

ENG 201A: Writing across the Disciplines

Spring 2020

Prof. Steven Bookman



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Welcome to English 201A!

Welcome to Writing in the Disciplines – ESL (ENG 201a)! Although this is a composition class, what you really learn is the individual skills that make up writing, reading, speaking, listening, and proofreading, which all have the same process. Recruiters and employers expect all applicants to possess these same skills in internships and jobs.

All assignments for this class revolve around the theme of social media in multimodal writing. It will be broken into two segments. One segment of social media focuses on its effect on society, specifically with news and the First Amendment. The second segment develops a student's online presence and personal branding for being marketable in today's job market. Assignments take the form of essays using Microsoft Word to autobiographical descriptions and reflections on an ePortfolio platform. They range from essays to professional writing. Each type requires a different format and target audience, which exposes students to future assignments in their majors and jobs.

The most important things to get out of this course to understand who the target audience is and how to let ideas flow naturally on a page without them being forced on it. This will be accomplished through a different way of looking at writing. Writing will be viewed through the editor's eyes.



Pace University
English Department
ENG 201A (20933): Writing Across the Disciplines
Spring 2020

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Office:

Class Time:

Class Location:

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Course Description

The primary objective of this course is to provide you with the information and practice you need to produce successful academic writing and to gain more confidence as a writer in academic settings.

Since this course is part of an Open Educational Resource (OER) grant, there is no textbook. All readings are online with links provided in this text or are on library reserve. All readings will be clearly indicated on how to retrieve them.

Course Goals

In this course, you will ...

- ✓ examine how language varies depending on context
- ✓ develop an awareness of various features of academic writing
- ✓ examine and critique texts from social and cognitive perspectives
- ✓ engage in discussions and debates about academic writing
- ✓ produce writing in a variety of academic genres
- ✓ practice assessing your own and your peers' writing
- ✓ learn to recognize your own writing strengths and weaknesses
- ✓ develop strategies for improving your writing processes and products

Course Requirements

Attendance and participation

Regular and punctual attendance and participation are required. If you miss a class, you are still responsible for completing all assignments on time. Absences will negatively affect your grade, with more than three absences resulting in a failing grade for the course.

If you need to miss a class, kindly send me an email or text. There are legit reasons for being absent. If you know in advance that you will be absent, speak to me, so that you will not miss out on the work. Legit reasons do not count against you.

Readings

You are responsible for doing all readings and assignments before class.

Incompletes

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. Incomplete assignments and grading must be completed with six weeks or the incomplete grade will be converted to an 'F.' Incomplete grades should be avoided at all costs.

Pace University Writing Center

If you would like help with your writing, the Pace University Writing Center offers free tutoring assistance.

Recording the Class

This class is recorded using Panopto. This software records all sounds in the room, as well as the podium and blackboard. There is no need to record the class because it is being recorded by the college. This can be accessed in Blackboard on the left-hand side where the drop-down menu is located under Panopto.

Social Media Use for Office Hours

You are welcome to use social media (i.e., WeChat, WhatsApp, LinkedIn, Skype [when necessary], and text) if you have a question for me. It is always faster to reach me via social media, especially if it is a quick question. If you prefer I use a different social media than listed above, I am happy to communicate with you that way as well.

Technology Use Policy

The policy for this class for using technology (i.e., phones, laptops, and tablets) is that it can be used anytime in class for taking notes to completing tasks. Technology is to be used for academic purposes only.

Texting, IM, and browsing the internet for nonacademic things is strictly prohibited. If you do, technology restrictions will apply, as well as other consequences. At any time, the professor has the right to ban all technology in the classroom.

While technology is a great tool for teaching, it can also be a distraction for other students around you. Therefore, please be respectful when using it.

Students with Disabilities

The university will make reasonable accommodations for persons with documented disabilities. Students who would like to request accommodations for a qualifying disability should contact the Coordinator of Disability Services at the University's Counseling Center in NY at 212-346-1526. Services are available only to students who are registered and submit appropriate documentation.

Academic Integrity

As noted in the Pace Student Handbook:

"Students are required to be honest and ethical in satisfying their academic assignments and requirements. Academic integrity requires that, except as may be authorized by the instructor, a student must demonstrate independent intellectual and academic achievements. Therefore, when a student uses or relies upon an idea or material obtained from another source, proper credit or attribution must be given. A failure to give credit or attribution to ideas or material obtained from an outside source is plagiarism. Plagiarism is strictly forbidden. Every student is responsible for giving the proper credit or attribution for any quotation, idea, data, or other material obtained from another source that is presented (whether orally or in writing) in the student's papers, reports, submissions, examinations, presentations and the like."

<http://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures> (Accessed September 6, 2011).

Assignments

All assignments are located on my ePortfolio at

<https://eportfolio.pace.edu/user/view.php?id=19010> under Learning Modules [and in the Assignments Section of this book](#). All papers may be written in MLA or APA format; it is your choice.

Grading

All assignments are due, as stated on the syllabus, which will be given an initial grade. However, you may rewrite your assignments over as many times as you wish up to the last day of classes, excluding final exam week. If you choose not to rewrite any assignment, the initial grade is the grade that goes in the grade book. Therefore, this is NO extra credit given in this class because you have a lot of time to rewrite most assignments.

Assignment	Points	Number of Pages
Group Project – Flyer	5	1 page
Press Release	10	1 page
Group Project – Proposal	10	2-3 pages
Group Project – PowerPoint	10	N. A.
Group Project – Presentation	10	N. A.
Audience Profile Sheet for Press Release	5	1-2 pages
Fake News Essay	15	Minimum 3 pages (if combined with Final Paper, 8 pages)
Final Paper	20	Minimum 5 pages (if combined with Ethics and Laws paper, Peloton Advertisement Assignment, Social Media Response, or Fake News essay, minimum 8 pages)
Social Media Response	10	Minimum 2 pages (if combined with Final Paper, minimum 7 pages)
Ethics and Laws Paper	15	Minimum 3 pages (if combined with Final Paper, minimum 8 pages)
ePortfolio	15	3 pages required; others are optional
Audience Profile Sheet for ePortfolio	5	1-2 pages
LinkedIn Account	10	
Peloton Advertisement Assignment	10	Minimum 3 pages (1 – if combined with Final Paper, minimum 8 pages; 2 – if combined with Final Paper and Ethics and Laws Paper, minimum 11 pages)
Total Points	150	

Schedule

January 28: Introduction to Class

January 30: Review Syllabus; Introduce Peloton Advertisement Assignment

February 4: Writing Process (overview and audience); Discuss Thonney; Continue with Peloton Advertisement Assignment

Thonney, T. (2011). Teaching the conventions of academic discourse. *Teaching English in the Two-Year College*, 38(4), 347-362.

February 6: Writing Process (first vs. third person); Introduce ePortfolio; Continue with Peloton Advertisement Assignment

February 11: Introduce Press Release task; Basics of library research; **Peloton Advertisement Assignment due**

February 13: Press Release task (con't); Basics of library research (con't)

February 18: Basics of Proofreading; **Summary of Thonney article due**

February 20: Basics of Proofreading (con't)

February 25: Introduce Fake News essay; Discuss Duyn & Collier's article (library reserve); **Press Release task due**

Duyn, E. V., & Collier, J. (2019). Priming and fake news: The effects of elite discourse on evaluations of news media. *Mass Communication and Society*, 22(1), 29-48. DOI: 10.1080/15205436.2018.1511807

https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm?utm_source=newsletter_daily&utm_campaign=daily&utm_medium=email&utm_content=button_2017-04-24

February 27: Fake News essays (con't)

March 3: Fake News essays (con't)

March 5: Individual Conferences

March 10: Individual Conferences; **Fake News essay due**

March 12: Introduce Ethics and Laws essay

March 24: Ethics and Laws essay (con't)

March 26: Ethics and Laws essay (con't)

April 1: Workshop Day

April 3: **Ethics and Laws paper due**; Introduce Social Media Response

<https://youtu.be/BVTm9hFicXE>

Zimmerman, J. (2017, June 13). Free Speech Loses Ground as Harvard Retracts Offers to Admitted Students. The Chronicle of Higher Education. Retrieved from http://www.chronicle.com/article/Free-Speech-Loses-Ground-as/240328?cid=cr&utm_source=cr&utm_medium=en&elqTrackId=928f4a8bc94144cd9d181323620a2312&elq=7217168b7d9744e394ecce3661d8e04d&elqaid=14422&elqat=1&elqCampaignId=6060

April 7: Social Media Response (con't)

April 14: Social Media Response (con't); Introduce Group Project

April 16: **Social Media Response due**; Group Project (con't)

April 21: Group Project (con't)

April 23: Group Project (con't)

April 28: ePortfolio and LinkedIn profile; Discuss PwC video; Discuss Johnstone's article (library databases); Group Project (con't)

Johnstone, T. (2015, June 22). Without personal branding, your career is dead. *Ottawa Business Journal*, 18(16), 19.

Weins, K. (2012, July 20). I won't hire people who use poor grammar. Here's why. Harvard Business Review. Retrieved from <https://hbr.org/2012/07/i-wont-hire-people-who-use-poo>

<https://www.youtube.com/watch?v=J6NgD01BxcU>

April 30: ePortfolio and LinkedIn profile; Group Project (con't)

May 7: Group Project (con't); Individual conferences

May 12: Group Project (con't); Individual conferences

May 14: **All rewrites of assignments due; Final Paper due; ePortfolio assignment due**

Overview of My Method

Since I am an editor, copywriter, and author, writing will be taught via the lenses of an editor. This course will give you a very different perspective on writing. You will begin to think like an editor by the end of this course in addition to becoming a more proficient writer. Knowing your audience is the single most important thing to get right. The wrong audience means an incorrect piece of writing. Several assignments require audience profile sheets. Audience is thoroughly discussed in how to describe it.

There will be no rough drafts. Everything starts with an outline. The text can only be written once it can be fully envisioned. When the outline is complete, then the bullets are written out into paragraph form. In other words, the outline serves as a rough draft. Furthermore, the first few steps of revising are eliminated when the outline is complete. This reinforces the idea that outlining is writing. In addition, if the in-text citations are included as part of the outline, then the plagiarism step does not need to be addressed again. Up to this point, brainstorming, writing, and revising are completed through the creating the outline. All that is left is to proofread (i.e., grammar, punctuation, and formatting).

Although there is much more work in the beginning of this process, the overall time of writing the bullets with in-text citations from the outline into paragraphs is cut in half. This is because all the thinking and planning are done in the outline. Hence, the text is being written and revised as it is being outlined.

A Professor's View of Grading

As any student knows, writing papers requires focus and motivation to do the task correctly. Sometimes, it is a pleasant task while, other times, it is quite the opposite. For professors, it is not that different. Depending on how the papers are written, the voluminous stacks create a different experience every time. This description is my experience in grading papers.

Right before I start reading any stack of papers, I drink a glass of wine to prepare myself. This relaxes me. Then, I start with the paper on top with the mindset of an editor, which is very similar to a first date. There is an initial reaction just based on looks (e.g., formatting) alone. This sets everything up. Proofreading assignments is no different. Instead of looking at a person, formatting becomes the focus, using a first date as an example.

The Mindset of an Editor

First of all, any mistakes in the format with the header, title, title page, and/or format is an automatic turn off. This is where the initial reaction of being turned on or turned off without reading any words from the actual text begins. Appearance alone can tell a lot. "Is all this formatting correct?" If it is not, now, I am looking for something. This tells me attention to detail was ignored.

Then, I proceed to the end of the introduction. "Where is the thesis statement?" If it is there, "Is it too broad or perfectly stated (i.e., in between too specific or general)?" On the other hand, if there is no thesis statement, then the grade is already assumed without reading any further. It cannot be an A even if everything else is perfect because there is no main purpose for the text. Technically, the thesis does not have to be in the introduction; it can be in the

introduction and/or conclusion but never in the body. It is much easier for you to write texts with thesis statements in the introduction at this stage.

Next, I read the conclusion. “Is it a summary of the body?” If it is, technically speaking, there is no real conclusion. I am looking for the take-away message to get out of the paper.

“Wait! What happened to the body and the rest of the introduction?” The reality is that is does not matter at this point. The purpose is to determine audience, main message, and why someone should the text.

Organization comes next. This is part of formatting (i.e., subheadings). This determines the type of text and the general outline for the text. Now, that I have the basic outline, I can now read the text (the body) with its plan and purpose.

What is my take-away message here? Reading, writing, and proofreading all follow the same process. When everything is treated from this perspective, executing the whole process from start to finish is much easier.

Should There Be a Complete Ban of Technology in the Classroom?

Many professors feel that technology is a distraction in the college classroom. Every student brings at least one device, a cell phone, to every class. Typically, a MacBook Pro, tablet, and/or laptop also accompany most students to class. With WiFi hooked up in every classroom, it should not be a surprise that students will be chatting or browsing the internet, especially if they are bored in class. For this reason, many professors ban technology in their classrooms unless it needs to be on for an emergency. Although it can be a distraction if it is not used correctly, the reality is that technology is a very useful and convenient teaching tool.

Arguments against Using Technology in the Classroom

Technology takes focus away from lectures (Straumsheim, 2016). Students may text or browse the internet if the class lecture is boring instead of focusing on the lecture. If students are not paying attention to the professor or guest speaker, then they cannot be learning. According to McCoy, his study showed that technological distractions wasted one-fifth of their time (Straumsheim, 2016). Distraction leads to low grades. Distraction, as defined by Gazzaley and Rosen, is “the result of a conflict with our brain’s ability to conceive and plan long-term goals and our ability to control our minds and our environment as we work to complete these goals” (Lang, 2017, no page).

PowerPoint slides provide students with a reason not to take notes. They can download the slides and read them after class. If students just read the slides afterwards, then they are not really engaged as much. Taking notes is active learning because it requires students to listen. This is where learning starts. Jeff Bezo banned PowerPoints in meetings (Glazer, 2018). Instead,

he gave everyone notes to read in a memo form a few hours before meetings. The meetings went better when there was a discussion rather than more of a lecture. Bezo's new practice created more fruitful and productive meetings. Everyone was more focused and attentive.

Learning starts in the classroom. It begins with actively listening and through having class discussions usually with desks and chairs in a circle or group work (Straumsheim, 2016). The traditional way of teaching with using a blackboard and traditional note-taking methods by students can never be replaced with technology.

Arguments for Using Technology in the Classroom

Technology helps with presenting information in different ways to make students learn better. Since not all students learn the same way, professors need a variety of methods and approaches to make lectures interesting to everyone (Volk, 2018).

There are more channels to deliver information in dynamic ways with technology. Polling with Poll Everywhere and Qualtrics is an easy and quick way to strike a debate or discussion with course material. In terms of written work, employing ePortfolio and other types of social media are a great way to change up a written assignment. Having the diversity of assignments makes it more enticing for students to pay more attention.

A Balance between Technology and Discussion in the Classroom

The right solution is a balance between technology and discussion (Volk, 2018). Using technology for the right reasons makes more sense than a complete ban.

Professors should create interesting lectures. This may mean shorting lectures and tasking more group work in class (Volk, 2018). Also, using skeletal notes in PowerPoint slides as handouts forces students to complete their class notes while using technology (Volk, 2018). This

makes students fill in the information, which makes them to start actively learn the information for their classes.

For me, students need to be held accountable for what they do in the classroom when using technology. They submit whatever they completed with the task via email before they leave class. This is one of the ways that they are graded. If they did not do the work assigned to them in class, then they receive no credit or less credit for it.

Regardless, some students will always find a way to look at their phone or do something personal with their technology they bring into the classroom. If professors use this urge of students and work with them rather than fight with them, a common middle ground can be found.

References

Glazer, R. (2018, August 22). Jeff Bezos banned PowerPoint presentations at Amazon meetings.

Here's what replaced them. *Forbes*. Retrieved from

<https://www.forbes.com/sites/quora/2018/08/22/jeff-bezos-banned-powerpoint-presentations-at-amazon-meetings-heres-what-replaced-them/#3aa9bc983b5f>

Lang, J. M. (2017, March 13). The distracted classroom. The Chronicle of Higher Education.

Retrieved from <https://www.chronicle.com/article/The-Distracted-Classroom/239446>

Straumsheim, C. (2016, January 26). Digital distractions. Inside Higher Ed. Retrieved from

<https://www.insidehighered.com/news/2016/01/26/study-use-devices-class-nonclass-purposes-rise>

Volk, S. (2018, February 12). Digital distractions? Technology, teaching and learning in the contemporary classroom. Retrieved from

<http://languages.oberlin.edu/blogs/ctie/2018/02/11/digital-distractions-technology-teaching-and-learning-in-the-contemporary-classroom/>

Writing Process

Critical Thinking

Reading, writing, listening, speaking, and proofreading follow the same process. Figure 1 shows this relationship.

Figure 1

Relationship between All Modalities

	Reading	Writing	Editing	Listening	Speaking
Focus	Find thesis	Create thesis	Find thesis	Find main point	Create main point
Organization	Create and/or read headings	Create headings	Create and/or read headings	Create headings	Create headings
Fill in outline	Fill in outline	Fill in outline	Fill in outline	Fill in outline (reorganize)	Fill in outline
Summary	Create summary of the text	Create summary of the text	Create summary of the text	Create summary of the dialogue	Create summary of the dialogue
Critique	Create evaluation of the text	Edit the text	Edit the text	Make notes and share them with speaker	Correct oneself while speaking

Audience

Audience is the single-most important thing that needs to be addressed before anything else. If the audience is off, everything is incorrect. There are three components that are crucial to understanding audience: pathos, ethos, and logos. Together, they construct a decision in the audience's mind about the writer.

Pathos. Pathos is feelings. In terms of writing, this refers to the reader's feelings. In other words, did you make the reader happy? Did you turn the reader on or off?

Ethos. Ethos is the credibility of the writer. Is the writer an authoritative person in the field? In your case, since you are studying to become some famous professional, researcher or professor, you need to show you understand and can argue your position on a topic, using strong language, especially strong (action) verbs

(file:///C:/Users/sbookman/AppData/Local/Temp/blooms_taxonomy_action_verbs.pdf).

Logos. *Logos* is the information being conveyed. The right information persuades the reader.

There are different approaches to viewing audience. Depending on the topic and situation, a wide range of variables can be looked at for consideration. One way is psychographics (e.g., “values, lifestyles, attitudes, personality traits, and work habits”) (Schrive, 1997, p. 155). Another way is looking at demographics (e.g., “age, sex, income, and educational level”) (Schrive, 1997, p. 155). Another way is by direct observation creating first-hand knowledge (O’Hair, Stewart, & Rubenstein, 2018; Pressat, 1972). This is acquired through personal experience using the five senses. This information is more likely to be stored for longer periods of time in memory. Information from secondary sources (e.g., demographics and psychographics) are not stored for long periods of time in memory (O’Hair, Stewart, & Rubenstein, 2018; Pressat, 1972).

While any or all of these three approaches may not be feasible for all situations, the best thing to do is always ask these simple questions:

- (1) Who is my intended audience?
- (2) What does my intended audience expect from me?
- (3) What is the educational level of my intended audience?

(4) What does my audience already know about my topic?

(5) What does my intended audience read?

(6) How does my intended audience read?

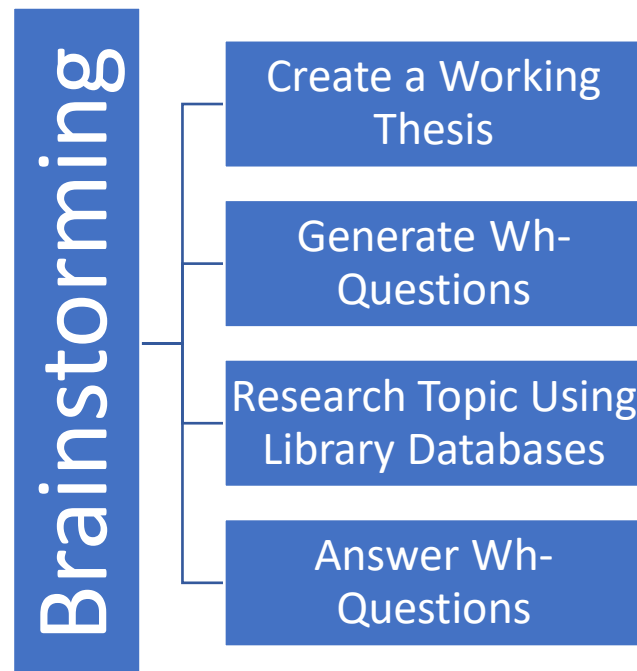
These are the most basic questions for any situation. Depending on the situation, other variables (e.g., political party, socioeconomic status, and age) can be included (O'Hair, Stewart, & Rubenstein, 2018; Schriver, 1997).

All of these items comprise an audience profile sheet. If the audience is not correct, then everything is incorrect. Once audience has been defined, then the brainstorming can commence.

Brainstorming

Brainstorming is more than just jotting a few phrases down. While most readers and textbooks refer to jotting notes and making numerous variations of diagrams of information, a simple method of question and answer (i.e., part of Socratic method) is suggested for this text.

Here, one needs to have a conversation with his or her imaginary friend(s). The idea is to talk out the information, which is best completed by recording it with a cell phone since most students always have cell phones with a recording function on them.



There is no such thing as too many questions. Wh-questions are the six most basic question words: *who*, *what*, *where*, *when*, *why*, and *how*. These can be thought of as a writer's six best friends. If a question is not used, it is just discarded, which is no big deal. Questions serve as headings and topic sentences. It is best to leave the questions in the outline until everything is added. Then, they can be removed if they are not going to be part of the text.

This part of the writing process should not be limited in terms of time if possible. Spending more time with this makes everything else run more smoothly. As it is stated or implied throughout this entire book, the best way to write is not to skip steps. This part of the process generates the first ideas of the text. If more attention to details and ideas are paid to in the beginning, there will be less work later on in the process. It is always much easier to take away information rather than add information.

Structuring the Text: Tell Your Story

All writing is about telling a story. It all starts with a story. This story becomes the first structural element of the text. Then, piece by piece, everything else (i.e., thesis statement, supporting reasons, and details) is built around the story. If writing is thought of as a story from this perspective, it becomes easier to think about and do. The best approach is to outline the story first. Just like an essay, a story has an introduction, body, and conclusion. After all, a story is just another essay in reality.

Once the story is outlined, the supporting reasons can be added to each section of the outline of the story. Then, the major details are added. The minor detail come next. The conclusion is not a summary of the text. It is the message that the reader should get out of it after reading it. This can be thought of like a fairy tale. There is a moral to each fairy tale. The same is true for every piece of writing, which is *What message should the reader take away after reading the text?*

Building Paragraphs

Body paragraphs are no different than essays. They have the same structure as an essay. The most basic rule is that each sentence explains the previous sentence.

Introduction

The introduction does not have to be long. The length depends on the type of text. There is no set range as body paragraphs have. The purpose of an introduction is to introduce the text with general information. Only background information and the thesis statement go in it.

Body

The body is where all the specific details and supporting reasons are housed within an essay. The length is typically around seven sentences a body paragraph. There is no set number, but there needs to be enough explanation to support the topic sentence. Each body paragraph contains a topic sentence. Although it does not have to be the first sentence, the typical outline follows the structure of an essay.

There is no one way to start writing. This textbooks suggests starting with the body because writers usually have an idea of what the body will look like. The body dictates what goes in the conclusion. The conclusion determines what information the introduction will contain.

Typical Structure of a Body Paragraph

1st sentence: topic sentence

2nd-4th sentences: explanation

5th-6th sentences: example or illustration

7th sentence: concluding sentence

After each sentence, the two most important questions that should always be asked are the following: (1) What does this mean? and (2) Why is this important? In reality, other can be asked, especially when they serve for major and minor details. Whatever the situation calls for, asking questions is the best strategy.

Conclusion

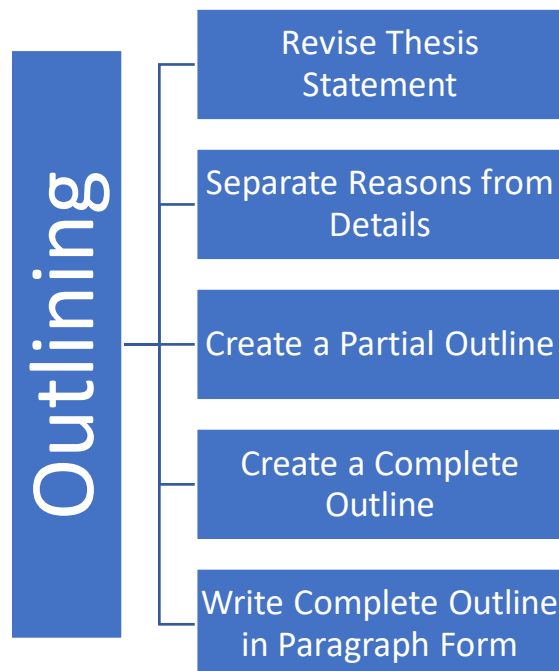
The conclusion is not a summary. It is the take-home message of the essay. Just like the introduction, the length of the paragraphs can vary. Typically, the information is general with the writers' opinions and suggestions.

Making an Outline

Making an outline is a very important step in writing. This is the blueprint to the text. A completed outline, meaning every sentence, or, at least, the main stuff, replaces the rough draft. An draft in outline form is always easier to read than if it is in paragraph form.

Outlining is writing. As the outline is pushed out more, it is being revised. Revision is not the same as writing. *Writing* requires one pushes words to fit the theme, topic, and details on a page. *Revision* refers to the process of evaluating the text not writing it. This is different from *proofreading*, which focuses on the minor things (e.g., grammar, punctuation, formatting, and spelling) not ideas or details.

Outlining has several steps. It should never be completed as a short, simple list of ideas. Outlining, if done correctly, is a series of steps that the previous one builds upon.



It all starts with a revised thesis statement, which is generated from the brainstorming. Then, everything that was written down from the brainstorming is separated into reasons and details. Reasons are broad phrases and statements while details are specific phrases and statements. The information from the brainstorming can fit in more than one place. This is normal, and it is normal to place the information in multiple places to see where things best fit.

Once the separation of details and reasons has been completed, then, the actual outline can be created. There are two types of outlines for the purposes of this book. The partial outline is the brainstorming in outline form. The complete outline refers to everything added to the partial outline, which replaces the rough draft in other books. Hence, there is no such thing as a rough draft in this book. Essentially, everything gets pushed through the outline.

For examples of partial and complete outlines, see the Assignment section. In this section, a skeletal outline shows how to make an effective outline. Outlines are required in many classes (e.g., public speaking, and composition classes). The outline that is shown here is a formal outline, which is what most professors would ask for.

Steps to Making an Outline

Outlines are best built one layer or level at a time. The basic structures come first, which are the broadest of information. Then, the information gets more specific with every level.

Step 1 in making an outline all starts with the thesis statement and the questions generated from the brainstorming. These items are the backbone of all outlines. They create the most basic outline; that is they divide the introduction, body and conclusion of the text.

Step 2 in making an outline includes the supporting reasons. Supporting reasons are statements that reinforce the thesis statement. They explain the thesis statement.

Step 3 in the outline process adds the major details. Major details are necessary information for the text to make sense. Major details further explain the supporting reasons.

Step 4 of making an outline focuses on the minor details. Minor details are not necessary for the text to make sense. Minor details add emphasis and extra information to the text.

Example of Outline Process

I. Introduction

A. Background information

1. Major detail 1
 - a. Minor detail 1
 - b. Minor detail 2
2. Major detail 2
 - a. Minor detail 1

B. Thesis

II. Body

A. Question 1

1. Supporting reason 1
 - a. Major detail 1
 - i. Minor detail 1
 - ii. Minor detail 2
 - b. Major detail 2
 - i. Minor detail 1
 - ii. Minor detail 2
2. Supporting reason 2
 - a. Major detail 1

- i. Minor detail 1
 - ii. Minor detail 2
 - b. Major detail 2
 - i. Minor detail 1
 - ii. Minor detail 2

B. Question 2

- 1. Supporting reason 1
 - a. Major detail 1
 - i. Minor detail 1
 - ii. Minor detail 2
- 2. Supporting reason 2
 - a. Major detail 1
 - i. Minor detail 1
 - ii. Minor detail 2

III. Conclusion

A. Question 3

- 1. Takeaway message 1
 - a. Major detail 1
 - i. Minor detail 1
 - ii. Minor detail 2
- 2. Takeaway message 2
 - a. Major detail 1
 - i. Minor detail 2

3. Concluding sentence

Final Thoughts

If the text can be envisioned in the outline, then it is easily written. This is the philosophy, which revolves around the idea that skipping steps means missed information somewhere in the process. The reason it is best to put everything in outline form is that there is no mistake as to which information needs more development because it is visually clear. If everything were in paragraphs, it would be much more difficult to see.

Plagiarism

Plagiarism is academic dishonesty. It is taking someone's ideas and/or words for one's purpose without giving credit where they came from. In high school, it is treated as a serious offense. However, in college, it is the highest of all the academic crimes.

There are many forms of plagiarism. One is copying words and/or ideas. The other is using an assignment for one class for an assignment in other class without both professors' permission. Since this is not permitted to begin with, both professions will obviously decline this request.

This website offers a quiz to help understand what plagiarism is and how to avoid it. Cornell University's website is <https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>. It is a very long quiz, but it is helpful.

The consequences of plagiarism depend on the situation. First-time offenses, especially at the freshman level, are often handled as incidental plagiarism cases. This means that the student did not know or understand something was plagiarized. In these cases, students typically just fix the issues and resubmit the work. If this were to happen again in the same class, this would be handled very differently and taken much more seriously.

If a plagiarism issue occurs a second time, students are not given excused their actions this time. This typically would result in a lowering of a grade for the assignment. How low the grade would be lowered depends on the professor. Professors have the right to fail the student for the assignment at this point.

If a plagiarism case happens a third time, this situation gets taken very seriously. The chance of failing the course is a very real possibility at this point. Some professors might take the

route of reporting this to the academic committee that handles these cases. Once these cases are handed to the committee, the committee determines the punishment and not the professor.

Blatant plagiarism is the worst-case scenario. In most cases, the student is immediately reported to the academic committee. Typically, these cases do not end well for students. Many of these students are kicked out of school for this.

Avoiding plagiarism is not as difficult as it seems. The easiest way, which is not always the easiest in terms of executing, is to paraphrase. Strings of more than three or four words constitute plagiarism. Likewise, too close or similar wording also gets the professor's attention. Either one of these cases will make most professors goggle the text in question. The best thing to do is ask the professor of that particular class or a tutor in the writing center for help. Some professors will not hesitate to accuse before asking questions. The other way to avoid this problem is to properly quote the text with begin and end quotation marks, and an in-text citation with a full bibliographic reference at the end of the text.

Library Research

An example will be completed as a class activity. Due to copyright laws, it was not possible to include a screen shots when this text was written. For this reason, examples and details will be given during class lectures.

Steps to Library Research

Step 1: Identify the keywords from wh-questions in brainstorming

Step 2: Use those keywords in step 1 to find words databases recognize

Step 3: Conduct search using words from step 2

Step 4: Find the most current article

Step 5: Use those sources from the most current article to find other sources

Step 6: repeat step 5 for sources found in step 5

Steps to Reading

Academic reading is best approached via a specific procedure described in this text. Students do not usually have a specific procedure they follow. They usually approach academic texts as if they are romance novels. This leads to students reading their texts and materials many more times than they need to.

Every text is written differently and should be treated differently. Although all writing follows the typical structure of an introduction, body, and conclusion, every type of text has a different format. Some of these formats must be followed exactly the same way all time while others can slightly vary. Knowing which ones are which is important in understanding the structure of texts. Knowing these different structures also helps in reading comprehension. Not all academic texts will have an abstract, keywords, or headings. If there are no abstract or keywords, then those steps can be skipped. However, if they do not contain headings, then they need to be added in manually.

The next section explains the approach to reading prescribed in this book. Some of these steps will not be possible because of the type of text. For example, a journal article will not have a table of contents. If the step does not apply to the type of text, then it can be skipped.

Although there is no example of a text annotated to show the different of reading in this text, this will be a class activity. Due to copyright laws, it was not possible to include an annotated text when this book was written.

Front Matter

Step 1: Title & Authors. The title may give the reader an idea of the topic of the text. The authors give the reader an idea if the information is credible, depending if the authors are experts in the field.

Step 2: Table of Contents. A table of contents can also serve as headings in an outline.

Step 3: Abstract. An abstract gives a short summary of a text.

Step 4: Publication. The publication gives the reader a sense of the audience. The publication can usually determine if the text is credible.

Step 5: Keywords. Keywords are used in library searches since they are considered controlled vocabulary. These words are the words used in the library databases. They will provide the best chance to get the information being researched.

Text

Purpose & Most Basic Outline

Step 5: Conclusion of Introduction. The conclusion of an introduction usually contains the thesis statement of a text. It may also include any research questions and/or hypotheses in scientific research texts.

Step 6: Conclusion. Conclusions act as summaries.

Step 7: Chapter Review or Summary. Chapter reviews or summaries can also act as summaries and/or outlines. This information is usually found in the back matter, which is usually found in textbooks.

Step 8: Introduction. Introductions give background information.

At this point, the most basic outline has been created. The introduction, body, and conclusion have been established.

Adding Themes to Outline

Step 9: Headings. Headings add to the most basic outline. If there are no headings, as in many academic essays, it is the reader's job to add them in.

Filling in the Details to the Outline

Step 10: Body of Headings. The body of the headings becomes the supporting reasons and details of the outline.

Summarizing Text

Step 11: Create Own Summary of Text. The text should be summarized immediately, so that the information starts to get stored in memory in the brain. If it is summarized later on, it may be needed to be reread.

Critiquing Text

Step 12: Critique Text. The final step is to critique the text. Is this a credible source? Is the information correct? The reader must create his or her own critique. This is sometimes an assignment, especially in research method classes.

Steps to Writing a Good Summary

What is a summary?

Summaries are short synopses of a written text, or something that was seen or spoken. They are meant to be short and to the point. They should be no more than 25% of the original text.

What goes into a summary?

Summaries include: a restatement of the thesis statement or main idea of whatever is being summarized and major details (i.e., essential information).

What does not go into a summary?

Minor details do not go into summaries. They include nonessential information, examples, and illustrations. Opinions are not facts. Summaries only include the facts in the text.

How do I write a summary?

Start with a restatement of the thesis statement. Then, use the conclusion to guide the content of the summary. The summary contains the most important information. Finally, add details from the body of the text as needed.

Example of Summary in Outline Form

In the **text** by **author(s)**, **last name of authors** state(s) that **restatement of thesis**. State point 1.

Explain of point one. Transition + state point 2. Explain point 2.

Example of Summary

In the book *Title* by Steve Bookman, his version of the writing process takes a different approach from most textbooks. According to Bookman, he takes a logical perspective, so that his students understand each phase of the writing process.

Audience is the most important part of the writing process. He requires his students to create audience profile sheets and goes into great detail in how to define audience. The wrong audience results in an unsuccessful end product.

Employing the question and answer part of the Socratic method, students treat brainstorming just like a casual conversation with a best friend. This results in students generating more ideas and details during the brainstorming process.

The result of the writing process is organizing the results of the brainstorming into an outline until it is complete filled in one step at a time. A completely filled out is the equivalent of a rough draft. There is only one draft in the writing process. All that is left is to write bullets from the outline into complete sentences. These steps eliminate all of the revision process of writing, which just leaves proofreading the text.

Reference

Bookman, S. (2019). ENG 201A syllabus. Retrieved from oer.com.

Steps to Writing a Good Critique

What is a critique?

Critiques are opinions of a written text or work, or something that was seen or spoken. Critiques contain a short summary and the opinion of the writer.

What goes into a critique?

Critiques include a short summary and opinions. Other texts or works on same subject for comparison and contrast are additional and optional.

How do I write a critique?

Start with a one-sentence opinion. Depending on the organization, a summary then critique follows. However, the summary and critique can go together where the summary is the point, and the critique is the explanation.

Example of Critique

The *Play by Director* is a great masterpiece. The cast performed flawlessly. Each performer executed his or her role with enthusiasm and perfection. In particular, the main character sung her songs with a beautiful voice. The long notes she sung resonated throughout the entire theater. Also, her dancing was very graceful and elegant with fluid movements. This play ranks as the director's best work compared to his previous ones.

Reference

Soundheim, S. (2019). Name of play. Retrieved from website.

Proofreading

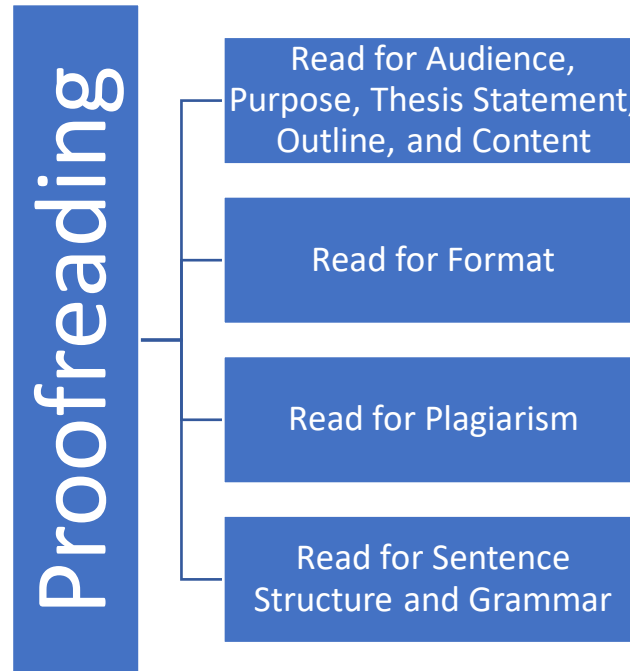
“To write is human, to edit is divine.” (Stephen King [2000], On Writing, p. 13)

Usually, proofreading is explained as a two-step process of reading the essay and, then, marking it up. The problem with this approach is that the mind cannot process all the information being read at the same time. Therefore, some information is going to be missed.

Many books suggest two to three readings. One is to quickly skim the text. This reading is focused on the content, organization, quality of writing, elements that require special attention, and identification of weak sections that may require more time. The second reading is to answer the global readings from the first reading and mechanical errors. There can be a third reading if the text is a book for style and format. This is more of a holistic approach, as a highly-recommended book, *The Copyeditor's Handbook*, takes. Although it does not present proofreading as this book does, it is still a very valuable book to read. The focus of this book is on the procedures of proofreading assignments in baby steps, using a heuristic.

Because of the problems with proofreading in two steps, this handbook uses a four-step process to verifying that the rough draft is as free from errors and mistakes as it can be. Each step of the proofreading process focuses on a different aspect of the text. Hence, more attention is spent on all aspects of the writing process. The military stresses that all their soldiers, commanders, lieutenants, officers, and sergeants to pay attention to detail and standard operating procedures. Proofreading must hold the same standards as the military. If more time can be spent on each aspect of the writing process, then the end product is going to be of much better quality.

The proofreading process follows the writing process in terms of its procedure. Reading two exactly follows the writing process. The writing process from Chapter 2 serves as the basic foundation for readings two.



Since the concepts in readings one to three are already previously explained instead, only the procedures of proofreading will be explained here. Since this is not a grammar book, the concepts in reading four for sentence structure and grammar will be briefly defined since it is assumed that students had this information from other required composition and grammar classes at the point in their academic careers.

Reading One – Audience & Purpose

Reading one of the proofreading process focuses only on audience and purpose, thesis statement, organization, and content.

Audience and purpose are the two most important concepts that need to be addressed first. Anything incorrect here would be considered the death penalty of the writing process. Since everything is dependent on the audience and purpose, if something is wrong with either of these them, part of, if not the whole, the text is appropriate for the target audience.

Questions for Reading One

Question	Yes/No	Comment
Is the audience appropriate?		
Have the reader's expectations been met (purpose)?		
Have all the instructions been followed?		
Does the thesis statement reflect the title, audience, and purpose?		

Thesis statements are statements that state what the whole text is about. Thesis statements must be clearly stated without being too broad or too specific.

Questions for Reading Two

Question	Yes/No	Comment
Is there a clear thesis statement?		
Does the thesis statement contain only one idea?		
Is the thesis statement written in third person?		

Organization

Since outlining serves as overall organization and paragraph development, the focus here is on making sure all paragraphs are completely developed and the essay, as a whole, is cohesive and cogent.

Overall organization refers to the essay level, meaning a clear introduction, body, and conclusion for the whole text. Depending on the type of text, subheadings may be required. In some technical writing texts, specific formats and headings must be followed; there is no room for creativity.

Also, paragraph development entails the same basic idea of the overall organization but for a paragraph. Every paragraph has a topic sentence, which states what the paragraph is about.

It also serves as an introduction to a paragraph. The details that follow the topic sentence is the body of the paragraph. The last sentence serves as a conclusion.

Questions for Outlining

Question	Yes/No	Comment
Is there a clear outline?		
Are the subheadings appropriate?		
Are there enough subheadings?		

Content

Question	Yes/No	Comment
Does each body paragraph have an introduction, body, and conclusion?		
Is there enough content?		
Does each body paragraph contain only one idea?		
Does each body paragraph contain 7-10 sentences?		
Is the language appropriate for the text?		
Is the vocabulary appropriate for the text?		

Reading Two – Formatting

Reading two of the proofreading process emphasizes formatting. Formatting involves checking margins, spaces between words and sentences, white space between paragraphs, consistency with bullets and lists, and indentations and tabs.

The easiest and first one that should be checked for is margins.

The second one is white space between paragraphs. Unless others stated, all spacing, before and after, should have a numerical value of 0 and 0. Single or double spacing depends on the type of text.

The third is indentations and tabs.

The fourth is consistency with bullets and lists.

The fifth is spaces between words and sentences.

Question	Yes/No	Comment
Is the citation style correctly formatted?		
Are all quotations formatted correctly?		
Is there any unnecessary white space?		
Are all margins correctly formatted?		
Is all spacing between words, sentences, and paragraphs consistent?		
Are all lists and seriation consistently formatted?		

Reading Three – Plagiarism

Reading three of the proofreading process stresses plagiarism. Plagiarism is not something that any professor or editor wants to accuse any student of plagiarism; however, it is one of those duties that must be dealt with when it is necessary.

There are two components to plagiarism: in-text citations and bibliographic references. In-text citations are notations that indicate that information has been taken from sources. The basic rule is that, if it is not common knowledge, it needs to be cited. Bibliographic references comprise the complete list of sources used in the essay. This list contains all the information for all the sources.

The best way to make sure that all the in-text citations are in the bibliographic references and vice versa is to have one person look for the in-text citations and to have another person look

for the bibliographic references. Regardless of how many people do this task, it is best to separate the bibliographic references from the main text.

There is no excuse for not having correctly-formatted in-text citations and bibliographic references because this information is free online. Also, school libraries have the manuals for the different formats on reserve. Students can reserve them for two hours at a time. In addition, these formats are in every writing handbook. The format just has to be copied correctly. There is no real thinking involved with this.

Question	Yes/No	Comment
Is everything cited that needs to be cited?		
Do the in-text citations match the bibliographic references?		
Are all paraphrases in the writer's own words?		
Are all quotations copied correctly?		
Has the writer verified that everything has been checked with turnitin.com?		

Reading Four – Sentence Structure & Grammar

Reading four of the proofreading process refers to sentence structure and grammar. Each sentence is read twice. The first time focuses on sentence structure, and the second time is read for grammar.

Sentence Structure

Sentence structure refers to subjects, verbs, and punctuation. Only the broad concepts (i.e., fragments, run-ons, and comma splices) are addressed here. This must precede grammar because the focus is always on structure, whether it is a sentence, paragraph, essay, PowerPoint slide, or PowerPoint presentation.

Question	Yes/No	Comment
Is there an independent clause?		
Does each clause contain, at least, one subject and verb?		
Is all the punctuation correct?		

Grammar

Grammar refers to the little details about sentences. This includes subject-verb agreement, noun and verb forms, verb tense. The two most important things to be concerned with are simple subjects and simple predicates. These two items are at the top level of grammar.

Although simple subjects and simple predicates are the most important, any issues with noun and verb forms not associated with simple subjects and simple verbs are considered egregious but not as egregious. The main thing to look out for here is plural-s and adjectives in the form of present and past participles.

Pronouns are not as important as noun or verb forms, but they can change the focus of a sentence and/or audience. Pronouns are the lowest level of major items.

Other minor concerns with grammar are prepositions, articles, spelling, and word choice.

Prepositions are not usually a problem for most students unless English is a second language for them. Articles, on the other hand, can become a problem. They can cause ambiguities, especially in research studies.

Spelling and word choice are the last two minor issues to deal with in reading two. Spelling, broadly speaking, can be anything from a name to misspelled plural. Word choice, broadly speaking, can refer to vocabulary or repetition of words. As Strunk and White (2000) state in rule 17 of their book *The Elements of Style*, “Omit needless words” (p. 23).

Spell check and grammar check only catch 75% of the errors maximum. Tutors and other trusted people can only suggest and guide students. However, the final proofreader is the student.

Question	Yes/No	Comment
Is the subject-verb agreement correct?		
Is the verb tense and aspect correct?		
Are active voice and passive voice used correctly?		
Are all noun and verb forms used correctly that are not simple subjects or predicates?		
Are all pronouns used correctly?		
Are all adjectives and adverbs used correctly?		

Overall Impressions

Overall impressions are very important.

Question	Yes/No	Comment
Is this what I wanted to say?		
Would I put my name on this?		
Is the text boring to read?		
Would readers want to read this?		

Reading papers is not like reading a romance novel. The point to get out of this paper is how an editor thinks. It is my hope that you will see a very specific procedure from reading this. The text that follows gives you an idea how editors read and think. Proofreading does not have to be a laborious, difficult task if it is broken down into separate little baby steps

Proofreading is best executed if it is completed in multiple readings. If the right steps are followed, then the actual process goes smoothly. Each reading focuses on a different aspect of the text. This way, every item to be reviewed receives full attention, and nothing is missed or

over looked. Ultimately, the author is the final proofreader. The author decides when his or her assignment is ready to be turned in for a grade.

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Schrivver, K. A. (1997). *Dynamics in document design*. New York: John Wiley & Sons, Inc.

Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Boston: Allyn & Bacon.

Part 2

Assignments

You have my full support with all assignments. At any time, if you have any questions about them, please let me know immediately. I am more than happy to arrange an office hour or a Skype meeting, or make a phone call to you to help you with whatever you need. You may also text or WeChat with me if it is easier or more convenient.

Press Release + Audience Profile Sheets

Breaking News

Write a press release about any current topic in the news. A *press release* is “an official statement issued to the media giving information on a particular matter” (Oxford University Press, 2019, no page).

They can take the form of announcement of new products, or upgrade to existing products and services. Breaking news is also a type of press release. These can be in the form of breaking news in the general society and memos in businesses. Regardless of the form, press releases serve as announcements of something new.

The length depends on what the press release is for. For example, a new product or service may have a lengthy amount of space with all the pictures and/or tables and charts that compare it to other existing products and services. News outlets use articles or live broadcasts called breaking news. Breaking news can be spoken via a television broadcast or written out in a newspaper online or print.

For the purposes of this class, it will be in the form of breaking news written out in a newspaper online. You choose the news outlets (e.g., The New York Times, Wall Street Journal, and Financial Times). Include an audience profile sheet (see page xxx for an example). In the audience profile sheet, include the news outlet.

The press release is one page long for this assignment. No in-text citations or a bibliography is included in a press release. For examples of press releases, look at any “breaking news” story from any notable newspaper. You need to use a news outlet format for this assignment.

The audience profile sheet needs to include the following items:

- (7) Who is my intended audience?
- (8) What are the demographics of my audience. [Depending on the situation, other variables (e.g., political party, socioeconomic status, and age) can be included.]
- (9) What does my intended audience expect from me?
- (10) What is the educational level of my intended audience?
- (11) What does my audience already know about my topic?
- (12) What does my intended audience read?
- (13) How does my intended audience read? (i.e., Does my intended audience skim the text or read it carefully for details?)

These are the most basic questions for any situation. You may always include more questions not listed here. It is always good practice to define the audience as specific as possible to ensure that the correct audience is being addressed.

[Example of Press Release – Team Sky]

What is the source?

Name the publisher

Who is my audience?

Readership

Fans

Pro cyclists

Publication

What is the education level of my audience?

Readership

Fans

Little to no education

Pro cyclists

Little to no education

Publication

BS and high

What does my audience expect from me?

Readership

Fans: factual, interesting writing

Pro cyclists: respect, confidentiality

Publication

Error-free, interesting, follow the rules

What does my audience read?

Readership

Fans: other cycling magazines

Pro cyclists: other cycling magazines

Publication : other cycling magazines

How does my audience read?

Readership

Fans: superficially

Pro cyclists: more specifically, for facts

Publication: everything very carefully

[Example of Press Release – Team Sky]

Team Sky has been the dominant team in competitive road cycling in the Tour de France.

However, after a series of events from Chris Froome's TUE case and Moscon's, one of the

professional cyclists for Team Sky, behavioral incidents, Team Sky has been losing respect from many fans. Write a press release based on the following article:

https://www.velonews.com/2018/07/commentary/commentary-moscon-must-go_472954?mc_eid=5d5f79bcb1&mc_cid=35e8991ef3.

Step 1: Who Is my audience? What are the expectations of my audience?

My Audience

Cycling fans: objective, factual, professional, interesting writing; error-free writing

Pro cyclists: factual information; respecting privacy

Step 2: Where is my PR being published or posted?

VeloNews

Step 3: What Is the purpose of the PR?

To discuss the situation with Team Sky in reference to Team Sky and its riders: (1) Chris Froome with disrespectful treatment from fans and police; (2) Moscon for punching another rider in the head; and (3) Fans throwing water into Team Sky's car.

Step 4: Wh-Questions

Body

What was wrong with Chris Froome's TUE case?

Why should Moscon be suspended from the Tour de France and from Team Sky?

What are the fans doing to disrespect the riders and the Tour de France in general?

Conclusion

What are the consequences of the fans' actions?

What are the consequences of the riders' actions?

Step 6: What are the details of my PR?

Introduction

- Team Sky is the richest team in pro cycling.
- There had been incidents that raise concerns for all riders at the 2018 Tour de France.

Reaction to Chris Froome's TUE case results

- Fans didn't agree with UCI's decision
 - What was the decision?
- His case had flaws
 - Given special treatment
 - Length of case
 - His background
- Fans had problems with him
- Police officer tackling Froome after race probably due to his case to show his opinion

Moscon's behavior

- His background
- Punched another cyclist in the head
- Should have been removed from team
- Should have been DQ'ed from Tour de France

Fans throwing water into Team Sky Car

- Fan threw water into Team Sky car
- Could have caused an accident

Conclusion

- The details of most drug suspension cases are typically kept confidential and private.

- Chris Froome's case was leaked.
- Team Sky had been involved in controversial issues,
- they still deserved respect for the safety of all riders on the course.
- Without fan's respect, the Tour de France cannot run successfully.

Step 7: Write out in paragraphs

Team Sky is the richest team in pro cycling. There have been incidents that raised concerns for all riders at the 2018 Tour de France.

There have been mixed reactions to Chris Froome's TUE case results. Fans do not agree with UCI's decision. His case had flaws to many people. Fans have problem with him. A police officer tackling Froome after race probably due to his case to show his opinion.

Moscon's behavior was inexcusable. He punched another cyclist in the head in one of the stages. Moscon should have been removed from team and DQ'ed from Tour de France.

Fans also threw water into the Team Sky car. Luckily, nothing happened. They could have caused a serious accident.

The details of most drug suspension cases are typically kept confidential and private. Chris Froome's case was leaked, which was not his fault. Although Team Sky had been involved in controversial issues, they still deserved respect for the safety of all the riders on the course.

[Example of Audience Profile Sheet – Team Sky]

What is the source?

Name the publisher

Who is my audience?

Readership

Fans

Pro cyclists

Publication

What is the education level of my audience?

Readership

Fans

Little to no education

Pro cyclists

Little to no education

Publication

BS and high

What does my audience expect from me?

Readership

Fans: factual, interesting writing

Pro cyclists: respect, confidentiality

Publication

Error-free, interesting, follow the rules

What does my audience read?

Readership

Fans: other cycling magazines

Pro cyclists: other cycling magazines

Publication : other cycling magazines

How does my audience read?

Readership

Fans: superficially

Pro cyclists: more specifically, for facts

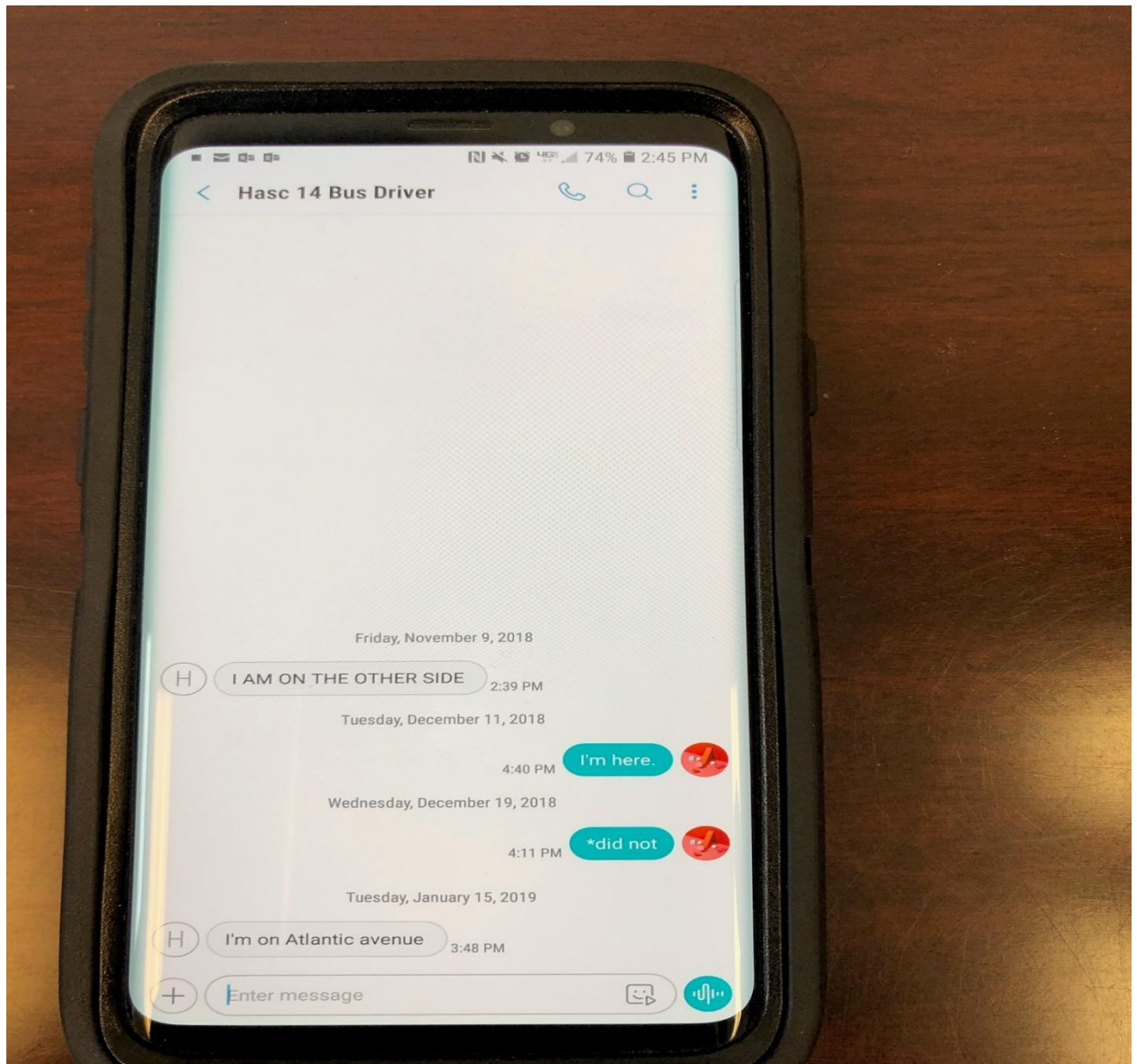
Publication: everything very carefully

References

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<http://www.oed.com/view/Entry/150765?redirectedFrom=press+release#eid28633696>

Social Media Critique



Social media is “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User-Generated Content” (Kaplan & Haenlein, 2010, p. 61). When one posts something on social media, it becomes public, meaning anyone who has access can read it. For most people, this is not a problem.

However, it becomes a problem when it interferes with student learning and/or violates a company's (e.g., workplace or school) social media policy. Critics say that this violates freedom of speech, the First Amendment.

The reality is that schools and companies use social media to vet prospective applicants for college admissions, internships, and jobs (Career Builder, 2017). Big brother is not just the government monitoring people anymore.

When one submits an application for school admissions, internships, and jobs, one of the first things guaranteed to happen is the company hires someone or has someone internally check the prospective applicant's online presence (The Creative Group, 2017). An online presence is one's record of social networking online. This is just as important as the resume to many employers and recruiters.

In addition, all companies have social media and computer policies and procedures that all interns and employees must follow. They even make them sign consent forms that they have read and understand them, in addition to agreeing to abide by them. Jemma Hill, a former ESPN talk show host, violated these policies (Joseph, 2017). Because of her actions, she does not work for them anymore.

Ratemyprofessor.com is a site where students can post comments about professors.. Professors do not like this site because it hurts them in some cases. Department chairs can use this information to appoint or reappoint non-tenured professors. Negative reviews, whether true or not, play a vital role in the hiring process (Quintana, 2019).

Whether the person or institution is being talked about or doing the talking, both parties are affected in different ways.

A critique is one's opinion of something or someone. When writing a critique, it is very easy to use “I think,” “in my opinion,” or “I believe,” as a way to express one's opinion.

Although this may seem like an easy way of writing one, it is not the most academic way. When first person is used, as in the examples above, the focus remains on the critic and not the critique or message itself. The message has been changed.

The best way to write a critique is to use third person. This way, the focus is on the message and not the writer or speaker. Instead of writing “I believe that the researchers did not conduct a valid study,” it is better stated “The researchers did not conduct a valid study.” The easiest way to think about it is to start with whatever comes after “I think,” “in my opinion,” or “I believe.” Third person sends a stronger message.

Assignment

After the reading the article (http://www.chronicle.com/article/Free-Speech-Loses-Ground-as/240328?cid=cr&utm_source=cr&utm_medium=en&elqTrackId=928f4a8bc94144cd9d181323620a2312&elq=7217168b7d9744e394ecce3661d8e04d&elqaid=14422&elqat=1&elqCampaignId=6060) and listening to video (<https://youtu.be/BVTm9hFicXE>) about social media, do you feel that Harvard University and other schools have the right to rescind acceptance offers, and monitor and punish students for online postings? Why or why not?

In your response, give specific reasons and examples to prove your arguments. Any outside sources you use need to be cited properly. You may use MLA or APA, whichever one you are more comfortable with. This should be between two to three pages long. It can be longer but not shorter than two pages.

Example of a Critique

Should There Be a Complete Ban of Technology in the Classroom?

Many professors feel that technology is a distraction in the college classroom. Every student brings at least one device, a cell phone, to every class. Typically, a MacBook Pro, tablet, and/or laptop also accompany most students to class. With WiFi hooked up in every classroom, it should not be a surprise that students will be chatting or browsing the internet, especially if they are bored in class. For this reason, many professors ban technology in their classrooms unless it needs to be on for an emergency. Although it can be a distraction if it is not used correctly, the reality is that technology can be a very useful and convenient teaching tool.

Arguments against Using Technology in the Classroom

Technology takes focus away from lectures (Straumsheim, 2016). Students text or browse the internet if the class lecture is boring instead of focusing on the lecture. If students are not paying attention to the professor or guest speaker, then they cannot be learning. According to McCoy, his study showed that technological distractions wasted one-fifth of their time (Straumsheim, 2016). Distraction leads to low grades. Distraction, as defined by Gazzaley and Rosen, is “the result of a conflict with our brain’s ability to conceive and plan long-term goals and our ability to control our minds and our environment as we work to complete these goals” (Lang, 2017, no page).

PowerPoint slides provide students with a reason not to take notes. They can download the slides and read them after class. If students just read the slides afterwards, then they are not really engaged as much. Taking notes is active learning because it requires students to listen. This is where learning starts. Jeff Bezo banned PowerPoints in meetings (Glazer, 2018). Instead, he gave everyone notes to read in memo form a few hours before meetings. The meetings went

better when there was a discussion rather than more of a lecture. Bezo's new practice created more fruitful and productive meetings. Everyone was more focused and attentive.

Learning starts in the classroom. It begins with actively listening and through having class discussions usually with desks and chairs in a circle or group work (Straumsheim, 2016). The traditional way of teaching with using a blackboard and traditional note-taking methods by students can never be replaced with technology.

Arguments for Using Technology in the Classroom

Technology helps with presenting information in different ways to make students learn better. Since not all students learn the same way, professors need a variety of methods and approaches to make lectures interesting to everyone (Volk, 2018).

There are more channels to deliver information in dynamic ways with technology. Polling with Poll Everywhere and Qualtrics is an easy and quick way to strike a debate or discussion with course material. In terms of written work, employing ePortfolio and other types of social media are a great way to change up a written assignment. Having the diversity of assignments makes it more enticing for students to pay more attention.

A Balance between Technology and Discussion in the Classroom

The right solution is a balance between technology and discussion (Volk, 2018). Using technology for the right reasons makes more sense than a complete ban.

Professors should create interesting lectures. This may mean shorting lectures and tasking more group work in class (Volk, 2018). Also, using skeletal notes and PowerPoint slides as handouts forces students to complete their class notes while using technology (Volk, 2018). This makes students fill in the information, which makes them to start actively learn the information for their classes.

For me, students need to be held accountable for what they do in the classroom when using technology. They submit whatever they completed with the task via email before they leave class. This is one of the ways that they are graded. If they did not do the work assigned to them in class, then they receive no credit or less credit for it.

Regardless, students will always find a way to look at their phone or do something personal with their technology they bring into the classroom. If professors use this urge of students and work with them rather than fight with them, a common middle ground can be found.

References

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Here's what replaced them. *Forbes*. Retrieved from

<https://www.forbes.com/sites/quora/2018/08/22/jeff-bezos-banned-powerpoint-presentations-at-amazon-meetings-heres-what-replaced-them/#3aa9bc983b5f>

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Straumsheim, C. (2016, January 26). Digital distractions. Inside Higher Ed. Retrieved from

<https://www.insidehighered.com/news/2016/01/26/study-use-devices-class-nonclass-purposes-rise>

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Fake News Essay

Rieder: Big errors in Navy shooting coverage

Rem Rieder, USA TODAY Published 8:55 p.m. ET Sept. 16, 2013 | Updated 10:55 a.m. ET Sept. 17, 2013

CBS and NBC identified the wrong person as the gunman, then quickly backed off. And confusion reigned about the death toll and the number of shooters.

If Trump Tweets It, Is It News? A Quandary for the News Media -...

<https://www.nytimes.com/2016/11/29/business/media/i>

The New York Times

If Trump Tweets It, Is It News? A Quandary for the News Media

By Michael M. Grynbaum and Sydney Ember

Nov. 29, 2016

On Boston bombing, media are wrong - again

Rem Rieder, USA TODAY Published 4:09 p.m. ET April 18, 2013 | Updated 9:55 a.m. ET April 19, 2013

Fake news is nothing new. However, recently, especially with the 2016 presidential election, the terms “fake news” and “news” has changed. Fake news is news that is not true in whole or part. It is not always easy to determine what is fake or real. However, most, if not all people, have spread fake news at least time in the past.

The way people receive, perceive, and read news has also changed, as social media has taken over people's lives. Many people get their news from social media (Kalyanam, Quezada, Poblete, & Lanckriet, 2016). With the Russian interference with the 2016 U.S. election, fake news has come to the forefront of news' credible due to social media sites. With

Write an essay of at least three pages, in which you argue what is fake news or how news has changed. In the essay, you must define your definition of “news” and “fake news.” You may take this essay in any direction on any aspect relating to fake news. This essay needs to be in MLA or APA format with the font type Times New Roman and font size 12.

Possible topics may focus on the following below, but they are not limited to:

- (1) Think of the seven techniques of propaganda (bandwagon, name calling, glittering generalities, transfer, testimonial, plain folks, and card stacking). Then, choose a news story from the front page of major newspaper (e.g., The New York Times) to construct the essay around it.
- (2) Discuss how social media (e.g., Facebook) has changed the way people get news and perceive what news is.
- (3) Does the press still have freedom of speech?
- (4) How has the #metoo movement affected how society looks at news? Think about how the #metoo movement has affected Bill Cosby, Harvey Weinstein, Brett Kavanaugh, and other high executives, who have been accused of sex-related crimes.
- (5) How has the White House Correspondent’s Dinner changed during the Trump presidency?
- (6) If President Trump tweets, is that news? Why or why not?
<https://www.nytimes.com/2016/11/29/business/media/if-trump-tweets-it-is-it-news-a-quandary-for-the-news-media.html>
- (7) How has the profession of journalism changed in the Trump presidency?
- (8) Discuss how words have real-life consequences.

<https://www.cnn.com/2018/10/24/media/trump-media-attacks-have-consequences/index.html>

- (9) How does a misrepresentation of news (e.g., Boston Marathon bomber [2013; see links below] and Navy Yard shooter [2013; see links below]) by a journalist affect how news is viewed by society?

<http://www.usatoday.com/story/money/columnist/rieder/2013/04/18/media-boston-fiasco/2093493/>

<http://www.usatoday.com/story/news/2013/09/16/networks-retract-id-of-dc-navy-yard-shooter/2821329/>

<http://www.usatoday.com/story/money/columnist/rieder/2013/09/16/media-mistakes-in-coverage-of-dc-navy-yard-shooting/2822551/>

<http://www.washingtonpost.com/blogs/erik-wemple/wp/2013/09/16/washingtons-fox-station-tweets-navy-yard-events-from-police-scanner/>

In

http://chronicle.com/blogs/percolator/major-fraud-plea-has-university-scientists-regretting-journal-article/33713?cid=wb&utm_source=wb&utm_medium=en

https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm?utm_source=newsletter_daily&utm_campaign=daily&utm_medium=email&utm_content=button_2017-04-24

<https://www.nytimes.com/2017/03/24/technology/london-terror-attack-suspect-social-media.html>

This essay can be combined with the Final Paper. If it is combined with the Final Paper, the page requirements for both assignments must meet the combined total of the minimum pages for both.

This means that the 3 pages for the Fake News essay and the 5 pages for the Final Paper need to equal a minimum of 8 pages.

References

Kalyanam, J., Quezada, M., Poblete, B., & Lanckriet, G. (2016). Prediction and characterization of high-activity events in social media triggered by real-world news. PLoS One, 11(12), DOI:10.1371/journal.pone.0166694

Ethics and Laws Essay



Write a descriptive essay, in which you describe the ethics and laws of a company of your choice. It is minimum three pages long, following MLA or APA format.

This essay can be combined with the Final Paper. If it is combined with the Final Paper, the page requirements for both assignments must meet the combined total of the minimum pages for both.

This means that the 3 pages for the Ethics and Laws paper and the 5 pages for the Final Paper need to equal a minimum of 8 pages.

Ethics is “a set of principles for determining good and right conduct (Willerton, 2015, p. 60). A law is defined as:

A system of principles and rules of human conduct, being the aggregate of those commandments and principles which are either prescribed or recognized by the governing power in an organized jural society as its will in relation to the conduct of the

members of such society, and which it undertakes to maintain and sanction and to use as the criteria of the actions of such members. (The Law Dictionary, n.d., no page)

This paper is not meant to see how much you know about law. Laws can be described in general. Specific law code is not necessary, but you may include certain parts of each law you want to elaborate on.

An outline below details each section. This outline is for this essay as a stand-alone essay.

Introduction

What general background information about the company would be helpful?

What is the mission statement of the company?

Body

Ethics

What ethics does the company follow?

Employees

How does the company treat its employees?

For example, supervisor is a micromanager.

What is the work environment like?

For example, the work environment is stressful due to meeting quotas and strict inflexible deadlines

Environment

How does the company respect/appreciate the environment for creating its products and/or services?

Customers

How does the company treat its customers?

Laws

Not all laws pertain to every company. This is not an exhaustive list of laws.

Copyright laws

Patent and trademark laws

Liability laws

Employee laws (e.g., discrimination laws)

Contract laws

HIPPA laws

Banking laws

Business laws

OSHA laws

Conclusion

Does the company follow the ethics it states it practices?

Does the company follow the laws it needs to follow?

Are there any lawsuits for the company?

References

The Law Dictionary. (n.d.). Retrieved from <https://thelawdictionary.org/law/>

Willerton, R. (2015). Plain language and ethical action: A dialogic approach to technical content in the twenty-first century. New York, NY; Routledge.

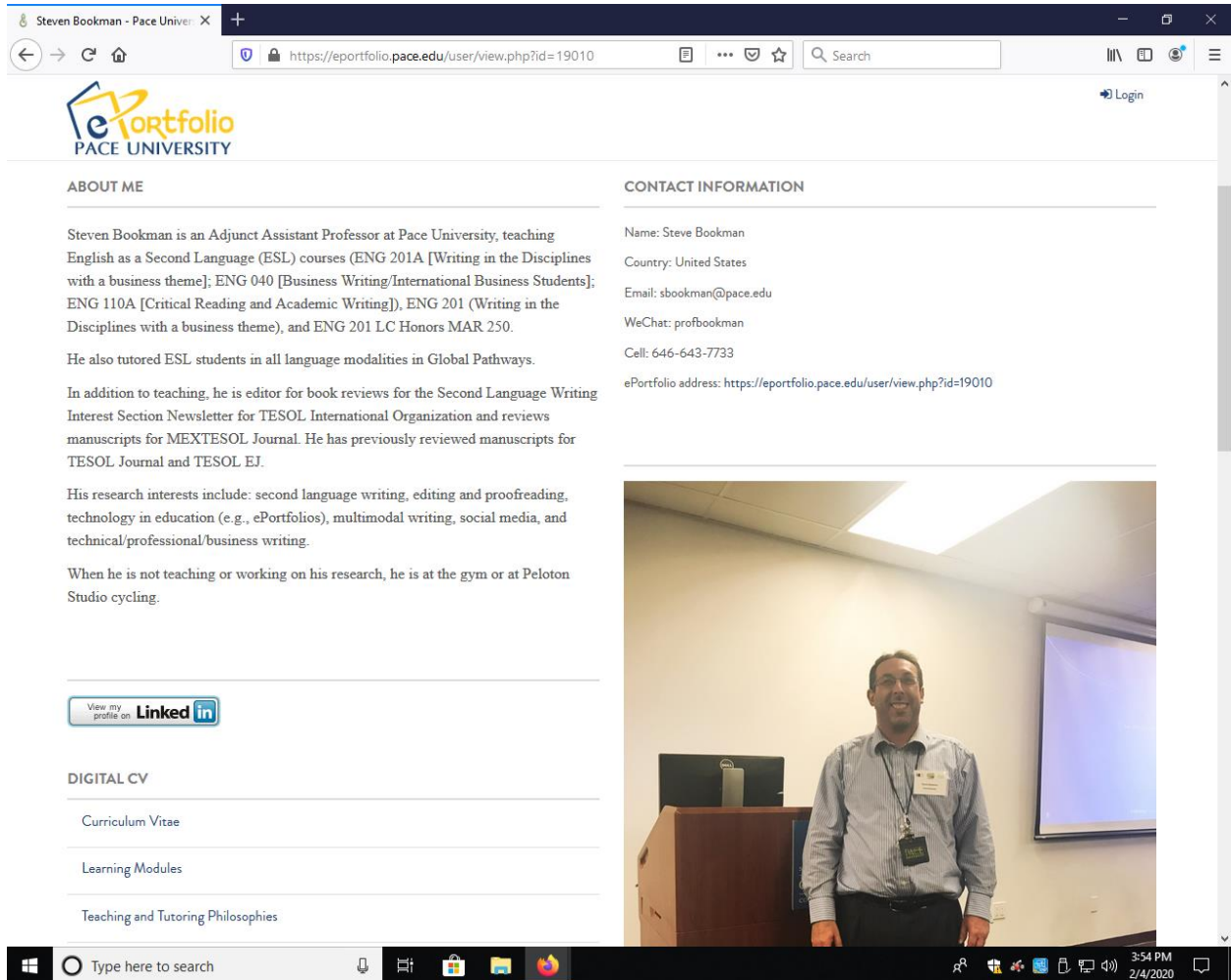
Final Paper

The final paper is an essay on any argumentative or controversial topic. The page requirement is a minimum of 5 pages if it is not combined with any other assignment. Topics can be on anything, but I prefer you think outside the box in coming up with one.

It can be combined with the any other assignment not including the Press Release Assignment, for a combined minimum page requirement of all the pages for each assignment, provided the topic is argumentative or controversial.

It needs to be in APA or MLA format. As long as the minimum page requirement is met, it can always go over the minimum.

ePortfolio Assignment



Steven Bookman - Pace University

https://eportfolio.pace.edu/user/view.php?id=19010

ePortfolio
PACE UNIVERSITY

ABOUT ME

Steven Bookman is an Adjunct Assistant Professor at Pace University, teaching English as a Second Language (ESL) courses (ENG 201A [Writing in the Disciplines with a business theme]; ENG 040 [Business Writing/International Business Students]; ENG 110A [Critical Reading and Academic Writing]), ENG 201 (Writing in the Disciplines with a business theme), and ENG 201 LC Honors MAR 250.

He also tutored ESL students in all language modalities in Global Pathways.

In addition to teaching, he is editor for book reviews for the Second Language Writing Interest Section Newsletter for TESOL International Organization and reviews manuscripts for MEXTESOL Journal. He has previously reviewed manuscripts for TESOL Journal and TESOL EJ.

His research interests include: second language writing, editing and proofreading, technology in education (e.g., ePortfolios), multimodal writing, social media, and technical/professional/business writing.

When he is not teaching or working on his research, he is at the gym or at Peloton Studio cycling.

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DIGITAL CV

- Curriculum Vitae
- Learning Modules
- Teaching and Tutoring Philosophies

View my profile on **LinkedIn**

3:54 PM 2/4/2020

ePortfolio

The ePortfolio assignment is a creative task where you will create your electronic resume. An audience profile sheet and a LinkedIn profile are also required besides the three required pages discussed below. The complete assignment is due at the end of the semester. However, beginning parts of it will have due dates. Due dates will be announced in class.

The purpose for this assignment is to start to prepare students to become market ready. When this is started earlier, students do not have to rush to find internships. They are also more

prepared when they speak to their career counselors. Writing for this purpose is very different from writing a standard essay for a class.

This assignment should be treated as a second resume. It should be professional and error free as much as possible. If this is your first time creating an ePortfolio, it may seem like a little daunting task with the amount of information that needs to be put into this. If you have build websites, you know how much time it takes to make it look nice. It is easy to add information, but the formatting takes a long time to get right. For this reason, it is best to work on it for a little bit every day, so that it is not too much to do at the end of the semester.

There are certain things that must go on the ePortfolio. The following sections must be included: Profile page; Professional Preparation/Resume page, and the Academic Materials page. Other pages are optional, which will be discussed below.

The Profile page includes a bio, URL to LinkedIn profile, professional and/or appropriate picture(s). The bio can be written in first or third person. A good rule to go by is how professional the major is. For example, a business major is very professional, which may warrant using third person. On the other hand, an art major or theater and performing arts major might want to use first person since these majors are less formal in some ways.

Also the URL to your social media (e.g., LinkedIn, Facebook, Instagram, and Snapchat), school email, country (if not from the USA), and phone number (optional) should also be included. These items are necessary because this is how people can contact you and look you up on other social media. This is important because the first thing recruiters and employers do is search for your online presence (Career Builder, 2017; The Creative Group, 2017). An online presence is one's record of social networking online. This is just as important as the resume to

many employers and recruiters. Without an online presence, they may pass on otherwise qualified applicants.

The Professional Preparation/Resume page should be treated like a second resume. This resume serves as a complete resume. This is the complete story of you rather than the one-page resume, which just shows your work history and education. Everyone's resume will be different because no two people have the same experiences and background.

The Academic Materials page displays papers, projects, and research that incorporate hard skills (i.e., writing, speaking, and data analysis) and soft skills (i.e., people skills [intercultural communication, critical thinking, teamwork and leadership] (Strauss, 2016). Communication, teamwork, and leadership are the three most important of these skills recruiters and employers look for (PwC).

Other pages are optional. These pages display one skill, which make it stand out more than on a resume alone. Although this will entry will be in the resume, putting it on a separate page as well will make it stand out more. This is a very common way to show leadership skills, artistic talent (e.g., paintings and drawings), or a list of plays or shows performed in.

If you do not have anything for any of these items, do not include them. Since there is always a way to make your ePortfolio and you marketable, see me to discuss what is best for your ePortfolio. There is no one way of doing it. Everyone is different; hence, every ePortfolio will be different.

Including pictures and files (.pdf, .docx, .xlsx, and .pptx) is good, but they need links if they come from the internet. If a picture from the internet is recognizable in any way, then it must have a link with it. If a picture unrecognizable, then no link is necessary. Pictures must be

professional or presentable. Copyright laws must be followed. Anything that is unprofessional or illegal is legal grounds for Pace University to remove your ePortfolio from the site.

Audience Profile Sheet

The audience profile sheet for the ePortfolio should focus on recruiters and prospective employers. Pace University is obviously included in it too. It is similar to the one you did for the press release. The only difference is the audience.

LinkedIn

A LinkedIn profile is also required for this assignment. Your LinkedIn profile is similar but different to your About Me section of the profile page to the ePortfolio. The biggest difference is that where the ePortfolio page has everything from personal to professional information, the LinkedIn profile only contains professional information. Therefore, since the same professional information from the ePortfolio is the same for the LinkedIn profile but condensed, it may be easier to start with the ePortfolio first. Then, that information can be modified for LinkedIn.

Every LinkedIn account must have, at least, the following fields filled in:

1. Profile headline
2. Education
3. Skills and expertise
4. Professional photo
5. Professional summary.

Other things (e.g., groups, contacts, and recommendations) will come as your advance in your career.

The URL for your LinkedIn profile should be put on your profile page of the ePortfolio. Likewise, the URL for your ePortfolio should be on your LinkedIn account. The email address can be your personal email or your school email. If you use your personal email address, it should be your first name.last name@service provider. This is the easiest way to keep it professional.

References

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New Club or Major Task

The purpose of project is to present to students and/or faculty why they should choose a new major or join a new club. You can choose from the following: (1) add a new major or an additional concentration to an existing major; or (2) create a new club. It does not have to be the major you are studying at the present time. You will need to write the following: (1) a short proposal to the chair of the department or to the director of Student Activities; (2) a flyer for students; and (3) a short 15-minute PowerPoint presentation.

As with any assignment, MLA or APA, as well as plagiarism rules, rules apply.

The Short Proposal

The short proposal to the chair of an academic department or to the director of Student Activities needs to contain why there needs to be a short presentation to attract students to chosen new concentration of an existing major or completely new major, or why someone should join a new club.

The suggested format can vary depending on what you choose to focus on.

For a new club or organization, the proposal from the Student Development & Campus Activities (SDACA) will work well for this assignment. You can add the necessary information to it and amend the budget part of it. It is best to keep the format and just type over the text and add to it. The focus lies in the need for the new club and how it will help students.

For new majors or an extension of an existing major, the focus lies in the rationale for it, the objectives and goals, and required coursework. They can be found on course syllabi from your classes or syllabi from the internet. You can use the same memo for as new club and just type over the text.

The Flyer

The flyer is to announce when and where the presentation will take place, the purpose of the presentation, and other details they need to know. The whole slide needs to be used without any blending of hues (colors) of the text and background, which also holds for PowerPoint slides. The flyer can be created using Word or Publisher.

The PowerPoint Presentation

This 15-minute presentation addresses why students should choose the new concentration of an existing major or completely new major. You may include job statistics (e.g., payscale.com, Database: Occupational Outlook Handbook from bls.gov, glassdoor.com, and Pace University's website) to possible jobs students can get after graduation, and advanced degrees in the major from Pace University's website. Creating your own videos and audio is encouraged.

Everyone in the group must speak. You cannot read from the slides. The slides must be proofread and follow the rules of plagiarism.

As with all assignments, the PowerPoint slides, proposal, and flyer can be resubmitted for a higher grade. The presentation is a one-shot deal.

Peloton Advertisement Assignment



Recently, there was a Peloton advertisement that received a lot of mixed reviews, but most of them were negative.

Using the theory and background information about Peloton discussed in class, write an essay, in which you argue that the Peloton advertisement was sexist and dystopian. In your essay, you must include the theory and any pertinent information about Peloton discussed in class.

Anything referenced to this assignment is fair game to use. You may use other sources as well. There is no minimum or maximum number of sources to use. You can use MLA or APA format.

The minimum number of required pages for this assignment is 3 pages. However, you can always go over. This assignment can also be combined with the final paper for a total of 8 pages (3 for the Peloton Advertisement Assignment and 5 for the Final Paper).

Articles for this assignment are at the following links:

<https://www.today.com/video/peloton-ad-actress-monica-ruiz-tells-her-story-74963525915>

<https://www.nbcnews.com/nightly-news/video/peloton-responds-to-controversy-over-new-holiday-commercial-74517573672>

<https://www.today.com/video/see-ryan-reynolds-surprise-peloton-ad-actress-monica-ruiz-live-on-today-74964037894>

<https://www.cnn.com/2019/02/12/how-peloton-exercise-bikes-and-streaming-gained-a-cult-following.html>

<https://www.tmz.com/2019/12/09/peloton-wife-monica-ruiz-nice-lucky-snl-joke-hilarious/>

<https://www.theatlantic.com/magazine/archive/2019/12/the-tribe-of-peloton/600748/>

<https://www.buzzfeednews.com/article/olivianiland/peloton-wife-ad-ryan-reynolds-gin>

<https://www.nytimes.com/2019/12/03/business/peloton-bike-ad-stock.html>

Books that might help you are as follows:

Corrigan, T. (2010). *A short guide to writing about film* (7th ed.). Pearson Longman.

Journal articles that might help you are as follows:

Allwood, E. H. (2017, January 3). Why we still need John Berger's Ways of Seeing.

<https://www.dazeddigital.com/artsandculture/article/34166/1/why-we-still-need-ways-of-seeing-john-berger>

Calder-Dawe, O., & Gavey, N. (2016). Jekyll and Hyde revisited: Young people's constructions of feminism, feminists and the practice of "reasonable feminism." *Feminism & Psychology*, 26(4), 487–507. <https://doi.org/10.1177/0959353516660993>

Cooper, B. (2000). "Chick Flicks" as Feminist Texts: The Appropriation of the Male Gaze in *Thelma & Louise*. *Women's Studies in Communication*, 23(3), 277.

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Jones, S. C., & Reid, A. (2011). Sex and Sexism in Australian Alcohol Advertising: (Why) Are Women More Offended than Men?. *Contemporary Management Research*, 7(3).

<https://doi.org/10.7903/cmr.9567>

Ogletree, S. M., Diaz, P., & Padilla V. (2019). What is feminism? College students' definitions and correlates. *Current Psychology*, 38, 1576-1589. <https://doi.org/10.1007/s12144-017-9718-1>

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Appendices

Appendix 1: General Checklist for Editing and Proofreading

Appendix 2: Checklist for ePortfolio

Appendix 3: Basics of Proofreading

Appendix 4: Procedure for Proofreading

Appendix 1:

General Editing and Proofreading Checklist

Example

Reading One – Audience & Purpose

Question	Yes/No	Comment
Is the audience appropriate?	No	The text is written informally.

Reading One – Audience & Purpose

Question	Yes/No	Comment
Is the audience appropriate?		
Have the reader's expectations been met (purpose)?		
Have all the instructions been followed?		

Reading Two – Thesis

Thesis

Question	Yes/No	Comment
Is there a clear thesis statement?		
Does the thesis statement contain only one idea?		
Is the thesis statement written in third person?		
Does the thesis statement reflect the title, audience, and purpose?		

Reading Three – Formatting

Formatting

Question	Yes/No	Comment
Is the citation style correctly formatted?		
Are all quotations formatted correctly?		
Is there any unnecessary white space?		
Are all margins correctly formatted?		
Is all spacing between words, sentences, and paragraphs consistent?		
Are all lists and seriation consistently formatted?		

Organization

Question	Yes/No	Comment
Is there a clear outline?		
Are the subheadings appropriate?		
Are there enough subheadings?		

Reading Four – Content**Content**

Question	Yes/No	Comment
Does each body paragraph have an introduction, body, and conclusion?		
Is there enough content?		
Does each body paragraph contain only one idea?		
Does each body paragraph contain 7-10 sentences?		
Is the language appropriate for the text?		
Is the vocabulary appropriate for the text?		
Is the tone appropriate for the text?		

Reading Five – Plagiarism

Question	Yes/No	Comment
Is everything cited that needs to be cited?		
Do the in-text citations match the bibliographic references?		
Are all paraphrases in the writer's own words?		
Are all quotations copied correctly?		
Has the writer verified that everything has been checked with turnitin.com?		

Reading Six – Sentence Structure & Grammar

Sentence Structure

Question	Yes/No	Comment
Is there an independent clause?		
Does each clause contain, at least, one subject and verb?		
Is all the punctuation correct?		

Grammar

Question	Yes/No	Comment
Is the subject-verb agreement correct?		
Is the verb tense and aspect correct?		
Are active voice and passive voice used correctly?		
Are all noun and verb forms used correctly that are not simple subjects or predicates?		
Are all pronouns used correctly?		
Are all adjectives and adverbs used correctly?		

Overall Impressions

Question	Yes/No	Comment
Is this what I wanted to say?		
Would I put my name on this?		
Is this text boring to read?		
Would readers want to read this?		

Appendix 2:

ePortfolio Editing Checklist

Reading One – Audience

Question	Yes/No	Comment
Is the audience appropriate?		
Have the users' expectations been met?		

Reading Two – Reason for ePortfolio

Question	Yes/No	Comment
What are the reason(s) for creating the ePortfolio?		
What is the users' reason(s) for using the ePortfolio?		

Reading Three – User Experience**Clients**

Question	Yes/No	Comment
How do I want the users to navigate through my ePortfolio?		
How do I want the users to use my ePortfolio?		

Users

Question	Yes/No	Comment
Are the users getting their expected experience?		
Are the users getting the experience the creator intended?		
How easy is it to navigate through my ePortfolio?		

Designers

Question	Yes/No	Comment
Did I produce the product that the client requested?		
Did I ethically produce the document that the client requested?		
Did I ethically produce the document that the client requested?		
Does the design best fit the ePortfolio?		

Reading Four – Layout**Layout**

Question	Yes/No	Comment
Is the ePortfolio's layout visually appealing?		
Is the ePortfolio easy to navigate?		
Has page design been considered – chunking, queuing, and filtering?		

Outline

Question	Yes/No	Comment
Does each page have a clear outline?		
Is the ePortfolio easy to navigate?		

Reading 5 – Content and Background**Content**

Question	Yes/No	Comment
Is the content appropriate for each page?		
Is there enough informational content (e.g., leadership skills, class projects, publications, and research) on each page?		
Are the pictures appropriate for each page?		
Are the enough/too much/not enough pictures on each page?		
Is the tone appropriate?		
Is the jargon appropriate?		

Background

Question	Yes/No	Comment
Is the background appropriate for each page?		
Are the hues appropriate for each page?		
Are the figure and ground for each page contrasting?		

Reading Six – Plagiarism

Question	Yes/No	Comment
Do the pictures taken from the internet have visible links?		
Do files (e.g., .docx and .pdf) have visible links?		
Is the written information taken from other sources cited correctly?		
Are all quotations copied and cited correctly?		
Has everything been legally produced?		
Has everything been ethically produced?		

Reading Seven – Typography and Spacing**Typography**

Question	Yes/No	Comment
Is the font type appropriate?		
Is the font size appropriate?		
Is the font type consistent?		
Is the font size consistent?		

Spacing

Question	Yes/No	Comment
Is the white space appropriate for each page?		
Is the spacing between paragraphs consistent?		
Is the spacing between sentences consistent?		

Reading Eight – Sentence Structure & Grammar

Sentence Structure

Question	Yes/No	Comment
Is there an independent clause?		
Does each clause contain, at least, one subject and verb?		
Is all the punctuation correct?		

Grammar

Question	Yes/No	Comment
Is the subject-verb agreement correct?		
Is the verb tense and aspect correct?		
Are active voice and passive voice used correctly?		
Are all noun and verb forms used correctly that are not simple subjects or predicates?		
Are all pronouns used correctly?		
Are all adjectives and adverbs used correctly?		

Appendix 3:

Basics of Punctuation

Punctuation is based around a simple sentence or independent clause (IC). It is one complete thought. A clause is a group of words with a subject and verb. Learning the sentence patterns is the best way to learn punctuation.

Sentence Patterns: Independent Clauses

Independent clauses, as stated early in the book in the proofreading section, need to be identified before anything else when looking at sentences.

IC.

[I love writing essays.]

IC, FANBOYS IC.

If two independent clauses are joined by one of the FANBOYS (For, And, Nor, But, Or, Yet, So) or coordinating conjunctions, then a comma precedes the coordinating conjunction.

[I love writing, but I hate math.]

IC FANBOYS Phrase.

If an independent clause and a phrase are joined by one of the FANBOYS (For, And, Nor, But, Or, Yet, So) or coordinating conjunctions, then a comma precedes the coordinating conjunction.

[I love writing but not math.]

IC; IC.

If two independent clauses are directly related, then a semicolon (;) separates the two independent clauses.

[The test was very difficult; only 75% of the students passed.]

IC; Conjunction (Conjunctive Adverb), IC.

Certain conjunctions join two independent clauses. They create relationships that show cause and effect, sequence, time, contrast, comparison, illustration, summarization, and emphasis. These conjunctions are called conjunctive adverbs.

Examples of Conjunctive Adverbs			
However	Therefore	Furthermore	Otherwise
Hence	Likewise	Thus	Nevertheless

[The test was very difficult; however, all the students passed.]

IC. Conjunction (Conjunctive Adverb), IC.

Just like the example above where the semicolon used, it can be also be separated into two sentences. The meaning stays the same. It is good practice to use both structures because sentence variety makes for better reading.

[The test was very difficult. However, all the students passed.]

DC, IC.

Anything that comes before the independent clause is followed by a comma.

If an independent clause precedes a dependent clause (DC) that begins with a conjunctive adverb, there is no need for a comma. Dependent clauses are a type of clause that has a subject and verb, but it is a fragment, not a complete thought. They begin with subordinating conjunctions.

Examples of Subordinating Conjunctions				
If	Since	Even though	Although	When
While	Where	Though	Once	Because

If a dependent clause precedes an independent clause that begins with a conjunctive adverb, a comma precedes the independent clause.

[Although I have written many essays, the exam was not easy.]

Phrase, IC.

If a phrase precedes an independent clause, a comma precedes the independent clause.

[Yesterday, I wrote an essay for ENG 10.]

[Having written many essays, I was confident about the exam.]

[Although I have written many essays, the exam was not easy.]

IC DC, Transition IC.

Compound-complex sentences are exactly what they sound like. They have a compound sentence and a complex sentence. These sentences follow the same rules above for independent and dependent clauses.

[I study during the week because I want to maintain a good academic record, but I relax on the weekends.]

[I relax on the weekends, but I study during the week because I want to maintain a good academic record.]

Non-Restrictive Clauses

Use a comma to separate non-restrictive clauses. These clauses are added for emphasis and/or additional information. They are not necessary for a sentence to make sense.

[The big oak table, which belongs to my cousin, is perfect for this room.]

Phrases that are not necessary are also separated by commas.

[I, however, prefer the other one.]

Phrases that define a noun are also separated by commas.

[My father, John, is a well-known poet.]

Correlative Conjunctions

Correlative conjunctions, also called paired conjunctions, separate two independent clauses.

Examples of Correlative or Paired Conjunctions		
Either ... or	neither ... nor	not only ... but also

[Not only did the audience find the lecture hard to follow, but they also found it boring.]

Quotations

There are only two rules for punctuating quotes. The first is that if the punctuation ends a quote, it goes inside the quote. The second is that if the punctuation begins a quote, it goes outside the quote. Regardless of the sentence structure, these two rules always apply.

There are three ways to structure quotes. No one way is better than another. It is always best to use sentence variety. Therefore, implementing sentence structures is a great way to keep the reader more interested in reading a text. The following three sentences display the possible ways to structure quotes.

- (1) Steve said, "Writing an essay is the same thing as telling a story. The only difference is that one is written out while one is spoken."
- (2) "Writing an essay is the same thing as telling a story. The only difference is that one is written out while one is spoken," said Steve.
- (3) "Writing an essay is the same thing as telling a story," said Steve. "The only difference is that one is written out while one is spoken."

If there citations involved with the quotes, the major difference is that the citation ends a sentence and not the quotation. The following show examples using APA and MLA.

- (1) According to Steve Bookman (2018), "Writing an essay is the same thing as telling a story. The only difference is that one is written out while one is spoken" (p. 23).
(example using APA)
- (2) According to Steve Bookman, "Writing an essay is the same thing as telling a story. The only difference is that one is written out while one is spoken" (23). (example using MLA)
- (3) According to Steve Bookman (2018), "Writing an essay is the same thing as telling a story. The only difference is that one is written out while one is spoken" (Smith, 2018, p. 23). (example using APA)
- (4) According to Steve Bookman, "Writing an essay is the same thing as telling a story. The only difference is that one is written out while one is spoken" (Smith 23).
(example using MLA)

In sentences 1 and 2, the author is stated in the sentences. Therefore, only the page number needs to be in parentheses. However, in sentences 3 and 4, where the author is not stated within the sentences, the in-text citation includes the author's name.

There are only three reasons to quote. The first is for perfect wording. This is when it cannot be said any better. The second reason is for an authoritative definition. The third reason is for someone else's exact words. Any other time should be paraphrased.

Single Quotation Marks

Single quotation marks are used when there is a quote within a quote. More specifically, information from the original quote was used in another quote.

[Smith said, "Writing can be summed up as 'outlining is writing' as stated by Steve Bookman" (p. 25).]

Double Quotation Marks

Double quotes are used when there is only one quote.

[Steve said, "You should always back up your work in multiple places."]

Short Quotes

Short quotes are quotes that are 3 lines or less. They fit right within the paragraphs.

Example:

Besides the bilingual programs not being run properly, some of the teachers are not adequately trained or are not certified to teach. Constantino (1994) surveyed five experienced English as a second language (ESL) and six regular all-English classroom teachers. This study showed that both, the ESL and all-English, teachers need to improve their teaching skills in the subjects they teach. Many teachers are not well prepared to teach ESL students. Most of them feel that they are there to teach content and nothing else. **One of the content teachers said, "I'm teaching the content, not language" (Constantino, 1994, p. 5). Another professor added, "Language is the responsibility of the school culture. The students need to know the language of the dominant culture; they need to assimilate, and that's the job of the school and district" (p.**

5). These teachers are not taking into consideration that whatever they teach their students, it is still language (Krashen, 1982).

Block Quotes

Block or long quotes are quotes that are 40 words or more. Most people go by 4 lines or more.

They are indented 10 spaces from the left margin.

Example:

The United States of America is a nation of many immigrant groups. **In the end, what it comes down to is making sensible judgments on what we read and hear, and having respect for each other (Salvucci, 1991):**

Whatever our background we need to speak up when we see the need to educate the ignorant and dispel the stereotypes. We need to speak out because it is our history, by which I mean American history. Our stories are yours. America and its self-image cannot be complete with us. (p. 216)

Why should teachers and the general public discriminate each other when we all have to live with one another? If teachers make a conscious effort to learn the Spanish language and culture, then they are encouraging an open-minded environment for parents, teachers, and students (Canning, 1995).

Ellipses

Ellipses is an indication that parts of a quote has been omitted. This is used to shorten a quote.

Ellipsis dots (...) are used when one wants to omit parts of a direct quotation. Wherever the ellipsis dots are, the second part must not break the flow of the sentence from the first part.

[The general said, “He is a good man ... but his military record has some questions that need to be answered.”]

Note: There are only 3 dots used in ellipsis dots. Four dots (....) are used when they end a sentence.

[The general said, “He is a good man. ... However, his military record has some questions that need to be answered.”]

Non-Sentential Punctuation

Colon

The colon is used to set off a list or long quote (see block quotes).

[I need the following items for this home project: plywood, brackets, circular saw, and screws.]

Serial or Oxford Comma

The *serial or oxford comma* is a special comma that requires a comma to proceed the last item in a series of three or more items. Some people have been taught to follow this rule while others have not. As long as everything is consistent, most people will not care.

[I am taking ENG 10, PSY 11, and FYS 11.]

[I am taking ENG 10, PSY 11 and FYS 11.]

[I am taking SOC 11, Anatomy and Physiology I, and PSY 11.]

[*I am taking SOC 11, Anatomy and Physiology I and PSY 11.]

(* = incorrect)

Dates

When writing dates, use a comma to separate the month and day from the year in dates.

[I was born on March 13, 1971.]

[I was in Poland on July 23, 1943, during World War II.]

City, State, and Country

When a city and state, or state/city and country are positioned in the middle of a sentence, there is a comma between and after the city and state, or the state/city and country.

[I visited Paris, France, this summer.]

When separating more than one city with its state in a list use both a comma and a semicolon to avoid any confusion between each one.

[I visited three cities this summer: Paris, France; Cali, Colombia; and London, England.]

Parentheses

Use parentheses (()) when making defining an abbreviation.

[The American Psychological Association (APA) is the preferred format for citing references in the sciences.]

Appendix 4

Procedure for Proofreading

Sentence Structure

1. Identify the conjunction(s)
2. Identify the IC(s)
3. Identify the main verb(s) ((simple predicate(s)) for IC(s)
4. Identify the main subject(s) ((simple subjects(s)) for IC(s)
5. Identify the DC(s)
6. Identify the main verb(s) ((simple predicate(s)) for DC(s)
7. Identify the main subject(s) ((simple subjects(s)) for DC(s)
8. Fix all punctuation

Grammar

1. Subject-verb agreement
2. Verb tense and aspect
3. All other noun and verb forms
4. Pronouns
5. Anything else not listed above

Meaning

1. Look at sentence semantically.

Tips for Proofreading

1. Always cover most basic elements first.
2. Never assume anything. Always verify everything.
3. Always follow the above procedure.
4. Read sentences aloud or to yourself.
5. Work on one sentence at a time with this procedure.

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