ENG – 111 – Writing and Inquiry – Fall 2023

MLA Basic Conventions – PHASE 1

\*Always use Microsoft Words’s Spelling/Gramar and Read Aloud before submitting essays.

\* Reflection is at the end of this project.

Use proper MLA conventions.

* ****12-point Times New Roman**** 12-inch font
	+ MLA header
	+ MLA deader with last name and page numbers
	+ Centered title
	+ Use upper case for the important words in your title.
	+ Use lower case for words in your title like and, or, a, the, of.
	+ Double-spaced through-out essay.

MLA Header Example

Patricia Brannan (Use your name here)

Professor Brannan (Use your professor’s name here)

ENG -111-HO3 (Use your course name here)

6 September 2023 (Use your completion date here)

MLA student last name and page number heading

Brannan 1 ((Use your name and appropriate page # here)

MLA convention for writing numbers

* Speak the number aloud. If the number only has two syllables, write the word for the number. (Examples: 21, write twenty-one), (100, write one hundred).
* If the number has 3 syllables or more, use a number. (Examples: 1,251, 534 – write the number.)

MLA guidelines for writing percentages.

* For percentages less than one hundred, write them in words, e.g., "two percent", "seventy-six percent", "ninety-nine percent".
* For percentages greater than one hundred, write them in numerals, e.g., "110 percent", "500 percent", "999 percent".
* Use the percentage symbol with numerals.
* Use the word "percent" with spelled-out numbers.

Common Essay Errors

* To introduce acronyms: Sandhills Community College (SCC). After the first time you are allowed to use the acronym only SCC in the rest of the document.
* Do not abbreviate words in a formal essay. (Example: psy. for psychology)
* Do not use contractions in a formal essay (Example: I’m for I am).
* Edit for Spelling errors (use the edit feature when you transition to Microsoft Word)
* Begin each first word in sentence with an uppercase.
* Do not use symbols for words in a formal college essay. (Example: & #, +, -)
* Always use upper case for proper nouns. (Example, Sandhills Community College).
* Please correct fused/run-on sentences before final submission.
* Please Correct sentence fragments before final submission.
* Please Correct comma splices before final submission.
* Please Correct comma placement before final submission.

[Sample MLA Essay](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/documents/20190822MLASamplePaper.pdf)

[Owl at Purdue](https://owl.purdue.edu/search.html#gsc.tab=0)

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MLA Basic Conventions – PHASE 2

Link to Final Project

<https://docs.google.com/presentation/d/12CjQGtFSCEooL8GhOR2ZKePh6cZSNymp_DxARaKstWg/edit?usp=sharing>

ECU 6715 Project Reflection

The ECU 6715 project required the creation of a tool for students to refer to for basic writing support. In Phase 1 of the project, I was asked to write the instructions in document form. Then, in Phase 2, I was asked to recreate the written instructions in the form of a writing tool that used fewer words and more media images.

I utilized this tool as a prototype because it is a work in progress for the ENG 111: Writing and Inquiry course. I designed the tool in google docs to learn a new method of creating slide presentations which I can insert into the Moodle platform used at Sandhills Community College (SCC). Although I enjoyed using the google doc slides, I did experience a learning curve while creating the slides. My hopes are that the addition of this tool to my Moodle platform will provide freshman students with a central location to continually review the mechanical and grammar conventions required in essay writing. I will cover the other critical parts of writing essays in class lectures (either face-to-face or virtually) and related assignments.

The English courses offered by SCC vary in delivery procedures. Each semester, ENG 111 sections are offered as face-to-face seated, hybrid seated, sixteen-week online, and eight-week online methods. All delivery methods need concise, available information for students to reference as they write their essays, particularly the online delivery platforms. I used the method of chunking content material in small parts rather than the traditional method of structuring content in paragraph styles. I believe that when students refer to this chunked content repeatedly, they will begin to store the information in their long-term memory.

In usability study I asked the students to complete, only twelve students of twenty-three participated. Below are the responses the students made to the study.

GROUP RESPONSES:

1. Is the information presented in this tool easy to navigate?

Yes (12 responses)

2. Is the visual design appealing?

Yes (9 responses)

No (3 responses)

3. Is the text easy to read? (font color, font style, font size)

Yes (12 responses)

4. Is the document design gender neutral?

Yes (11 responses)

No (1 response)

Comment: Blue is primarily a male color.

5. Is the level of language appropriate for first-year college students?

Yes (12 responses)

6. What changes would you suggest to make this writing tool more effective?

Comments:

Add more color coding.

The blue headings seem to blend in with the background. Use a brighter color.

Do not use the highlighted text because it is not necessary.

Conclusion:

I was frustrated with the limited response from my seated class students. When I teach ENG 111 again, I will require the students use the tool when editing their essays. I will try to encourage students to be more committed by including their ideas and revisions of the tool as we go thought the writing course. My hypothesis is that by constantly referring to the writing rules, some students will commit the rules to memory. I have realized that just making correct notes on their essays does not help students retain the information.