + verb.**

*A clause is simply a group of words having a subject and a verb. A clause may be independent, expressing a complete thought and able to stand alone, or dependent, not able to stand on its own.

**Examples:**
- David was late to the movie last night.
- I prefer steak to pizza.
- David and John missed the bus for school.

**Strategies for Argument:**

One problem with [opposing view] is __________.

Activists insist __________. Still, __________ would [make the problem worse/violate a basic human right].

__________ must be taken into consideration.

A common concern about this issue is __________.

**Note:** You can add a prepositional phrase to the opening or closing of a simple sentence. This can also help to create sentence variety among simple sentences.

### THE COMPOUND SENTENCE

Two independent clauses joined by a comma and a coordinating conjunction *(for, and, nor, but, or, yet, so):*

- **Subject + verb, for + subject + verb.**
- **Subject + verb, and + subject + verb.**
- **Subject + verb, nor + subject + verb.**
- **Subject + verb, but + subject + verb.**
- **Subject + verb, or + subject + verb.**
- **Subject + verb, yet + subject + verb.**
- **Subject + verb, so + subject + verb.**

In compound sentences, use a comma before the coordinating conjunction.

**Examples:**
- David was late, for he missed the bus.
- I would prefer steak, but I will eat pizza.
- David missed the bus, so he was late.

**Strategies for Argument:**

Some proponents of ________ agree with _________, but _________.

This subject has become controversial, so we must look carefully at _________.

I agree with those who support ________, yet there are alternative views to consider.
**THE COMPLEX SENTENCE**

Two clauses joined with a subordinating conjunction (*as, because, although, since, before, when, once, if, even if, whatever, whenever, during, until, unless, wherever, whether, while, as if, even though, that, which, who*)

<table>
<thead>
<tr>
<th>Subject + verb + because + subject + verb.</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because [David missed the bus], he was late.</td>
<td></td>
</tr>
<tr>
<td>David was late because he missed the bus.</td>
<td></td>
</tr>
<tr>
<td>Even though I [prefer steak], I like pizza.</td>
<td></td>
</tr>
<tr>
<td>I like pizza even though I prefer steak.</td>
<td></td>
</tr>
</tbody>
</table>

Comma use in complex sentences can be confusing, so here are examples of the rule:

*When* the dependent sentence goes first, use a comma.

Do not use a comma *when* the dependent sentence goes last.

**Strategies for Argument:**

Although most would agree with _______, it does not mean __________.

Opponents disagree with this argument because ________.

If this solution seems too expensive and time-consuming, then consider ________.

While some support ________, I support __________.

---

**THE COMPOUND COMPLEX SENTENCE**

Two or more coordinate independent clauses and one or more dependent clauses:

<table>
<thead>
<tr>
<th>Subject + Verb + S. Conjunction + Subject + Verb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>Because [David missed the bus], he was late for class, so he failed the exam.</td>
</tr>
<tr>
<td>Even though I [would prefer steak], I will eat pizza, but I want to try that new place.</td>
</tr>
</tbody>
</table>

**Strategies for Argument:**

Research shows that most people favor __________, but this does not make __________ right or true.

As some critics have claimed, __________ does not hold true, and they are right.

Because __________, I support __________, and here is why: __________, __________, and __________.

This issue divides our community, yet some people still argue __________ because __________.

---

Note: The comma usage rules for both compound and complex sentences apply.
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Isaac Delgado Hall
City Park Campus, Building 1
Room 216W
(504) 671-6339

Located at Delgado’s City Park Campus, the Writing Center’s services and resources are available on a walk-in basis to Delgado students working on writing assignments. The Writing Center provides specialized tutoring and computer services for students enrolled in English Composition and any other writing-related courses.

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- Focusing and narrowing topics
- Formulating thesis statements
- Organizing ideas
- Paragraphing
- Providing transitions
- Developing proofreading skills
- Organizing research
- Writing research papers

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- Internet access for writing-related research
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- Punctuation
- Capitalization
- Plurals and Possessives
- Verb Tenses
- Sentence Types and Variety

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- English Research Guide
- Commonly Used Databases
- DCC Library: Writing & Citing

Purdue Online Writing Lab (OWL)

- Run-ons
- Fragments
- Thesis Statements
- Basic Essay Structure
- Paragraph Structure
- Paragraph Organization

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- Advanced Searching
- Improving Your Search Results
- Using the Results List
- Citing Articles on EBSCOhost

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- The CRAAP Method of Evaluating Credibility
- Facts, Opinions & Reasoned Judgments
- Using Advanced Search Effectively
- EasyBib: Research Guide (PDF)