

PERSONAL INVENTORY

Let's do a little self-exploration through writing. Who are you? What experience(s) have defined you? What are you good at? What is holding you back? What absorbs your complete attention? What are you interested in? How are you known among your family and friends? What is the horizon of your interests?

Most importantly, knowing that there are no shortcuts in life, how are you going to get to this horizon and beyond?

It is not enough to *think* about these questions. You must answer them, in writing, and do so through rich detail. Doing this not only gives you direction for the work of this course, it also helps you become a more effective writer and communicator.

Why? Because excellent writers know themselves. They are their own first and best audience. They understand their own motivations, needs, desires, insecurities, strengths, weaknesses, *et cetera*. They do not let themselves be intimidated by who they are within themselves or within the world. Instead, they use their knowledge of their sel(ves), in all the dimensions the multiple-self encompasses, as they create meaning and share that meaning with the world. It's how they connect to other selves and lead them forward.

If you haven't already, it's time to begin that work.

Directions

Compose all your responses into one MS Word document (.doc,.docx,.rtf only), formatted using single-spacing. Upload your assignment to Drive by Tuesday, September 29th before you come to class.

The following guidelines will help you produce a successful document:

PART I.A—Take some notes for your own reference first. This does not need to be included in the document. It is for your reference in case you are not comfortable jumping in and writing.

Write a list of 10 things on a separate piece of paper for *each* of the following four categories:

1. What fascinates you that you always want to learn more about?
2. What do you want to accomplish in the next five years besides school?
3. What things that you do for your job, your schooling, your hobbies, and/or your professional ambitions that make you feel really good (i.e., give you "flow")?
4. What problem(s) are holding you back in your life currently?

In total, you will have 40 things in your notes across four categories. What you want to be sure of is that your 40 items are not just general words (e.g., love, sports, poetry, music, etc.). These will not help you complete and pass the assignment. You want to come up with complete thoughts. So, rather than writing, “I like guitars,” you would write, “I like to collect custom Japanese electric guitars” or “I want to be a djent guitar god who gets invited to demo the best equipment at NAMM.”

For example, for things that fascinate you, someone else might include:

- a. Browsing community websites like Reddit, Metafilter, or Quora to see how much drama other people have in their lives.
- b. Participating in the culture surrounding collecting and wearing “sneakers,” especially Takashi Murakami’s one-of-a-kind creations.
- c. Designing and soldering circuits to build my own electronic devices.
- d. Hacking Raspberry Pi boxes into custom containers, like old cell-phone cases.
- e. Following the #MeToo movement and cases of sexual harassment in media.
- f. Watching videos of people flying (and sometimes dying) using wingsuits.

PART I.B—Choose the five most interesting things from each category and develop a paragraph for each of them (20 paragraphs total). With each interest, be sure that your paragraph-long explanation conveys why it is interesting or relevant to you. A *well-written* five-to-seven sentence of explanation for each (approximately one average paragraph) is sufficient for an honor grade.

For example:

My Fascinations (Today, Anyway)

Browsing community blog websites – I’ve always been a compulsive reader and enjoy learning about things through conversations by knowledgeable people. Reading community question-and-answer sites is one way to explore worlds that I don’t otherwise have access to. Whenever I’m bored, or overwhelmed with work, I check into these sites because I always learn something new. My favorites are Reddit, Metafilter, and Quora. I used to write on these sites, but that takes up a lot of time and so now I mostly just check in and read when I have a few minutes. I particularly like to read about “human relations” kinds of things because it shows me how other people deal with the messy drama in their lives and maybe I’ll learn something about avoiding it in my own.

Studying data visualizations – I’m a very visually-oriented person, but I have to struggle for every single bit of creative skill I’m able to acquire. I don’t learn well by watching videos, or listening. I have to have a visual system to read/study. Data visualizations are an example of how I learn best, and also what I wish I could do better. I really like visualizations that provide some level of meta-analysis of a subject. I can do simple information visualizations, but I lack the technical skills to do more complex ones and, more importantly, I lack the motivation to learn this. Instead, I like looking at and appreciating the hard work of others.

You will be required to think and maybe even look up words and ideas to articulate aspects about you well enough to cover a paragraph. If you don’t manage to complete the paragraph, you can’t earn full credit, so make writing each paragraph well a focus of your efforts.

When you don’t know what to write, ask yourself the journalistic questions: what, where, when, how, and why (you already know “who”). Be sure to give yourself enough text to connect your ideas and an explanation of them to both an internal audience (you) and an external audience (me).

PART II—Choose 20 questions from the question bank on the following pages and answer them with a paragraph each. The questions that you choose are entirely up to you, but you should have at least five (or more) sentences for each response (see my examples above). Be sure to include a subject heading that lets your reader (i.e., me) know what you are writing about.

PART III—Create a finished document using standard margins, font choice, and organization as you understand them from your previous writing experiences. Except, this time make the document **single-spaced** and **well-organized**—much like this assignment sheet is doing. I will add a sample template for a simple reporting style to OpenLab for your reference. You can use it if you wish, but it will need to be adapted.

Grading

The Personal Inventory is worth 100 points and is graded on your ability to use the directions to generate an appropriate volume of well-organized content and that this content is suitable to use as the basis for developing a personal narrative. **Your grade will not be determined by how correctly your writing approximates Standard Business English, so write freely, but with care.**

You must thoughtfully complete the entire assignment for full credit. Credit cannot be awarded for work not completed and loaded to your Drive folder in the proper format. Incomplete work (i.e., missing sections, lack of full paragraphs, unformatted, wrong file type) will be given partial or no credit. Also, if I see you are counting sentences and doing the minimum amount of work necessary for what you think will be an A, I will joyfully give you a C and encourage you to do better next time.

Your peers in previous semesters and years rose to the occasion and crushed this exercise. I expect that you will do the same and am committed to doing everything necessary to help you do so.

Personal Inventory Questions to Choose from To Answer (Choose 20)

1. What hobby would you get into if you had as much money or time as you wanted?
2. What is your super power?
3. What job or activity would you be terrible at?
4. What habit do other people have that annoys you the most?
5. What skill would you love to master if you could?
6. What would be an once-in-a-lifetime adventure for you?
7. What is the last adventure you went on? Who joined you?
8. What song have you completely memorized? What does it mean to you?
9. If you could live in a movie or game, which one would you choose and why?
10. When friends come to you for help, what kind of problems do they bring to you?
11. What do you want to know more about? How do you think it fits into your life?
12. Who has impressed you with their accomplishments? What have they accomplished and why?
13. What luxury in your life can't you live without? Why? What does it provide you?
14. What are you interested in that your friends don't know about?
15. Among your friends and family, what are you famous for? How did this fame come about?
16. How different was your life one year ago? What has changed? Why did it change?
17. What is special about the place you grew up? Be specific.
18. What is the most impressive thing you know how to do? Explain.
19. What are you most insecure about in your life? How has this insecurity contributed to shaping you?
20. What is something that you are really good at, but embarrassed that you are really good at it? What has caused you to be embarrassed about this?
21. What dumb accomplishment are you most proud of? Why?
22. What is something that you keep messing up regardless of how many times, or how hard, you try?
23. How do you get in the way of your own success? Do you think this is a permanent condition?

24. What do you have doubts about? Where did those doubts originate?
25. If, as the metaphor goes, life is a game, what are some of your rules?
26. What habits, behaviors, values, and/or attitudes would your friends say are “so you”?
27. What gets you worked up? Why does it get you worked up?
28. What do you consider a good life? Where do these ideas about what is “good” come from?
29. What have been some of the turning points in your life?
30. What are three interesting facts about you that most people don’t know?
31. What is the hardest lesson you have learned in your life so far?
32. What do people that know you think is weird about you?
33. What is the best thing that you got from your parents? What is it about this that you value?
34. What is the smell of your childhood?
35. What are your favorite smells? What memories do they trigger?
36. What do you like the feel of when you touch it? How would you describe touching it?
37. What lifestyle change have you considered making for a while? What is preventing you from making it?
38. What would be your spirit animal? Describe what connection you have to this animal and why?
39. What are you really, really good at but hate to do?

WRITING AN INFORMAL ANALYSIS (50 POINTS POSSIBLE)

An analysis is, in essence, a study of the structure of something through its elements.

AN informal analysis of a text is a focused look at one or more of the elements of the text (e.g., the content, argumentation, rhetoric, mechanics, or style) that follows basic critical principles rather than discipline-specific methods. A good informal analysis is a basic examination of these features to develop a main idea from your own thinking that addresses a problem, issue, or concern (i.e., a gap) that is relevant to the audience of the analysis.

To write an effective basic analysis, you must both read and understand the nuances of a text, take generative notes, and then cohesively reorganize your notes around either a known gap (e.g., one given to you), or around an emergent gap (e.g. one you discover). You do this by synthesizing the connections and interrelationships of your ideas around a conclusion.

DIRECTIONS

Your assignment is to write a 500-word (2 full pages, double-spaced) basic analysis as a response to *How to Tame a Wild Tongue*, by Gloria Anzaldúa. You will do so without making use of any discipline-specific techniques to literary analysis. Instead, you will use general principles of critical thinking. Below are the things that you will do and how you will do it.

A. Taking Notes

As you prepare to write a basic analysis, you must read the text, and take notes. Because you have already read *How to Tame a Wild Tongue*, you will already have some notes. They will not be enough.

You will want to re-read the text, and take more notes looking for specific aspects of the text that you wish to address. I recommend that you write directly on the text itself in the form of annotations and then transfer them to a working document if you can.

Writing an analysis is a process, and this process involves:

- Reading and understanding what you read by writing your way through this understanding.
- Committing time and focus to read closely and track what you have read through your annotations and notes.
- Reading critically and taking notes, taking time to reflect on what you have read, asking yourself questions about it, and adding notes to your existing notes as part of that process (recursivity).

B. Composing Ideas

Once you have completed your close reading and note-taking of *How to Tame a Wild Tongue*, take your annotations and transcribe them into a Word document. While doing so, think about what ideas are most important to you, and which other ideas are related to that idea (and “speak to it”). As part of this process, you have to find the main idea, or argument, or narrative/story **of your own piece** that is speaking to **you** from your notes. In other words, what stands out to you from your own response to the text? That is where you usually begin developing your analysis. For this to work effectively and efficiently, you must:

- Have sufficient notes that you can use them to produce ideas in sentences to create a chain of argumentation (i.e., related paragraphs) that introduces, supports, and then concludes a main idea that you develop.
- Be able to articulate an opinion on the subject you are writing on (an informed opinion), but also try to apply that opinion towards more abstract or general ideas.
- Recognize and question your own relationship with the text to situate yourself within it.

C. Finding the Gap

Once you have an adequate base of notes from which to work, you are prepared to draft your analysis.

- Your analysis should focus on what is missing (in your own opinion) that can be filled in through analysis. This is something that will bridge the “gap” between your own interest and understanding, the text, and the audience. For example, thinking about how different Gloria Anzaldúa’s experience might be growing up in 21st Century New York. Or comparing your own experience with bi-lingualism (if you have it) to hers.
- As part of your analysis, you may summarize, evaluate, connect, and/or extend ideas from the source text with your own.
- As part of your analysis, you may reorganize the text around conflicting or conflicted viewpoints, contradictions, theses, factual information, or any other content found within the text itself.
- Your own analysis should have an introduction (written last), body, and (brief) conclusion.

EVALUATION

This assignment is worth 50 points (~5% of your final grade). You will be graded on your ability to demonstrate an informal, but effective analysis. While you do not need to show each step in the composing process, you may do so to bolster your credibility. Use the basic MLA format of your summary. Show evidence of revision and editing. The deliverables for this project are:

1. The edited 500-word summary (uploaded to Drive).

Keep in mind the following requirements;

- Your summary must be in MLA format, and in .doc, .docx, or .rtf file formats. For this assignment I will not accept Google Docs or .pdf documents.
- You can find an example of MLA format on the Purdue OWL by searching for “[MLA Sample Essay](#).”

- Your analysis should be revised and copy-edited before you hand it in.
- This assignment is due on Tuesday, September 22nd.

Basic Analysis of "How to Tame a Wild Tongue"

Clear evidence of effective process – organized and detailed paragraphs with main ideas presented early; logical transitions throughout (/20)

Analysis captures one or more main themes from the text and develops them with writer's own ideas (/10)

Sentences are consistently well-developed with proper use of mechanics; errors are not distracting (/10)

Basic MLA format is used with consistency (/10)

SCORE: /50

WRITING AN EFFECTIVE SUMMARY (50 POINTS POSSIBLE)

A summary is an organized reconstruction of the essential claims, evidence, and analysis of a text. A good summary provides both the essential ideas and overall argument of a text as well as a sense of what the summary writer believes to be important based on the organization that information. To write an effective summary, you must both read and understand the nuances of a text, then cohesively reorganize it around what you consider to be the most important ideas to share with an audience and what connects those ideas.

DIRECTIONS

A. Taking Notes

As you prepare to write a summary, you must read the text, and take notes. If you are inexperienced in writing formal summaries, I recommend that you write directly on the text itself in the form of annotations. Your annotations should accomplish three things:

1. Provide you with a visual map of where the key ideas and arguments of a text are located for your reference (e.g., the underline function).
2. Provide a basic, functional analysis of the key ideas of the text by organizing them using basic schema (i.e., lists, diagrams, flowchart, etc.) to facilitate your own ability to synthesize knowledge from them.
3. Provide your response to these ideas in your own words. The degree to which you are able to “talk back” to a text in the form of an educated opinion is indicative of your ability to use the ideas from the text constructively, either in the form of a summary or another type of analysis.

B. Composing Ideas

Once you have completed your close reading of the text to be summarized, take your annotations and transcribe them into a document. As you do so, keep three things in mind:

- First, your notes do not need to be a word-for-word transcription of your annotations. You can expand some of your more fruitful notes or ideas, and completely disregard others.
- Second, you may include critical direct quotes (e.g., a definition of a key term) in your notes, but you should not use it in your summary unless they are truly critical. For example, a key technical term with precise language that is interrogated as the argument of the text you are summarizing. Otherwise, no quotes.
- Third, you can add to your notes as you read through them, but most importantly, begin to structure your ideas into the order that you want to address them in a summary. Be sure that while you do so, you identify and write out what the key argument of the text is (in your own words). Organize your notes into the points you wish to address. If your summary was particularly complex, you would print your notes, and reannotate them, but you do not need to do that here. You also don’t need to use all of your notes if you have many. Choose the best ones.

C. Drafting the Summary

Once you have an adequate base of notes from which to work, you are prepared to draft your summary. For this assignment, your summary should be two paragraphs long and have a distinct strategy for each paragraph and how the two paragraphs fit together. For example, you might want your first paragraph to focus on articulating what the article is saying about lobsters and how. Then your second paragraph could demonstrate what the purpose or analysis in the article is.

EVALUATION

This assignment is worth 50 points (~5% of your final grade). You will be graded on your ability to demonstrate effective process in composing a summary by showing the work you have done at each step below, and then producing a cohesive summary that is formatted in MLA format and shows evidence of editing. The deliverables for this project are:

1. Your annotations of the article itself (bring in the paper article with your name on it for me to evaluate).
2. Your composed page notes (print and attach to article).
3. The edited two-paragraph summary (uploaded to Drive in doc format).

Keep in mind the following requirements:

- Your summary must be in MLA format, and in .doc, .docx, or .rtf file formats. For this assignment I will not accept Google Docs, printed summaries, or .pdf documents.
- You can find an example of MLA format on the Purdue OWL by searching for "[MLA Sample Essay](#)."
- Your summary should be revised and copy-edited before you hand it in. Your notes do not need to be.
- This assignment is due on Tuesday, October 6th.

Summary of "Consider the Lobster"

Clear evidence of effective process – organized and detailed paragraphs with main ideas presented early; logical transitions throughout (/20)

Summary captures the main themes from the text and develops them into an analytical frame (/10)

Sentences are consistently well-developed with proper use of mechanics; errors are not distracting (/10)

Basic MLA format is used with consistency (/10)

SCORE: /50

"IT is with a kind of fear that I begin to write the history of my life."

--First sentence from The Story of My Life by Helen Keller

STORY OF MYSELF

For the Story of Myself, you will write a 1,500- to 2,000-word essay on, well, YOU. The basis for this essay will be an informal analysis that you conduct based on the content you generated for Assignment #2 (Personal Inventory). In Assignment #2, you considered many dimensions of yourself and how you relate to your own imagination, aspirations, and the world. Using the techniques of note-taking and informal analysis we will cover in other assignments, find what is important to represent about you, why and how it is important, and compose an essay on that main idea.

You will consider yourself as the motivated and embodied subject of the world that you are, as well as the experiences that have led you to this point. As you conduct your analysis of yourself, consider avoiding a simple restatement of what you have already discovered in Assignment #2. Instead, take the most important insights from Assignment #2 and see how they fit together into a narrative that is unmistakably you. This narrative does not need to be the best thing you have ever written, or capture the ineffable complexity that is your life, or even be that interesting. Think of it as merely a beginning—a first attempt at capturing something important about who you are right now, in this moment of your life, while keeping in mind the person you wish to become.

Directions

Approach this essay in a similar way to your informal analysis of the upcoming assignment, *Consider the Lobster*, but in this case the source text is your own writing about yourself. Use or adapt the same analytical process and rhetorical techniques to generate and develop ideas, refine those ideas as you build structure into them, devise what the main idea of your essay will be, and then re-structure what you have around that idea into something essay-shaped.

Recommendations

- 1) Think of this essay as the continuation of a multi-step process. The first step was to generate lots of notes and content. Next, you must decide what you really want to write about. You can do this by re-reading what you have written for Project I, and annotating it. Look for ideas that you connect to, think you have more to say about, or that you believe you can link together around some coherent theme, or anything else that speaks directly to you as being worth pulling forward.
- 2) Eliminate content from Assignment #2 that you feel confident you will not use. You will still have access to it if you are wrong, but if you are not using it, you don't need it taking up mental space.
- 3) Begin or continue to annotate your ideas. Remember the process of close reading, responding, reflecting, and expanding. Annotate your annotations. The goal here is to get a critical mass of ideas flowing about your topic (i.e., about *you*) that writing your essay becomes as much a process of what not to include as struggling to get enough.
- 4) Once you have a critical mass of ideas, take your notes and annotations and create a rough outline of what you plan to include in your essay. This is an informal outline of what the main idea will be, and what ideas will feed into and develop that main idea.
- 5) Begin drafting your essay in a non-linear fashion. Do not start at the beginning. Do not write the introduction. Start with what you know the best, or want to write about the most. Work outwards from there by attaching more to that core and re-writing, or reorganizing, what you have. In essence, you are building the essay from the inside out.

Grading

This essay is due on Tuesday, October 20th at 11:59 p.m. The essay is worth a total of 150 points. To receive credit for the essay, you must upload a completed .doc, .docx, or .rtf file into your Drive folder. I've provided a rubric below, but generally speaking, an "A" text is one that has been thoughtfully written and reworked based on substantial invention and drafting to articulate a significant statement about the writer's life. The "C" text is one in which all directions have been followed...i.e. it's about you, a completed draft is made and submitted.

Please use the manuscript template uploaded to our Course Document Repository.

Content Development (40 points)	
The information you choose to include holds an appropriate level of complexity and interest for a college-educated audience.	
Details illuminate the subject, and expanding on key points.	
Argumentation (40 points)	
Ideas demonstrate clear hierarchical logic presented in a discernable narrative flow.	
Overall argumentation develops a main idea accurately and consistently.	
Style (20 points)	
Design and formatting features of the manuscript are accurate.	
Essay is in a separate, correctly named .doc, .docx, or .rtf in your Drive folder.	

"Stubborn and ardent clinging to one's opinion is the best proof of stupidity."
--Michel de Montaigne

ESSAI OF THE SELF

The word "essay" comes from the French verb, **essayer**, meaning "to try." In 1580, Michel Montaigne, the French Renaissance philosopher, statesman, father of modern skepticism, and popularizer of "the essay," published his still read volume *Essais*. This book of, well, essays, are deeply introspective, analytical examinations of the topics that the ever-curious Lord Montaigne found fascinating during his life.

Believe it or not, in Michel de Montaigne's time, the idea of publically writing about trivial, sometimes even personal, matters unrelated to theology, statecraft, or other doctrinal issues and imperatives was seen as tacky. Even worse is if one inserts their own subjective identity into their writings and appear as themselves rather than maintaining a high style of objective analysis. Lord Montaigne did both (a lot) and thus wasn't highly regarded as an author during this time, only as a rich nobleman deeply involved in regional affairs of state and the people whom he governed.

Nevertheless, the impact of Montaigne's *Essais* on modern Western thought cannot be overstated. His work was a primary influence in Francis Bacon's *Essays*, which was the first widely recognized collections of secular humanistic writing of the Renaissance and led directly to his later works, which formed the basis for modern scientific reasoning. Montaigne's works formed a basis for close examination of socio-cultural and developmental phenomena in psychology, child-raising, and learning that still have merit today.

Directions

In the classical tradition of Lord Montaigne, you are going to make an *essai* (i.e., an essay, a try). Except, for our purposes, you will do more than make an appearance as the author speaking for yourself. Instead, you will write the *essai* **about** yourself. Whereas *Project #1: Story of Myself* was you working through the process of coming up with a narrative that shared part of who you are, the *essai* will be more focused. The basis of your *essai* will be a conversation with yourself around the idea of what you will carry forward from this class and your first semester in college into the rest of your life. You will examine various aspects of lifelong learning and carefully integrate them through critical thinking and analysis into a cohesive textual narrative about your future plans.

Your *essai* does not need to be as complex, or as verbose, as David Foster Wallace. Your work does not need to be as spare and personal as Gloria Anzaldúa's, *Borderlands*, but it must be entirely yours and informed by your deep thinking about what you have learned and your future.

Specifically, you will be integrating a response to the following five prompts together into one cohesive whole. How you do so is up to you, but I will be looking for evidence of an essay that addresses each of these concerns within the structure of the text.

- Document and reflect on what ideas about yourself that you have developed over the course of the semester and how you will cultivate these ideas in the future.

- Document and reflect on how your perspective more generally has changed over the course of the semester and through the activities of this course.
- Demonstrate through reflection how learning in this class is connected to your previous and future development of skills and practices. In other words, what have you learned in this course, how is it different/similar to what you learned before, and how do you think it will help you moving forward.
- Document and reflect on how you will carry forward what you have learned this semester into future courses and into your professional life.
- Explain how you plan to document and build on your successes in learning and carry them forward, including how to be accountable towards self-directed goals.

Expectations

- You will write a 1500 to 2000-word text in 12 pt. font, with double-spacing throughout and 1 in. margins.
- The text will be in MLA format (which is good for essays of this nature). You can find an example of MLA format on the Purdue OWL by searching for "MLA Sample Essay."
- Your *essai* will deliver an insightful analysis within the above framework of prompts. As part of this analysis, if you include outside sources of information, you must cite them in MLA format.
- Your draft must be uploaded to your Google Drive folder by 11:59 p.m. on Tuesday, December 15th, 2020.

Evaluation

The *essai* is worth 150 points, or approximately 15% of your final course grade. If you submit your *essai* early, you will receive a provisional grade on your draft as well as guidance for revision. If you revise, your *essai* will be re-evaluated. If you do not, or your revision is not substantive, your provisional grade will be recorded.

Content and Structure (50%)	Grade Earned
	Additional Comments:
All key elements of the <i>essai</i> assignment are covered in a substantive way. <ul style="list-style-type: none"> • Essay develops a main idea related to the prompts. • Essay is structured logically with a beginning and end. • Essay delivers a coherent and insightful analysis of main idea through the prompts given. 	
The content of the essay is comprehensive, accurate, and persuasive. <ul style="list-style-type: none"> • Information and details provided are relevant, well-developed, and compelling. • Source materials are relevant and credible. • Audience concerns are anticipated and addressed. 	
The paper develops a central idea and is directed toward the appropriate audience. <ul style="list-style-type: none"> • Essay has a recognizable central theme related to your development. 	

<ul style="list-style-type: none"> Essay develops this theme throughout the text using ideas informed by the writing prompts. 	
Major points are stated clearly; are supported by specific descriptive details and examples.	
The essay attempts to capture a larger point or understanding about the topic.	
Readability and Style (25%)	<i>Grade Earned</i>
	Additional Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
The tone is appropriate to the content and assignment.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied sentences.	
Sentence transitions are present and maintain the flow of thought.	
Mechanics and Formatting (25%)	<i>Grade Earned</i>
	Additional Comments:
The paper is in appropriate format, with 12pt font, 1in margins, and double spaced throughout.	
The paper is laid out with effective use of headings, font styles, and white space.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
MLA formatting is used consistently throughout.	