

Action Research Project

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Faculty Learning Outcome Statement #1

Implement learning-centered strategies to improve students' abilities to correctly document an argumentative/persuasive essay using MLA citation standards.

Essential Competencies and Indicators Addressed

- 1) Assessment
 - a) Employ formative feedback loops to assess student learning
 - b) Design activities to help students refine their abilities to self-assess their learning
 - c) Employ a variety assessment measures and techniques (both formative and summative) to form a more complete picture of learning
 - d) Align summative evaluations with course outcomes and learning activities
- 2) Learning-centered Teaching Strategies
 - a) Employ strategies that guide students to become more active learners
 - b) Employ methods that develop student academic literacy in the discipline or field
 - a) Use cooperative/collaborative learning strategies
- 3) LifeMap
 - a) Help students develop academic behaviors for college success (e.g. research methodology)
 - b) Help students identify where academic behaviors can be adapted as life skills (e.g., library research skills, communication skills)
- 4) Outcome-based Practices
 - a) Construct measurable learning outcomes
 - b) Align learning opportunities and assessments of course learning outcomes and program learning outcomes, with the student core competencies
 - c) Use evidence of student learning to review and improve courses and programs
- 5) Scholarship of Teaching and Learning
 - a) Produce professional work (action research or traditional research) that meets the Valencia Standards of Scholarship
 - b) Build upon the work of others (consult experts, peers, self, students)
 - c) Be open to constructive critique (by both peers and students)
 - b) Make work public to college and broader audience
 - c) Demonstrate relationship of SoTL to improved teaching and learning processes
 - d) Demonstrate current teaching and learning theory & practice

Clear Goals

A. Abstract

For this Action Research Project (ARP), I integrated a learning-centered teaching unit to explore the use of the Modern Language Association (MLA) documentation method in student essays. Many students do not understand the academic need for citation standards within their written work, and students' inexperience with the use of documentation methods leads to ineffective source integration and citation within short answer assignments and essays. Most professors, across a range of disciplines, express concern that students do not use sources correctly – either formally or ethically. As a composition professor, who may be the first educator to introduce students to the concept of documentation standards, I need to improve student knowledge in documentation and use of the MLA documentation method so students can properly integrate sources within their academic work. While avoiding plagiarism, a serious concern for professors and students, is at the center of documentation methodology, it is outside the scope of this action research project. My goal is to determine if learning-centered strategies for MLA will improve students' use of the documentation method, not limit or eliminate plagiarism—the use of parenthetical notations, quotes, and signal phrases may eliminate plagiarism as a consequence of their use, however. Also, the correct use of source material as support for students' arguments and as a foundation for student critique, an important element of academic research and writing, was outside the purview of this project, though it was a graded aspect of their final research papers. I focused only on the correct application of MLA standards, rather than the applicability of the sources to student arguments.

This ARP used formative and summative activities to track student progress and provide time for student-led and instructor-led interventions. Formative activities included: a student survey of previous MLA experience, an open book pre-test of MLA methodology, group and collaborative activities, and short answer assignments on course materials that added different MLA documentation requirements as the semester proceeded. Summative activities included: a final documented/research essay with MLA citations, and an open book post-test of the MLA method.

An evaluation of student results of the fall 2013 pre-tests and post-tests, as well as the comparison of final research paper grades for the MLA section of the rubric between the fall 2012 and fall 2013 semesters, demonstrates that the interventions used in this ARP improved students' application of the MLA documentation method.

As a measurement of student success for the grading methods of this project, students had to score between the A (20-18 points) and B (17-16 points) range in the “Research Skills/MLA” section of the final essay rubric (**FLO 1_Artifact #14: Research paper rubric: Research paper rubric**). This meant that students

in the A range would have no more than three MLA format errors and that students in the B range would have no more than four MLA format errors. I strictly defined format errors as **any** part of the essay's documentation that did not follow the instructions within the course text: Diane Hacker and Nancy Sommer's *The Pocket Style Manual* Sixth Edition.

B. Research Question

Will implementing learning-centered teaching strategies improve students' abilities to correctly document an argumentative/persuasive essay using MLA citation standards?

Adequate Preparation

Background from multiple perspectives

1. Student Perspective

Students come to the ENC 1101 course with a variety of opinions about source documentation. Some have been drilled in a particular method in previous classes at the high school and/or undergraduate level, as most classes use some methodology for documenting sources, and view MLA as a "necessary evil"; other students have never heard of MLA or have never used a documentation style, and they worry about citing outside sources correctly. Even after MLA instruction, students sometimes ignore or incorrectly use documentation methods for various reasons. Some students have commented that MLA makes up so little of the assignment grade that they do not worry about using it correctly. Other students express frustration at the conflicting information on websites and in texts about proper use and just use the first example they can find, whether it is from the most current update or not. The fact that authors suggest in their handbooks that instructors may vary in their requirements does not help matters—neither do current websites that still use an out-of-date edition of MLA. Other students feel so overwhelmed with the number of MLA rules that they stop looking after "five minutes" if they cannot find the answer and use what they think is the correct citation or punctuation mark. One student comments that even after MLA instruction in previous classes, he was still hopelessly confused as to "what went where." Interestingly, several students majoring in STEM areas remarked that they do not understand why they have to use MLA in the first place, as their discipline uses a different documentation method, such as APA or CSE. This is a comment with which I am sympathetic. However, these students are unable to connect that while the documentation styles may vary, the act of learning to correctly document sources applies to every academic discipline. Most students I

discussed this issue with in the past did not view MLA as an academic skill in which they need proficiency. The results of the pre-survey, where eighty percent of students in the fall 2013 semester thought the use of sources was important to academic writing, may illustrate a change in student opinion.

2. Colleague Perspective

Colleagues' pedagogical methods for MLA instruction vary considerably. One English professor I spoke to about this project described his method of MLA instruction as "lecture over the small parts and make students look everything else up." He describes the proper application of in-text citation in class—signal phrases, quotation, and parenthetical notation—through handouts and notes on the board. After the discussion he asks students if they have any questions, and then they are on their own for learning to perform the method correctly throughout the semester. One EAP professor uses daily reading quizzes at the beginning of class to cover MLA. Interestingly, MLA instruction is embedded into the questions on these quizzes. She uses MLA documentation within the questions and discusses why she needed to put quotes around source material and use signal phrases and parenthetical notation. As students look at the quiz, she asks if students have seen the MLA elements before; if so, students describe them; if not, she describes their use. Her students learn MLA documentation with and alongside the content of the course. For her, "one does not make sense without the other." This practical application of MLA makes the process relevant and transparent for students. Another English professor I discussed this project with told me that he does not teach MLA in his classes. He still expects students to use MLA in their papers, but he has determined the application of MLA is following instructions and students should be able to figure it out for themselves. Another English professor uses five-to-ten minute MLA "micro-lessons at various times throughout the semester." Sometimes these lessons are lecture, sometimes they are group work, but each lesson covers a different aspect of the MLA method. Finally, I discussed MLA instruction with a Humanities professor who takes off five (5) points for each MLA mistake on written assignments. He gives students handouts on the MLA method, teaches it in class, and then expects students to be able to follow the instructions. When I asked why he takes five points off for each mistake (which I find a bit punitive), he told me that the correct source documentation is a key academic concept and students learn to take it seriously through the point value attached to the process.

Each of the above methods, according to each practitioner, is learning-centered in one way or another. The professors who lecture over the method, either once or multiple times throughout the semester, believe that learning occurs as students must become accountable for their own understanding of the process as they learn to apply it in their writing. Similarly, though in a more extreme case, the professor who does not teach MLA, but requires its use in student work, believes he creates autonomous learners as they are completely on their own for acquiring the necessary skills. Conversely, the

Humanities professor believes that students learn to value the process through grading, not through lecture or collaborative work. Lastly, the EAP professor uses modeling to create embedded instruction in which MLA is taught as actually practiced in writing. Her students learn MLA through the manipulation of course content, and in this way, MLA instruction is made relevant to larger course outcomes and concerns. As I began to build MLA activities for this ARP, I wanted to create an environment where students were responsible for learning the method—an environment where I acted as a guide through the concepts rather than as a lecturer who only imparted knowledge. I wanted to combine what I saw as valuable ideas from my discussions with colleagues.

3. Expert Perspective

Kurt Schick's essay, "Citation Obsession? Get Over it!," in *The Chronicle of Higher Education* exposes the difficulty of teaching information fluency when students, and professors, are obsessed with a citation crisis at the university level. He notes that the instruction of citation methods is "a colossal waste. Citation style remains the most arbitrary, formulaic, and prescriptive element of academic writing taught in American high schools and colleges." In his view, students have limited mental energy and limited time to devote to their academic work, and the university's obsession with citations forces students to concentrate on unnecessary minutia instead of global concerns, like organization and argumentation. However, what Schick fails to mention, or realize, is that teaching a documentation method to undergraduates prepares them to engage in an academic discourse where source use helps students build arguments, create authorial identity, and engage the research done by others.

As Nancy Van Note Chism and Shrinika Weerakoon argue that "[l]earning a citation style [...] is important as it helps academic and research activities such as retrieving documents for verification of data and building credibility as authors" (Van Note Chism and Weerakoon 27). Students learn to value their own thoughts and writing by engaging the ideas of others, and they build ethical appeals through the use of citation; these constructions require citation. The teaching of citation standards is the teaching of discipline-specific content, such as, "professional and research ethics" (Löfström 257-8). Proper integration into the larger academic discourse community requires educators to instruct students in all conventions of research. Research has many aspects, one of which includes the appropriate application of a citation method. Therefore, it seems students may be unprepared for research in their upper-level classes if educators omit this type of instruction. Two experts also note the application of citation standards is a form of performance and through this activity students learn scholarly discipline and rigor (Harwood and Petrić 56). Through documentation students learn the discourse standards within their fields; it prepares them to enter their chosen academic discourse community.

If documentation is a valuable skill students need to become successful writers in their courses, the question then becomes, what is the most appropriate way to teach this activity? It is the focus of this ARP to put students in a position to actively learn the MLA documentation method through performance and practice throughout the course. Rather than lecture or omit the material entirely from my course, a learning-centered approach

may produce an academic environment where students are participants in the process of knowledge instruction.

A learning-centered teaching approach centers on several important strategies. The most important aspect acknowledges that students learn best when they “are actively involved and receive feedback” (Huba and Freed 33). The lecture model in traditional education requires a passive student and an active professor. However, one definition of active learning, put forth by Chet Meyers and Thomas Jones, requires that students engage in “talking and listening, writing, reading, and reflecting” (qtd. in Leamson 60). When students perform tasks, problem solve, or otherwise engage with course content during class, their knowledge and information retention increases. Instead of students listening to instructions on how to complete a course outcome, active learning makes them responsible for doing the activity related to the course outcome. In this model the instructor acts as a guide, rather than a distributor, to content knowledge. Maryellen Weimer echoes this concern when she writes that the guide and coach metaphor of the instructor’s role “reinforces the facilitative aspects of the role[s]” (75). When instructors align themselves with the students as co-creators of learning, they rightfully keep the focus on practice, not a hierarchical idea of content construction (76). Learning-centered pedagogy upends the hierarchy of teaching and learning, leveling the playing field between the two course concerns and creating an environment where students gain confidence in their own abilities to understand, engage, and manipulate course material.

An active learning environment creates new habits, behaviors, and routines for students, ones that build a learning practice for students to then practice and perfect. Robert Leamson writes that this style of teaching creates new cognitive pathways: “Our intent, then, is to get the elements of our discipline to pass through new synapses. It follows that the difficult work of organizing, abstracting, and relating is better done by students than the teacher” (61). What Leamson argues is that as students are the ones who must make sense of the new material, as professors are already content experts, it should be up to them to come to terms with it through their own processes, rather than by a way predetermined by the instructor. Instructors still design the content of their courses, true, but if instructors are not using a learning-centered approach, they are forcing their learning method on students, when instructors should be teaching students how to explore and retain content in the ways that works for them. The learning-centered approach, where instructors guide and coach students, produces a collaborative learning environment where students gain information through approaches that are unique to them. In this model, instructors create the shell of the course where the actions are determined by the students.

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4. Self-Perspective

When I first began teaching, I approached the instruction of MLA as it had been originally presented to me. I was first exposed to MLA as an undergraduate, where I was given minimal instruction in signal phrases, parenthetical notation, and punctuation out of the MLA handbook and left to my own devices. If I had an MLA question, I would look up the answer in the latest MLA handbook (which I was required to purchase and Valencia's students are not) or attend a professor's office hours to get the correct answer (after examining several of my own undergraduate papers, this does not mean that I correctly used MLA in every instance). A professor's grading marks on the works cited page or in the essay's body seemed the normal/preferred instructional method for MLA. For the first few semesters, I followed this approach and wondered why my students did not create correct citations for the sources they used in their writing assignments. I then began to give more lectures on MLA, lectures I am sure my students did not appreciate, before I stopped to wonder if this pedagogical practice was valid or appropriate. It was not until I was introduced to active and learning-centered teaching strategies that I began to envision another way to teach students this material. And as the instruction of MLA is a required course outcome, it is the instructor's responsibility to make this concept relevant to students' academic practice.

If we are preparing students to enter a discipline, we need to expose them to all aspects of the discourse community. And as every discipline uses some documentation methodology, composition professors must cover the aspects of documentation so students will enter their other classes knowledgeable in this aspect of academic discourse. Obviously, lectures do not provide an environment where students learn to apply the

MLA method, and not giving any instruction in class is also an option I do not feel conducive to best practices. A learning-centered approach, one where the instructor guides the student to become expert in content becomes a valid approach to citation instruction. Students need hands-on practice in documentation in a setting where they come to the creation of knowledge that best suits them—this is how students retain information, by creating and critiquing their work in real-time.

After my discussions with colleagues and reading research on learning-centered methodology, I see that this practice is one way to teach MLA documentation where students may begin to improve their citational practice.

Appropriate Methods – Methods and Assessment Plan

A. Methods:

1. Student Learning Outcome: Students will improve their use of MLA citation standards within their final documented research paper.

2. Performance Indicators of Student Learning Outcomes

1. Students will implement direct quotations from both primary and secondary source(s) in their final documented research essay.
2. Students will use signal phrases and/or signal verbs in the introductory material of the sentence before the direct quotation in their final documented research essay.
3. Students will use punctuation marks to integrate the signal phrase in their final documented research essay.
4. Students will compose MLA parenthetical notation for direct quotations in their final documented research essay.
5. Students will compose a MLA works cited page for their final documented research essay.

3. Teaching Strategies of Student Learning Outcomes

This ARP uses a variety of learning-centered teaching strategies to instruct students in the correct use of the MLA documentation method. I made use of formative assignments and activities (group and collaborative work, short answer assignments, and peer-review) and summative assignments (the final research paper and post-test) as tools to indicate student learning. Throughout the semester, I used large (four-to-five students) group activities where students followed prompts and used their handbooks to

construct various MLA requirements, and also small (two-to-three students) group activities to focus student questions through Think/Pair/Share and Muddiest Point activities, which led to full class discussions on MLA use. These groups were formed randomly at the start of group work and the larger groups were then broken up into smaller groups for those activities. Students completed out-of-class short answer assignments with increased MLA requirements added as the semester went on. Finally, students completed a final research paper with required MLA documentation, and on the last day of class took an open book MLA post-test. What follows is the schedule I employed for the implementation of this FLO followed by a discussion of the steps:

Step 1. During the first week of the course, students individually completed both a survey of previous MLA instruction and an open book pre-test on MLA citation standards. These artifacts were given on the same day of instruction and students were asked to complete the survey and turn it in, before beginning the open book pre-test. I also communicated that if students had questions during either portion to raise their hand and I would answer them. (**FLO 1_Artifact #1: Pre-survey;** and **FLO 1_Artifact #2: Pre-test**)

Step 2. During the second week of the course, students began short answer assignments with instruction in the use of direct quotations and MLA headers as the first MLA requirement. The only instruction for the use of direct quotations was to use one from the course reading with quotation marks around the outside material. For MLA headers, students performed a large group activity (four-to-five students) where they were told to use the MLA manual to locate and create an MLA header. During this activity, I walked around to make sure every group was on task and after groups completed the header, I projected each group's response on the board, asked students if they were correct or incorrect, and asked for corrections if they were incorrect. I also answered questions if students were still unclear on producing MLA headers after the discussion. (**FLO 1_Artifact #3: Short answer assignment- Direct quotation;** and **FLO 1_Artifact #6: Group/Collaborative activity- Headers**)

Step 3. During the fourth week of the course, I introduced parenthetical notations as the second requirement of the short answer assignment. This instruction used group activities (a four-person group). During group work, I walked around to make sure every group was on task and after groups completed the activity, I projected each group's response on the board, asked students if they were correct or incorrect, and asked for corrections if they were incorrect. I also answered questions if students were still unclear on producing parenthetical notations after the discussion. (**FLO 1_Artifact #4: Short answer assignment- Parenthetical**)

notation; and FLO 1_Artifact #5: Group/Collaborative activity- Parenthetical notation)

Step 4. During the eighth week of the course, I introduced signal phrases, signal verbs, and proper punctuation for introductory material as the final requirement of the short answer assignment. This instruction used group activities (a four-person group). During group work, I walked around to make sure every group was on task and after groups completed the activity, I projected each group's response on the board, asked students if they were correct or incorrect, and asked for corrections if they were incorrect. I also answered questions if students were still unclear on producing signal phrases after the discussion. **(FLO 1_Artifact #7: Short answer assignment- Signal phrases; and FLO 1_Artifact #8: Group/Collaborative activities- Signal phrases)**

Step 5. During instruction of the argumentative/persuasive essay, I introduced the creation of the MLA works cited page. This instruction used group activities (a four-person group). During the group activity, I brought in books, magazines, and newspapers from which groups created citations. I also projected a website on the board and had groups create a citation. We also examined database citation and corrected citations from database. Throughout the group work, I walked around to make sure every group was on task and after groups completed the activity, I projected each group's response on the board, asked students if they were correct or incorrect, and asked for corrections if they were incorrect. I also answered questions if students were still unclear on producing Works Cited pages after the discussion. **(FLO 1_Artifact #9: Group and collaborative activities- Works Cited page)**

Step 6. During the final week of the course, students performed a peer-review of a first draft of the final research paper (a two-person group). The peer-review asked students to examine one student's essay on organization, logic of arguments, and MLA documentation. For the first part of peer-review, around thirty minutes, students worked silently and wrote comments on the other student's draft. I communicated that if students had questions during the review to raise their hand and I would answer them. I also walked around after twenty-five minutes and asked to see thesis statements and if students had any specific questions. After peer-review was complete students found their peer and discussed the comments they made on the essay. This section lasted for the rest of class, or until students did not have comments to discuss with their peer or questions that I needed to answer. **(FLO 1_Artifact #10: Peer-review form (bolded for FLO MLA focus))**

Step 7. During the final week of the course students individually completed both a survey of instructional effectiveness and an open book

post-test on MLA citation standards. These artifacts were given on the same day of instruction and students were asked to complete the survey and turn it in, before beginning the open book post-test. I also communicated that if students had questions during either portion to raise their hand and I would answer them. (**FLO 1_Artifact #11: Post-survey;** and **FLO 1_Artifact #12: Post-test**)

I separated MLA instruction into collaborative activities and short answer assignments with the creation of MLA headers, parenthetical—or in-text—citations, signal phrases, and Works Cited pages. The group/collaborative work was not graded and the short answer assignments were graded out of ten points. These low-risk formative assignments attempted to provide students the necessary instruction in MLA to complete these requirements in the final research paper.

Though group assignments were not graded, they led to the short answer assignment of the week, which required the correct use of the new MLA element. Although I did not grade the group activities, I made clear to students that the skills acquired through these tasks would help them with their short answer assignments, so I saw that they did take these activities seriously. However, I do understand the dynamics of both group and collaborative work, where one or two students may actually be the only ones performing the activity, so I did my best to walk around the classroom and directly engage students who did not seem active in the group discussion. I would also have liked to have students work individually on the MLA prompts, but there was not sufficient class time to then go over twenty-six responses on the board. I think that groups of four-to-five students kept each one intellectually “honest,” and my engagement with the groups as I walked around informed students that I was serious about each student participating during the activity. Immediately after students completed their work, I projected each group’s response on the board and as a class we discussed errors and offered corrections. I also used class time after group work to answer individual questions.

I created a rubric (**FLO 1_Artifact #14: Research paper rubric**) for the final essay where I included the MLA grading criteria, discussing such aspects as errors, integration, and use of sources. Students could score twenty points in the MLA section of the rubric, out of a possible one hundred for the entire essay, where scores corresponded to the full grade spectrum of A-F. For this ARP, I measure students successful if their MLA grades fell within the A and B range of the rubric.

4. Assessment Strategies of Student Learning Outcomes

Colleagues and experts alike have described the use of learning-centered methods as ones where students were responsible for actively engaging with course content, and this ARP focused on using these strategies to examine where students would improve their MLA use through these methods. Instead of lecturing students over the correct use of the MLA documentation method, I made

students responsible for learning MLA through guided prompts with no further initial instruction. I had assumed playing a more active role in using MLA would increase student knowledge of the methodology and that more hands-on use with the course handbook would allow students to become facilitators of their own awareness of the documentation method. Students would gain more meaningful instruction through the performance of skills, rather than listening to lectures or examples.

I first wanted to understand if students had previous experience using MLA, so students took a pre-survey to determine familiarity (**FLO 1_Artifact #1: Pre-survey**). I also wanted to determine if students could follow a handbook in answering questions about MLA even if they had previous instruction or not (**FLO 1_Artifact #2: Pre-test**). These two elements provided me with a foundation of student MLA expertise before instruction began. The final survey and MLA post-test (**FLO 1_Artifact #11: Post-survey** and **FLO 1_Artifact #12: Post-test**) allowed me to determine if the learning-centered strategies implemented during the course actually improved students' use of MLA. The final survey also gave me an understanding of which activities were most helpful and how students now felt, after the ARP's interventions, about their abilities to use MLA documentation.

The final research papers in the fall 2013 courses are compared to the final research papers of the fall 2012 course to determine if the interventions used actually improved student grades on the MLA section of the assignment. I compared two essay sections for this analysis—the specific section of the rubric that addresses MLA documentation and research skills, and the final grades of the assignment. I find the former section the more relevant area for determining success or failure of the interventions as this ARP concerns itself with only MLA instruction. MLA documentation accounts for twenty points, out of one hundred points, of the final research paper grade, so only examining the final research paper grade may not accurately reflect student learning in this ARP.

B. Assessment Strategies

1. Formative Assessment: Pre-test on MLA citation standards
2. Formative Assessment: Short answer assignments
3. Formative Assessment: Group and collaborative activities
4. Formative Assessment: Peer-review of the final research paper
5. Summative Assessment: Final documented research essay
6. Summative Assessment: Post-test on MLA citation standards

C. Action Research Methodological Design

I implemented this project in three sections of the ENC 1101 Freshman Composition course during the sixteen-week fall 2013 semester at the East Campus of Valencia College in Orlando, Florida. Each section contained twenty-six students for a total of seventy-eight students. I collected data at the beginning and end of the semester when the pre-and-post surveys, the pre-and-post tests, and the final research papers were implemented. I graded the final research paper in each section according to a one hundred point scaled rubric where the MLA requirement accounted for twenty points of the total grade. The three fall 2013 sections were compared to three fall 2012 sections where I did not implement the above ARP interventions.

Significant Results

Project Methodology

The following results are taken from fall 2013 and fall 2012 ENC 1101 Freshman Composition courses. Three fall 2013 ENC 1101 courses received the interventions outlined in this ARP. Three fall 2012 ENC 1101 courses act as a control group, as they did not receive specialized instruction in MLA documentation. Seventy-eight students comprised each group.

The project results are discussed in terms of the pre-survey and post-survey, the pre-test and post-test, and the section of MLA documentation in the rubric of the final research paper. I have discussed student answers and research paper results of the most salient aspects of the above elements, which demonstrate that the interventions of this ARP had a positive effect on students' abilities to implement MLA documentation standards.

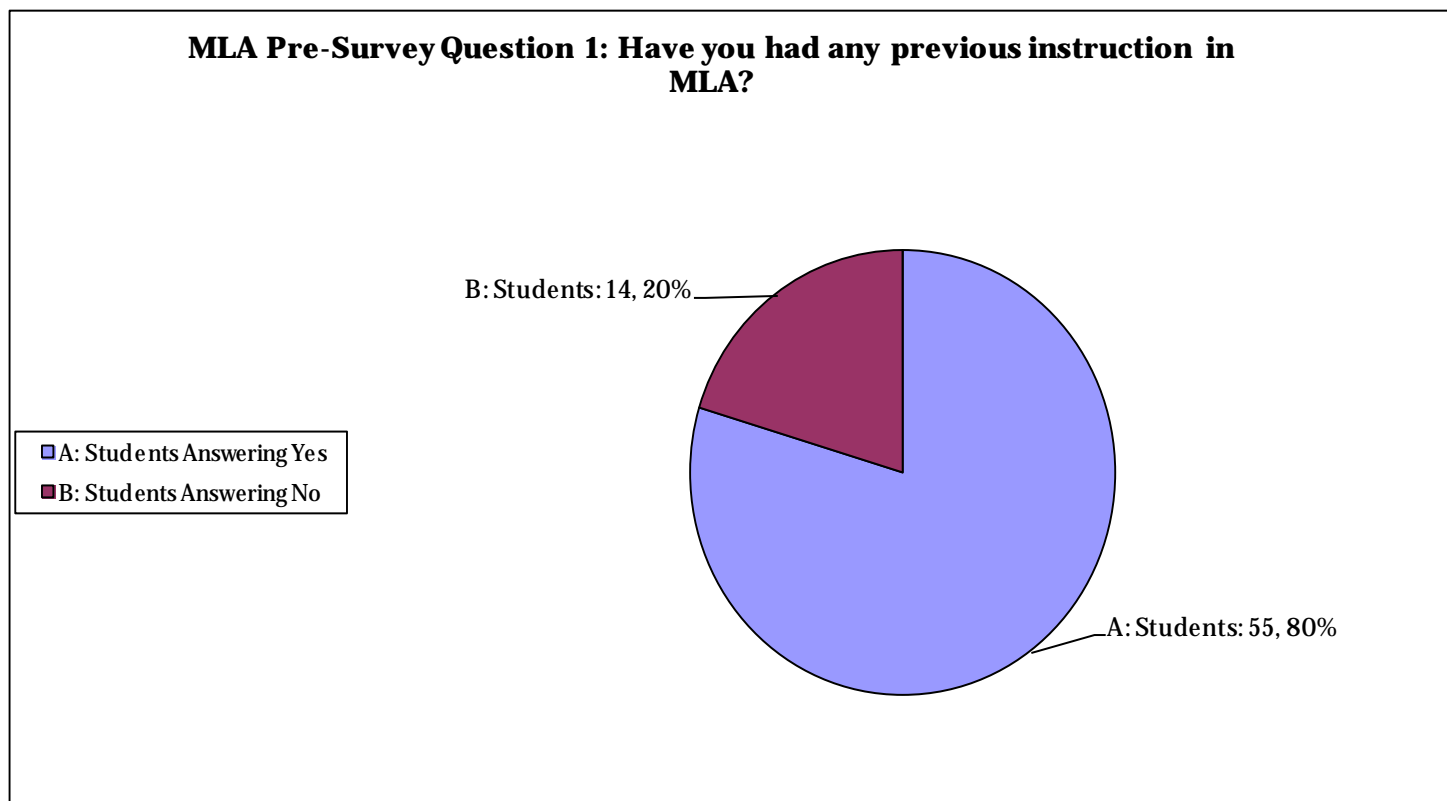
While the final results of this ARP illustrate that students did learn to better use the method, there are several areas where student understanding could be improved. The citation of websites, the creation of works cited pages, and the application of source materials in the body of essays are three aspects that still gave students some difficulty, even after MLA instruction.

Pre-Survey and Post-survey Results

Select pre-survey results

These results are taken from student surveys designed to understand students' previous MLA citation experience (**FLO 1_Artifact #1: Pre-survey** and **FLO 1_Artifact #11: Post-survey**). The Pre-survey's main focus centers on previous student instruction and also to judge students' comfort level with the documentation process. The following charts and graphs are a total of all ENC 1101 sections from the fall 2013 semester. Out of seventy-eight total students, sixty-nine students participated in the Pre-survey. Full results for the Pre-survey are located in the artifacts section of FLO #1 (**FLO 1_Artifact #15: Complete pre-survey results**).

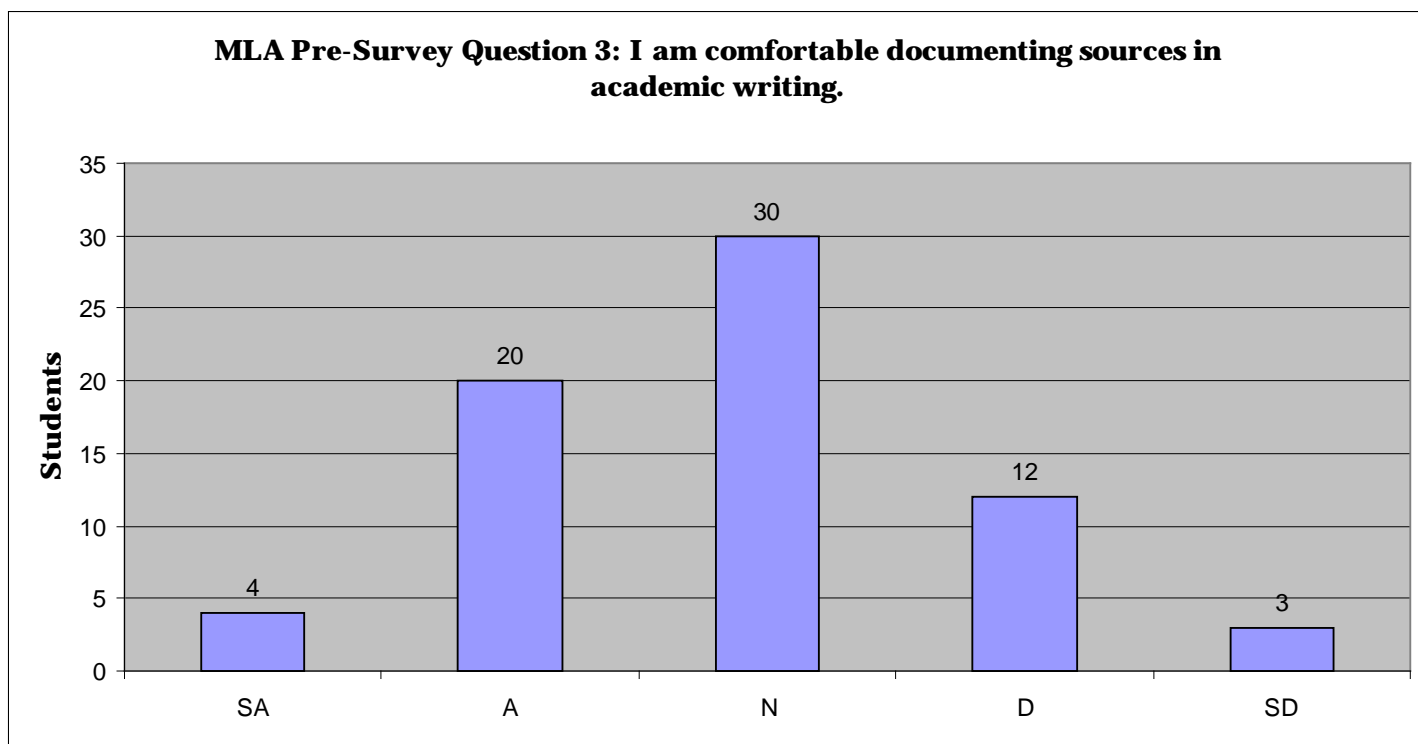
The results from the first pre-survey question are below:



In the above pie chart, fifty-five students had previous instruction while fourteen students had no previous instruction. The initial percentage of previous instruction is in line with what I had experienced teaching at the high school level, where some instructors made MLA a course requirement and others did not. However, this is not to say that instructors did not teach documentation, but that they may have called it by another name, or not named it at all. Some instructors I worked with required students to only provide an author's name somewhere in the student's essay to give credit for the quote. In my estimation the twenty percent who did not receive prior MLA instruction may be

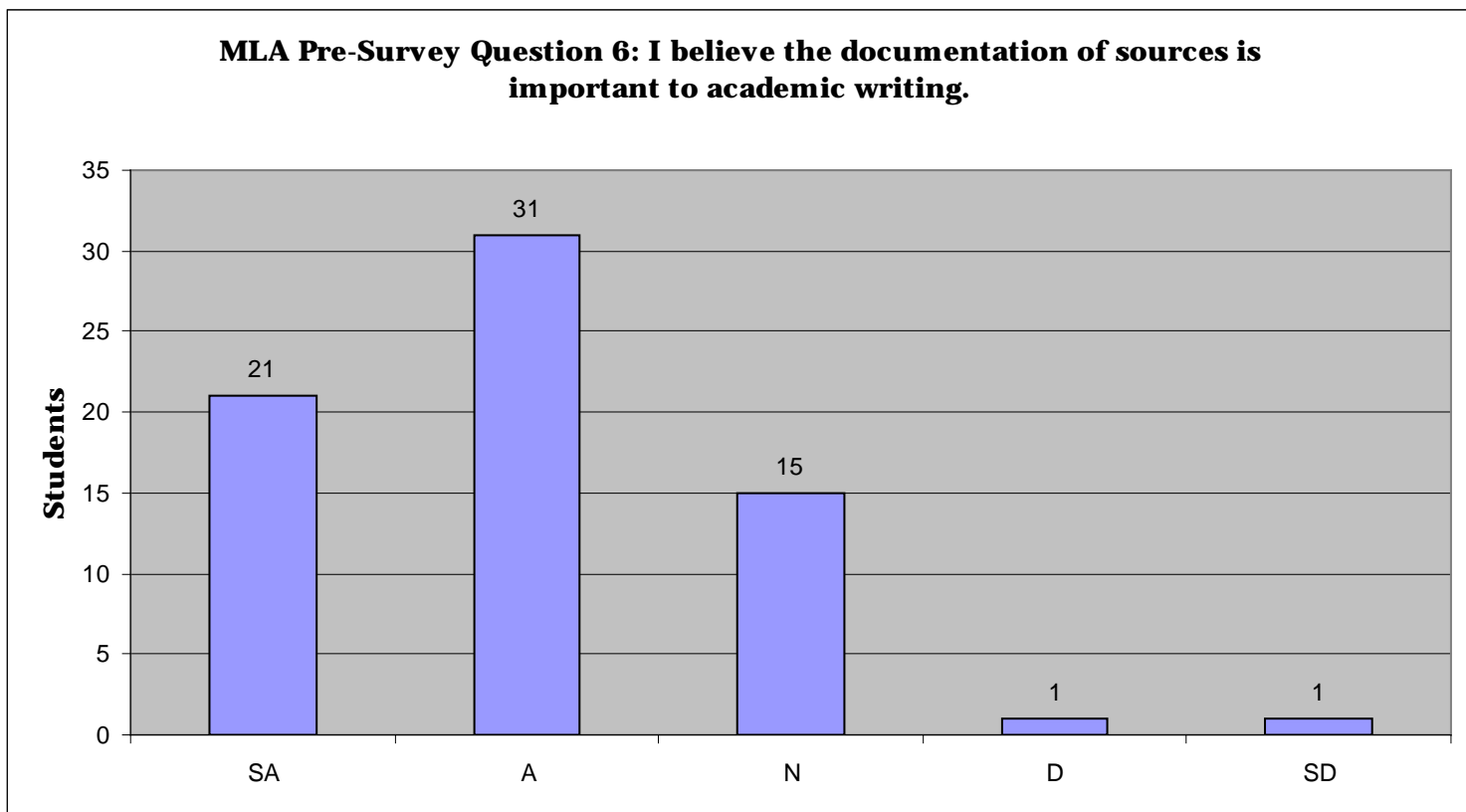
accounted for in three ways: 1) they did not receive any documentation instruction; 2) they received instruction but did not call it MLA; or, 3) they received instruction in a different documentation method.

The results from the third pre-survey question are below:



Even though eighty percent of students had previous instruction in MLA, what is interesting about the above chart is that over sixty percent of students—students who answered neutral, disagree, or strongly disagree—(including the twenty percent without previous instruction) were not initially comfortable in using MLA for the course. Accounting for this discrepancy is difficult. I am tempted to believe that this result indicates length of experience with MLA—these students may have had only one assignment that required MLA during their years in high school. Another, equally plausible, explanation is that students were out of practice as any previous knowledge of MLA may have been forgotten.

The results from the sixth pre-survey question are below:



I found the responses to this question the most encouraging for the course, as seventy-five percent of students acknowledged the need for documentation in college-level writing, and twenty-one percent of students did not have a completely negative response to documentation.

I specifically avoided naming a documentation method in this question as some students may major in disciplines that do not use MLA. I did not want to corrupt the results through specificity.

Select post-survey results

The post-survey focused on which instructional method students found most helpful and whether or not students were now correctly able to use the MLA documentation method. Students were asked to rank each instructional method on a scale of three to one where three was extremely helpful, two was somewhat helpful, and one was not helpful.

Although these results rely on students who are self-reporting, and therefore may be inaccurate, the discussion of the final research paper may align with student reporting.

The following charts are a total of all ENC 1101 sections from the fall 2013 semester.

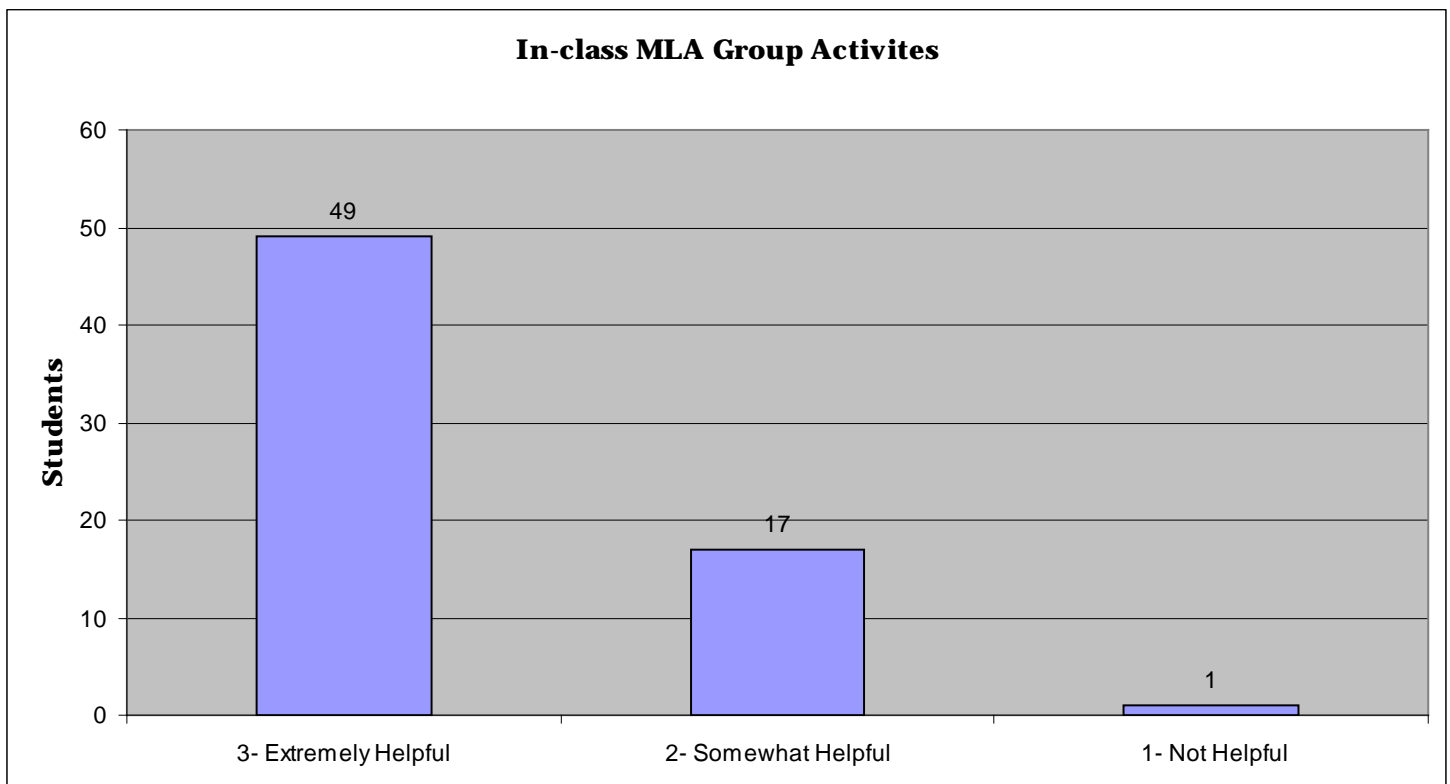
Out of seventy-eight total students, sixty-seven students participated in the Post-survey.

Full results for the Post survey are located in the artifacts section of FLO #1 (**FLO 1_Artifact #11: Post-survey** and **FLO 1_Artifact #16: Complete post-survey results**).

The results from the ranking of the instructional method are detailed in the following four graphs:

Which of the following resources and activities did you find helpful in learning Modern Language Association (MLA) citation standards for the final research paper?

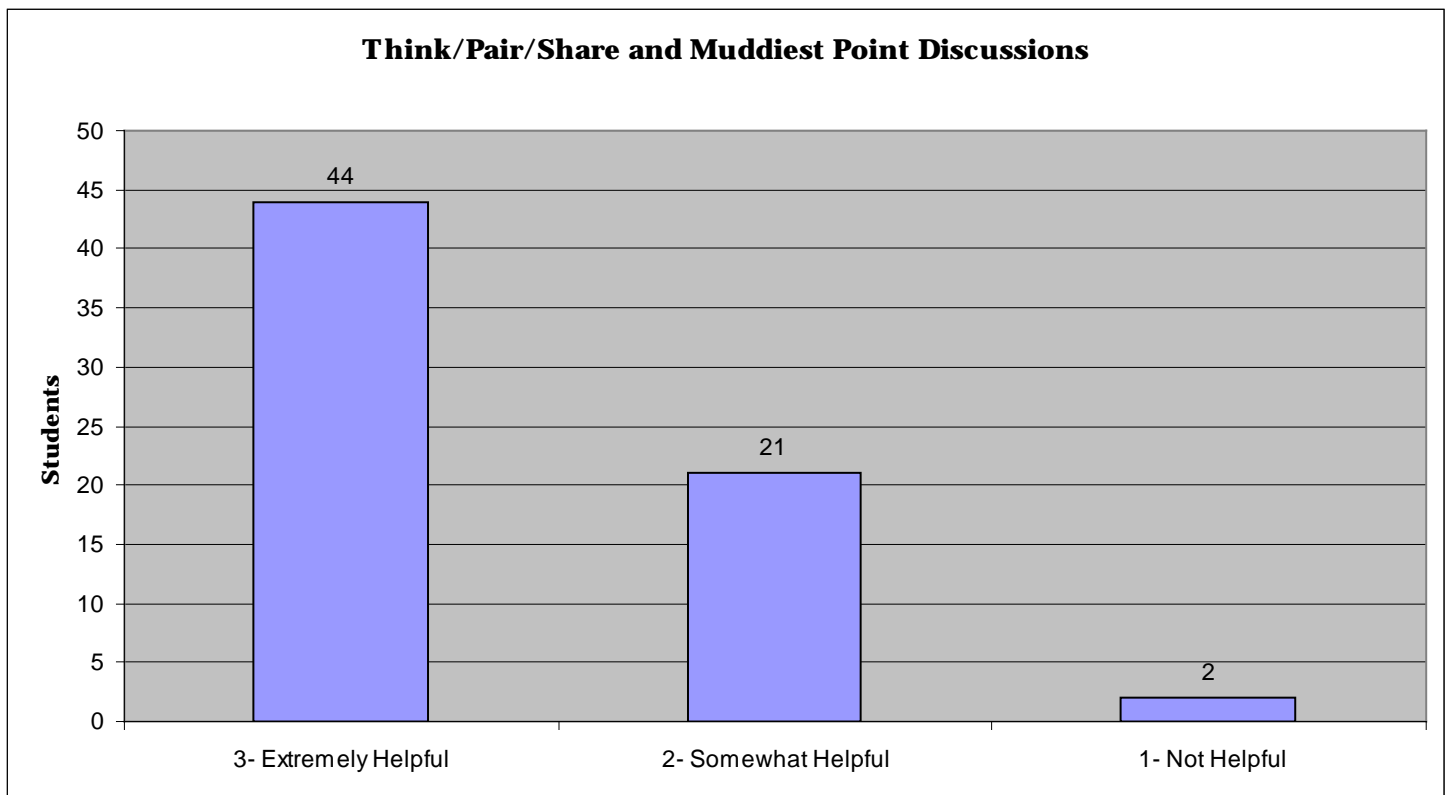
Rank each of the following MLA instructional methods and resources on a scale of 3 through 1—where 3 is most helpful, 2 is somewhat helpful, and 1 is not helpful.



The in-class MLA activities consisted of projected prompts that asked students to use Diane Hacker and Nancy Sommer’s *The Pocket Style Manual Sixth Edition* to correctly create MLA citations for a variety of sources and citations. No guidance was given to students other than the instructions on the prompt and a gentle reminder to “use the book” if they asked me any direct questions. Ninety-seven percent of students found this activity either extremely helpful or somewhat helpful. As this was one pedagogical focus of the course, students performing MLA requirements before course instruction, I believe this specific ARP intervention was a productive one.

Which of the following resources and activities did you find helpful in learning Modern Language Association (MLA) citation standards for the final research paper?

Rank each of the following MLA instructional methods and resources on a scale of 3 through 1—where 3 is most helpful, 2 is somewhat helpful, and 1 is not helpful.

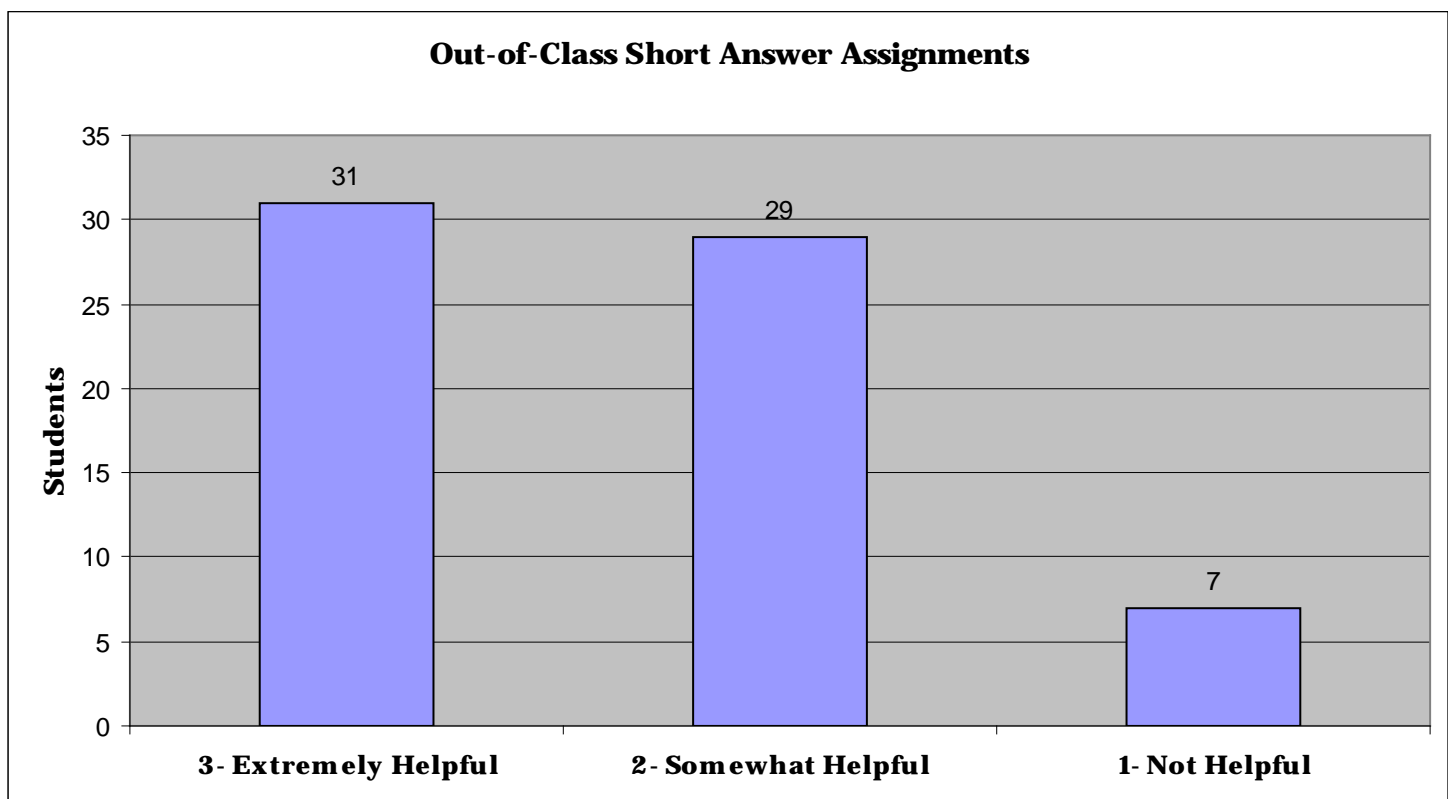


These were individual and small group activities implemented at various times during the project and offered students a chance to reflect on what they learned in the larger group

activities. I centered these discussions on areas where students had the most difficulty implementing MLA, confusing instructions or terminology in the book, or on general questions about the process. When one student asked a question, I would ask the class if anyone knew the correct answer to his or her question. I would only answer questions if other students were incapable of providing a correct response, or if the other student's answer needed further explanation. Once we performed these activities a few times over the course of the semester and students got comfortable with the discussion expectations, they would not wait for me to ask if anyone knew the answer—they would provide an immediate response. Again, as ninety-four percent of students found this activity extremely helpful or somewhat helpful, I believe this specific ARP intervention was a productive one.

Which of the following resources and activities did you find helpful in learning Modern Language Association (MLA) citation standards for the final research paper?

Rank each of the following MLA instructional methods and resources on a scale of 3 through 1—where 3 is most helpful, 2 is somewhat helpful, and 1 is not helpful.

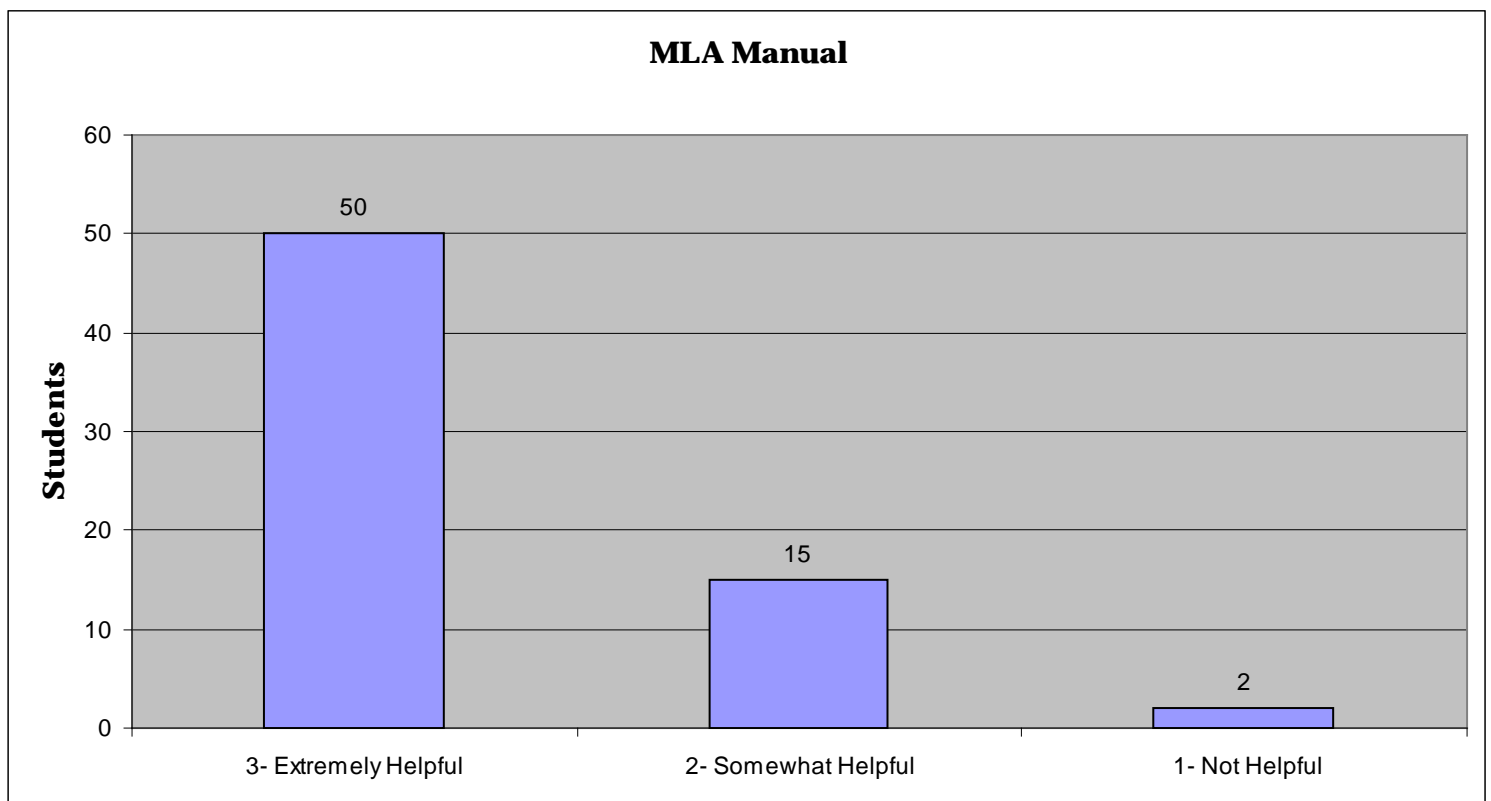


I include a discussion of this graph as students were split on the helpfulness of this intervention. Thirty-one students found the assignments extremely helpful; twenty-nine students found the assignments somewhat helpful; seven students found the assignments not helpful. These assignments were performative and every few weeks I added another

MLA requirement for students to master. I broke up the MLA application so that students were not initially overwhelmed with all the requirements at once. I had thought that all students would find this intervention extremely helpful as they would master one concept at a time before adding another MLA element to the complete MLA citation requirements. I corrected MLA mistakes while I graded them and discussed recurring mistakes with students. That more students found the assignment somewhat helpful or not helpful may mean I did not adequately prepare students for this intervention or that the added requirement of writing a two hundred word response to reading questions reduced the focus of MLA documentation, even though those requirements were bolded and underlined. This practical application of MLA rules was intended to prepare students for writing the research paper, forming habits of documentation in low-risk activities before the final summative assessment.

Which of the following resources and activities did you find helpful in learning Modern Language Association (MLA) citation standards for the final research paper?

Rank each of the following MLA instructional methods and resources on a scale of 3 through 1—where 3 is most helpful, 2 is somewhat helpful, and 1 is not helpful.



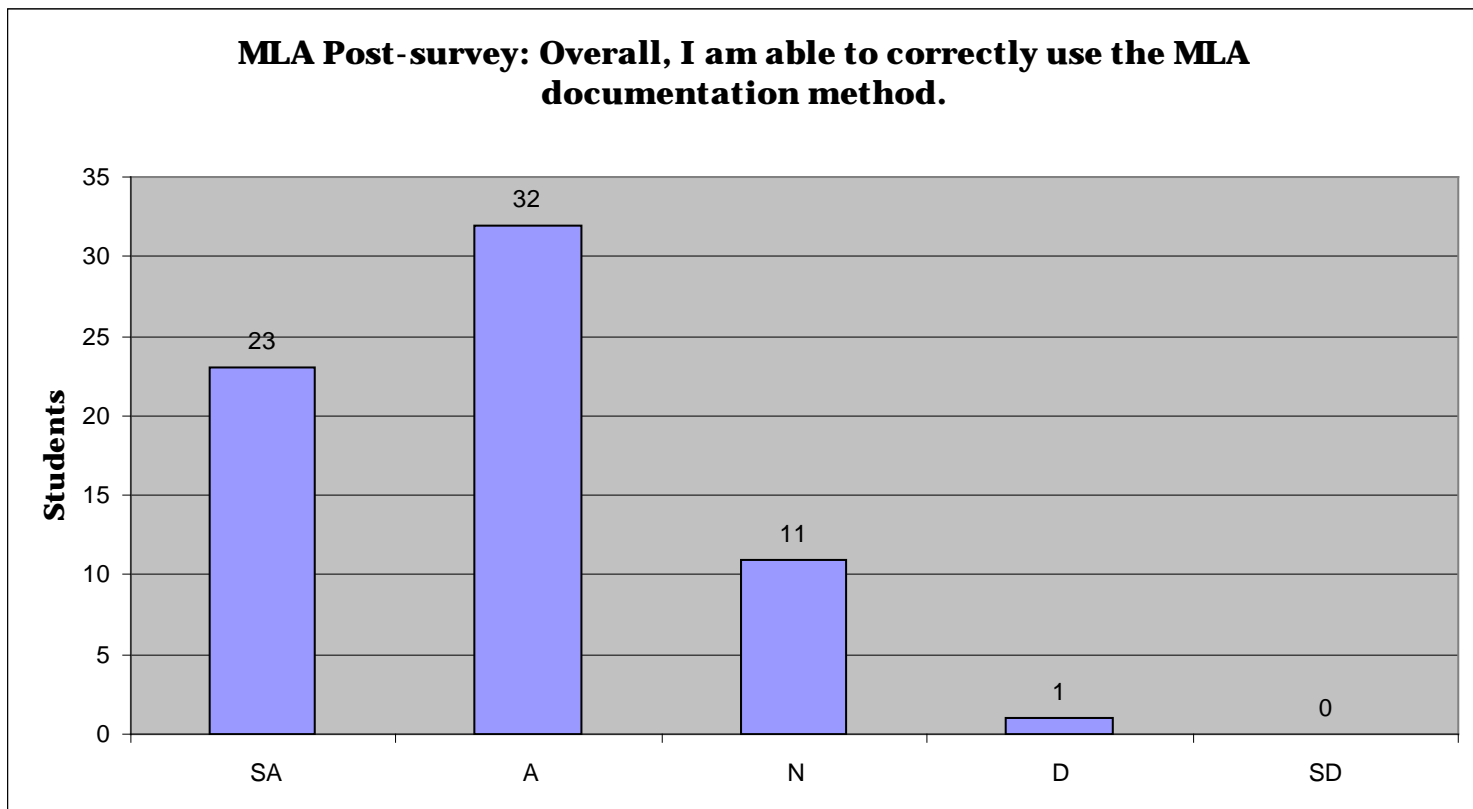
The responses to this question are also interesting from a pedagogical perspective. The course handbook contained instructions for all the MLA questions I developed for the group activities and pre-and-post tests. I specifically used the manual's terminology in

my questions and assignments (in-text citations, dropped quotations, etc.) to avoid student confusion. The fact that seventeen students either found the manual somewhat helpful (fifteen students) or not helpful (two students) concerns me; however, I do not have a clearly articulable rationale for this concern. I did notice during activities that some students would randomly flip through the text to locate the answer. These students did not seem to know how to use the table of contents or the index, which I commented on after the intervention. I also noticed some student difficulty and frustration when using the index, especially when they could not immediately find the correct page; an example of this was the search for indirect sources. If students first looked under the general heading of “Sources,” they did not find a direct correspondence to the phrase “indirect sources,” but to the phrase “Quoted in another source.” Some students commented that it would be easier to perform a Google search instead of looking it up in the text when they became frustrated with the text’s lack of consistency. I interpret these responses as students being unfamiliar with using reference guides—to look for other words to use in the table of contents or index—or familiarity with electronic sources instead of physical books.

The following graph illustrates students' final self-evaluation of MLA skills they learned during the semester:

6. Overall, I am able to correctly use the MLA citation method.

Strongly Agree Agree Neutral Disagree Strongly Disagree



It is tempting to view this graph and state that the teaching interventions I implemented in these ENC 1101 sections were successful, as eighty-two percent of students self-identify as being able to correctly use MLA. However, I would like to discuss what I believe each individual category may mean in light of the global MLA process. I interpret students

who responded “strongly agree,” twenty-three total students, as fully capable of creating correct in-text citations (parenthetical notations) and works cited pages in their academic writing. Students who responded as “agree,” thirty-two total students, may have difficulty with one or two minor areas of MLA documentation, but overall they think that they use MLA correctly. Students who responded as “neutral,” eleven total students, may think that while they know the MLA method, they still have difficulty implementing correct major and/or minor areas of MLA. These students may get confused when dealing with the idiosyncrasies of MLA and/or instructor variations (some instructors still require URLs for web sources, even though the latest MLA update has removed that requirement). The one student who chose “disagree” may not have particularly cared for the group activities and may have responded better to lectures over the material.

Select Pre-test and Post-test results

Comparison of select pre-test and post-test results

These results are taken from student open-book tests designed to understand students’ abilities to use the MLA documentation method before and after the implementation of the ARP interventions. The pre and post-tests contain twenty questions and are completely similar to one another (**FLO 1_Artifact #2: Pre-test** and **FLO 1_Artifact #12: Post-test**). I did not feel a necessity to change aspects of these tests as they were given over fourteen weeks apart and were open book. I also did not try to include any especially “tricky” questions, as I did not want to complicate students’ experience or corrupt the results in any way. The tests focused on basic MLA procedure—creating headers, in-text citations (signal phrase, quotes, parenthetical notations), and works cited pages—all skills students would need to use in their final research papers. The following charts and graphs are a total of all ENC 1101 sections from the fall 2013 semester. Out of seventy-eight total students, sixty students participated in the Pre-test. Full results for the Pre-test are located in the artifact section of FLO #1. (**FLO 1_Artifact #17: Complete pre-test results**) The following charts and graphs are a total of all ENC 1101 sections from the fall 2013 semester. Out of seventy-eight total students, sixty-five students participated in the Post-test. Full results for the Post-test are located in the artifact section of FLO #1. (**FLO 1_Artifact #18: Complete post-test results**)

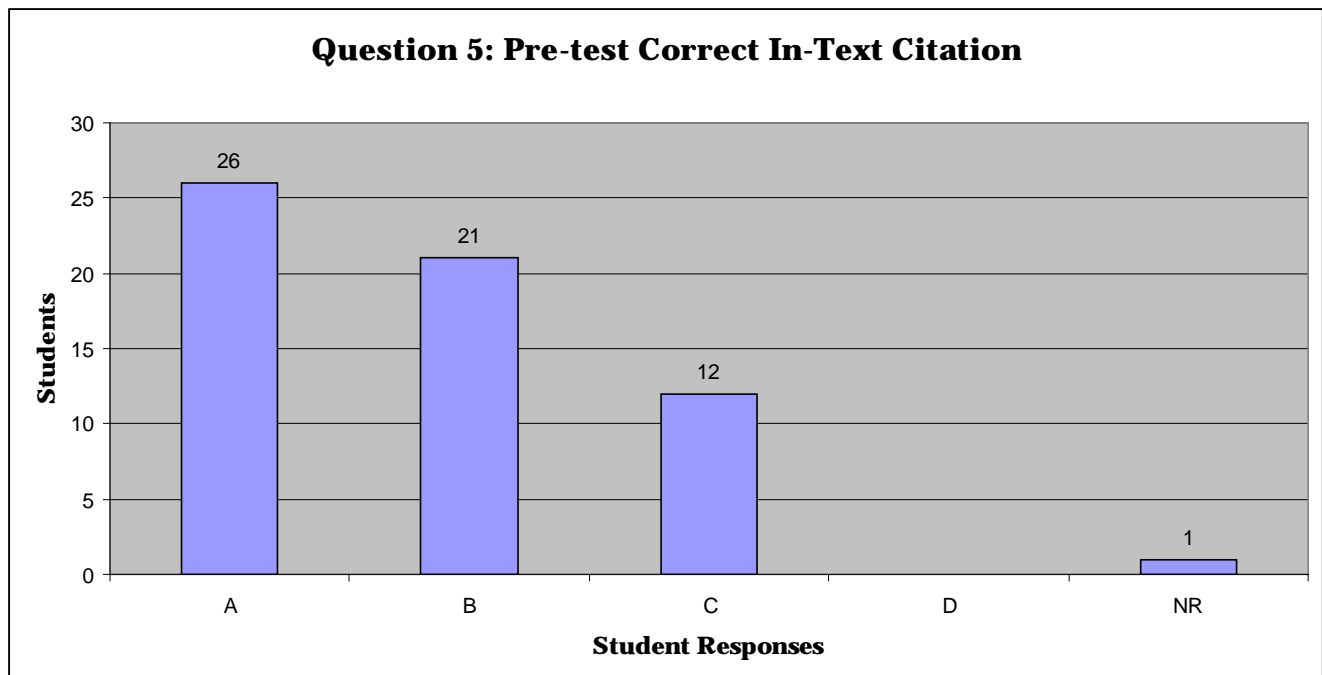
I will not evaluate all questions from the pre and post-test in this section (**FLO 1_Artifact #2: Pre-test** and **FLO 1_Artifact #12: Post-test**). After collecting the data from the tests, I realized that several questions, while interesting from a teaching perspective, did not directly add significant information to the results of this ARP. And, as several questions break apart the MLA method into separate questions on signal phrases, quotes, and in-text citations (for example, see questions two and three), before asking students to then answer a question with all elements together (for example, see question five), I will focus only on those integrated questions in this analysis. When I re-implement this test in future research projects on MLA, I will streamline it to better focus on the specific concepts students use to perform in-text citations and Works Cited pages. Finally, I will also examine one anomalous result, which is question eighteen on the pre and post-test, as no student learning gains were made over the course of the semester.

I will examine pre-test questions 5 and 19 in this section as these directly relate to in-text citation and question 12, which directly relates to Works Cited pages:

The following is a graph of student responses for question five of the pre-test:

5. Which of the following citations is punctuated and documented correctly (ignore the quote)?

- a) One critic of the current administration’s policies argues that drone strikes are, in fact, illegal: “_____” (Kent 15).
- b) One critic of the current administration’s policies argues that drone strikes are, in fact, illegal “_____” (15).
- c) One critic of the current administration’s policies argues that drone strikes are, in fact, illegal; “_____” (Kent 15).
- d) One critic of the current administration’s policies argues that drone strikes are, in fact, illegal “_____” (Kent 15).

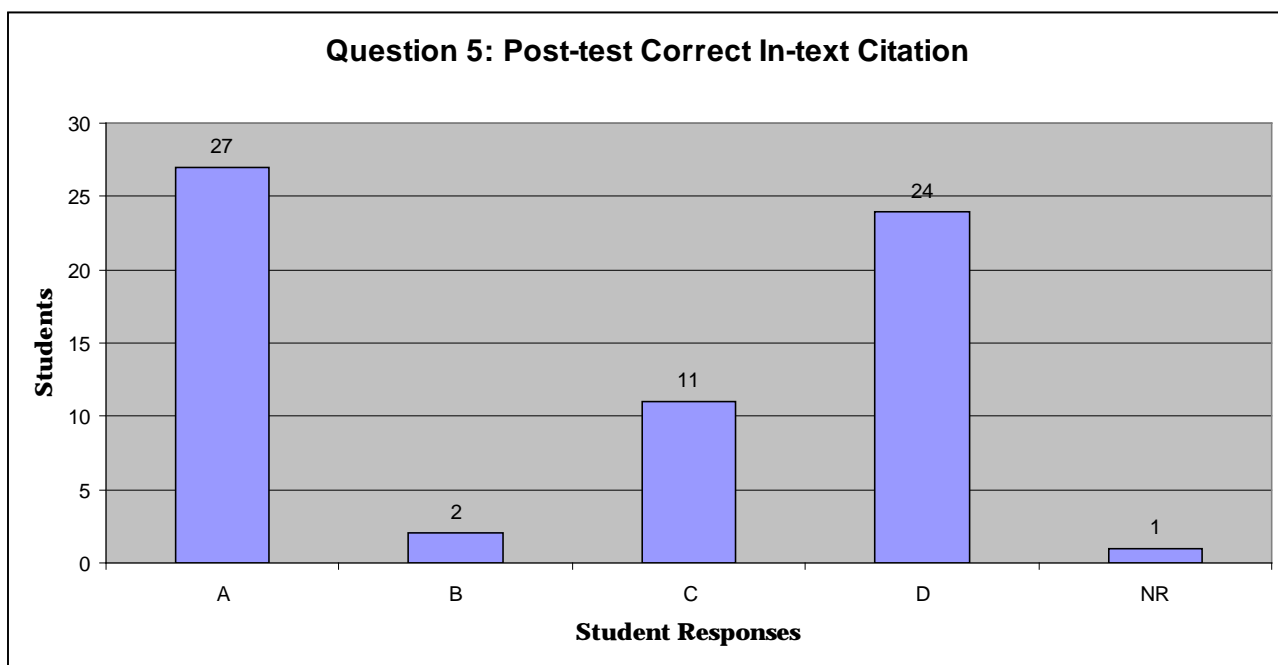


The correct answer for this question is A, as it uses a colon to punctuate signal phrases that are independent clauses; and as the author's name is not in the signal phrase, writers must then add it to the in-text citation. Without punctuation, the signal phrase produces what the manual identifies as a dropped quotation. Semi-colons are not acceptable for punctuation according to MLA guidelines.

The following is a graph of student responses for question five of the Post-test:

5. Which one of the following citations is punctuated and documented correctly (ignore the quote)?

- a) One critic of the current administration's policies argues that drone strikes are, in fact, illegal: "_____" (Kent 15).
- b) One critic of the current administration's policies argues that drone strikes are, in fact, illegal "_____" (15).
- c) One critic of the current administration's policies argues that drone strikes are, in fact, illegal; "_____" (Kent 15).
- d) One critic of the current administration's policies argues that drone strikes are, in fact, illegal "_____" (Kent 15).



The results of this question are surprising, as the number of students who answered this question correctly was reduced by one. However, if there is a positive aspect of these responses, it is that most students learned that if an author's name is not in the signal

phrase they must represent it in parenthetical notation. I am basing this conclusion on the fact that twenty-one students chose “B” in the pre-test, while only two students did so in the post-test.

Again, I focus on only question five in this analysis as it integrates the MLA documentation strategies asked in questions two and three: question two asks which parenthetical notation is properly documented and question three asks which signal phrase is punctuated correctly.

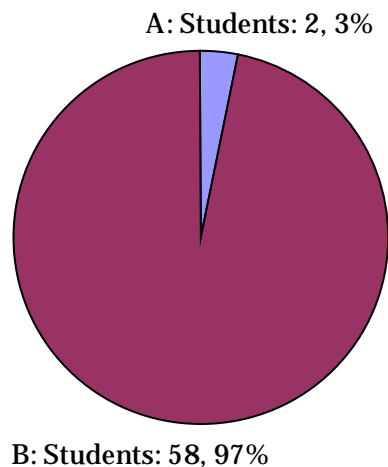
The following is a chart of student responses for question nineteen of the Pre-test:

19. Based on the following information, create a parenthetical notation, a quote, and a signal phrase in MLA.

Author: Michael Smith | Title: Turn Off the Television for Better Health | Page: 15 | Quote: “Americans spend far too much time in front of television screens, with the average American watching five to eight hours a day.”

Question 19: Create Correct Citations

■ A: Students Answering Correctly
 ■ B: Students Answering Incorrectly

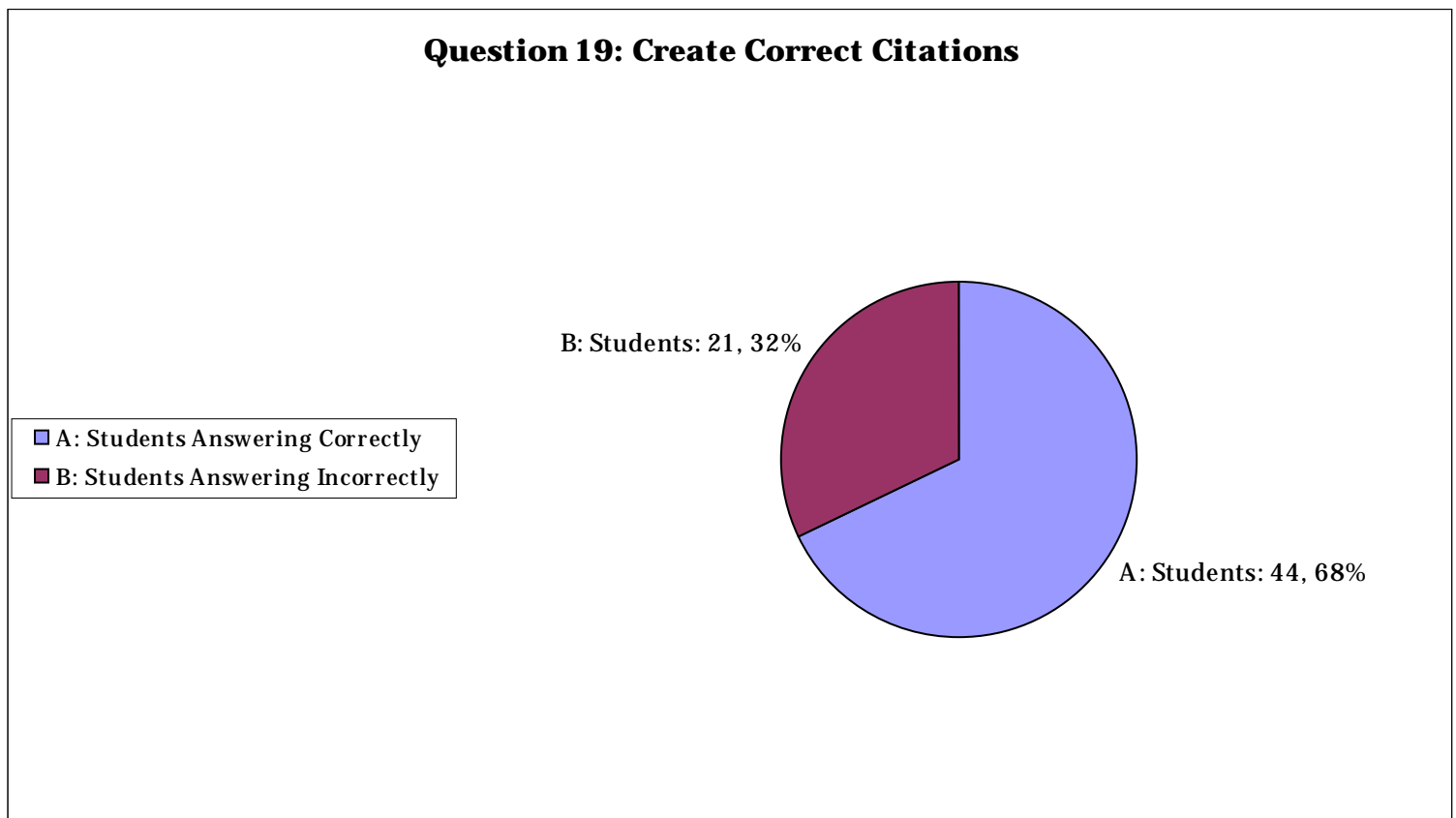


If we examine the pre-survey results where eighty percent of students responded that they did have some previous instruction in documenting sources, I was disheartened by these initial results. However, as I did not give students instruction on the correct method of citation before this test, the disparity may be explained by a number of factors.

The following is a chart of student responses for question nineteen of the Post-test:

19. Based on the following information, create a parenthetical notation, a quote, and a signal phrase in MLA.

Author: Michael Smith | Title: Turn Off the Television for Better Health | Page: 15
| Quote: “Americans spend far too much time in front of television screens, with the average American watching five to eight hours a day.”



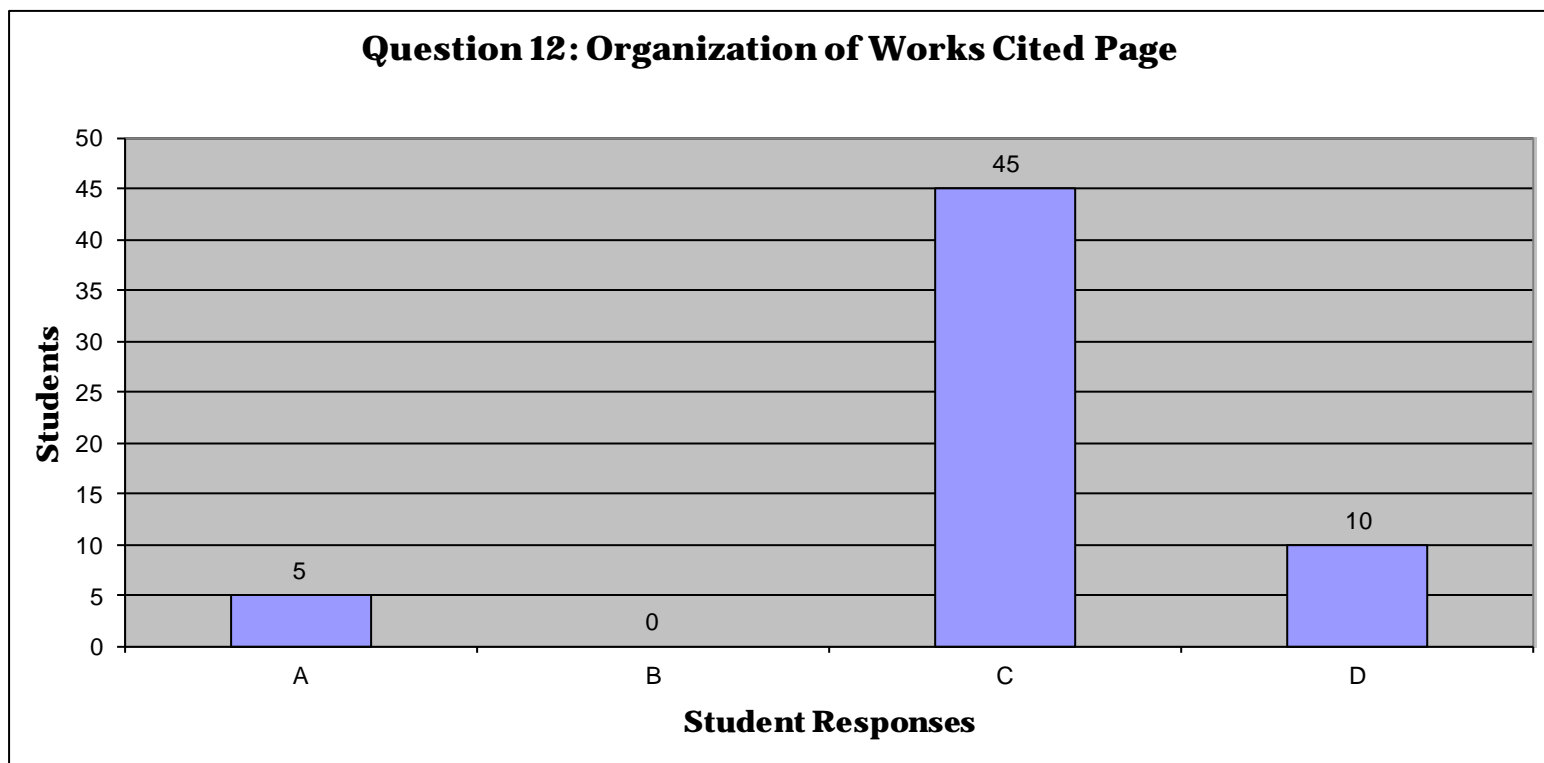
This chart illustrates that students made a sixty-five percent gain in taking the various MLA elements and creating a correct citation for them. While I would have expected a better result in the post-test—these elements were practiced through group/collaborative

work and performed through short answer assignments—this performance gain is significant enough to illustrate student learning.

The following is a graph of student responses for question twelve of the Pre-test:

12. How are sources in a works cited page organized?

- a) Chronological by date
- b) Randomly
- c) Alphabetical by author
- d) As they occur in the essay



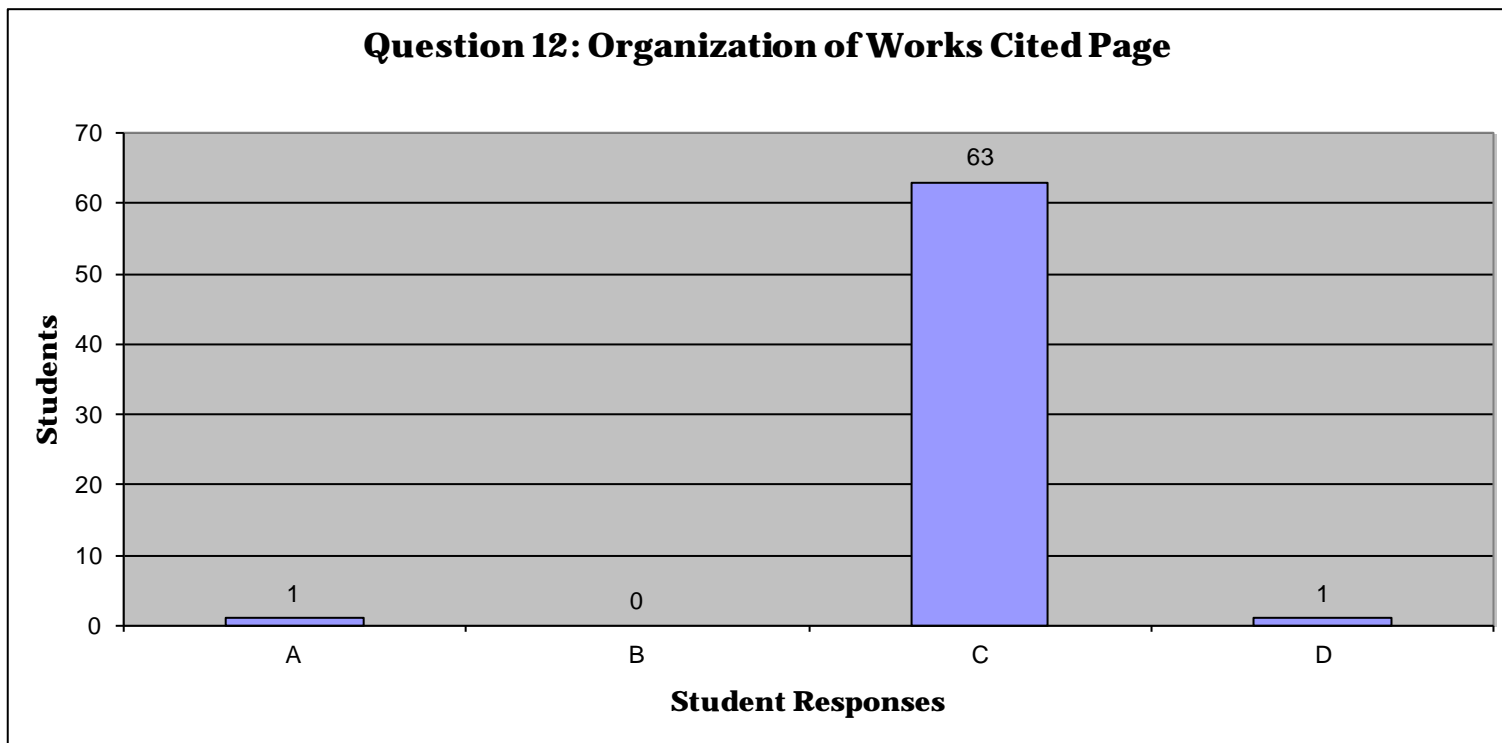
Even though most students responded with the correct answer, I believe the fifteen students who responded incorrectly may illuminate why our students produce incorrectly organized works cited pages. I often wonder what methods students use when they turn in

papers with no discernible order. I had thought students just haphazardly place sources in their works cited pages. I now see that they do have some idea of order—chronological or occurrence. From a student’s perspective, the way sources appear in an essay does seem like a reasonable way to list them if I did not know the proper method. My initial responses during past semesters to disorganized works cited pages actually did not account for the student’s attempt to provide an overarching arrangement; I believed he or she was just randomly listing sources. As no students chose “Randomly,” my perception of this issue unfairly classified students’ abilities.

The following is a chart of student responses for question twelve of the Post-test:

12. How are sources in a works cited page organized?

- a) Chronological by date
- b) Randomly
- c) Alphabetical by author
- d) As they occur in the essay



The gains illustrated in this section of the post-test do not accurately represent student learning of the proper method of organization of works cited pages. I had hoped that because the vast majority of students responded correctly I would receive no disorganized works cited pages in their final research papers. In fact, eighteen students’ works cited pages were incorrectly organized, much more than the two who answered incorrectly. The most common error was the alphabetization of sources without an author—students placed these after authored sources. The chart does not adequately represent the praxis of

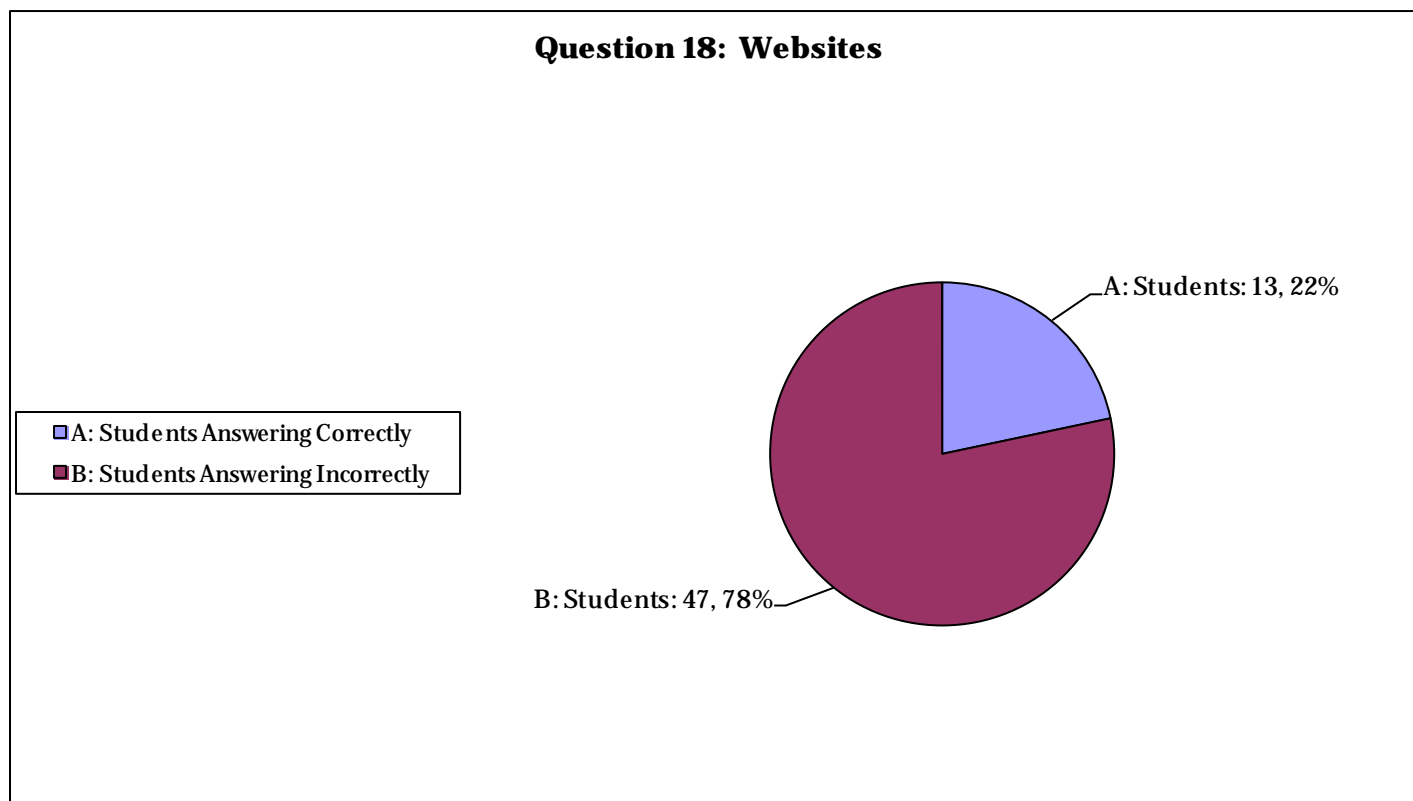
student behavior, as choosing a correct citation between three choices is much easier than producing a fully correct works cited page, so at least students know how to organize the page, even if they cannot correctly produce one.

I include a discussion of the following Pre- and Post-test question, number eighteen, as no learning gains were made for this question on the test.

The following is a chart of student responses for question eighteen of the Pre-test:

18. Based on the following information, create a correct MLA citation for an article from a website.

Title: Biogenesis Strikes Again | Author: Michael Wilbon | Date published: July 10, 2013 | Date of Access: July 15, 2013 Website: ESPN | Sponsor: ESPN.com | Date of Update: Unknown

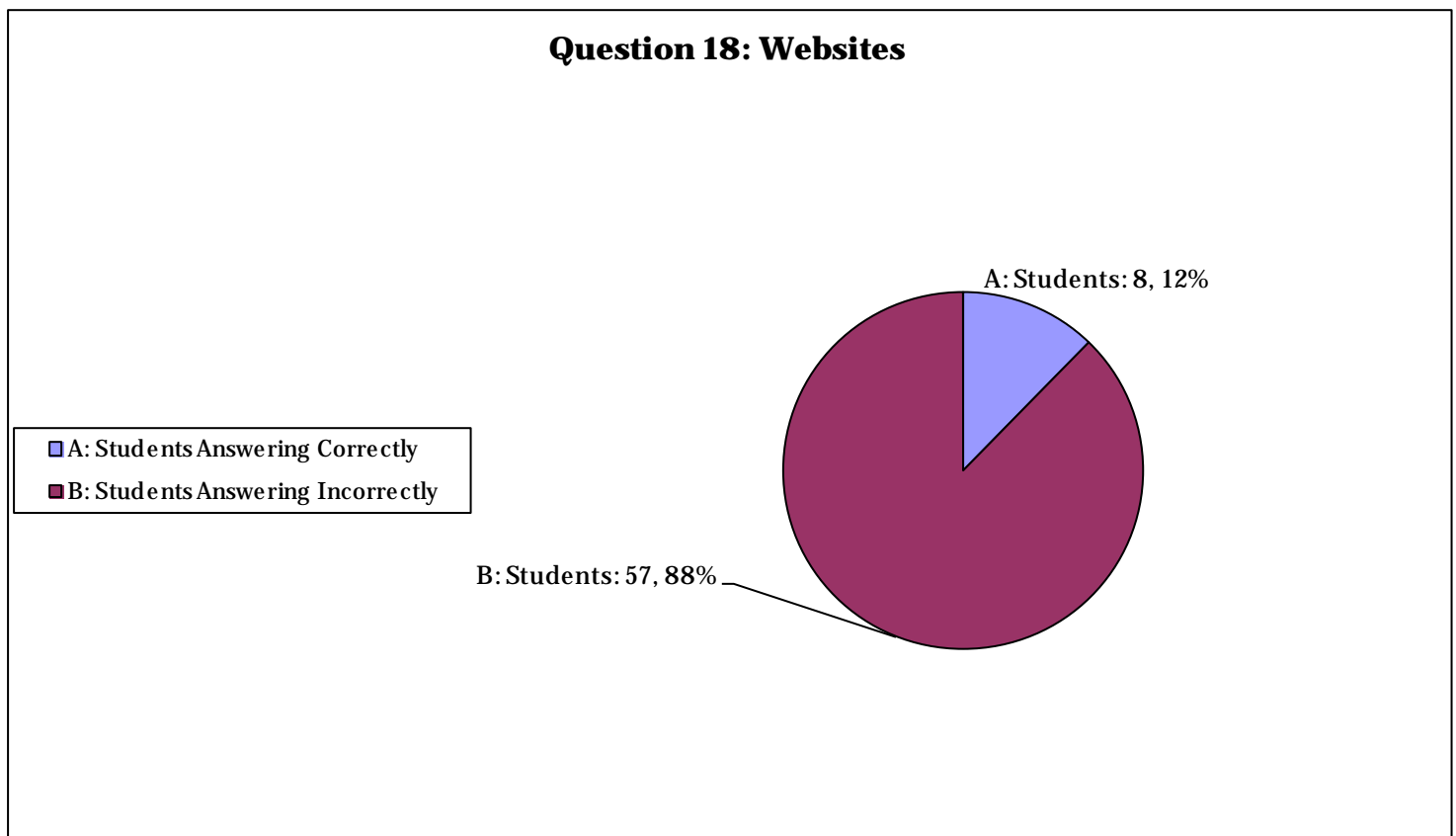


A comparative discussion of the pre-and-post test results occurs on the following page.

The following is a chart of student responses for question eighteen of the Post-test:

18. Based on the following information, create a correct MLA citation for an article from a website.

Title: Biogenesis Strikes Again | Author: Michael Wilbon | Date published: July 10, 2013 | Date of Access: July 15, 2013 Website: ESPN | Sponsor: ESPN.com | Date of Update: Unknown



One explanation for the responses to this question may relate to the way Hacker describes the documentation of websites. In *The Pocket Manual*, the distinction lies between the citations of “Entire Websites” and the citations of a “Short work from a Website,” which the text’s instructions state “include **articles**, poems, and other documents that are not book length or that appear as internal pages on a Web site” (emphasis mine). Most

student responses cited the above article as an entire website (the first section in the book that deals with websites), which I counted as producing an incorrect response, even if the rest of the material may have been correct. Students may have been confused by the instructions in the manual; however, we did make clear this distinction during class activities. Some readers may criticize my grading methodology here, but I aggressively followed the MLA standards in both the pre-and-post tests as the manual makes the differences clear. I also thought that adding the condition of “article” to the question would guide students to the correct template in the MLA manual.

Final Research papers

MLA Documentation in Final Research Papers

The results of this section are comprised of three class sections, from the fall 2013 and fall 2012 semesters. The ARP’s results are represented in the fall 2013 semester, and the fall 2012 semester represents classes where I did not use the above interventions. The three classes in 2013 had a total of sixty-eight students, while the 2012 classes total sixty-five students.

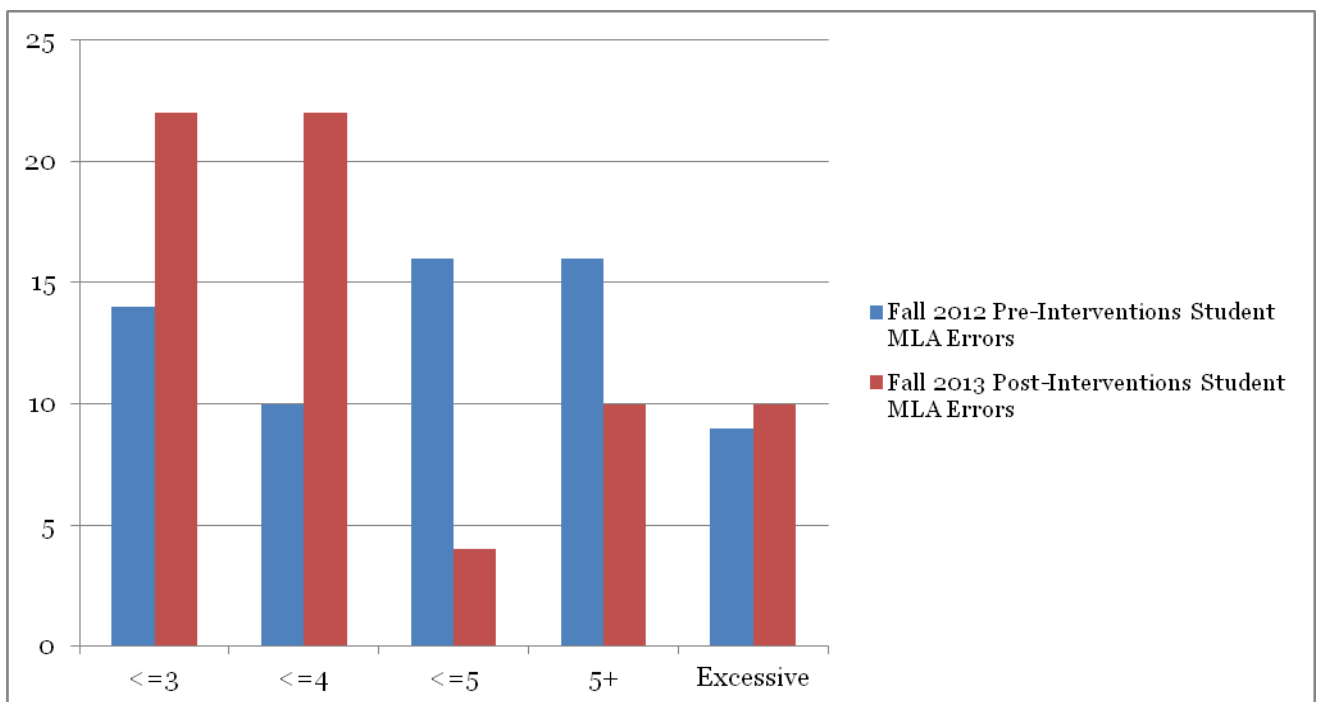
Although the rubric (**FLO 1_Artifact #14: Research paper rubric**) for the final research paper in Freshman Composition I distinguishes five different areas to evaluate student work, Content, Organization, Style, Research Skills/MLA, and Mechanics, for the purposes of this ARP, I will concentrate solely on the section relating to research and documentation. I will, however, include final research paper grades for the class sections under review to provide a more holistic overview of student learning. The Research Skills/MLA section accounts for twenty points of the total paper grade, so examining only this section, while providing a clear understanding of student learning for this ARP, is not the entire picture of student achievement. Students may have excellent use of sources and documentation in their essays and still receive a low grade based on deficiencies in the four other areas. Below is the section of the rubric relating to MLA documentation:

Research Skills/MLA	20-18	17-16	15-14	13-12	11 and below
20 Possible Points	integrated exceptionally well, appropriate for topic, sufficient, credible, varied sources; no more than 3 MLA format errors	integrated well, appropriate for topic, credible, varied sources; no more than 4 MLA format errors	usually integrated well, credible, varied sources; no more than 5 MLA format errors	not integrated well, inappropriate, not varied, not always credible; more than 5 MLA format errors	inappropriately integrated, incomplete, unreliable, no variety; excessive MLA format errors

The bolded areas represent the specific focus of the ARP, while students were graded on all aspects of the above categories. The stated purpose of this FLO was to discover if the interventions given to the course would improve citations. The ethical and logical use of sources is outside the scope of this project, though students did receive instruction in this area. The label of excessive errors, between the D (13-12) and F (11 and below) range of the above rubric, represents two concerns: 1) more than seven MLA format errors; and, 2) sources in the Works Cited page missing in the essay or vice-versa. I counted each missing source as three MLA errors for the purposes of grading, as each missing source has no signal phrase, quote, or parenthetical notation.

Interpretation of Results

Comparison Chart of Total MLA Rubric Results for the Fall 2012 and Fall 2013 Semesters



When we compare the results between the fall 2012 and the fall 2013 courses of the above graph we can see that the ARP's interventions produced student learning gains in the application of MLA documentation in most ranges. The A and B level of the rubric—the no more than 3 MLA format errors and the no more than 4 MLA format errors, respectively—each posted gains as a total of twenty students moved into these categories in the fall 2013 semester. When we examine the C and D aspects of the rubric—the no more than 5 MLA format errors and the over 5 MLA format errors—the C level was

reduced by twelve students, while the D level was reduced by six students. The post-intervention improvement illustrates that the student learning outcome of this ARP, “Students will improve their use of MLA citation standards within their final documented research paper,” was met through the learning-centered activities of the fall 2013 courses.

Discussion of Final Research Paper Grades

A more accurate understanding of student progress in the above graph can be illustrated when we examine the student artifacts at the end of this ARP section (**FLO 1_Artifact #19a: Fall 2013 ENC 1101 (A MLA Grade)** to **FLO 1_Artifact #19d: Fall 2013 ENC 1101 (F MLA Grade)**). In this project’s abstract I acknowledged that student success would be illustrated within the A and B range of the “Research/MLA” section of the final research essay’s rubric. Grades in these sections mean that students would not have more than three MLA errors for the A range and no more than four MLA errors for the B range. I include a discussion below of an A paper, a C paper, and two F papers to showcase the variety of MLA mistakes that could occur in student work.

The first student artifact, (**FLO 1_Artifact #19a: Fall 2013 ENC 1101 (A MLA Grade)**), had three MLA errors all occurring within the body of the essay. The first occurs when the student failed to properly indent for the block quote. As the student gets the other requirements correct, introduced with a colon, no quotation marks surrounding the direct text, and a hanging parenthetical notation, this error only counted as one MLA error. The final two errors both represent punctuation mistakes when integrating the signal phrase with the quote. In each case, the student failed to introduce the dependent clause signal phrase with a comma. Other quotes are integrated correctly, so the author seems to have not edited carefully—she understood the rule, and used it correctly in other instances, so editing may explain the error. Most student essays within the A and B range made these smaller mistakes of punctuation or formatting. As these issues were sometimes used correctly and sometimes incorrectly in student’s essays, this seems to be a situation where students did not carefully review their work.

The second student artifact, (**FLO 1_Artifact #19b: Fall 2013 ENC 1101 (C MLA Grade)**), had errors within the body of the essay and in the Works Cited page. The Works Cited page represents the bulk of the errors (four out of five). Interestingly, the database where this student found the sources allows students to cite them correctly, so I do not have a good explanation for the reason behind these mistakes. These mistakes could have occurred when students began to format the citation to match their essay, and they accidentally removed elements of the citation that was needed. Students received instruction of this issue first through the library resource presentation and then again in class. The remaining error was one of punctuation signal phrases in the body of the essay.

The final two student artifacts both received an F for MLA and each one is included for different illustrative purposes. The first artifact, (**FLO 1_Artifact #19c: Fall 2013 ENC 1101 (F MLA Grade)**), received an F for inappropriate MLA application throughout the

essay, in punctuation and parenthetical notations. Finally, the Works Cited page is incorrectly cited and formatted, which makes it difficult to understand where the student used each source in the essay. The second artifact, (**FLO 1_Artifact #19d: Fall 2013 ENC 1101 (F MLA Grade)**), received an F for the improper use of sources. Firstly, the student did not properly cite the two sources used in the essay. Also, the student failed to cite two sources that are in the Works Cited page in the body of the essay, and this practice may be considered plagiarism by some instructors. For the purposes of this ARP, I considered these errors as MLA mistakes only. Finally, the Works Cited page was improperly formatted with the first line left oriented as to margins and each successive line in the citation indented.

Reviewing the included student artifacts will illustrate the types of mistakes most commonly occurring in student work for the ENC 1101 course.

Chart of Learning Gains between the Fall 2012 and Fall 2013 Semesters

MLA Rubric Range	Number of Students in Fall 2012 (out of 65)	Number of Students in Fall 2013 (out of 68)	Net Changes in Learning from Fall 2012 to Fall 2013
A	14	22	+10.8%
B	10	22	+17%
C	16	4	-19.6%
D	16	10	-9.9%
F	9	10	+.01%

When we examine the above chart, the most statistically significant learning gains were made in the B and C level of the rubric. The net learning change for each MLA rubric range grade level was compared through the use of a 2-proportion z-test. The increase in the number of Bs and the decrease in the number of Cs from fall 2012 to fall 2013 was significant at the .05 level ($p = .01$ and $p < .01$, correspondingly). Moreover, the increase in the number of As and decrease in the number of Ds was significant at the .1 level ($p = .08$ and $p = .07$, correspondingly).

While I had hoped improvements would definitively prove that professors could make students solely responsible for learning MLA, it does seem that some method of MLA instruction is necessary if we hope for students to apply the method appropriately.

I partly base this conclusion on the fact that the F of the rubric—the excessive MLA format errors—increased by one student. These errors are represented through both MLA format errors and missing sources either in the essay or the works cited page. As missing sources total three errors each, students who had missing sources in their essays could rack up a number of errors quickly. The fact that these students still failed to realize

that all sources used in a works cited page must be represented in the essay, at this late stage of the semester, is troubling. Not only does this failure bring up issues in the interventions I used in this ARP, but it can also be labeled as plagiarism. Students who fail to account for the use of all their sources suggest to instructors that they have stolen ideas from the authors of those sources. Another reason we should continue to teach MLA standards is that there were not more significant gains posted in converting students into the A and B range of the rubric. More work can be done at the classroom level to increase student familiarity and application of MLA standards.

Reflective Critique

A. General Reflection

I began this project as a way to evaluate my past teaching strategies for the MLA documentation method, specifically if moving towards a learning-centered approach in contrast to lecture-based instruction would improve students' abilities to use MLA in their final research essays. Though I used a variety of learning-centered and active learning teaching strategies throughout the course to instruct students in MLA documentation, the overriding question was to discover if students could learn documentation mostly "on their own." Or, if students still had issues with documentation, would they seek out the correct answer from the manual, now that they have had some practice in using it, or just guess as to the correct response.

After an evaluation of the results of this project, I believe that the initial answer to the research question, Will implementing learning-centered teaching strategies improve students' abilities to document an argumentative/persuasive essay using MLA citation standards?, can be described as mostly successful. The gains between the fall 2012 and fall 2013 semesters illustrated on the "Research Skills/MLA" section of the rubric are significant enough to state that students did respond to the interventions and did learn to better perform MLA documentation in their final research essays. The learning-centered and active learning strategies had a positive outcome in moving students from the C and D range of the rubric to the A and B range. However, I assumed that the learning gains would have been greater—I had hoped that learning to independently use the MLA manual would have had a more significant influence on reducing errors. As the number of students still producing excessive MLA errors actually increased by a single student, I do not consider the ARP a complete success. I do understand that composition professors may never completely eliminate documentation errors in student work; however, it seems that my initial optimism should be tempered in future semesters. Even though I specifically stated several times in class that all sources used in the essay must be found in the works cited page, and that all sources in the works cited page must be used in the essay, in future courses I

could make this requirement more explicit by including a small group project to cover that aspect of the paper or make it a requirement for peer-review. I will do a better job of discussing the importance of these elements so that students understand how they are aligned with overall course objectives and writing standards.

Looking back on the day-to-day coursework of the fall 2013 semester, I believe that I created an engaging way for students to learn the MLA documentation method. Each class was focused and on-task when they performed the assignments in small and large groups. Students were willing to learn MLA in this manner, and they offered appropriate and correct critiques of their work when we projected each group's responses on the overhead. The students even began immediately correcting other student's work after they corrected one or two assignments. If one student did not completely understand the error, either students in his or her own group, or students in another group, would offer explanations as to why the method required a specific punctuation mark or specific format.

I will never submit future students to lectures on MLA; small and large group work will be my preferred method. As research in learning-centered pedagogy illustrates, students learn more when they are actively involved in the production of knowledge and this project has shown me better ways to increase student engagement. I created active learning-centered tasks—the group work—that separated a concept into its constituent parts, enabled students to learn the parts one-at-a-time over the course of the semester, before putting the subject back together again towards the final weeks of the course for students to practice the entire concept before they performed the final summative assignment. And as only one student described these activities as “Not Helpful,” I will continue to use these methods in future ENC 1101 courses.

This is not to suggest that improvements cannot be made. The survey and MLA pre-and-post test took up valuable class time and as it did not have a specific effect on student learning, these were used only as assessment strategies for this ARP, I will remove them from future courses or use them as a Blackboard assignment if I do feel the need to use them again. Also, as in-text documentation and Works Cited pages are structurally connected, I will have students working on these elements simultaneously earlier in the project. Hopefully, students will then see the connection between having an accurate Works Cited page and the reference of those items in their essays. As this class concentrated on using the manual to correctly use MLA, I could revise some assignments after they begin turning in short answer assignments and essays to focus on specific MLA errors students continue to make in their writing. Finally, I witnessed firsthand during group activities that some students did not know how to properly search the MLA manual for the correct resources. Instead of examining the table of contents or the index, some students would randomly flip through the text in search of the correct instructions. I will not assume that students can use tables of contents or indices

during the group assignments and individual performance during subsequent courses. Therefore, I will give a brief lesson on using these textual elements before we use the manual in class. These added layers may help improve student scores on the “Research Skills/MLA” rubric section. There are ways to improve the activities of this ARP to create more significant learning gains, and I will revise them based on the results of this semester. My hope is to eventually have all students within the A and B range of the research portion of the rubric (**FLO 1_Artifact #14: Research paper rubric**).

I will also attempt to better balance learning styles (visual, auditory, and kinesthetic) through the assignments in future classes. I could accomplish this by using Youtube videos on MLA after the Think/Pair/Share and Muddiest Point activities so that students would receive more direct instruction. Even though I do feel I engaged the course in this way, in the future, I could directly answer the questions rather than letting other students initially take the helm. Students would then feel they are getting the “authorized” answer and instructor variations, even if both parties were correct.

Finally, I have also become better acquainted with the Valencia essential competencies and the methodology behind the action research project. I have already begun thinking about an action research project for ENC 1101 and ENC 1102. Instead of focusing on documentation in my next ARP for ENC 1101, I will examine learning-centered and active-learning strategies for the use of sources in research papers. Valencia has also approved a new course that focuses on the instruction of literature: LIT 1000 Introduction to Literature. I am also evaluating turning the ENC 1102 course into a class based solely on research methodology as there is some overlap of course content between the LIT 1000 course and the ENC 1102 course. The strategies in this ARP could then be expanded to cover all MLA components.

B. Critical Evaluation of Each Essential Competency in this FLO (ARP)

1) Assessment

- a) Employ formative feedback loops to assess student learning
- b) Design activities to help students refine their abilities to self-assess their learning
- c) Employ a variety assessment measures and techniques (both formative and summative) to form a more complete picture of learning
- d) Align summative evaluations with course outcomes and learning activities

Evaluation and Reflection

My goal with this competency was to engage students in a variety of activities designed to improve their ability to use the MLA documentation method. Each formative assessment, the group activities and the short answer assignments, added another MLA element each time for students to practice. The group activities helped “students refine their abilities to self-assess their learning,” as these actions were pre-instruction and

consisted of MLA prompts where students used the MLA handbook and other students to create the assignment. The short answer assignments then tested what students had learned in ten (10) point assignments. Through these feedback assessment loops, students realized where they had correctly used or misused the method and received immediate corrections by other students during group work, or through grading notes in their assignments.

Another aspect of formative assessments used during the course was the use of think/pair/share and muddiest point discussions as these offered direct assessment of student skill. I used these activities as another tool for students to self-assess their learning and as an intervention for me to view how well students understood the material. These group activities cumulated in the peer-review for the final paper, where students examined several aspects of their peers' papers, MLA being one of the areas of consideration. The summative assessments, the final research paper and the final MLA post-test informed students on their mastery in using the MLA documentation method and provided me with a clear picture of how the ARP aligned with course outcomes in documentation.

I want to improve student assessment in future semesters through more direct use of the documentation section of the rubric (**FLO 1_Artifact #14: Research paper rubric**). When students critiqued their work in groups and their peer's work in peer-review, they did not use the rubric with which I actually graded. This seems a missed opportunity for students to understand how I will assess their papers. So, as I perform these assessments in future classes, I will have the rubric in students' hands during the group activities and short answer assignments. I will also have to improve the rubric for short answer assignments if I am going to make this process more transparent. The current rubric (**FLO 1_Artifact #13: Short answer assignment rubric**) for short answer assignments is far too vague, even after discussion, for students to use it as a tool for self or peer-assessment. I will also implement individual conferences after peer-review of the final research papers so that students and I can work through the comments of those reviews and discuss a plan for improving the essay before it is due. This process will need to include another assignment for students to evaluate the peer-review they received and assess the issues other students had with the essay. These improvements will offer students more opportunities to assess their work and the work of their peers, which will hopefully improve the types of feedback they provide and receive.

2) Learning-centered Teaching Strategies

- a) Employ strategies that guide students to become more active learners
- b) Employ methods that develop student academic literacy in the discipline or field
- c) Use cooperative/collaborative learning strategies

Evaluation and Reflection

When I reviewed my previous teaching strategies of MLA concepts, I realized that I relied too much on lecture and grading comments to teach this skill to students; as this is

the way MLA was taught to me, I just followed what I knew. I learned new strategies to employ a learning-centered approach to MLA instruction as I researched the pedagogical method and took TLA classes in this subject. The biggest take away from the research was the idea that for learning to occur, students should have a chance to apply new concepts through little-to-no risk assignments and activities. My previous method of “lecture and grade” did not provide students a learning-centered environment to test their knowledge before the full consequences of grading. In creating the activities in this ARP, I had to completely rethink my pedagogy. MLA in-text citations consist of three parts: the signal phrase, the quote, and the parenthetical notation. I broke the method into the three constituent elements and created assessments that tested students’ abilities for each one (**FLO 1_Artifact #3: Short answer assignment- Direct quotation; FLO 1_Artifact #5: Group/Collaborative activity- Parenthetical notation; FLO 1_Artifact #8: Group/Collaborative activities- Signal phrases**). The short answer assignments allowed students to initially become comfortable with finding and using quotes in their writing—and at first I did not care how the sources were documented, or documented at all, as long as there was a direct quote from the reading surrounded by quotation marks. The group activities then gave students the chance to learn the MLA method for notation and signal phrases, which students then added to their short answer assignments and final research papers. In this way, students became knowledgeable of one element at a time before they were required to perform the complete method. I believe this learning-centered approach stacked the concepts in a less intimidating manner.

Before joining the TLA as a tenure-track faculty member, I wanted to examine my teaching strategies to make them more effective, and this competency allowed me to make positive pedagogical changes in the way I distribute course content and engage students in class activities/discussions. An effective classroom environment makes students co-creators of knowledge, which aids in their retention of material. While I still use lectures (sparingly), I have noticed in all of my classes a shift to more group and collaborative activities. Students become more engaged with the material when they are required to make use of course information in a more personal and direct way.

One way to improve this learning-centered outcome in future classes would be for students to build on their group work through more activities for their short answer assignments and essays. I could foster a better learning community by assigning groups to present specific MLA concepts to the entire class. Students would then become content experts in the specific field and other groups or individual students could use them as peer-reviewers for MLA in short answer assignments and final research papers. I already use peer-review for essays, but including peer-review for short answer assignments, where both parties are graded for the assignment and peer-review, could motivate all students to increase their content knowledge. This activity would also allow students to encounter more of their peer’s writing throughout the semester, not just during papers. Students’ critical thinking could improve as they will view more MLA documentation throughout the semester, and this repetition of tasks—correcting MLA mistakes or viewing correct MLA documentation—will increase concept retention.

3) LifeMap

- a) Help students develop academic behaviors for college success (e.g. research methodology)
- b) Help students identify where academic behaviors can be adapted as life skills (e.g., library search skills, communication skills)

Evaluation and Reflection

Part of the rationale for the activities in this ARP was for students to become adept at using the MLA handbook to become more personally responsible for locating answers to their MLA questions. I have noticed that too often students will repeatedly ask the same MLA questions, even after I have given them the page numbers in the handbook that directly deals with the questions, after I have corrected the exact mistake on their assignments, or after I have covered the concept multiple times in class. A part of LifeMap focuses on students becoming proficient at learning from others, which then leads to more independent thought and action. The ARP's group interventions were structured to put students in primary control of MLA content, with my role as a guide secondary to the project. I acted to reinforce concepts and correct misconceptions after the group/collaborative activities, however.

Students will not always have access to their professors, peers, or librarians when they have questions or experience difficulties with assignments or research. One goal of college is for professors and support staff to instill in students the capacity to locate and evaluate information and then decide on the appropriate course of action to complete tasks. Successful students will have learned how to suitably apply and expand upon the use of the information they have learned. By learning habits that make them more autonomous, students prepare themselves for advanced study in their disciplines and eventual work environments. I believe that these interventions put students on the road to independent learning.

To improve the implementation of this competency in future courses, I will better connect the ideas of source documentation across academic disciplines and discuss why these practices are important to academic research and writing. I can teach students why documentation is valuable for the English field; however, having a professor from another discipline talk to the class about the purpose of documentation for his or her field may allow students to see how important this practice is to their academic career. I do not think that a LinC course is necessary for this practice at this point, but it may be interesting for students to hear a ten or fifteen minute presentation on the documentation practices and standards of another discipline. I am also considering using scheduled office hours to meet with ENC 1101 students as they begin to conduct research for their final papers. This time will allow me to receive a more complete picture of student learning, as student self-reporting is sometimes unreliable. In this way, I can meet the individual needs of students in a more informal setting.

4) Outcome-based Practices

- a) Construct measurable learning outcomes
- b) Align learning opportunities and assessments of course learning outcomes and program learning outcomes, with the student core competencies
- c) Use evidence of student learning to review and improve courses and programs

Evaluation and Reflection

When constructing the outcomes for the ARP, I used the idea of conceptual and procedural techniques to guide students from relative ignorance of MLA standards to mastery. The MLA documentation method is based upon conceptual ideas—formatting, source integration, source identification—where students learn how to cite sources in their essays. Procedural tasks then have students produce MLA citations in their work where I then could evaluate if they had understood the concept and could perform the procedure. My concerns with the techniques of MLA citations at the structural level lead to a variety of tasks to produce the course outcomes of MLA instruction. For this section of the ARP, I used learning-centered strategies within collaborative group work and short answer assignments to accurately gauge student improvement in no-to-low risk activities in preparation for the research paper. Group work centered on using the MLA manual to complete various stages of the citation process, while short answer assignments reinforced those tasks in practical writing activities where students used what they learned in the group tasks in low-risk writing assignments. Each activity in both learning-centered environments concentrated on one MLA skill where each new task required them to learn and apply a new concept to the existing skill set. Students understood through the activities and instruction of the course that these smaller skills would build into a summative assignment, the final research paper, where they would use all the skills and information they had learned about MLA in a final assessment.

About halfway through the semester, it occurred to me that student knowledge of MLA standards could be improved through peer-critique and peer-grading of short answer assignments. I could use peer-grading as a tool to give students a more complete picture of MLA use and the problems they may experience during their applications of the method. Also, grading another student's work will test whether or not the student has a complete understanding of the concepts. This task will reinforce the specific smaller MLA skill though the oscillation between action and review, practice and outcome. Obviously, I will review short answer assignments for correctness, but having students on the front-line of grading should increase their familiarity with and authority of the MLA methods. One other improvement for future semesters could focus on making it more clear to students the final outcomes they are working towards. In trying not to initially overwhelm students with the complexity of MLA, I may have focused too narrowly on specificity rather than generality. When I teach these concepts to future students, I will more forcefully connect the smaller citation goals to the larger MLA picture—how parenthetical notation connects to the Works Cited page, for example. I want students to understand where they are going as well as how they are going to get there, and this improvement will give them a much clearer picture of the larger course MLA outcomes.

This ARP met a need in the English department as our discipline was exploring ways to improve student application of MLA. The last two college-wide assessment days that I attended specifically focused on quote integration and use of sources. In this way, the ARP was created to align itself to the concerns of the course, department, and state guidelines.

5) Scholarship of Teaching and Learning

- a) Produce professional work (action research or traditional research) that meets the Valencia Standards of Scholarship
- b) Build upon the work of others (consult experts, peers, self, students)
- c) Be open to constructive critique (by both peers and students)
- d) Make work public to college and broader audience
- e) Demonstrate relationship of SoTL to improved teaching and learning processes
- f) Demonstrate current teaching and learning theory & practice

Evaluation and Reflection

I began this action research project as an opportunity to examine the way I teach MLA documentation in composition courses. For my first few semesters at Valencia, where students were not required to purchase a manual, I noticed that student application of MLA did not significantly improve after my instructional lectures. It was only when I graded papers or other assignments, correcting MLA mistakes for students, that I noticed some improvement. I felt that there must be a better way to actually *teach* this course requirement to students as I believe both parties were bored...even if I was at a loss on how exactly to accomplish this task. As previously stated, I was required to use MLA with the bare minimum of instruction from professors, so I thought that more time spent lecturing on MLA would improve student citations. However, my initial instruction of MLA through lecture—“showing”—was not an effective pedagogical strategy. I am a visual learner, show me how to do a task and I can then perform it. Though in today’s academic environment, students seem to learn best through collaboration. Therefore, I focused on time on task (students performing MLA in class), with the direct contact and help of their peers as the major pedagogic tool for this ARP. As colleagues and experts have argued, the use of any documentation method is procedural, in which students follow templates and models in handbooks or other resources to create correct citations. This performative model was the impetus for creating completely learning-centered assignments to teach MLA. Even though I may be criticized for moving between two extremes—lecture → collaboration—I did allow time for limited instruction of MLA during the semester, and I suggested that students attend office hours if they needed more direction in applying the method. In class and office hours, I kept my focus as a guide to knowledge, as even with direct instruction I focused students on their issues with the subject, rather than lecturing on a complete overview of MLA.

To improve this instruction in future semesters, I will have students read sections of the textbook or instructor notes through Blackboard about the MLA method before I begin the actual class instruction. Students may then have some idea of the methods on the first day of instruction before attempting to use them during the learning-centered activities. I will also first ask if students had any general questions about the material to help bridge the connection between notes and activities before they begin the hands-on tasks. This will hopefully improve students' abilities to more efficiently find material and begin to more effectively build the skills needed in MLA documentation. If the goal of the learning-centered activities of the course is to make students better users of manuals and other outside materials, the more time spent with that material—either outside or inside the class—will improve students' familiarity in and authority of the concept.

I discussed this project with my dean, Linda Neal, during its initial creation to align it with the concerns of the English department on East campus. As our department, and all English departments at Valencia, was concerned with this specific issue during Valencia Assessment Day, this ARP met a specific need within the larger Valencia community. TLA coordinators, Shari Koopman, Marcelle Cohen and Edie Gaythwaite, also listened to the many revisions this project underwent and discussed how certain aspects of the project could be better aligned with Valencia's essential competencies. Sidra Van de Car, mathematics professor on East campus, assisted with data interpretation and Excel implementation for charts and graphs. Rebecca Toole and Paul Licata, English professors on West campus, commented on assignment drafts in an effort to improve clarity and focus. Finally, I discussed how librarians implement MLA into their presentations with Courtney Moore and Erich Heintzelman, librarians on East campus, so we could align instruction for my courses.

In continuing efforts to meet Valencia's Standards of Scholarship, I will share this work with the English department on East campus, gaining feedback on how to improve or streamline the assignments and instructional tasks. Even though this project was implemented over several months of instruction, I hope to also revise it and make it available to the larger Valencia community as a course pack or Blackboard module in the near future.

C. Plan for Dissemination

Year-2: TLA Panel Meeting- Presentation and discussion of the strengths and weaknesses of the above ARP. Revisions, reimplementation, and further review as needed.

Year-3: Upload the final portfolio to the Action Research Builder at Valencia College. Make available all surveys, group/collaborative activities, short answer assignments, and rubrics to the English department at Valencia College.

Beyond Year-3/Post-Tenure: Continue to implement and change the project as needed to improve student learning and make available revised documents and notes to interested faculty.

D. Supporting Artifacts for FLO #1 (ARP)

1. FLO 1_Artifact #1: Pre-survey
2. FLO 1_Artifact #2: Pre-test
3. FLO 1_Artifact #3: Short answer assignment- Direct quotation
4. FLO 1_Artifact #4: Short answer assignment- Parenthetical notation
5. FLO 1_Artifact #5: Group/Collaborative activity- Parenthetical notation
6. FLO 1_Artifact #6: Group/Collaborative activity- Headers
7. FLO 1_Artifact #7: Short answer assignment- Signal phrases
8. FLO 1_Artifact #8: Group/Collaborative activities- Signal phrases
9. FLO 1_Artifact #9: Group and collaborative activities- Works Cited page
10. FLO 1_Artifact #10: Peer-review form (bolded for FLO MLA focus)
11. FLO 1_Artifact #11: Post-survey
12. FLO 1_Artifact #12: Post-test
13. FLO 1_Artifact #13: Short answer assignment rubric
14. FLO 1_Artifact #14: Research paper rubric
15. FLO 1_Artifact #15: Complete pre-survey results
16. FLO 1_Artifact #16: Complete post-survey results
17. FLO 1_Artifact #17: Complete pre-test results
18. FLO 1_Artifact #18: Complete post-test results
19. FLO 1_Artifact #19: Student research papers (MLA illustration)
20. FLO 1_Artifact #19a: Fall 2013 ENC 1101 (A MLA Grade)
21. FLO 1_Artifact #19b: Fall 2013 ENC 1101 (C MLA Grade)
22. FLO 1_Artifact #19c: Fall 2013 ENC 1101 (F MLA Grade)
23. FLO 1_Artifact #19d: Fall 2013 ENC 1101 (F MLA Grade)

Strongly Agree Agree Neutral Disagree Strongly Disagree

FLO 1_Artifact #2: Pre-test

MLA Quiz: Pre-Test

1. Which of the following MLA headings is correct?

- | | |
|--|---|
| <p>a) John Doe
Professor Smith
March 21, 2013
ENC 1101</p> | <p>b) Professor Smith
John Doe
ENC 1101
21 March 2013</p> |
| <p>c) John Doe
Professor Smith
ENC 1101
March 21, 2013</p> | <p>d) John Doe
Professor Smith
ENC 1101
21 March 2013</p> |

2. Which of the following in-text citations (parenthetical notations) is correctly documented?

- a) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (Smith 15).
- b) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (Smith, 15).
- c) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (15).
- d) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (Mark Smith 15).

3. Which of the following signal phrases is punctuated correctly?

- a) According to Hillary Henry; “public consumption of trans fat is reaching unhealthy levels” (15).
- b) According to Hillary Henry: “public consumption of trans fat is reaching unhealthy levels” (15).
- c) According to Hillary Henry, “public consumption of trans fat is reaching unhealthy levels” (15).
- d) According to Hillary Henry “public consumption of trans fat is reaching unhealthy levels (15).”

4. Which of the following is the correct method for building a works cited page citation for a work with two authors (only look at the author/title sections)?

- a) Mark Smith and Deborah Kennedy. "How Fiction Works."
- b) Smith, Mark, and Deborah Kennedy. "How Fiction Works."
- c) Smith Mark, and Deborah Kennedy. "How Fiction Works."
- d) Mark Smith and Kennedy, Deborah. "How Fiction Works."

5. Which of the following citations is punctuated and documented correctly (ignore the quote)?

- a) One critic of the current administration's policies argues that drone strikes are, in fact, illegal: " _____ " (Kent 15).
- b) One critic of the current administration's policies argues that drone strikes are, in fact, illegal " _____ " (15).
- c) One critic of the current administration's policies argues that drone strikes are, in fact, illegal; " _____ " (Kent 15).
- d) One critic of the current administration's policies argues that drone strikes are, in fact, illegal " _____ " (Kent 15).

6. After you first introduce a source's author, how do you then refer to him or her for the rest of the paper?

- a) Dr. Gianna Borini
- b) Gianna
- c) Dr. Borini
- d) Borini

7. How is an indirect source documented in MLA?

8. When is the phrase "et al." used in MLA notation and citations?

9. Which of the following is the correct way to represent a source without an author in an MLA works cited page?

- a) Author Unknown. *How Fiction Works*. New York: Penguin, 2007. Print.
- b) Unknown. *How Fiction Works*. New York: Penguin, 2007. Print.
- c) No Author. *How Fiction Works*. New York: Penguin, 2007. Print.
- d) *How Fiction Works*. New York: Penguin, 2007. Print.

10. Which of the following titles are italicized in the MLA style?

- a) Novels
- b) Magazines
- c) Films
- d) All of the above
- e) None of the above

11. Which of the following titles are placed within quotation marks in the MLA style?

- a) Articles
- b) Poems
- c) Short Stories
- d) All of the above
- e) None of the above

12. How are sources in a works cited page organized?

- a) Chronological by date
- b) Randomly
- c) Alphabetical by author
- d) As they occur in the essay

13. For what purpose is the ellipsis used in MLA quoting?

14. For what purpose are brackets used in MLA quoting?

15. Based on the following information, create a correct MLA works cited model for a book with one author. (Remember that underlining an element signifies italics)

Title: Gravity Rainbow | Author: Thomas Pynchon | Publication data: Penguin, 1973, New York, New York.

16. Based on the following information, create a correct MLA citation for an article in a daily newspaper. (Remember that underlining an element signifies italics)

Title: Workers Unite for More Pay | Author: Samantha Hicks | Newspaper: The New York Times | Date: March 15, 2012 | Final edition | Section: A1

17. Based on the following information, create a correct MLA citation for an article in an online database. (Remember that underlining an element signifies italics)

Title: Zombie Fiction Unearthed | Author: Kyle Bishop | Journal: Nomos Journal Database: Academic Search Complete | Date of Access: August 15, 2013 | Volume: 1 Issue: 12 | Pages: 122-45 | Year: 2013

18. Based on the following information, create a correct MLA citation for an article from a web site.

Title: Biogenesis Strikes Again | Author: Michael Wilbon | Date published: July 10, 2013 | Date of Access: July 15, 2013 Website: ESPN | Sponsor: ESPN.com | Date of Update: Unknown

19. Based on the following information, create a parenthetical notation, a quote, and a signal phrase in MLA.

Author: Michael Smith | Title: Turn Off the Television for Better Health | Page: 15 | Quote: "Americans spend far too much time in front of television screens, with the average American watching five to eight hours a day."

20. How are block/long quotations represented in MLA? Describe the method.

FLO 1_Artifact #3: Short answer assignment- Direct quotationENC 1101 “Three Types of Resistance to Oppression” Short Answer Assignment

Please choose one of the following questions for your response. Write one-half to a full page and use at least one direct quotation from the essay (remember that I am not grading MLA, just that you have textual evidence in quotation marks). Failure to use a direct quote will reduce the grade by half. Do not use any first or second person pronouns (I, you) in your response and carefully proofread for grammar and mechanics errors. This assignment is worth 10 points.

1. What is King’s purpose? How does his classification of the three types of resistance to oppression serve this purpose?
2. What does King mean when he states, “[s]laves do not always welcome their deliverers”?
3. What are the disadvantages that King expresses in meeting oppression with acquiescence or with violence? Do you agree with his opinion, or is violence sometimes justified?

These responses will be scored Excellent (10) Very Good (9.5-8.5), Good (8.5-7.5), or Needs Work (<7.5) based on their logic, support, and indication of close reading of the essay(s).

FLO 1_Artifact #4: Short answer assignment- Parenthetical notationENC 1101 “I Want a Wife” Short Answer Assignment

Please choose one of the following questions for your response. Write one-half to a full page, use the correct MLA heading, and use at least one direct quotation from the essay. You **must** also use partial MLA notation for the quote, which includes a correct **in-text citations (parenthetical notation)**. Do not use any first or second person pronouns (I, you) in your response and carefully proofread for grammar and mechanics errors. This assignment is worth ten (10) points.

1. Syfers’ essay was published in 1970. What changes, if any, have taken place in gender relationships since then?
2. How fair is the author’s assessment of what husbands expect from their wives?
3. What kinds of evidence does the author use to support her argument? How strong do you consider the evidence she provides?

These responses will be scored Excellent (10) Very Good (9.5-8.5), Good (8.5-7.5), or Needs Work (<7.5) based on their logic, support, and indication of close reading of the essay(s).

FLO 1_Artifact #5: Group/Collaborative activity- Parenthetical notation**MLA Exercise #2: In-text Citation (Parenthetical Notation)**

As a small group, create correct in-text citations (parenthetical notations) for the following quotes:

Dave Zirin of *The Nation* suggests that “The athletic complex is a place where we as a team prepare for competition.”

Located on page 2 of Zirin’s text- “Why They Refused to Play”

We should see metamodernism as a challenge to the irony of postmodernism: “Another benefit of understanding the metamodern as a structure of feeling (and not necessarily, say, a philosophical position) is that it acknowledges the extent to which it will be expressed culturally in terms of an *emotional* logic as much as by any other means.”

Located on page 22-23 of Macdowell’s text- “Quirky, Tone, and Metamodernism”

Write the correct notation on a separate sheet of paper.

FLO 1_Artifact #6: Group/Collaborative activity- Headers**MLA Exercise #1: MLA Headings and Titles**

Using *A Pocket Style Manual* by Hacker, your group should create a correct MLA essay header and essay title with the following information:

John Doe is taking a Biology 101 course with Dr. Tim Moody in which he is writing a paper on the functions of genetic testing. This assignment is due on March 15, 2013.

Write the correct MLA essay header and essay title on a separate sheet of paper.

FLO 1_Artifact #7: Short answer assignment- Signal phrasesENC 1101 “Lifeboat Ethics” Short Answer Assignment

Please choose one of the following questions for your response. Write one-half to a full page, use the correct MLA heading, and use at least one direct quotation from the essay. You **must** also use correct MLA notation in the text, which includes: **a signal phrase with proper integration, a quote, and an in-text citation (parenthetical notation)**. Do not use any first or second person pronouns (I, you) in your response and carefully proofread for grammar and mechanics errors. This assignment is worth ten (10) points.

1. Hardin uses the metaphors of the spaceship and the lifeboat. Explain the differences in thinking of Earth as these two models.
2. Hardin continually refers to “we.” Who is the “we” he references? Who are “they”? In which category does Hardin place himself? Does this cloud his argument?
3. The full title of this essay is, “Lifeboat Ethics: The Case against Helping the Poor.” Do you agree or disagree with Hardin’s position? Why or why not?

These responses will be scored Excellent (10) Very Good (9.5-8.5), Good (8.5-7.5), or Needs Work (<7.5) based on their logic, support, and indication of close reading of the essay(s).

FLO 1_Artifact #8: Group/Collaborative activities- Signal phrases**MLA Exercise #3: Signal Phrases**

Using *A Pocket Style Manual* by Hacker, your group should create a correct MLA signal phrase, quote, and in-text citation (parenthetical notation) from the following information:

Matt Taibbi is a columnist for *Rolling Stone* magazine. He was awarded the National Magazine Award in "Columns and Commentary" for his contributions to *Rolling Stone*. Taibbi has written on the subjects of sports, politics, and finance. The following quote is from his essay, "Ripping Off Young America: The College-Loan Scandal":

Obama had already set himself up as a great champion of student rights by taking on banks and greedy lenders like Sallie Mae. Three years earlier, he'd scored what at the time looked like a major victory over the Republicans with a transformative plan to revamp the student-loan industry. The 2010 bill mostly eliminated private banks and lenders from the federal student-loan business. Henceforth, the government would lend college money directly to students, with no middlemen taking a cut. The president insisted the plan would eliminate waste and promised to pass the savings along to students in the form of more college and university loans, including \$36 billion in new Pell grants over 10 years for low-income students. Republican senator and former Secretary of Education Lamar Alexander bashed the move as "another Washington takeover."

This quote is taken from page 12.

FLO 1_Artifact #9: Group and collaborative activities- Works Cited page**MLA Exercise #4: Works Cited Page**

In your small group, use *A Pocket Style Manual* by Hacker to create a correct MLA Works Cited page with citation (models) for the sources provided:

- 1) Novel/Book (one)
- 2) Newspaper Article (one)
- 3) Magazine Article (one)
- 4) Website Article (one)
- 5) Journal Article from an Online Database (one)

Be sure to follow MLA guidelines for the Works Cited page and the citations (models).

FLO 1_Artifact #10: Peer-review form (bolded for FLO MLA focus)

ENC 1101 Peer Review of Research Paper

Checklist:

Does the paper have a title (not Argument Paper, or Paper #4), and is its title format correct?

Does the paper use in-text citations (parenthetical notations)?

Does the Works Cited page have at least three sources?

Are there at least 4 pages?

Is the student's position/argument clear from the thesis?

Does the paper give space for the opposing viewpoint?

Does the author use transitions between paragraphs?

1. Are the topic sentences of the body paragraphs appropriate to the issue or scope of argument?

2. Examine the author's evidence and reasons. Do they support each other? Are there any gaps in the author's logic? Does everything make sense to you? If not, how could the author fix these issues?

3. Describe any parts of the argument which you found vague, unclear, or hard to follow and suggest how to fix them.

4. Does the author do an adequate job foregrounding ethos or logos/context in the signal phrases?

5. Does the author use sources correctly? (As support, not argument)

6. Does the author use correct MLA documentation?

7. What other general suggestions do you have to improve the essay?

FLO 1_Artifact #11: Post-survey

Final Survey ENC 1101 MLA Instruction

Which of the following resources and activities did you find helpful in learning Modern Language Association (MLA) citation standards for the final research paper?

Rank each of the following MLA instructional methods and resources on a scale of 3 through 1—where 3 is most helpful, 2 is somewhat helpful, and 1 is not helpful.

In-class MLA Group Activities: _____

Think/Pair/Share and Muddiest Point: _____

Out-of-class Short Answer Assignments: _____

The Pocket Handbook by Hacker: _____

Please circle the response that best describes your abilities in using MLA.

1. I am able to create correct MLA headers.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. I am able to correctly use quotations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. I am to correctly create in-text citations (parenthetical notations) for quotations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I am able to correctly create signal phrases for use with quotations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. I am able to correctly create Works Cited pages.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. Overall, I am able to correctly use the MLA citation method.

Strongly Agree Agree Neutral Disagree Strongly Disagree

FLO 1_Artifact #12: Post-test

MLA Documentation Quiz: Post-Test

1. Which one of the following MLA headings is correct?

- | | |
|--|---|
| a) John Doe
Professor Smith
March 21, 2013
ENC 1101 | b) Professor Smith
John Doe
ENC 1101
21 March 2013 |
| c) John Doe
Professor Smith
ENC 1101
March 21, 2013 | d) John Doe
Professor Smith
ENC 1101
21 March 2013 |

2. Which one of the following in-text citations (parenthetical notations) is correctly documented?

- a) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (Smith 15).
- b) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (Smith, 15).
- c) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (15).
- d) According to Mark Smith, “illegal downloading costs the music industry \$15 million in lost revenue per month” (Mark Smith 15).

3. Which one of the following signal phrases is punctuated correctly?

- a) According to Hillary Henry; “public consumption of trans fat is reaching unhealthy levels” (15).
- b) According to Hillary Henry: “public consumption of trans fat is reaching unhealthy levels” (15).
- c) According to Hillary Henry, “public consumption of trans fat is reaching unhealthy levels” (15).
- d) According to Hillary Henry “public consumption of trans fat is reaching unhealthy levels (15).”

4. Which one of the following is the correct method for building a works cited page citation for a work with two authors (only consider author and title)?

- a) Mark Smith and Deborah Kennedy. “How Fiction Works.”
- b) Smith, Mark, and Deborah Kennedy. “How Fiction Works.”
- c) Smith Mark, and Deborah Kennedy. “How Fiction Works.”
- d) Mark Smith and Kennedy, Deborah. “How Fiction Works.”

5. Which one of the following citations is punctuated and documented correctly (ignore the quote)?

- a) One critic of the current administration's policies argues that drone strikes are, in fact, illegal: "_____" (Kent 15).
- b) One critic of the current administration's policies argues that drone strikes are, in fact, illegal "_____" (15).
- c) One critic of the current administration's policies argues that drone strikes are, in fact, illegal; "_____" (Kent 15).
- d) One critic of the current administration's policies argues that drone strikes are, in fact, illegal "_____" (Kent 15).

6. After you first introduce a source's author, how do you then refer to him or her for the rest of the paper?

- a) Dr. Gianna Borini
- b) Gianna
- c) Dr. Borini
- d) Borini

7. How is an indirect source documented in MLA style?

8. When is the phrase "et al." used in MLA notation and citations?

9. Which one of the following is the correct way to represent a source without an author in an MLA works cited page?

- a) Author Unknown. *How Fiction Works*. New York: Penguin, 2007. Print.
- b) Unknown. *How Fiction Works*. New York: Penguin, 2007. Print.
- c) No Author. *How Fiction Works*. New York: Penguin, 2007. Print.
- d) *How Fiction Works*. New York: Penguin, 2007. Print.

10. Which of the following titles are italicized in MLA documentation?

- a) Novels
- b) Magazines
- c) Films
- d) All of the above
- e) None of the above

11. Which of the following titles are placed within quotation marks in MLA documentation?

- a) Articles/Essays
- b) Poems
- c) Short Stories
- d) All of the above
- e) None of the above

12. How are sources in a works cited page organized?

- a) Chronological by date
- b) Randomly
- c) Alphabetical by author
- d) As they occur in the essay

13. For what purpose is the ellipsis used in MLA quoting?

14. For what purpose are brackets used in MLA quoting?

15. Based on the following information, create a correct MLA works cited model for a book with one author. (Remember that underlining an element signifies italics)

Title: *Gravity Rainbow* | Author: Thomas Pynchon | Publication data: Penguin, 1973, New York, New York. | Pages 776 | Postmodernist author

16. Based on the following information, create a correct MLA citation for an article in a daily newspaper. (Remember that underlining an element signifies italics)

Title: "Workers Unite for More Pay" | Author: Samantha Hicks | Newspaper: The New York Times | Date: March 15, 2012 | Final edition | Section: A1 | Mark Smith editor

17. Based on the following information, create a correct MLA citation for an article in an online database. (Remember that underlining an element signifies italics)

Title: *Zombie Fiction Unearthed* | Author: Kyle Bishop | Journal: Nomos Journal Database: Academic Search Complete | Date of Access: August 15, 2013 | Volume: 1 Issue: 12 | Pages: 122-45 | Year: 2013 | Seth M. Walker editor | nomosjournal.org

18. Based on the following information, create a correct MLA citation for an article from a web site.

Title: "Biogenesis Strikes Again" | Author: Michael Wilbon | Date published: July 10, 2013 | Date of Access: July 15, 2013 Website: ESPN | Sponsor: ESPN.com | Date of Update: Unknown | Douglas K. Mooney editor

19. Based on the following information, create a parenthetical notation, a quote, and a signal phrase in MLA style.

Author: Michael Smith | Title: "Turn Off the Television for Better Health" | Page: 15 | Quote: "Americans spend far too much time in front of television screens, with the average American watching five to eight hours a day."

20. How are block/long quotations represented in MLA? Describe the method.

FLO 1_Artifact #13: Short answer assignment rubricShort Answer Assignment Rubric

These responses will be scored as Excellent (10), Very Good (9.5-8.5), Good (8.5-7.5), or Needs Work (<7.5) based on their logic, support, grammar, and indication of close reading of the essay.

Excellent: No major or minor weaknesses in the above criteria

Very Good: No major weaknesses; one or two minor weaknesses

Good: One major weakness; one or two minor weaknesses

Needs Work: Significant major and minor weaknesses; lowering scale as to degree

Half-credit is assigned for any response without a direct quotation from the text

A zero will be assigned for ignoring assignment guidelines

Major weakness: Issues with argumentation, organization, analysis, and source use; grammar issues, such as fragments, run-on sentences, comma splices, and incorrect spelling.

Minor weakness: Issues with source documentation (MLA); grammar errors, such as pronoun reference, subject/verb agreement, verb tense, etc.

FLO 1_Artifact #14: Research paper rubric

Research Essay Rubric

Criteria	A	B	C	D	F
Content 30 Possible Points	30-27 original ideas, complex concepts, unusually compelling evidence with concrete details	26-24 complex concepts, significant assertions, strong evidence with concrete details	23-21 useful and informative some errors but generally factually accurate, logically consistent, relevant to topic	20-18 of doubtful or severely limited usefulness, some but not frequent inaccuracy, inconsistency, irrelevance or triviality	17 and below not useful or informative, factual inaccuracy, logical inconsistency and irrelevance to topic selected, trivial assertions
Organization 20 Possible Points	20-18 extraordinarily clear and concise, excellent transitions	17-16 clear and concise, good transitions	15-14 clear with adequate transitions	13-12 unclear at times, uneven transitions	11 and below confusing, few to no transitions
Style 20 Possible Points	20-18 sentence and paragraph constructions which are varied as to type and length; no comma splices, run-ons, fragments, fused sentences; unusually appropriate word choices; avoids ambiguous pronouns and overused words that no longer have meaning	17-16 sentence and paragraph constructions which are somewhat varied as to type or length; few comma splices, run-ons, fragments, fused sentences; appropriate word choices; contains very few ambiguous pronouns and overused words that no longer have meaning	15-14 clear coherent sentences and paragraphs; several comma splices, run-ons, fragments, fused sentences; appropriate word choices; contains a few ambiguous pronouns and overused words that no longer have meaning	13-12 coherent but sometimes unclear sentences and paragraphs, generally competent; many comma splices, run-ons, fragments, fused sentences; inappropriate word choices at times; contains many ambiguous pronouns and overused words	11 and below incoherent sentences and paragraphs; little evidence of correct sentence construction; unrecognizable or inappropriate word choices; contains so many ambiguous pronouns and overused words that meaning is unclear
Research Skills/MLA 20 Possible Points	20-18 integrated exceptionally well, appropriate for topic, sufficient, credible, varied sources; no more than 3 MLA format	17-16 integrated well, appropriate for topic, credible, varied sources; no more than 4 MLA format errors	15-14 usually integrated well, credible, varied sources; no more than 5 MLA format errors	13-12 not integrated well, inappropriate, not varied, not always credible; more than 5 MLA format errors	11 and below inappropriately integrated, incomplete, unreliable, no variety; excessive MLA format errors

	errors				
Mechanics 10 Possible Points	10-9 very few to no errors or typos	8 a few errors and typos	7 moderate errors, several typos	6 many errors, many typos	5 and below carelessly constructed with little to no attention to mechanical correctness

FLO 1_Artifact #15: Complete pre-survey results

Questions	Yes/A	No/B	C	D	
1. Have you had any previous instruction in documenting sources for your writing assignments (either in high school or college)?	55	14			
2. How many sources have you used at one time in a writing assignment?	2	25	29	13	
	SA	A	N	D	SD
3. I am comfortable documenting sources in my academic writing (academic writing = writing done for school).	4	20	30	12	3
4. When faced with a question about documenting sources, I consult a documentation guide (either online or in a book).	14	34	14	6	1
5. If I cannot find the answer to my documentation question, I guess as to the correct documentation method.	4	17	21	20	7
6. I believe the documentation of sources is important to academic writing.	21	31	15	1	1

FLO 1_Artifact #16: Complete post-survey results

Questions	Rank 3	Rank 2	Rank 1		
Which of the following resources and activities did you find helpful in learning Modern Language Association (MLA) citation standards for the final research paper?					
In-class MLA Group Activities:	49	17	1		
Think/Pair/Share and Muddiest Point:	44	21	2		
Out-of-class Short Answer Assignments:	31	29	7		
<i>The Pocket Handbook</i> by Hacker:	50	15	2		
	SA	A	N	D	SD
1. I am able to create correct MLA headers.	44	21	2	0	0
2. I am able to correctly use quotations.	27	32	7	1	0
3. I am to correctly create in-text citations (parenthetical notations) for quotations.	24	31	11	1	0
4. I am able to correctly create signal phrases for use with quotations.	24	32	7	4	0
5. I am able to correctly create Works Cited pages.	24	32	10	1	0
6. Overall, I am able to correctly use the MLA citation method.	23	32	11	1	0

FLO 1_Artifact #17: Complete pre-test results

Questions	A/Correct	B/Incorrect	C	D	E	NR
1. Which of the following MLA headings is correct?	2	2	20	36		
2. Which of the following in-text citations (parenthetical notations) is correctly documented?	12	17	28	2		1
3. Which of the following signal phrases is punctuated correctly?	4	14	34	8		
4. Which of the following is the correct method for building a works cited page citation for a work with two authors (only look at the author/title sections)?	27	27	5			1
5. Which of the following citations is punctuated and documented correctly (ignore the quote)?	26	21	12			1
6. After you first introduce a source's author, how do you then refer to him or her for the rest of the paper?	1	1	9	48		1
7. How is an indirect source documented in MLA?	46	14				
8. When is the phrase "et al." used in MLA notation and citations?	31	29				
9. Which of the following is the correct way to represent a source without an author in an MLA works cited page?	12	6	1	36		5
10. Which of the following titles are italicized in the MLA style?	8	1	0	39	11	1
11. Which of the following titles are placed within quotation marks in the MLA style?	15	0	0	37	8	
12. How are sources in a works cited page organized?	5	0	45	10		
13. For what purpose is the ellipsis used in MLA quoting?	39	21				
14. For what purpose are brackets used in MLA quoting?	38	22				
15. Based on the following information, create a correct MLA works cited model for a book with one author. (Remember that underlining an element signifies italics)	22	38				
16. Based on the following information, create a correct MLA citation for an article in a daily newspaper. (Remember that underlining an element signifies italics)	18	42				

17. Based on the following information, create a correct MLA citation for an article in an online database. (Remember that <u>underlining an element signifies italics</u>)	13	47				
18. Based on the following information, create a correct MLA citation for an article from a web site.	13	47				
19. Based on the following information, create a parenthetical notation, a quote, and a signal phrase in MLA.	2	58				
20. How are block/long quotations represented in MLA? Describe the method.	24	36				

FLO 1_Artifact #18: Complete post-test results

Questions	A/Correct	B/Incorrect	C	D	E	NR
1. Which of the following MLA headings is correct?			1	64		
2. Which of the following in-text citations (parenthetical notations) is correctly documented?	8	4	53			
3. Which of the following signal phrases is punctuated correctly?	4	10	46	5		
4. Which of the following is the correct method for building a works cited page citation for a work with two authors (only look at the author/title sections)?	8	52	4	1		
5. Which of the following citations is punctuated and documented correctly (ignore the quote)?	27	2	11	24		1
6. After you first introduce a source's author, how do you then refer to him or her for the rest of the paper?	1	0	8	56		
7. How is an indirect source documented in MLA?	51	14				
8. When is the phrase "et al." used in MLA notation and citations?	50	15				
9. Which of the following is the correct way to represent a source without an author in an MLA works cited page?	7	7	1	50		
10. Which of the following titles are italicized in the MLA style?	2	1	3	59		
11. Which of the following titles are placed within quotation marks in the MLA style?	11	1	1	52		
12. How are sources in a works cited page organized?	1	0	63	1		
13. For what purpose is the ellipsis used in MLA quoting?	58	7				
14. For what purpose are brackets used in MLA quoting?	58	7				
15. Based on the following information, create a correct MLA works cited model for a book with one author. (Remember that underlining an element signifies italics)	59	6				
16. Based on the following information, create a correct MLA citation for an article in a daily newspaper. (Remember that underlining an element signifies italics)	53	12				

17. Based on the following information, create a correct MLA citation for an article in an online database. (Remember that <u>underlining an element signifies italics</u>)	50	15				
18. Based on the following information, create a correct MLA citation for an article from a web site.	8	57				
19. Based on the following information, create a parenthetical notation, a quote, and a signal phrase in MLA.	44	21				
20. How are block/long quotations represented in MLA? Describe the method.	50	15				

FLO 1 Artifact #19: Student research papers (MLA illustration)**FLO 1_Artifact #19a: Fall 2013 ENC 1101 (A MLA Grade)**

The following student essay is from a fall 2013 ENC 1101 class. This student's essay received an "A" for MLA use as there were only three (3) MLA mistakes in the essay and works cited page.

Name Redacted

Professor Zachary Hyde

English 1101

11 December 2013

Government Shutdown

In the United States the federal government plays an important role in the life of Americans. During the month of October of 2013, the government decided to shut down, since they could not decide on President Obama health care plan. Due to the Obama health care plan, the shutdown has caused numerous of funded programs to be eliminated. This dilemma has caused the American people to become frantic about their health, food, and diseases, which would cause a breakdown to the American people due to the negligence of the government. The shutdown the federal government will negatively impact WIC, FDA, and the CDC and put the American people's health at risk. The WIC program provides nutritional plans with the problem of Americans being at high health risk. The WIC program, which was started on October 7, 1975, was began to aid poverty level families: "The Legislation stated Congress finds that substantial numbers of pregnant women, infants and young children are at special risk in respect to their physical and mental health by reason of poor or inadequate nutritional or health care" (Oliveira et al.7). These families depend on the WIC program because malnutrition is a critical factor in the development of poor nutrition. It also helps low-income families

to feed their infants and young children every month through a supplementary grant from the government. According to the WIC program Background, Trends, and Issues the United States Department of legislative states:

Categorical eligibility was extended to non-breast feeding woman (up to 6 months postpartum) and children up to 5 years of age. Eligibility was limited to persons at nutrition risk and with inadequate income. Supplementary foods was defined as food containing nutrients known to be lacking in the diets of population at nutrition risk, in particular containing high quality protein, iron, calcium, vitamin A, and vitamin C. The program was designed to supplement food stamps, and as a result, participation in the Food Stamp Program did not preclude a person from participating in WIC. The legislation required that the program was to begin in areas in need of special supplemental food, and allowed costs for nutrition education as administrative expenses. (Oliveira et al.94-105) (Format error. Not indented correctly for block quote.)

The government shutdown would cause many families with you young children and pregnant mothers to worry about, where their next meal is coming from. The WIC program takes the stress from these families because it gives them the opportunity to obtain these supplemental grants and vouchers to help with the development of their children. WIC also provides family dairy products, vegetables, and fruits to supplement their income.

The FDA is the U.S Food and Drug Administration that is responsible for protecting public health. This agency provides supervision on food safety, dietary supplements, prescriptions (medication), and etc. If the FDA was to shut down it would cause a wide spread of diseases that will affect the American people. According to Ken

Trevarthan of *The Washington Post*, “During the shutdown, the Food and Drug Administration will have to cease most of its food-safety operations. That includes ‘routine establishment inspections, some compliance and enforcement activities, monitoring of imports, notification programs (e.g., food contact substances, infant formula)’, and the majority of the laboratory research necessary to inform public health decision-making” (Trevarthan). This agency controls what food and drugs are sent into this country and if the supplement is safe for Americans. Trevarthan also states (Missing punctuation mark—comma needed.) “It's not just food safety either. A wide swath of regulatory agencies will close during the shutdown. The Environmental Protection Agency will stop monitoring air pollution and pesticide use. The Labor Department won't be around to enforce wage and hour laws or occupational safety.” It is important that this agency is funded because more inspectors will be put on furlough making inspecting food impossible. The FDA affects the quality of product being put out and how it performs in society. If the shutdown continues it will cause an immediate threat to the public's health.

The center for disease control and prevention (CDC) is a federal agency funded by the federal government to provide protection to the public health and safety control. It also prevents diseases, injuries, and disabilities coming toward the American people. If the CDC were to closed due to the government shut down it would cause a breakout of diseases, bacteria, infections, and food borne pathogens. The CDC states that “There are eight known pathogens account for the vast majority of illnesses, hospitalizations, and deaths. The following pathogens are Salmonella, Norovirus, Clostridium, Toxoplasma, E.Coli, Listeria monocytogenes, and Staphylococcus” (“Food Safety”). All of these can cause an environmental risk because there would be an outbreak of different diseases

going around. The pathogen in these diseases can come from unclean farms, chickens, live poultry, fungal meningitis, and international diseases. According to an article in *USA TODAY* (Missing punctuation—comma needed.) “A salmonella outbreak linked to raw chicken from California involves several antibiotic-resistant strains of the disease and has put at least 42% of the victims in the hospital, the Centers for Disease Control and Prevention” (Weise). The federal government allows this agency to provide Americans the security of feeling safe and trusted living in this country.

The government shutdown had a negative impact of the American people, but it has its advantages. During the 15 days many companies and organizations have come together to help and make a change. In North Carolina, the Food Lion grocery chain stepped up when the state ran out of funds for the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). The chain offered \$500,000 in gift cards to help families who rely on WIC according to Adam Brandon of the *The Daily Caller*. As well as Fisher House sent checks to cover death benefits for the families of fallen troops. It was a great incentive but the fact remains that the American people were still in danger due to the inconveniences and the financial setbacks that caused by the shutdown. The two organizations that helped out during the shutdown may have taken some of the pressure off the American people, but they wouldn't have to if the government didn't shut down due to inconsolable differences.

If the government should shut down completely, one can see it would affect the American people in more ways than one. Certain programs and agencies are greatly needed in order to guard this country from infectious diseases and keep the public healthy. These programs and agencies are provided for the simple reason to lessen the stress on

Americans. If the CDC, WIC, FDA were to become completely non-funded, there would be higher risk for malnutrition and infectious diseases in this country. The CDC, WIC, and FDA provide Americans with safe nutritional programs, food, medication, environmental safety and an easier mind frame.

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FLO 1_Artifact #19b: Fall 2013 ENC 1101 (C MLA Grade)

The following student essay is from a fall 2013 ENC 1101 class. This student's essay received a "C" for MLA use as there were no more than five (5) MLA mistakes in the essay and works cited page.

Name Redacted

Zachary Hyde

ENC 1101

11 December 2013

Colleges and Affirmative Action: Looking At Race/Ethnicity As A Criterion For
Admission

When prospective students apply to college there are many qualifications they must meet. A few examples of these qualifications would be SAT/ACT scores, high school GPA, and extra curricular activities. Another criteria many colleges look at is race/ethnicity. Merriam-Webster defines Affirmative Action as an active effort to improve the employment or educational opportunities of members of minority groups and women. As a result of affirmative action, colleges have a certain quota to fill for minorities and women. This often results in colleges admitting minority students under lower standards than their non-minority counterpart. Colleges and Universities should stop using race/ethnicity as a criterion for admission because it results in reverse discrimination, competitively hurts minorities and lessens the value of a college degree.

In the name of Affirmative Action, many colleges have changed their admission criteria to include race. They do this in hopes to diversify their student bodies. In reality, these policies result in reverse discrimination and racial tensions. Many universities admit

minorities under lower standards than non-minorities. Sally Driscoll and Heather Newton wrote an article stating (Missing punctuation. Comma needed.) “The undergraduate affirmative admissions policy[at the University of Michigan] granted points to rate applicants and awarded extra points to applicants of racial and minorities backgrounds in order to boost their overall point total, thereby giving such applicants preferential admissions consideration.” For the sole reason of belonging to a minority ethnic group, African Americans and Hispanics were given an advantage. The extra points added to their admission score made up for the fact that they were under qualified in other areas such as their SAT/ACT scores or their high school GPA. Non-minority students had to have higher test scores and grades to make up for the fact that they would not be receiving bonus points for their race/ethnicity. This admissions policy resulted in reverse discrimination because preferential treatment was now being given to the minority group. It also resulted in an increase in racial tensions because non-minority students were starting to resent the fact that minority students got in under easier requirements. Another thing to consider is which minority groups deserve being recognized under Affirmative Action. Professor James Wilson from the University of California-Los Angeles wrote an article that criticized the minorities given preferential treatment under Affirmative Action:

In California, four Under-Represented Minority groups (URMs) are generically entitled to affirmative action: African Americans, Native Americans, Mexican-Americans and mainland Puerto Ricans. But on what grounds are Mexican-Americans on the list and other Hispanics numerous in California - Guatemalans, El Salvadorans, Cubans - not?

(3). California’s Affirmative Action policy is discriminatory even towards other minority

groups. Guatemalans, El Salvadorans, and Cubans make up an even smaller minority than Mexican-Americans and Puerto-Rican Americans, so why aren't they reaping the benefits of Affirmative Action? For a policy that in theory purports to be lessening discrimination, it seems to only be further permitting it.

Affirmative Action also competitively hurts minorities and results in high drop out rates. As a result of being admitted under lower standards, minority students tend to not perform as well as their non-minority counterpart. Professor of Economics at the University of Chicago Gary Becker states, "...[minorities] tend to rank at the lower end of their classes, even when they are good students, because affirmative action makes them compete against even better students"(3). The minority students admitted to these universities under lower standards are now competing with the higher standard, non-minority students for grades and class rankings. This often results in minority students feeling inferior to other students and having low self-esteem. It also results in a high minority drop out rate due to poor grades and lack of motivation. For this reason, many colleges when showing demographic data only show the freshmen class numbers. They only show these numbers because the freshman class has the highest number of minority students. However, if they were to show graduation statistics, the number of minority students would drop significantly because so many dropped or failed out over the course of the 4 years. As of 2010, 60% of white students earned a bachelor's degree within 6 years of starting college, while only 49% of Hispanic Students and 40% of black students do (Gonzalez).

If these minority students were admitted to a state school or community college on their own merits instead of race, they would fare better in college and professionally.

The last reason Affirmative Action should be eliminated is it lessens the value of a college degree. Affirmative Action is not the only reason for the lessening value of college degrees but it is certainly a contributing factor. More and more people are going to college now and a Bachelor's Degree is not worth what it was in the 1970s. It is easier to get into college and with Affirmative Action policies, unqualified students are being admitted to the top universities and programs. Professor Wilson from UCLA states, "Law and medical schools want to produce more attorneys and physicians of certain ethnicities, but they can only do this by denying [...] equal access to more talented applicants, thereby lowering the quality of the professionals they produce" (4). If colleges and programs based admission solely on merit, quality of the professionals produced would be so much greater than they are currently. It is not about having a "quota" of African American doctors or Hispanic lawyers. It is about having the most qualified professionals that people can actually trust. Many people have become weary of these professionals out of fear that they were subjected to lower standards when admitted to higher level programs like medical school (Becker 3).

Many supporters of Affirmative Action claim "that giving preference to minority applicants at colleges is no different from legacies—that is, giving preferences to children of alumni" (Becker 2-3). Affirmative Action policies and legacies are similar in the way that they both give preferential treatment to certain groups. However, being a legacy of a previously successful student can reflect a legacy's own performance at said university. Being a member of a certain ethnic group can not predict how successful a student will be.

Affirmative Action is just not effective at preventing discrimination. In fact, it increases racial tensions, hurts minorities, and creates lower quality professionals. The intentions of Affirmative Action are positive but in reality do much more harm than good. Instead of focusing on race, colleges should focus on socio-economic backgrounds. They also need to focus more on the long term. Admitting less qualified lower-income and minority students straight to state institutions is not effective at solving the problem of race and class inequality. Instead, these students should go to a tech school to learn a valuable skill or go to a community college and possibly transfer to a 4-year university. This will allow for more class mobility and success for less qualified individuals. If it becomes common practice to get an attainable education and job, minorities will have higher graduation rates and later generations would most likely be able to go straight to a 4-year university. Each generation will improve a little bit and what seems like an unattainable goal of racial equality will become more and more of a reality.

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FLO 1_Artifact #19c: Fall 2013 ENC 1101 (F MLA Grade)

The following student essay is from a fall 2013 ENC 1101 class. This student's essay received an "F" for MLA use as there were more than five (5) MLA mistakes in the essay and works cited page.

Name Redacted

Professor Hyde

(Missing Course Information in Heading)

8 Dec 2013

Research Paper

When thinking about abortion many people turn to their religion and go off facts from that. But religion is not a true reason that abortion should be outlawed. Instead of getting an abortion women should own up to there mistakes and put their baby up for adoption, there are also psychological and physical affects that abortion has on women as well.

Many people have been debating on whether or not abortion should be outlawed. One of the key points that people use is that in some cases when women become pregnant it is life threatening to them. But one percent of women actually get an abortion if it is life threatening to themselves. If abortion were to be outlawed there would be a loophole. If pregnancy were life threatening to the mother or her to her baby she would still be allowed to abort the baby. But in reality people want to abort their babies because they simply do not want to have a baby.

The other percentage are women who simply just do not want to have a baby, or are embarrassed by having a baby. According to website guttmatcher.com; (MLA

punctuation error. Needed a comma, not a semi-colon) “Forty-six percent of women who have abortions had not used a contraceptive method during the month they became pregnant.” Incorrect punctuation—omit period (guttmatcher). (Incorrect citation—though as the Works Cited page is incorrectly formatted, it is difficult to know the correct elements in the parenthetical notation.)The forty-six percent of women who had abortions were one hundred percent at fault for getting pregnant. They should have used contraception before having sex. For that reason they should own up to their mistakes and have the baby. There are 7.4 million women who are unable to have a child. Instead of getting an abortion women can put their unwanted babies up for adoption and also help a family that wants a baby.

Many people say after they get an abortion it follows them their whole lives. After getting an abortion there are physiological effects that women can experience. Women do at the beginning feel a sense of relief, but after that relief, they feel regret and guilt sometimes even for the rest of their lives. Jeanne Mohan from the *Illinois Times* tells a story about a friend of hers that had an abortion (Punctuation missing—colon needed.) “she unloaded a heavy burden she had long carried – a few years before she had chosen to abort her developing baby. She told me that not one day had passed that she did not think about her baby and regret her decision.” that is one of the many instances where abortion has followed women for many years of their lives. Other women have described symptoms of; post traumatic stress disorder, have had an increased use of drug use, and have even attempted suicide. Abortion is a something women should not take on lightly it can have major effects on a women’s psyche. Half of the women that have had an abortion have expressed some kind of negative reaction. According to the website

abortionfacts.com; (Incorrect punctuation. Comma needed.) “studies within the first few weeks after the abortion have found that between 40 and 60 percent of women questioned report negative reactions, 55% expressed guilt, 44% complained of nervous disorders, 36% had experienced sleep disturbances, 31% had regrets about their decision, and 11% had been prescribed psychotropic medicine by their family doctor.” (Incorrect punctuation. Omit period.) (abortionfacts). (Incorrect citation—though as the Works Cited page is incorrectly formatted, it is difficult to know the correct elements in the parenthetical notation.) The affects that abortion has on women are undeniable.

Like any other surgery abortion has possible physical complications. These complications can easily be avoided by having the baby and putting it up for adoption. According to the website *abortionfacts.com*; (Incorrect punctuation. Comma needed.) “over one hundred potential complications have been associated with induced abortion. "Minor" (Single quotation marks here for quotes inside quotes.) complications include: minor infections, bleeding, fevers, chronic abdominal pain, gastro-intestinal disturbances, vomiting, and Rh sensitization. The nine most common "major" complications are infection, excessive bleeding, embolism, ripping or perforation of the uterus, anesthesia complications, convulsions, hemorrhage, cervical injury, and endotoxin shock”(abortionfacts). (Incorrect citation. Also, needed block quoting.)

These risks along with the psychological risks are a huge price to pay. Another affect that abortion can have on a woman physically is that women are more prone to miscarriages. So if a woman wants to have a baby sometime down the line, she can have some issues trying to get pregnant. Part of a women’s nature is to have babies. If a women is unable to have a baby because of a previous mistake that can be very damageable.

The psychological and physical affects from abortion are undeniably extreme. There are many other alternatives when having a baby that are better then abortion. Over 7.4 million women wish to have a baby and cannot. Instead of getting an abortion women should own up to their mistakes and have the baby.

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Incorrect format; incorrect citations for works cited page; missing information in citations; incorrect format within citations.

FLO 1_Artifact #19d: Fall 2013 ENC 1101 (F MLA Grade)

The following student essay is from a fall 2013 ENC 1101 class. This student's essay received an "F" for MLA use as there were excessive MLA mistakes in the essay and works cited page. As previously stated in the ARP, excessive MLA mistakes are determined by missing citations in the works cited page for sources used in the essay or for missing sources in the essay that are cited in the works cited page (this latter error may also be considered plagiarism).

Name Redacted

Professor Hyde

ENC 1101

03 December 2013

Into the Dangers of Social Media

The use of social media throughout the past few years has become a rising trend among teens and young adults alike, it has been recognized as the new age of technology and it seems that millions around the world are becoming 'new users' each day.

Accompanying this new technology is a very dark and disturbing outcome that has made its way across many TV news stations and reports worldwide, outcomes such as cyber bullying, internet stalking, and in some extreme cases even murder. A downside of this trend is how comfortable users have become using these social media sites and posting very private and sensitive information to others online. Users fail to realize what can be done with their information that they so willingly post on their social media profiles without considering what other users may do with it. With newer social networking sites always on the rise users are quick to jump from website to website to keep up with this ever growing virtual world.

A new term which has stemmed from one of the many dangers of social media is a term we all know as cyber bullying. Cyber bullying is the act of bullying using electronic technology and communication tools such as social media, chats, and websites to attack another user with threats, taunts, embarrassing pictures or videos, and even fake profiles. A survey done by Youth Risk Behavior Surveillance in 2011 finds that 16% of high school student's grades 9-12 were electronically bullied that past year. (Improper use of quotation.) Since 2011 the rise of cyber bullying and victims of cyber bullies has only continued to increase with more common stories of teens doing unthinkable acts over this form of bullying. Unfortunately it seems that in few cases teens decide to end their life over this form of bullying which some users may not be able to cope with as well as others.

There are many different aspects to cyber bullying when it comes to how a user decides to attack their online victim. Many older teens seem to use sexting as a tool to cyber bully, sexting being the act of sending sexually explicit pictures or messages via electronic devices. Many victims are usually betrayed by their partner or fellow peers who they shared this type of sensitive information with and end up having their sexting photos or messages plastered on social media websites. Statistics from a survey done by "Sex and Tech" conclude that overall 20% of teens admit that they have sent or posted a semi-nude or nude photo of themselves online. (Improper use of source.)

A more typical form of cyber bullying appealing towards younger teens is much more verbal, attacking their victim with what they feel to be all of the victim's shortcomings to their knowledge. Social media has introduced a feature which allows users the option of having anonymous messages from other users delivered to them. Features such as

anonymity allows cyber bullies to hide and make discovering the cyber bully a much more harder task to accomplish.

Consequently another dark side of social media coming to light is known as cyber stalking, it is defined as a user being harassed by another user specifically via a social media website. The cyber stalker seeks to have complete control over their victim using threats, emotional harassment, and criminal manipulation, some even going after family members and close friends of the victim. A cyber stalker can be anyone from a close friend or former partner but is most commonly a complete stranger according to a research done by Bedford University. Cyber Stalking (**Improper use of source. Also, unclear which source is referenced here.**) is not far from cyber bullying but is much more advanced in where the cyber stalker picks one individual to prey on and usually has no intention of going after this person outside of the internet world. With so much of user's sensitive information being only several clicks away cyber stalkers have much more advantage against their victims as well as anonymity making it easier to conceal their identity.

Cyber stalkers intentions may also be to steal another user's identity and use it as their own, in a way to create a whole new life for themselves in the internet world. Examples of these types of scenario have played out on a hit show from MTV called *Catfish*, typically on that show a guest is trying to discover if an online user they fell in love with is actually who they say they are. In many cases the "catfish", which is the term the cyber stalker is referred to on this show, turns out to be a completely different person than who they claim to be online. This type of cyber stalker does not seek to harass or threaten their victim but instead to be a different version of them. Although not much

research is put in to this type of cyber stalking stories of men and women finding their own pictures with different names and profiles with completely different lifestyles than their own is becoming more common. Another problem with this type of stalker is that locating their true identity proves much harder with their constant use of fake names and no real identity of themselves. It is also difficult for authorities to come after these cyber stalkers since legally they are not doing anything incriminating such as stealing another user's bank information, social security, etc.

This next danger arising from social media is one that seems to happen in much more extreme cases, that being murder. Angry online users taking arguments beyond the computer screen is a common factor of these types of social media murders. In very few cases very real murder threats were posted on social media sites, which to other users may have been nothing but a mere threat, and in end resulted in actual brutal murders. Although no actual statistics of how many murders social media is linked with, there are few too many stories of how social media has come in to play with reported murders. Jealous exes, angry best friends, and those seeking for the thrill to kill have all chosen social media to use as an excuse for their monstrous behavior or guide to find their victim. Multiple stories have surfaced of user's who have become infatuated with the wrong person via social media website or dating website and end up becoming the victim of their love interest instead.

Victims of this type of gruesome encounter would more than likely not have thought that a mere Facebook altercation or Craigslist post would lead to the end of their life. Those just looking for the significant other of their dreams would not have thought twice about meeting a person they believed to be the love of their life. Although many of

these altercations may have started off innocent or jokingly they all took a twisted turn with the same murderous end. Many of the murders being connected to social media seem not to be highly publicized, which would make people believe that it is not a danger an online user should fear, but surely it should be. Any decision a user decides to take online whether it is what they decide to post or a stranger they decide to meet from online should be taken seriously. Murder because of social media should be an eye opener to those who decide to take part in, or let their child become a part of this scary internet world.

Although many dangers can come from social media, there are also plenty amounts of good opportunities that can arise from this internet world. A few users of website YouTube have become quite famous on the internet world solely for entertaining their online fan base with videos of their life or videos of special talents they choose to share. Social media connects far away relatives or school friends with pictures and little snippets of the user's life that otherwise may be missed out on due to distance. Dangers can also be easily avoided by parents monitoring the usage of their child's online habits as well as monitoring other users their child allows to have as friends on these social media sites. Users should take caution when allowing other users to become their friend on these social media accounts to avoid any form of cyber stalking, caution should also be taken on what is posted to avoid any other dangers that may arise.

Social media does not seem like all it has cracked up to be which surely the intention of this invention was merely innocent and meant for good. It is quite unfortunate that this source of connection which allows users to voice their opinions and express their individuality has become a scary place where user's intentions are not

nearly the same as others. This technology that now seems so dark and disturbing that has made its way to media outlets worldwide for cyber bullying, internet stalking, and even murder makes it much harder to trust social media. Users are almost putting their life and their reputation on the line each and every time they click “post” or “share” whether it be on Facebook, Twitter, Instagram, etc. The fascination of online users being able to have full access to another user’s life just by all they post online has started to take a scary toll as to why people even go online anymore.

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Formatting errors for citations. No documentation of sources in the essay. Missing sources in essay from Works Cited page, which could be considered plagiarism.