

Course Outline of Record

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Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: College Composition

Subject Area/Course Number: ENGL-100

Institutional Student Learning Outcomes

Implementation date: Spring 2007

The development of institutional SLOs is overseen by the Teaching and Learning Project in collaborations with the General Education Committee, the Occupational Education Committee, the Developmental Education Program, the Student Services Advisory Committee, and the faculty and staff representing the Library & Learning Support Services.

Check the institutional student learning outcomes (or category of outcomes) below that are reflected in your course:

- General Education SLOs (Recommended by GE Committee)**
At the completion of the LMC general education program, a student will:
1. read critically and communicate effectively as a writer and speaker.
 2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 3. think critically and creatively
 4. consider the ethical implications inherent in knowledge, decision-making and action.
 5. possess a worldview informed by diverse social, multicultural and global perspectives.
- (Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)
- Occupational Education SLOs (Recommended by Occupational Education Committee)**
At the completion of the LMC occupational certificate or degree, a student will:
1. Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
 2. Apply **critical thinking** to research, evaluate, analyze and synthesize information.
 3. Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
 4. Appropriately apply **industry materials and technology**.
 5. Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.
- (Individual certificates or degree programs in occupational education may adopt some or all of these SLOs. Please check all those that apply to this course.)
- Developmental Education SLOs (Recommended by Developmental Education Committee)**
At the completion of the LMC Developmental Education Program, a student will:
1. Demonstrate the skills necessary for the first transfer level courses in English and Math or for the English and Math competencies for the Certificate of Achievement.
 2. Think critically to construct meaning and solve problems.
 3. Read with comprehension.
 4. Communicate effectively both in writing and orally.
 5. Demonstrate the characteristics, habits, and attitudes of an effective learner.
- Student Services SLOs**
1. LMC students will demonstrate proficiency in the use of college on-line services.
 2. LMC students will demonstrate proficiency in self-advocacy.
- Library and Learning Support Services SLOs**
LMC students utilizing various Library and Learning Support Services will:
1. access and effectively utilize available campus Library and Learning Support Services.
 2. apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
 3. demonstrate information competency skills needed to meet the research demands of academic course work and life long learning.
- None of the Above**

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Program-Level Student Learning Outcomes (PSLOs)

1. Read independently for a variety of purposes in college-level materials.
2. Read using a critical thinking, problem-solving approach.
3. Respond coherently to text in critical, creative and personal ways.
4. Write logical, coherent, developed academic essays.
5. Use writing independently as a tool for learning and communicating.
6. Engage in writing as a recursive process.
7. Observe, monitor and evaluate strengths and weaknesses, then apply feedback to improve skills and learning.
8. Use college resources to expand learning effectiveness.

Course-Level Student Learning Outcomes (CSLOs): What abilities will the student have at the end of this course?

Students who successfully complete English 100 can:

A) Comprehend, summarize, respond thoughtfully to, analyze, critique and synthesize college-level readings. (PSLOs 1,2)

B) Write clear, organized, convincing, in-depth thesis-driven academic essays which synthesize several sources, demonstrating engagement in a full and productive reading, thinking, and writing process. (PSLOs 3, 4, 5, 6, 7)

C) Think critically at a college level. They can describe and evaluate arguments, recognize bias, identify and avoid logical fallacies, and think critically as part of their own reading and writing process. They can fairly consider and be articulate about points of view different from their own, such the perspectives of people different from themselves in ethnicity, race, gender, class, language, nationality, sexual orientation, religion, or political beliefs. (PSLOs 1, 2, 3, 7)

D) Conduct basic research using library tools, and can use that research as part of the writing (thinking, and reading) process for major essays. (PSLOs 1, 2, 3, 6, 8)

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CSLO Assessment Criteria:

A.) To demonstrate the ability to comprehend, summarize, respond thoughtfully to, analyze, critique and synthesize college-level readings, students will complete various assignments such as the essays, summaries, reading responses and critiques. Their work will be assessed by the following criteria:

- accurate identification of author's thesis and major supporting points, organizational elements such as the introduction, body paragraphs, transitions, and conclusions, and rhetorical strategies used in readings, such as illustration, definition, cause and effect, classification, comparison and contrast, argument, etc
- ability to effectively use a variety of strategies to enhance reading comprehension such as: previewing, questioning, skimming, and metacognitive strategies such as comprehension monitoring, annotating, etc.
- accurate or insightful identification of similarities and differences in themes, concepts, and language use among several texts (simple synthesis)
- ability to effectively evaluate an argument by applying knowledge of the most common logical fallacies (such as false analogy, personal attack, strawman, bandwagon, circular reasoning, loaded language, appeal to emotion, non sequitur, false cause, either/or, hasty generalization, inappropriate authority, etc.) as well as ability to avoid such fallacies in writing.
- accurate identification and explanation of an author's purpose by examining tone, voice and audience
- ability to make accurate inferences from ideas implied in a text.

B.) To demonstrate their proficiency in writing clear, organized, convincing, in-depth thesis-driven academic essays which synthesize several sources, as well as their proficiency in engaging in a full and productive reading, thinking, and writing process, students will produce at least 32 pages of formal, typed, double-spaced writing that draws upon the readings, especially thesis-driven academic essays. Their work will be assessed by the following criteria:

- ability to formulate a coherent working thesis (controlling idea/purpose) for their essays and refine/clarify it as they move through the writing process
- ability to effectively use prewriting techniques (brainstorming, freewriting, clustering listing, journals) to generate ideas for their essays, as well as ability to evaluate and revise essay drafts and respond effectively to feedback
- ability to effectively support their general ideas (as expressed in the thesis and topic sentences) with adequate specific ideas: examples, illustrations, statistics, reasons, anecdotes, quotes from sources, as well as explanation of HOW and WHY the specific ideas they provide support their position
- effective and convincing analysis, interpretation and synthesizing of information they present in their papers
- correct incorporation of quotes from in-class readings and outside sources into their essays by using MLA documentation, thereby demonstrating avoidance of plagiarism
- ability to use concession and rebuttal skillfully in order to take on opposing viewpoints and strengthen their thesis

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- engaging and authentic discourse in academic writing, e.g. creative thinking, going beyond standard paraphrases and superficial analysis to greater depth and significance
- logical organization of ideas through appropriate academic essay structure (introduction, body paragraphs, conclusion) that both guides their reader and further emphasizes the point they wish to make.
- ability to write coherent paragraphs headed by clear, appropriate topic sentences that address an aspect of the thesis.
- ability to compose error-free, grammatically correct, syntactically mature sentences.

C) To demonstrate their ability to describe and evaluate arguments, recognize bias, identify and avoid logical fallacies, and think critically as part of their own reading and writing process, as well as their ability to fairly consider and be articulate about points of view different from their own, students will complete assignments such as essays, summaries, reading responses, critiques, reading journals, and oral presentations. Their work will be assessed by the following criteria:

- ability to effectively identify and analyze arguments being made in a variety of texts, as well as evaluate arguments for their strengths and weaknesses as part of their reading, class discussions, and essay-writing work
- correct identification of logical fallacies such as false analogy, personal attack, straw man, bandwagon, circular reasoning, loaded language, appeal to emotion, non sequitur, false cause, either/or, hasty generalization, inappropriate authority in written material, and avoidance of such fallacies in their own writing
- demonstrated use of critical thinking as part of the writing process, in formulating a thesis, prewriting, writing, and revising the major essays
- demonstrated ability to fairly consider and be articulate about points of view different from their own, such the perspectives of people different from themselves in ethnicity, race, gender, class, language, nationality, sexual orientation, religion, or political beliefs.

D) To demonstrate their ability to conduct basic research using library tools, and to use that research as part of the writing (thinking, and reading) process for major essays, students will do research activities as well as an argumentative research essay. Their work will be assessed by the following criteria:

- Effectively search and evaluate LMC library resources, including the electronic databases
- Effectively search and evaluate Internet resources.
- Effective integration of sources in essays, using quotes (long and short) and paraphrasing, using MLA conventions
- Avoids plagiarism by synthesizing ideas and quotes from sources (whether given by the instructor, or researched by the student)
- The argumentative research paper will demonstrate that students can effectively find their own sources

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Assessments:

CSLOs A & C: Essays, summaries and other short writing assignments, in-class activities (e.g. oral presentations). These assignments require students to think critically and creatively about the material they read, identify major and supporting points, discuss similarities and differences between reading selections, evaluate authors' arguments, and make inferences from implied ideas in texts. They also require students to describe and evaluate arguments, recognize bias, identify and avoid logical fallacies, and to consider and be articulate about points of view different from their own.

Sample Reading Response:

Discuss connections between the Lies My Teacher Told Me chapters from Weeks 10-12 (class in America, depictions of the federal government) and The Covenant with Black America chapters from Weeks 9-12 (education, voting, and jobs).

Your two-page Reading Response must have a clear, defensible thesis, and body paragraphs that discuss that thesis.

Sample critical thinking assignment:

After reading the following short passage, write the likely and logical inferences you can make about the questions asked below:

If the many ponderers of the Woman Question really wanted to know what is troubling the American female population, they might have asked their subjects. In public-opinion surveys, women consistently rank their own inequality, at work and at home, among their most urgent concerns . . . It is justice for their gender, not wedding rings and bassinets, that women believe to be in desperately short supply.

Examine the first sentence:

"If the many ponderers of the Woman Question really wanted to know what is troubling the American female population, they might have asked their subjects."

What is inferred by the use of "if"?

What is inferred by the use of "Woman Question" in capital letters?

What is inferred by the use of "really"?

What is inferred by the use of "might have"?

The author is implying that _____

CSLO A-D: Students will produce at least 32 pages (8,000 – 10,000 words) of formal, typed, double-spaced writing that draws upon assigned college-level readings—mostly thesis-driven academic essays. The following are the major writing assignments for Engl 100. See Course Content for more information.

- 1) Three academic, thesis-driven essays (three of which range from 4-7 pages each): academic writing focused on defending a debatable thesis with information and ideas from written sources (college-level readings). Other rhetorical modes, such as narration, writing from personal experience, and description, can be used in the service of the student's goal, but are not a main focus in the course.

All essays will require some sort of *synthesis*: the drawing upon of more than one source of information—usually several sources—to support the thesis and present an argument. Often this means writing an essay based on several articles on the topic that have been assigned.

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One of the essays will be about the full-length work.

- 2) Argumentative research paper (7-10 pages): The final and hardest essay of the semester will include research as a major component of the assignment. This will be an argumentative research paper, with 2 options: students must find all of their own sources, or some of the readings can be provided, and the students must do research and find three or more of their own sources.
- 3) At least one timed in-class essay
- 4) Various other smaller assignments such as summaries, journals, Blackboard postings, and self-reflective writing.

These assignments require students to create, develop, write, and revise thesis statements and supporting ideas for their essays; analyze, interpret and synthesize information; incorporate and cite outside sources; write grammatically accurate sentences; and revise their work as needed.

Sample Essay Assignment:

You have read the controversy about the historical depictions of Christopher Columbus in Loewen's and Thernstrom's articles, as well as the National Council of Churches of Christ resolution to boycott the celebration of Columbus Day.

Assignment: If you agree with the National Council of Churches' position, write a 4-page argument to the Council's opponents, persuading them to reconsider their stance.

If you disagree with the Council's position, write an argument persuading the Council to reconsider their stance.

Use evidence from all three provided texts (mandatory) to support your argument.

CSLO- D: Research activities using library resources, and an argumentative research paper (see "CSLOs A-D #2" above). These assignments will require students to search for and evaluate LMC library resources, and use that research as part of the writing (thinking, and reading) process for major essays.

Sample research activity

The Library Research Project

The purpose of this assignment is to develop your ability to use LMC's Library more effectively and to help you with library research you may need to do for your argumentative research paper.

1. Using **Infotrac -- Expanded Academic ASAP** find a full text article (not an abstract) on the topic you are researching for your project and fill in the information indicated below.
 - o Name of magazine or newspaper
 - o Date of article
 - o Author of article
 - o Briefly summarize what the article was about

2. Using **ProQuest Direct**, find a newspaper article on the topic you are researching and fill in the information provided below.
 - o Name of magazine or newspaper
 - o Date of article
 - o Author of article
 - o Title of article
 - o Briefly summarize what the article was about

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Method of Evaluation/Grading

The grade is based primarily on demonstrated skills, not effort or completion of assignments. When we give a C or better to a student in Eng 100, we are saying that we believe the student has shown the ability to do college-level work, work that would be acceptable at a 4-year institution in a first-year course.

A final exam is required. This is often a timed in-class essay (but cannot count as one of the 4 major essays). It will be a smaller percentage of the grade than one of the 4 final drafts of major essays.

Sample grade breakdown follows. This can vary, but final drafts of essays should certainly be well more than half of the total grade, and effort-based grades, such as participation and completion-of-assignment grades, should total 15% or less.

Final Drafts of First 3 Major Essays	42%
Final Draft of Research Paper (Essay 4)	18%
Rough Drafts of Essays	10%
Smaller Assignments + Quizzes	9%
Participation + Office Hour Requirement	9%
Exams (midterm and final) + Portfolio	12%

For CSLOs A, B, C, D:

A-level student work in the area of the writing is characterized by a clear focus with a stated thesis statement (if applicable), showing a thoughtful consideration of the assignment. Essay has a logical organization of paragraphs that includes effective topic sentences in support of a thesis. Shows an excellent understanding of the subject matter. Abundant specific examples are used to develop the main points expressed in the topic sentences. Sources of information are selected (and, if applicable, researched) thoughtfully and effectively—strong synthesis. Integrates source material clearly and smoothly with correct MLA format. Demonstrates mastery of sentence mechanics with maximum of two to three errors per page. Shows originality of thought and approach with an attempt to establish a distinct point-of-view. Reveals an appropriate understanding of audience.

C-level student work in the area of the writing is characterized by an identifiable focus with a recognizable thesis statement (if applicable), but may stray at times and does not go beyond the obvious. Writing is organized coherently, but may lack clarity or be somewhat ineffectively organized in some places. Supports thesis adequately, but with a bare minimum of detail and analysis. Lacks full engagement with the subject matter, but understands it reasonably well. Sources of information are selected (and, if applicable, researched) fairly effectively, with flaws—adequate synthesis. Sources are correctly cited (with some errors), and are integrated, but not always very smoothly and effectively. Demonstrates a basic understanding of sentence mechanics. Quite a few errors in grammar, punctuation, and spelling are present, but do not interfere with meaning. The work is unoriginal. Considers audience only generally.

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Course Content: Provide the detailed content of the course.

I. College level academic writing, emphasizing thesis-driven academic essays

A. How to write academic essays:

- Thesis statements.
- Organization and focus. Essay structure: introductions, body paragraphs, conclusions
- Development (detail and analysis used to support the thesis):
 - Supporting their general ideas (as expressed in the thesis and topic sentences) with adequate specific ideas: examples, illustrations, statistics, reasons, anecdotes, quotes from sources
 - Analyzing, interpreting, and synthesizing the information they present in their papers. Explaining HOW & WHY the specific ideas they provide support their position as expressed in the general ideas
 - Concessions & rebuttals. How to take on opposing points of view in an argumentative essay.
- Error-free, grammatically correct, syntactically mature sentences. Eng 100 does not have an explicit grammar curriculum the way 70 and 90 do. But we know that at the 100 level students need to improve their grammar and sentence quality, so we suggest the following: (a) Improving grammar and sentence quality through the writing process—writing, getting feedback, and revising drafts; (b) Occasional grammar & proofreading lessons in class designed to troubleshoot common errors in student papers (e.g. run-on sentences); (c) individualized help for students with serious problems in this area.
- Not plagiarizing and correctly incorporating quotes from in-class readings and outside sources into their essays, by using MLA documentation
- Using engaging and authentic discourse

B. The writing process:

- Prewriting: active and critical reading, note-taking, brainstorming, freewriting, clustering, listing, journals, outlining.
- Revising: evaluating one's own work and responding effectively to feedback on rough drafts.
- Editing/proofreading.

C. Writing assignments:

- Students will produce at least 32 pages (8,000 – 10,000 words) of formal, typed, double-spaced writing that draws upon assigned college-level readings
- There should be 4 major essays plus at least one timed essay in class. (The timed essay will be a much smaller part of the grade than the others.)
- All four of the major papers will be academic, thesis-driven essays: academic writing focused on defending a debatable thesis with information and ideas from written sources (college-level readings). Other rhetorical modes, such as narration, writing from personal experience, and description, can be used as *ways of developing* the major papers, but are not a main focus in the course.
- All essays will require some sort of *synthesis*. That is, they require the student to draw upon more than one source of information—usually several sources—to support the thesis and present an argument. Often this means writing an essay based on several articles on the topic that have been assigned. In the case of the essay about the full-length work, drawing on just one source, the book, is fine.

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- Essays should be 4-6 pages at the beginning of semester, 7-10 pages at the end of the semester. The last essay of the semester will involve research. See “research component” for details about this assignment.
- One essay will be about the full-length work.
- Written instructions and guidance—scaffolding—will be provided for all major essays.
- The instructor will provide written feedback on drafts of at least two of the major essays.
- Various other smaller assignments should be given, such as summaries, journals, freewrites, Blackboard postings, small group work in class, and self-reflective writing.

II. College level reading

1. Reading skills:

- A) Analyzing readings as potential models for their own writing, by identifying
 - the introduction, body paragraphs, transitions, and the conclusion
 - rhetorical strategies in the readings, such as illustration, definition, cause and effect, classification, comparison and contrast, argument, etc.
- B) Summarizing readings, identifying the thesis and its major supporting points
- C) Using a variety of strategies to enhance reading comprehension: previewing, questioning, skimming, and metacognitive strategies such as comprehension monitoring, annotating, etc.
- D) Identifying similarities and differences in themes, concepts, and language use among several texts (simple synthesis)
- E) Evaluating an argument, by applying knowledge of the most common logical fallacies, such as false analogy, personal attack, straw man, bandwagon, circular reasoning, loaded language, appeal to emotion, non sequitur, false cause, either/or, hasty generalization, inappropriate authority, etc. Students will avoid such fallacies in their own writing.
- F) Identifying and explaining the author’s purpose by examining tone, voice and audience
- G) Making inferences from ideas implied in the text

2. Reading assignments:

- A) Assign one full-length work, novel or nonfiction. One major essay will be about this book.
- B) All reading assignments will be college-level, using the department’s English 100 (10S) Approved Books List as a guide.

III. College-level critical thinking

- A) Identify arguments being made in a variety of texts and see how those arguments work.
- B) Evaluate arguments for their strengths and weaknesses as part of their reading, class discussions, and essay-writing work.
- C) Learn about logical fallacies, such as false analogy, personal attack, strawman, bandwagon, circular reasoning, loaded language, appeal to emotion, non sequitur, false cause, either/or, hasty generalization, inappropriate authority, etc. Students will avoid such fallacies in their own writing, and to identify them in written material. About 10 fallacies should be covered.
- D) Critical thinking as part of the writing process, part of formulating a thesis, prewriting, writing, and revising the major essays.
- E) Learn to fairly consider and be articulate about points of view different from their own, such the perspectives of people different from themselves in ethnicity, race, gender, class, language, nationality, sexual orientation, religion, or political beliefs.

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IV. Research Component

A. Research lessons should begin before the final research paper. *

- All Eng 100 classes will get at least one library orientation, given by an LMC librarian, focusing on using the library to do research.
- Students will learn to:
 - a. search for and evaluate LMC library resources effectively, including the electronic databases.
 - b. search for and evaluate internet resources effectively.
 - c. integrate sources in essays effectively, using quotes (long and short) and paraphrasing, using MLA conventions
 - d. avoid plagiarism by synthesizing ideas and good quotes from good sources (whether given by the instructor, or researched by the student)

B. The research paper. The final and hardest essay of the semester will include research as a major component of the assignment. This will be an argumentative research paper, with 2 options: students must find all of their own sources, or some of the readings can be provided, and the students must do research and find three or more of their own sources. This essay should be heavily scaffolded for the students' benefit. Scaffolding should include:

- help with the topics and readings;
- help with the research process;
- a series of due-dates (e.g. proposal, preliminary or annotated bibliography, outline, rough draft, final draft);
- one-on-one conferences with students (we encourage this, but it may not be possible for all instructors);
- lessons on writing topics such as organization, incorporation and citing of sources, thesis statements, concessions and rebuttals, etc.

V. Themes: multicultural perspectives, important issues in society.

The LMC English department believes that we are not only preparing students for future academic endeavors; we are preparing them to be citizens and to be members of diverse and complex human communities. We therefore ask all English faculty to include diverse perspectives and important issues in society in the assigned readings, themes, and writing topics of the course.

* The research component of Eng 100 is not designed to and cannot fulfill the Information Competency requirement now recommended by the Academic Senate of the California Community Colleges, nor can it serve to replace courses such as DVC's Library Studies 121.

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Instructional Methods: *Check all the instructional methods that will be used in teaching this course. Keep in mind that the method of instruction and activities should relate to the CSLOs.*

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

A variety of student-centered teaching methods should be used for this course—*only* lecturing is not acceptable. Such methods may include small-group activities, class discussions, in-class writing, peer review, oral presentations, and more.

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Textbooks: Indicate name of text (or list of text choices), author, publisher and date of publication. Date of publication has to be within 5 years of authoring course outline. For degree applicable courses, text should be **College Level**. Include sample pages and the contents page of the instructor designed module if it is the only text.

English 100 Approved Books List

5/17/07

TEXTBOOKS

Author

Bass
Clee
Colombo
LaGuardia
McQuade/Atwan
Moser and Watters
Goshgarian
Axelrod/Cooper
Cohen

Title

Border Texts Houghton Mifflin College Div (1999)
American Dreams McGraw-Hill 2nd edition (1998)
Rereading America Bedford/St. Martin's; 7 edition (2007)
American Voices McGraw-Hill 6 edition (2005)
Writer's Presence Bedford/St. Martin 5th edition (2006)
Creating America Prentice Hall; 4 edition (2004)
Exploring Language Longman; 11 edition (2006)
Concise Guide to writing Bedford/St. Martin's; 4 edition (2005)
50 Essays Bedford/St. Martin's; 2 edition (2006)

NON-FICTION BOOKS

Author

Brown
Douglass

Ehrenreich
Krackauer
Loewen
Prejean
Roleff
Vidal
Smiley

Title

Dialogues
The Narrative of the Life of Frederick Douglass (In *Classic Slave Narratives*, edited by Gates)
Signet Classics (2002)
Nickle & Dimed Holt Paperbacks (2002)
Into Thin Air Anchor (1999)
Lies My Teacher Told Me Touchstone; Reprint edition (2007)
Dead Man Walking Vintage; 1st Vintage Books (1994)
Gay Rights Greenhaven Press (1996)
Perpetual War for Perpetual Peace Nation Books (2002)
The Covenant with Black America Third World Press; 1 edition (2006)

NOVELS

Author

Banks
Boyle
De Lint
Erdrich
Erdrich
Guterson
Hogan
Hosseini
Hurston
Huxley
Lee
Momaday
Morrison
Naylor
Piercy
Rivera

Title

Success Stories Harper Perennial (1996)
Tortilla Curtain Bloomsbury Publishing PLC (2004)
Memory and Dream Orb Books (2007)
Love Medicine Harper Perennial Modern Classics; New Exp edition (2005)
Tracks Harper Perennial (2004)
Snow Falling on Cedars Vintage; (1995)
Dwellings: A Spiritual History of the Living World W. W. Norton (2007)
The Kite Runner Riverhead Trade (2004)
Their Eyes Were Watching God Harper Perennial Modern Classics (2006)
Brave New World Harper Perennial Modern Classics (1998)
Native Speaker Granta Books; New Ed edition (1998)
House Made of Dawn Mcgraw-Hill College (June 2000)
The Bluest Eye Plume (2005)
Bailey's Café Harcourt Brace Jovanovich (1992)
Woman on the Edge of Time Women's Press Ltd, New Ed edition (June 2000)
A Fabricated Mexican Arte Publico Press (April 1995)

HANDBOOK

Author

Kirszner, Mandell.
Hacker
Harvey

Title

The Pocket Wadsworth Handbook. Third edition. New York: Thomson/Wadsworth, 2006.
Rules for Writers Bedford/St. Martin's; 5 edition (2003)
Writing with Sources Hackett Pub Co Inc (June 1998)

Note: Synopses of most of these books can be found at www.amazon.com or www.bn.com