

# Slave Narrative prospectus

*by* Kendra Charles

---

WORD COUNT 1755  
CHARACTER COUNT 8765

TIME SUBMITTED 12-MAR-2012 08:29PM  
PAPER ID 235126333

Kendra Charles

February 16, 2012

Professor Peterson

CENG 106 WS

“Autobiography of a Female Slave”

Pleasant Slave Owners vs. Unpleasant Slave Owners

*The Autobiography of a Female Slave* was an unusual slave narrative. It was not really an autobiography and a slave did not write the narrative. The narrative was revolved around a slave named Ann. Ann was born in Kentucky and she suspected her father was white. Ann had very light skin and was taken in by her mistress where she learned to read. A few years later Ann’s Master died and the estate where she resided had been sold and Ann would be beaten literally away from her mother. A lot changes for Ann and she finds out what slavery is all about. After reading the narrative the first noticeable occurrence was Ann went from learning to read and being treated fairly to being a slave treated like a slave and going back to being treated fairly again. I want look at the different outlooks of slaves owned by pleasant owners, against slaves owned by unpleasant owners. My question is how the slaves owned by pleasant owners and unpleasant owners differ? Why didn’t the pleasant owners free their slaves?

In this paper, I plan to focus on the difference of treatment of slaves with pleasant slave owners and slaves with unpleasant slave owners. Pleasant slave owners treated their slaves much more respect in contrast to the unpleasant slave owners, their slaves got no respect what so ever. Using a variety of stories, books, journals and photographs I will emphasize the

difference between the slave owners. I will analyze different sources in order to illustrate my point.



MLA "A Slaves Life." [Thinkquest.com](http://www.thinkquest.org/pls/html/think.site?p_site_id=06aug/01071). 2007. 16 Feb. 2011.



<[http://www.thinkquest.org/pls/html/think.site?p\\_site\\_id=06aug/01071](http://www.thinkquest.org/pls/html/think.site?p_site_id=06aug/01071)>

This source explains how slaves would work from sunrise to sunset. They would work a full 18 hours. Women who going through pregnancy had to work the equivalent amount of hours; no matter their circumstance, until their child was born. The source also says how the slave owners wanted their slaves to convert Christianity because it was easier to control them. All of the masters were not pleasant, they would wait until dinner was done and then spit in the pots and pans so that they would make sure that the slaves would not eat the remaining food they had left. The slave owners encouraged the slaves to get married so they would be less likely to run away. They also encouraged them to have children so when they died there was always someone to replace them. This source is helpful because it talks about how the unpleasant slave owners wanted their slaves to do and what they would do to their food.

"Masters wanted their slaves to become Christians because it made them easy to control. The masters would tell the slaves something and say it was the word of god, and they'd believe him because they could not read the bible. The masters were scared that the slaves would use become too smart if they knew how to read."

Citation Needed

MLA "Anti-Slavery Selections Condition and Treatment of Slaves." [African American Newspapers](#). 28 January 1848.



This newspaper talked about the way slaves were treated. It talked about how slaves were not considered a person but a "thing." It talked about the things a slave got to enjoy was a

privilege. Slaves could be damaged, mistreated or anything but could not have any action in court. Slaves could be sold away from their families it was nothing they could do about it. The unpleasant slave owner's relation between a slave began in violence. Unpleasant slave owners did not provide the slaves with beds, or houses worth so calling or any family care. Pleasant slave owners made sure their slaves were as comfortable and happy while they were slaves. The newspaper also talked about how men who knew that slavery was wrong would gladly get rid of it. This source is important because it explains the treatment of slaves and differences of pleasant and unpleasant slave owners.

"The law provided slaves with virtually no protection from their masters. On large plantations this power was delegated to overseers. These men were under considerable pressure from the plantation owners to maximize profits. They did this by bullying the slaves into increasing productivity. The punishments used against slaves judged to be under-performing included the use of the whip. Sometimes slave-owners resorted to mutilating and branding their slaves."

Citation Needed

"Differences in how slave owners treated their slaves." Glogster. 16 Feb. 2012: 219.

MLA

This source talks about the difference in slave owners. It says how there were both nice and cruel slave owners. There were more unkind slave owners than kind ones. Slaves who belonged to unpleasant slave owners were usually raped, whipped and sometimes murdered. The source talks about how some pleasant owners freed their slaves and offered them a share of plantation income if they wanted to come back and work. There were mean ones, nice ones, ones nice to woman and ones nice to men. The source also explains how some slave owners freed their slaves.

“Along with nice slave owners there were also some unkind ones. Well actually there were more unkind slaves than kind ones, and that was a problem. Technically no slave owner is nice for owning a slave but they treat the slaves kindly while these slave owners did not.”

Citation Needed

“Interview With Charity Anderson, Former Slave.” [Southernhistory.net](http://www.southernhistory.net) Federal Writers Project. 2003. 15 February 2012. <

MLA

<http://www.southernhistory.net/index.php?name=News&file=article&sid=8658>>

This source explains how Charity Anderson had a good master and he treated all his slaves nice and took care of them and he wanted to leave them his children. All slave owners were not good to their slaves and how she seen them tore up by dogs and whipped unrelentingly. Her master never had slaves to work in the fields, he never planted any cotton. She said her days as a slave was nothing but good times because she had a nice master. This source is helpful because it explains the different of slaves who were treated kindly and slaves who were not.

11

“My old Marster was a good man, he treated all his slaves kind, and took care of dem, he wanted to leave dem hisn chillun. It sho' was hard for us older uns to keep de little cullered chillun out ob de dinin' room whar ol marster ate, cause when dey would slip in and stan' by his cheer, when he finished eatin' he would fix a plate and gib dem and dey would set o-n de hearth and eat. But honey chile, all white folks warn 't good to dere slaves, cause I'se seen pore niggers almos' tore up by dogs, and whipped unmercifully, when dey did'nt do lack de white folks say . But thank God I had good white folks, dey sho' did trus' me to, I had charge of all de keys in the house and I waited o-n de Missy and de chillun.”

Citation Needed

12

“Slavery: Laws of Manumission.” Online. [Encyclopedia Britannica](http://www.britannica.com). 1994 ed.

MLA

This source discusses the law of manumission and how the law differed from society to society. It also articulates on the dimensions the slave was likely to reveal as a free human being. Most other societies permitted slave owners to free their slaves at any time desired, even though there were exceptions. In the South manumission was challenging and rarely ever occurred after the exclusion on importing new slaves. After manumission, a lot of societies approved a period of legal transition to freedom. The motive for the legally authorized time of transition to freedom was evident: the slave primarily was not an affiliate of the society but an outcast and it took a while to become integrated into the new society. Some of the unpleasant slave owners took apart of manumission but they also offered there slaves to stay if they still wanted to work.


“Most other societies allowed masters to free their slaves whenever they wished, although there were exceptions. Some legal systems prescribed manumission when the slave adopted the religion of his owner. It is hardly surprising that manumission was more frequent in systems of household slavery, for intimate relations between master and slave soon converted the outsider into an insider.” Citation Needed

Unknown. Plantation overseer punishes a slave.1834. Brazil



This picture shows how some of the unpleasant slave owners treated their slaves. They probably didn't do what they owner wanted or did not do it the way the owner wanted it to be done.


Simkin, John. "Slave Ownership." *Spartacus Educational*. Spartacus Educational, Sept. 1997. Web. 12 Mar. 2012. <<http://www.spartacus.schoolnet.co.uk/USASownership.htm>>.

This electronic source talks about slave ownership . The text also talks about the death rate of slaves being extremely high. The slave owners lied and promised their slave owners freedom if they had children. This source has a lot of good information.  14

“The death-rate amongst slaves was high. To replace their losses, plantation owners encouraged the slaves to have children. Child-bearing started around the age of thirteen, and by twenty the women slaves would


To encourage child-promised women produced fifteen



be expected to have four or five children. bearing some population owners slaves their freedom after they had children. “  15

Citation Needed

Porter, and Carlton. *A Slave Father Sold Away From His Family*. 1859. Photograph. African American Odyssey, Library of Congress.

This is a picture of a father being sold away from his family. Men were sold very frequently because they were needed in the fields.  16

"Slaves." *ThinkQuest*. Oracle Foundation, 2001. Web. 12 Mar. 2012.

<<http://library.thinkquest.org/J0112190/slaves.htm>>



This source evaluates on how slaves were treated. "Many slaves were treated depending on their age, looks, strength, and attitude." Not all slaves got treated badly, especially if they had a pleasant slave owner.



"If a slave talks back to his/her master they would be whipped, and they could even be arrested. The slave can only do what his master orders, they cannot do what they wanted. The slave could not choose where they wanted to live, or who they wanted to live with or who they wanted to work for."

Citation Needed

Bagwell, James E. *Rice Gold: James Hamilton Couper and Plantation Life on the Georgia Coast*.



Macon, GA: Mercer UP, 2002. Print.

This text reveals many plantations where the slaves were treated poorly, there were also plantations, such as those owned by Thomas Spalding, John Couper, and James Hamilton Couper where the slaves were treated with respect.



"The enslaved people were treated as well as one can treat people who are 'owned' by other human beings."

Citation Needed



FINAL GRADE

66 / 100

GENERAL COMMENTS

Ms. Charles,

Thanks for your GRACE submission. It does a good job of noting your narrative and of indicting your slant.

There are, though, some missing citations and formatting issues. You must pay more attention to MLA specifics as they relate to each type of source entry.

Also, your research questions must focus specifically on the narrative and/or the author. It mustn't be a general question about the subject. A specific question about the narrative leads to a specific answer for your research paper. Make sure it's focused so that you're not tempted to merely report your findings, but analyze them instead. You must meet the page requirement as assigned as well.

Overall, try to work a bit more diligently on your research paper, especially with your intended focus and with your citations.

Let me know if you have any questions.

PAGE 1

1. Center title. Also for this assignment, you need Prospectus for The Autobiography. . . and Pleasant Slave Owners vs. Unpleasant Slave Owners. The narrative's title must be italicized.

2. What does pleasant mean? Unpleasant?

3. You need to properly introduce the narrative here. Who's the author and relate al of this to the slant?

4. How does any of this relate to your slant?

**Coherence** <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. </p>

<a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=18&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">For more information about coherence, see 2b.</a>

5. Your questions are too general. They must signal your narrative.

6. This is very obvious. Why would pleasant slave owners be more pleasant and vice versa? Think a bit more deeply here. Consider geography? Does that play a role in treatment for benevolent slave owners?

**Spelling** <p>Attention to spelling communicates your respect for readers and your commitment to your ideas. So

develop good spelling habits; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=523&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 46a.</a> Check for commonly misspelled words; for a list, <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=524&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 46b.</a> Watch for homonyms and other commonly confused words; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=525&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 46c.</a> and the glossary of usage. Follow spelling rules; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=525&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 46d.</a> When you aren't sure how to spell a word, consult a college dictionary. </p>

7. One word.

**Comma** <p>Use commas to define boundaries within a sentence and in other convention uses. A comma comes between independent clauses; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=480&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 38a.</a>

<a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 38c.</a> A comma is used between the items in a series; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 38d.</a> A comma comes between coordinate adjectives; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 38e.</a> Commas set off nonrestrictive elements; <a href="http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720)">see 38e.</a>

href="javascript:;>see 38f.</a> A comma sets off parenthetical and transitional expressions; <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=484&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38g.</a> Commas set off contrasts, interjections, direct address, and tag sentences; <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38h.</a> Commas set off quotations; <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38i.</a> They are also used in dates, places, addresses, and numbers; <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=486&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38j.</a> Commas are used with names and titles; <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=487&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38k.</a> Commas cannot themselves separate independent clauses; <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=481&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38b.</a> For other misuses of the comma, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=381&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 38l.</a></p>

8. This is not a page.

**MLA Documentation** <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>See chapter 13.</a> If you need an example of how to cite a particular kind of source, such as a book or an article, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see the list of MLA indexes on page 181. </a> <p> <u> <i>For instruction on and examples of MLA in-text citations,<a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;> see 13a.</a> </i> <i>For Works Cited information, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 13b.</a> </i> <i>To learn how to format a paper in MLA style using Microsoft Word, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 13c. </a></i> <i>For a sample paper that uses MLA style, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 13d.</a></i>

9. 's

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

**MLA Documentation** <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>See chapter 13.</a> If you need an example of how to cite a particular kind of source, such as a book or an article, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see the list of MLA indexes on page 181. </a> <p> <u> <i>For instruction on and examples of MLA in-text citations,<a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;> see 13a.</a> </i> <i>For Works Cited information, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 13b.</a> </i> <i>To learn how to format a paper in MLA style using Microsoft Word, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 13c. </a></i> <i>For a sample paper that uses MLA style, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13d.</a></li>

10. This is incomplete. Also, does MLA use underlining?

PAGE 3

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

**MLA Documentation** <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">See chapter 13.</a> If you need an example of how to cite a particular kind of source, such as a book or an article, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see the list of MLA indexes on page 181. </a> <p> <u> <li>For instruction on and examples of MLA in-text citations,<a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13a.</a> </li> <li>For Works Cited information, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13b.</a> </li> <li>To learn how to format a paper in MLA style using Microsoft Word, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13c. </a></li> <li>For a sample paper that uses MLA style, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13d.</a></li>

**Conciseness** <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=391&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 27 a</a>.

PAGE 4

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

**MLA Documentation** <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">See chapter 13.</a> If you need an example of how to cite a particular kind of source, such as a book or an article, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see the list of MLA indexes on page 181. </a> <p> <u> <li>For instruction on and examples of MLA in-text citations,<a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

see 13a.</a> </li> <li>For Works Cited information, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13b.</a> </li> <li>To learn how to format a paper in MLA style using Microsoft Word, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13c. </a></li> <li>For a sample paper that uses MLA style, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;">see 13d.</a></li>

11. So, how does this add to your narrative?

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

12. Format as a long quote.


**MLA Documentation** <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the

fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:; ">See chapter 13.</a> If you need an example of how to cite a particular kind of source, such as a book or an article, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:; ">see the list of MLA indexes on page 181. </a> <p><ul><li>For instruction on and examples of MLA in-text citations,<a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:; ">see 13a.</a> </li><li>For Works Cited information, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:; ">see 13b.</a> </li><li>To learn how to format a paper in MLA style using Microsoft Word, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:; ">see 13c.</a></li><li>For a sample paper that uses MLA style, <a onclick="javascript:window.open('http://college.cengage.com/english/enhanced\_insight/writing\_manual\_digital\_age\_brief\_2009\_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:; ">see 13d.</a></li>

PAGE 5

---


Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

 13. Can you use this in your research? Where's the direct quote?


PAGE 6

---

 14. This is vague. HOW does it connect to your research?

 15. How should this quote be formatted?

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

 16. This is incomplete.


PAGE 7

---

 17. You don't need the URL in MLA now. See what the update mentions.

 18. All annotations must be at least 4 sentences and connect to the research question.

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

 19. Out of order. Be sure that all of your sources are in alpha order.

 20. Incomplete annotations.

Where are your citations? Lack of citations constitute plagiarism. Please cite accordingly throughout.

## SPA (20%)

2 / 5

EXCELLENT (5)	Research question is appropriate for assignment; document satisfies audience expectations- Question will yield an assertion, opinion, thesis statement for research paper; 1-1/2 pages of text, plan for the research, methodology, 10 sources.
GOOD (4)	Research question is sufficiently narrow but the document only partially responds to it. Methodology may be vaguely presented.
SATISFACTORY (3)	Research question lacks specificity or is too narrow or broad for audience and purpose. Methodology glossed over.
UNSATISFACTORY (2)	Research question does not address assignment or meet audience needs. Presents an question that will yield a report. Does not meet the page requirement fully. Does not meet fully the source requirements.
UNACCEPTABLE (1)	Research is question missing or inadequate. Provides less than a page for the plan and fails to meet source requirements.

## ANNOTATIONS (30%)

4 / 5

EXCELLENT (5)	Required information is provided and thorough for each source--4-6 informative, relevant sentences that speak to the research question and plan. Provides a direct quote for each annotation, cited in MLA.
GOOD (4)	At least ¾ of the sources provide complete and thorough information.
SATISFACTORY (3)	Half or fewer sources provide complete and thorough information. Missing direct quotes.
UNSATISFACTORY (2)	Each source lacks part of required information.
UNACCEPTABLE (1)	Annotation missing or uninformative. No direct quotes included. Does not follow assignment requirements (4-6 sentences).

## FORMATTING (30%)

3 / 5

EXCELLENT (5)	All citations and all aspects of prospectus meet formatting specifications--MLA Citation Style. Sources for prospectus are consistent with MLA. both in-text and bibliographic entries.
GOOD (4)	Occasional errors in citations and/or oversights in page formatting.
SATISFACTORY (3)	Frequent deviations from citation and/or page requirements.
UNSATISFACTORY (2)	Formatting is of mixed styles or inconsistently used.
UNACCEPTABLE (1)	Formatting is care-less or lacking.

## LANGUAGE (20%)

4 / 5

EXCELLENT (5)	Style, tone, and expression appropriate for academic writing; diction well chosen; syntax and mechanics virtually error-free.
GOOD (4)	Style and tone suitable for academic writing; syntax and mechanics have minor errors; diction appropriate in most instances.
SATISFACTORY (3)	Style and tone fall short of academic standards; distracting usage, diction, and mechanical errors.
UNSATISFACTORY (2)	Little resemblance to academic writing in most respects.
UNACCEPTABLE (1)	Frequent errors inhibit clarity and meaning.

