

**ENGL 1010, sections 18 & 22** (3 credits)  
Fall Semester 2006  
MWF 10:00 a.m. – 10:50 a.m.; 11:00 a.m. – 11:50 a.m.  
MCD 209 & 204

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## SYLLABUS

### REQUIRED TEXTBOOK

Axelrod, Rise B., and Charles R. Cooper. The St. Martin's Guide to Writing. 7<sup>th</sup> ed. Boston: Bedford / St. Martin's, 2004. (ISBN: 0312400527)

### REQUIRED MATERIALS

- Access to a college-level, academic dictionary and thesaurus to use while writing. You will also need to use these during in-class writing and exams.
- Access to a computer (activate your student account and email today)
- Access to a stapler
- 2 – 3.5" diskette or write-able CD (one to use, one to back-up)
- Spiral-bound notebook or loose-leaf notebook paper for in-class writing and note-taking
- Folder to store all handouts, exercises, and completed assignments
- 1 "blue book" for mid-term and final exams (purchase at the DSC Bookstore)

### COURSE DESCRIPTION

English 1010 is designed to help students improve their writing so they can meet communication demands in college, on the job, and in the community. The course also emphasizes development of critical thinking and reading abilities.

The course will provide students with frequent opportunities to read, write, discuss, and revise expository writing, and to a lesser extent persuasive and narrative writing, including description, process analysis, comparison/contrast, argumentation, and scholarly tone. An assortment of readings, viewings, exercises, essays, lectures, and discussions will focus on writing principles such as thesis, unity, organization, beginnings and endings, grammar, usage, sentences, paragraphs, transitions, tone, basic research methodology and sources, and the proper use of the ideas and words of others.

Students must have already successfully completed LIB 1010 or be concurrently enrolled in LIB 1010 to be eligible to enroll in English 1010.

To be eligible to enroll in ENGL 2010, a student must earn a grade of "C" or higher.

### OBJECTIVES

Upon completing English 1010, students should be able to:

1. Understand the importance of correctly assessing the relationship of the writer to his or her audience and purpose, and be able to identify different rhetorical styles and tones.
2. Understand the value of undertaking the writing process early and in stages, including planning, brainstorming, organizing, draft writing, revising, editing, and proofreading.
3. Carefully choose and restrict the subject and create a precise central purpose and thesis statement that will control the selection, arrangement, and presentation of material.
4. Use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole.
5. Write unified, coherent, and developed paragraphs and essays that effectively use topic sentences, repeated key terms, synonyms, pronouns, parallel structure, and transitions.
6. Compose introductory paragraphs that get the reader's attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
7. Compose concluding paragraphs that re-emphasize the main point, summarize the findings, and give a sense of closure.

8. Recognize and avoid fragments, run-ons, faulty modifiers, and subject/verb and pronoun/antecedent agreement problems.
9. Demonstrate mastery of conventional punctuation and mechanics used in standard written English.
10. Demonstrate a reasonable awareness of style, emphasis, and sentence variety.
11. Develop competency in completing college-level writing assignments.
12. Identify the writer's purpose / thesis, and understand the writer's organization and structure.
13. Recognize the writer's tone and create appropriate academic tone in writing.
14. Assess the writer's presentation of detail in support of a main idea.
15. Analyze the writer's possible underlying assumptions and biases.
16. Construct useful outlines to guide the writing process.
17. Compose effective and instructional titles.
18. Assess researched information critically and be able to incorporate outside sources into a paper, including a thorough understanding of plagiarism and how to avoid it; the correct use of paraphrases, summaries, and quotations; the introduction of quotations and paraphrases; the use of quotation marks, brackets, and ellipses; the formatting of long quotations; the blending of quotations into paraphrases; and the proper forms for documenting and citing sources. This will be accomplished in conjunction with the modules, assignments, exercises, and quizzes in LIB 1010.

## **WRITING REQUIREMENTS**

By the end of English 1010, students will have written 4,500 – 5,000 words, distributed over one research essay, four shorter writing assignments, and one in-class essay examination. Students will have frequent opportunities to invent, create, organize, draft, revise, edit, and proofread. Writing assignments will vary in purpose, format, and length. The instructor will regularly intervene during stages of the writing process.

## **READING**

Reading and writing are interdependent, reciprocal, and parallel processes of communication. The two most important skills needed for success in college are the ability to read and write effectively. Appropriate and relevant reading assignments from the textbook(s) will be assigned in conjunction with the opportunity to make use of outside sources. We will spend some time in class discussing reading skill development, especially the close reading often required in academic settings.

## **RESEARCH**

Information literacy skills are integral in successfully completing most college courses. This class, in conjunction with LIB 1010, will provide students with the training and opportunity to define an information need; locate and access information; critically evaluate information sources and content; and incorporate information into writing using the techniques of quotations, paraphrases, and summaries as well as proper citation formats. These topics will be concomitantly covered in LIB 1010, and this process will continue in English 2010.

## **EXPECTATIONS OF STUDENTS**

In addition to respecting the instructor, fellow students, and the process of writing as well as the larger one of education, students in English 1010 are expected to:

1. Attend all classes;
2. Arrive on time, remain for the entire class, and be attentive in class;
3. Be prepared, participate when requested, submit assignments on time;
4. Bring appropriate textbooks, assignments, and other materials;
5. Maintain politeness and civility toward instructor and fellow students;
6. Save all your work throughout the semester--you may be asked to resubmit items;

7. Turn off cellular phones during class;
8. Meet with the instructor individually in scheduled conferences, if requested;
9. Renounce any attitude of entitlement to a certain grade--avoid negotiating for grades or special treatment;
10. Separate your ego from the learning process;
11. Plan to devote several hours per week to this course: a normal ratio is 2-3 hours of outside work for each hour spent in the classroom.
12. Make back-up copies of papers and other assignments on a separate 3.5" diskette. Computer or printer problems are not an acceptable excuse for late submission of assignments. Diskettes and printers are often temperamental. Do not wait until the last minute to print your paper. Always make a back-up copy in a separate medium. Save early and save often;
13. You may be asked to complete exercises additional to those assigned in class to correct specific problems or deficiencies in your writing. There will be no additional credit for these exercises, but if assigned, they are required.

## **TARDINESS, ABSENCES & LATE WORK**

Students must arrive to class on time and remain for the entire period. Arriving late or leaving early is disruptive, and the instructor reserves the right to adjust your grade if you do not adhere to this policy.

Excessive absences are also unacceptable, and the instructor reserves the right to lower your grade by up to one full level for missing too many class periods. If you choose to be absent from class on a date an assignment is due, assignments must still be submitted by the beginning of the class period. If you do choose to be absent, it is your responsibility to meet with me before the next scheduled class to retrieve materials you may have missed, receive assignments, pick up returned work, etc. It is also your responsibility to find a classmate to work with regarding class notes.

Students should expect to complete their work according to the assignment schedule. Late work will be treated in this manner:

- Grades for late assignments will be reduced by 25% for each day late.
- Essays submitted late will be penalized one letter grade for each of the first two days and not be accepted after two days.
- Exams may not be taken early, and no make-up exams will be given.
- No make-ups are permitted for in-class activities.

*NOTE:* See the college "Attendance" policy (5-23) for information on other issues related to attendance, including absences from class for college-approved activities. Go to [www.dixie.edu](http://www.dixie.edu) > Faculty & Staff > Human Resources > Policies & Procedures > Student..

## **GRADING**

Learning is hard work. Seek pleasure and reassurance in difficulty. Pain and discomfort are inherent elements of learning. Learning for its own sake (not for a job or any other seemingly practical purpose) is the foundation of a general college-level education. If this is unacceptable, perhaps you are in the wrong place. My task is to evaluate your work and to indicate its level according to a set standard. If you work hard and fulfill all the assignments in this course, you stand to improve your writing. Missing class will result in an inability to comprehend the covered material, which then will affect your performance on related exercises and subsequent exams. It is my experience that students who miss class receive lower grades. **No extra credit work will be accepted.**

Grading will be based on an accepted standard for writing skills. The following items will comprise the final grade:

- One research essay with revisions;**
- Midterm and final examinations;**
- Shorter writing assignments and revisions;**



Paragraphs	(100 pts)		
Paragraph Transitions	(100 pts)		
Coordination / Subordination	(100 pts)		
Parallelism	(100 pts)		
Punctuation 1	(150 pts)		
Punctuation 2	(150 pts)		
Plurals / Possessives	(100 pts)		
Rhetorical Styles	(100 pts)		
Research Log	(100 pts)		
Plagiarism	(100 pts)		
Working Bibliography	(100 pts)		
Research Essay Outline	(100 pts)		
Peer Review 1	(100 pts)		
Peer Review 2	(100 pts)		
Peer Review 3	(100 pts)		
<i>Total Possible Points</i>	<b>1,900</b>	<i>Total Earned Points</i>	<i>Multiplied by .15</i>
<b>BRIEF WRITINGS</b>	<b>45 %</b>		
Writing #1 <b>Remembering Events</b>	(100 pts)		
Writing #1 Revision	(100 pts)		
Writing #2 <b>Explaining a Concept</b>	(200 pts)		
Writing #2 Revision	(200 pts)		
Writing #3 <b>Interpreting Stories</b>	(200 pts)		
Writing #3 Revision	(200 pts)		
Writing #4 <b>Compare / Contrast</b>	(300 pts)		
Writing #4 Revision	(300 pts)		
Introductions	(250 pts)		
Business Letter	(100 pts)		
Paraphrasing	(150 pts)		
Annotated Bibliography	(250 pts)		
<i>Total Possible Points</i>	<b>2,350</b>	<i>Total Earned Points</i>	<i>Multiplied by .40</i>
<b>RESEARCH ESSAY</b> (100 pts)	<b>15 %</b>	<i>Earned Points</i>	<i>Multiplied by .15</i>
<b>MIDTERM EXAM</b> (100 pts)	<b>15 %</b>	<i>Earned Points</i>	<i>Multiplied by .15</i>
<b>FINAL EXAM</b> (100 pts)	<b>10 %</b>	<i>Earned Points</i>	<i>Multiplied by .15</i>
<b>TOTAL POINTS (add figures in last column)</b>			<b>/ 100%</b>

## PLAGIARISM

Plagiarism is the use of someone else's work or ideas without attribution. Plagiarism in any amount or form is not tolerated in this course. The instructor has the right to issue a failing grade on the assignment; issue a failing grade for the class; withdraw the individual from the class; involve the Department Chair, Dean, and/or Academic Vice-President; require punitive assignments or other compensatory work; or implement any combination of the above. In addition, occurrences of plagiarism are greatly disturbing not only because they are disrespectful of the course and the process we are undertaking, namely for you to learn to write, but also because plagiarists disregard the hard work their classmates are performing. As diligent class members struggle to improve their writing, often with incredible work and dedication, the plagiarist finds it adequate to steal material. I am concerned with the impact such actions have on your character and future as well as the contempt it shows toward your personal education and your peers who choose to engage in honest scholarship and academic exertion.

## CHEATING

Forms of cheating prohibited in the *DSC Student Rights and Responsibilities* include:

- 5.33.5.1.4.7 Substituting for another student or permitting any other person to substitute for oneself to take a test or complete an assignment.
- 5.33.5.1.4.8 Plagiarism, which is the unacknowledged (uncited) use of any other person or group's ideas or work. This includes purchased or borrowed papers.
- 5.33.5.1.4.9 Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.

## PAPER FORMAT

Each page of writing should be double-spaced in Times Roman font, size 12, with 1" margins on each side. If any assignment is over one page, all pages must be stapled together in the upper-left corner. The appropriate MLA format will be required, including the running header. Works Cited and other non-text pages do not accumulate toward a page total. **Written work must be submitted in the appropriate format. The instructor reserves the right to not accept written work that is not correctly formatted.** See "MLA Format" below for instructions and an example of MLA style.

## DISABILITIES

If you are a student with a medical, psychological, or learning disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center, Room 201. The Disability Resource Center will determine the eligibility of a student requesting special services and the appropriate accommodations related to his/her disability.

## WRITING CENTER

The Writing Center is located in the basement of the Browning Building. This building houses the Testing Center on the main floor. The Writing Center staff members are DSC students who are trained to assist their fellow students with writing assignments in any course. You can also submit papers for review via email. For hours of operation and more information, please call 652-7815.

## LIBRARY

Several assignments mandate the use of library resources. Library hours this semester are

<b>Monday – Thursday</b>	<b>8:00 a.m. – 9:45 p.m.</b>
<b>Friday</b>	<b>8:00 a.m. – 4:45 p.m.</b>
<b>Saturday</b>	<b>10:00 a.m. – 4:45 p.m.</b>
<b>Sunday</b>	<b>3:00 p.m. – 7:45 p.m.</b>

## DSC OWL

Students may find useful the materials available at Professor Ed Reber's Online Writing Lab (OWL). To access this resource, go to [www.dixie.edu](http://www.dixie.edu) > Academic > Online Writing Lab (OWL).

### COURSE SCHEDULE – FALL 2006

<b>DATE</b>	<b>CLASS TOPIC(s)</b> (students should expect to spend class time taking notes, participating in discussions, and completing in-class assignments; arrive with an attentive mind and an	<b>READINGS</b> (should be read before class on the day listed)	<b>ASSIGNMENT(s) DUE</b> (remember, assignments are due at the beginning of class; assignments submitted after the beginning of class may be considered tardy)
Wednesday Aug. 23	Introduction / Syllabus Formatting Papers (MLA)		
Friday Aug. 25	“Remembering Events” <i>Assign Writing #1</i>	Ch. 2	
Monday Aug. 28	Essay Elements Titles Prewriting	Ch. 11	<b>Writing #1</b>
Wednesday Aug. 30	Thesis Statements Audience, Purpose and Tone	H-55-57	<b>Titles</b>
Friday Sept. 1	Academic Reading Skills: Outlining Revising / Editing	Ch. 12	<b>Thesis Statements</b>
Monday Sept. 4	LABOR DAY		
Wednesday Sept. 6	“Explaining a Concept” <i>Assign Writing #2</i>	Ch. 5	<b>Writing #1 Revision</b>
Friday Sept. 8	Paragraphs: Unity and Development	pp. 613-17	<b>Outlining a Reading</b>
Monday Sept. 11	Peer Review		<b>Writing #2</b>
Wednesday Sept. 13	Paragraphs: Coherence	pp. 617-22	
Friday Sept. 15	Paragraphs: Transitions	p. 615	<b>Paragraphs</b>
Monday Sept. 18	“Interpreting Stories” <i>Assign Writing #3</i>	Ch. 10	<b>Writing #2 Revision</b>
Wednesday Sept. 20	Sentences: Clarity and Economy	H-48-55	<b>Transitions</b>
Friday Sept. 22	Sentence Variety: Coordination / Subordination		

Monday Sept. 25	Peer Review		<b>Writing #3</b>
Wednesday Sept. 27	Sentence Variety: Parallelism		<b>Coordination / Subordination</b>
Friday Sept. 29	Sentence Punctuation: Commas, Semi-Colons, and Colons	H-58-75	<b>Parallelism</b>
Monday Oct. 2	“Compare / Contrast” <i>Assign Writing #4</i>	Ch. 18	<b>Writing #3 Revision</b>
Wednesday Oct. 4	Sentence Punctuation: Commas, Semi-Colons, and Colons		<b>Punctuation 1</b>
Friday Oct. 6	Plurals, Possessives, and Confusables		<b>Punctuation 2</b>
Monday Oct. 9	Review for Midterm Exam		<b>Plurals / Possessives</b> <b>MIDTERM EXAM</b> (available in Testing Center Oct. 9 – Oct. 11)
Wednesday Oct. 11	Rhetorical Styles & Paragraphs	(Chs. 14-19)	<b>Writing #4</b>
Friday Oct. 13	SEMESTER BREAK		
Monday Oct. 16	Rhetorical Styles & Paragraphs		
Wednesday Oct. 18	Discuss Midterm Exam		<b>Rhetorical Styles</b>
Friday Oct. 20	Introductions/Conclusions		<b>Writing #4 Revision</b>
Monday Oct. 23	Introduce Research Essay <i>Assign Research Essay</i>	Ch. 21	
Wednesday Oct. 25	Business Letters / Memos <i>Assign Business Letter</i>		
Friday Oct. 27	Integrating Source Material <i>Assign Introductions</i>	Ch. 22	<b>Introductions</b>
Monday Oct. 30	Integrating Source Material		<b>Business Letter</b>
Wednesday Nov. 1	Citing Sources		<b>Research Log</b>
Friday Nov. 3	Plagiarism		<b>Plagiarism (in class)</b>
Monday Nov. 6	Annotated Bibliographies <i>Assign Annotated Bibliography</i>		<b>Working Bibliography</b>
Wednesday Nov. 8	Paraphrasing		
Friday Nov. 10	Paraphrasing		<b>Paraphrasing</b>
Monday Nov. 13	Paraphrasing		<b>Annotated Bibliography</b>

Wednesday Nov. 15	In-Class Consultations		<b>Research Essay Outline</b>
Friday Nov. 17	In-Class Consultations		
Monday Nov. 20	In-Class Consultations		
Nov. 22-24	THANKSGIVING BREAK		
Monday Nov. 27	In-Class Consultations		
Wednesday Nov. 29	In-Class Consultations		
Friday Dec. 1	In-Class Consultations		
Monday Dec. 4	Peer Review		<b>Research Essay (Complete, including Works Cited)</b>
Wednesday Dec. 6	Prep for Final Exam Writing Under Pressure	Ch. 23	<b>Final Draft Research Essay</b>
Friday Dec. 8	<b>FINAL EXAM – Part 1</b>		
<p><b>FINAL EXAM – Part 2</b></p> <p><b>ENGL 1010-18, 10:00 am MWF class:      Monday, Dec. 11 – 9:30 am – 11:30 am</b></p> <p><b>ENGL 1010-22, 11:00 am MWF class:      Wednesday, Dec. 13 – 10:00 am – 12:00 pm</b></p>			

*This schedule and the list of assignments is a plan for this class. Changes and substitutions will probably become necessary and should be expected.*

## MLA Format for College Writing Assignments

### Paper

Use white, at least twenty-pound, 8 ½ by 11-inch paper. Printing should be performed on an ink jet or laser jet printer in black ink.

### Margins

Except for page numbers (see below), leave one-inch (1") margins all around the text of your paper -- left side, right side, and top and bottom. This is not the default in word processing programs; you will need to reset the margins. Paragraphs should be indented half an inch (or one Tab); set-off quotations should be indented an inch from the left margin (or two Tabs).

### Line Spacing

The *MLA Guide* says that "the research paper must be double-spaced," including quotations, notes, and the list of works cited. Therefore, everything is double-spaced. There are no extra lines between paragraphs.

### Font

Your paper should be written in size 12 Times-Roman font. This is a specific request of your instructor.

### Heading

Your paper does not need a cover page. At the top of the first page, at the left-hand margin, type your name, your instructor's name, the course name and number, and the date -- all on separate, double-spaced lines.

### Title

Then double-space again and center the title above your text. (If your title requires more than one line, double-space between the lines.) Double-space again before beginning your text. **Important:** The title should **not** be underlined, in **bold text**, or in CAPITAL LETTERS. Capitalize the title according to the conventions you'll be taught in this class (see example below). Titles might end with a question mark if that is appropriate, but not in a period. The subtitle is separated from the title with a colon, but not if the title ends in a question mark.

### Running Header with Page Numbers

Most word processing programs provide for a "running header," which you can set up as you create the format for the paper, at the same time you are establishing things like the one-inch margins and the double-spacing. Number your pages consecutively throughout the manuscript (including the first page) in the running header. Type your last name before the page number. Make sure the page-number is flush with the right-hand margin of your text. Do not use the abbreviation p. or any other mark before the page number.

### How to set up a running header in MS Word:

View > Header & Footer > Type last name, then a space, then click the # sign in the toolbar. Right justify. Close

### Spacing Between Words

In general, leave one space between words and one space after every comma, semi-colon, or colon. Traditionally, two spaces are required at the end of every sentence whether the sentence ends with a period, a question mark, or an exclamation mark. Although it is not wrong to leave two spaces after a period, it is also quite acceptable today to leave only one space after each punctuation mark. However, a space should never be left in front of a punctuation mark; for example, the following would be incorrect: "Why me ? "

### Template

**The easiest way to complete writing assignments in proper MLA format is to set up a template within your word processor. Save this template on a disk. Then each time you need to write an assignment,**

**just open the template and “Save As” a separate document labeled Writing #1 or whichever assignment you are working on.**

**Finally**

Sheets of paper should be stapled at the upper left-hand corner. NEVER hand in your paper in loose sheets even if the sheets are neatly placed in an envelope or folder. The condition of the paper you hand in is an indication of the respect you have for yourself and the respect you have for your education. Before handing in your paper, ask yourself, "Is this the very best that I can do?" I am under no obligation to accept written work that does not conform to this format.

Examples of the first page, successive pages, and a works cited page follow.

Cindy Smith

Ms. Talman

English 1010

12 Oct. 2004

Title: Subtitle

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Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. In fact, Darl rules, argued the author of "The War of the Words: Revamping Operational Terminology for UFOs" (Raimer 55). Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

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After a careful reading of The Dollmaker, the conclusion can be reached that Darl knows all (Arnow 225). Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat, wrote Frank in “The Wild, Wild West” (180). Duis aute irure dolor in reprehenderit nostrud exercitation ullamco laboris aliquip ex ea commodo consequat in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Darl is fantastic, according to the author of an article in *Applied Linguistics* (Flanigan 144). Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

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Works Cited

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