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# ENG 361-81: Linguistics— Modern English Grammar

## Instructor Information

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**Professor Name:** Dr. Susan Wright

**Contact Information:**

**Office:** Carter Hall 219, main campus

**Office Hours:** MWF 12:00-1:15, TR 10:45-12:30, & Thurs. 8:00-9:00 PM (online/Skype)

**Office Phone Number:** (270) 789-5436

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## Catalog Description

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ENG 361 is an investigation of the elements of the English language and their syntactic relations and functions.

## Required Materials

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Kolln, Martha, Loretta Gray, and Joseph Salvatore. *Understanding English Grammar*. 10<sup>th</sup> ed. Pearson, 2016. **Note: The 10<sup>th</sup> edition is required. Older editions won't work.**

## Course Topics

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- Basic grammar
- Sentence patterns
- Expanding the sentence
- Words and word classes

## Course Learning Objectives (Aligned to NCTE and ILA Standards)

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- To demonstrate the ability to use Standard American English in writing; (NCTE 2.1, 2.2, 4.3, 5.1, 7.1; ILA 1.1, 1.2, 1.4)
- To demonstrate the ability to diagram sentences; (NCTE 2.2; ILA 1.1, 1.2, 1.4)

- To recognize and explain variations in grammar in relation to contexts; (NCTE 1.1, 2.1, 2.2; ILA 1.1, 1.2, 1.4)
- To demonstrate the ability to revise and edit personal and peers' writing; (NCTE 2.1, 2.2; ILA 1.1, 1.2, 1.4)
- To recognize and write cohesive and rhetorically effective prose. (NCTE 2.1, 2.2; ILA 1.1, 1.2, 1.4)

## Course Requirements

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- The student must engage in critical thinking and discussion.
- The student must post weekly forum responses and/or exercises. Proper netiquette is expected at all times. Please see Appendix I for more details.
- The student must complete weekly assignments.
- The student must write a seminar paper at an acceptable upper classman's level.

## Evaluation and Grading Scale

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The grading scale for the class is as follows: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 and below.

Exercises: 771

Quizzes: 607

Forum Posts: 20

Paper conference: 40 pts.

Peer review (draft & posts): 92 points

Seminar paper: 100 points

Participation: 50 points

Total points for course: 1680

## Assignments

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- **Seminar Paper:** 1000-1250 words [~5 pages] and 4 sources minimum. Find a grammar-related topic over which linguists are arguing (e.g., should we use or not use the Oxford comma?). Find two sources that argue for the position you decide to take and two that argue against your position. Engage the debate, explaining both sides, why your position should be taken, and **what it at stake** for users of the English language (i.e., why we should care). In the process, show off your mastery of grammar. (NCTE 2.1, 2.2, 3.1, 4.1, 6.2, 7.1, 7.2; ILA 1.1, 1.2, 1.3, 1.4, 2.1, 6.1)
- **Forum Posts:** For each forum, discuss the assigned prompt. Three posts must be made: your initial post and two replies to other students' posts. Students are to make an initial post to the forum by Tuesday at 23:55 (11:55 pm) and then to reply to other students' posts by Friday at 23:55 (11:55 pm). Posts should run around 200 words minimum, by which I mean you need to engage with the conversation and not post comments such as "I liked this" or "I agree with what John Doe said above."

- **Textbook Exercises and Quizzes:** You will have several weekly grammar exercises and quizzes to complete. Upload your first assignment(s) by Tuesday at 23:55 (11:55 pm) and your second assignment(s) by Friday at 23:55 (11:55 pm). (NCTE 2.2; ILA 1.1)

## Attendance Policy

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Bi-term and 8-week terms: Online students must participate weekly as defined by the professor in the syllabus (see below). After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Online students must participate in the course weekly. Participation is defined as follows:

- The student must log into the course a minimum of twice each week.
- The student must complete a minimum of two assignments per week.

## Incomplete Statement

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A grade of an *I* is assigned to a student when the course requirements are not completed due to a severe illness, a debilitating accident, a death in the immediate family, or other verifiable, extenuating circumstances. Documentation must be provided. The course requirements to change the *I* grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12-month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records. Note: Your circumstances must be truly extenuating for me to agree to assign you an *I*. This is because most students, quite frankly, never complete it.

## Academic Honesty

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### Definitions

**Plagiarism:** Copying from another source or individual without attribution, which includes copying large sections or large percentages of a paper from another source or individual.

**Cheating:** Utilizing source materials or notes, including electronic sources, for closed book tests or assignments. Also, working with other students on individual tests or assignments.

### Plagiarism

Plagiarism is considered a serious academic offense at Campbellsville University. It undermines the educational process and, when done intentionally, violates the integrity of the learning community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source. Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Some examples of plagiarism include the following:

- Quoting or paraphrasing material without attributing it to its source.
- Copying segments from others' work without giving proper credit.

- Submitting as original work something written entirely by someone else.

Additional points to consider:

- Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words.
- Ideas and observations original to the writer also do not require citation.
- Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

## **Consequences**

The consequences for plagiarism or other acts of academic dishonesty include the following:

- A grade of *F* on the assignment;
- A grade of *F* for the course;
- The student is withdrawn from the course by the instructor (with a *W* grade).

Repeated acts of academic dishonesty can result in suspension or expulsion from the University.

Students in online courses should not collaborate on assignments (including quizzes) unless instructed to do so by the professor. If you are approached/contacted by another student with a request or offer to collaborate or "help," inform him or her to stop. If the contact persists, contact your professor.

## **Late Work Policy**

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For every day an exercise or similar assignment is late, you will lose a quarter of the points. This means that after 4 days, the assignment is worth nothing.

For every day your seminar paper is late, you will lose a letter grade. After four days, your paper will not be graded and you will be assigned a zero for your grade.

Forum posts are not accepted late because it defeats the purpose of the assignment. All late forum posts will receive a zero.

## **Contacting the Professor**

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The instructor will be checking into the course several times a week throughout the term. If you need to contact the professor, please message her through the course messaging system or through email. For emergencies, you may text or call. Skype appointments can be arranged.

## **Disability Statement**

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Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as, medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of

assessment. Please contact the Coordinator of Disability Services at 270-789-5450 to inquire about services.

## **Title IX Statement**

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Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator:

Terry VanMeter  
1 University Drive  
UPO Box 944

Administration Office 8A Phone – 270-789-5016 Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

# Course Calendar

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## Module 1: An Overview and Basic Sentences

### Lessons 1 & 2, Week 1

#### Readings:

1. Chapter 1: The Study of Grammar: An Overview
2. Chapter 2: Basic Sentences: Words and Phrases

**Post:** Dialect and Code-Switching

#### Assignments:

1. **Chapter 1, Exercise 1.1.** Answer the questions and then respond to the prompt “would you call *Aren't I?* ungrammatical? Explain. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
2. **Chapter 1 key term definitions:** Based on chapter 1 and *not* the glossary, define the terms *code-switching*, *descriptive grammar*, *prescriptive grammar*, *language change*, and *linguistic etiquette*. Provide examples as needed. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 2, Exercise 1.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
4. **Chapter 2, Exercise 2.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
5. **Chapter 2, Exercise 2.1.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
6. **Chapter 2, Exercise 3.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
7. **Chapter 2 key term definitions.** Based on chapter 2 and *not* the glossary, define the terms *comparative degree*, *demonstrative determiner*, *derivational suffix*, *possessive determiner*, and *superlative degree*. Provide examples as needed. [File upload. Due: Friday by 23:55 (11:55 PM)]
8. **Module 1 quiz.** [File upload. Due: Friday by 23:55 (11:55 PM)]

## Module 2: Sentence Patterns and Diagramming

### Lessons 1 & 2, Week 2

#### Readings:

1. Chapter 3: Sentence Patterns

#### Posts:

- Optional help forum

#### Assignments:

1. **Chapter 3, Exercise 4.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]

2. **Chapter 3, Exercise 5.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 3, Exercise 6.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
4. **Module 2 Quiz A.** [File upload. Due: Tuesday by 23:55 (11:55 PM)]
5. **Chapter 3, Exercise 8.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
6. **Chapter 3, Exercise 9.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
7. **Chapter 3, Exercise 10.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
8. **Module 2 Quiz B.** [File upload. Due: Friday by 23:55 (11:55 PM)]

## Module 3: Expanding the Verb and Changing Sentence Focus

### Lessons 1 & 2, Week 3

#### Readings:

1. Chapter 4: Expanding the Main Verb
2. Chapter 5: Changing Sentence Focus

#### Posts:

- Optional help forum

#### Assignments:

1. **Chapter 4, Exercise 11.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
2. **Chapter 4, Exercise 12 A & B.** Answer the questions. Note: If you follow the directions for the exercise, then some of your answers will not match the answers in the back of the book. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 4, Usage Matters: Lay & Lie.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
4. **Module 3 Quiz A.** [File upload. Due: Tuesday by 23:55 (11:55 PM)]
5. **Chapter 5, Exercise 13.** Answer the questions. **See Quiz 3B** for directions on what that should look like. [File upload. Due: Friday by 23:55 (11:55 PM)]
6. **Chapter 5, Exercise 14.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
7. **Chapter 5, Exercise 15.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
8. **Chapter 5, Exercise 16.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
9. **Module 3 Quiz B.** [File upload. Due: Friday by 23:55 (11:55 PM)]

## Module 4: Adverbials

### Lessons 1 & 2, Week 4

#### Readings:

1. Chapter 6: Modifiers of the Verb: Adverbials

**Posts:**

- Optional help forum

**Assignments:**

1. **Chapter 6, Exercise 17.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
2. **Chapter 6, Exercise 18.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 6, Exercise 19.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
4. **Module 4 Quiz A.** [File upload. Due: Tuesday by 23:55 (11:55 PM)]
5. **Chapter 6, Exercise 20.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
6. **Chapter 6, Exercise 21.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
7. **Module 4 Quiz B.** [File upload. Due: Friday by 23:55 (11:55 PM)]

## **Module 5: Adjectivals**

### **Lessons 1 & 2, Week 5**

**Readings:**

1. Chapter 7: Modifiers of the Noun: Adjectivals

**Posts:**

- Optional help forum

**Assignments:**

1. **Chapter 7, Exercise 22 A.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
2. **Chapter 7, Exercise 23.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 7, Exercise 24.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
4. **Chapter 7, Exercise 25.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
5. **Module 5 Quiz A.** [File upload. Due: Tuesday by 23:55 (11:55 PM)]
6. **Chapter 7, Exercise 26.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
7. **Chapter 7, Exercise 27.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
8. **Chapter 7, Exercise 28.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
9. **Chapter 7, Exercise 29.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
10. **Module 5 Quiz B.** [File upload. Due: Friday by 23:55 (11:55 PM)]

## Module 6: Noun Phrase Functions

### Lessons 1 & 2, Week 6

#### Readings:

1. Chapter 8: Noun Phrase Functions: Nominals

#### Posts:

- Optional help forum

#### Assignments:

1. **Chapter 8, Exercise 30.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
2. **Chapter 8, Exercise 31 A.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 8, Exercise 32.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
4. **Chapter 8, Exercise 33.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
5. **Module 6 Quiz A.** [File upload. Due: Tuesday by 23:55 (11:55 PM)]
6. **Chapter 8, Exercise 34.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
7. **Chapter 8, Exercise 35.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
8. **Chapter 8, Exercise 36.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
9. **Chapter 8, Exercise 37.** Answer the questions. [File upload. Due: Friday by 23:55 (11:55 PM)]
10. **Module 6 Quiz B.** [File upload. Due: Friday by 23:55 (11:55 PM)]

**Due: Rough draft of seminar paper for your conference.** [Upload by Saturday at 23:55 (11:55 pm).]

## Module 7: Sentence Modifiers and Pronouns

### Lessons 1 & 2, Week 7

#### Readings:

1. Chapter 14: Pronouns
2. Richard Straub, "Responding—Really Responding—to Other Students' Writing"

#### Posts:

- Optional help forum

#### Assignments:

1. **Chapter 14, Exercise 34.** Answer the questions. **See Quiz 3B** for directions on what that should look like. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
2. **Chapter 14, Exercise 35.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
3. **Chapter 14, Exercise 36.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]

4. **Chapter 14, Exercise 37.** Answer the questions. [File upload. Due: Tuesday by 23:55 (11:55 PM)]
5. **Module 7 Quiz A.** [File upload. Due: Tuesday by 23:55 (11:55 PM)]
6. **Straub article.**
7. **Module 7 Quiz B.** [File upload. Due: Friday by 23:55 (11:55 PM)]

**Due: Peer review draft of seminar paper.** [Upload by Friday at 23:55 (11:55 pm).]

## **Module 8: Peer Review and Seminar Paper**

### **Lesson 1, Week 8**

#### **Readings:**

1. Other students' papers

#### **Posts:**

- Peer review

#### **Assignments:**

1. **Comments on your peers' papers.** [Post by Tuesday at 23:55 (11:55 pm).]
2. **Final draft of seminar paper.** [Upload by Friday at 23:55 (11:55 pm).]

# Appendix I

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## DISCUSSION BOARD GROUND RULES

These rules come to you from Learning House, which has done an excellent job of explaining good netiquette. The first set are provided by [Danny McDonald](#):

### **Introduce yourself.**

The welcome activity will help you get to know your classmates and help create a positive educational environment. Use the off-topic forums to talk with other students.

### **Ask questions.**

If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.

### **Participate.**

Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.

### **Do not dominate a discussion.**

Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.

### **Be intellectually rigorous.**

Do not excuse sloppy or illogical thinking. Challenge yourself and one another.

### **Be tactful.**

Be critical of ideas, but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.

### **Forgive other students' mistakes.**

Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.

### **Read the whole thread before posting.**

Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.

**Be concise.**

Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.

**Reread and check your posts.**

Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.

**Cite your sources.**

If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.

**Maintain confidentiality.**

Respect your classmates' privacy. Do not repeat the personal information that others share.

**Report technical problems.**

If the platform is not working properly, please let me know as soon as possible. (McDonald)

**Use good netiquette.**

The following rules are provided by [Adam Shaw](#):

Here are a few guiding principles that can be employed to ensure civility:

- **Follow standard communication rules:** There are a number of conventions that are offensive or inappropriate in online communication, and the classroom is no exception. Whenever possible, avoid writing in all caps; using text speak, slang, or curse words; or including emojis or emoticons in your messages. Many of these conventions are acceptable in other forms of digital communication, but the online classroom is still an academic community and should be treated as such.
- **Avoid sarcasm:** Although a statement might seem funny to you, the reality is that written sarcasm can be extremely difficult to detect. Many an online argument has started because of a sarcastic statement that was misinterpreted, so it's best to avoid writing these messages.
- **Be respectful:** When sitting behind a keyboard, it's easy to forget that the messages you type are being read and received by another individual. Although it's exciting to discuss a topic that means a lot to you, it's important to remember that the classroom is an academic environment and that all students should feel comfortable expressing their opinions. (Shaw)

## Works Cited

- McDonald, Danny. "Sample Discussion Board Ground Rules." *Learning House*. 22 July 2016.  
<https://ctl.learninghouse.com/sample-discussion-board-ground-rules/>. Accessed 23 July 2018.
- Shaw, Adam. "Netiquette Basics." *Learning House*. 18 Aug. 2017.  
<https://ctl.learninghouse.com/netiquette-basics/>. Accessed 23 July 2018.

## Appendix II

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### Discussion Forums

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per week. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

#### Discussion Board Rubrics

Initial Response (4 pts.)

Category	4	3	2	1
<b>General Assignment</b>	All topics introduced in the prompt are fully addressed.	All topics introduced in the prompt are addressed.	Some topics introduced in the prompt are addressed.	The prompt is not addressed in the response.
<b>Length</b>	More than 10 complex sentences.	7-10 complex sentences.	4-6 sentences.	1-3 sentences
<b>Support</b>	Arguments and/or statements are logical and supported by information from the text and articles.	Arguments and/or statements are logical but made with little or loose support from the text and articles.	Arguments and/or statements are logical but not supported.	Arguments and/or statements are not logical.
<b>Connections</b>	Response makes clear connections to current or past experiences in the classroom, school, or political environment.	Response makes loose connections to current or past experiences in the classroom, school, or political environment.	Response makes little real-life connection.	No attempt is made to connect prompt to real life situations.
<b>Mechanics</b>	Response is free from grammatical,	A few grammar, spelling, or punctuation	Several grammar, spelling, and	Grammar, spelling, and punctuation

	spelling, or punctuation errors.	errors exist, but they do not impact the understanding of the reader.	punctuation errors exist.	errors impede the understanding of the reader.
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**Response to Peer** (You *must* respond to two peer initial responses per week. 3 pts. each.)

Category	3	2	1
<b>General Assignment</b>	Response provides constructive criticism or information.	Response provides no constructive criticism and demonstrates little understanding of the content.	Student does not respond to the initial response or the response is inappropriate.
<b>Length</b>	More than 5 complex sentences.	3-5 complex sentences.	1-2 sentences.

## Appendix III

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### Bibliography

Axelrod, Rise B. and Chares R. Cooper. *Concise Guide to Writing*. 3<sup>rd</sup> ed. Boston: Bedford, 2002.

Cowan, Ron. *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide*. Cambridge UP, 2008.

Hairston, Maxine and Michael Keene. *Successful Writing*. 5<sup>th</sup> ed. New York: Norton, 2003.

Ferlazzo, Larry, and Katie Hull Sypnieski. *The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels*. 1<sup>st</sup> ed. Jossey-Bass, 2012.

"MLA Formatting and Style Guide." *Purdue Online Writing Lab*. Purdue University, 2018.

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html).

Parrott, Martin. *Grammar for English Language Teachers*. 2<sup>nd</sup> ed. Cambridge UP, 2010.

Rawlins, Jack. *The Writer's Way*. 5<sup>th</sup> ed. Boston: Houghton Mifflin, 2002.

Strunk, William, Jr., and E.B. White. *The Elements of Style*. 4<sup>th</sup> ed. Pearson, 1999.

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