JOU 5007 HISTORY OF JOURNALISM   **SECT. 2974**   **FALL 2016**
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OFFICE HOURS: Mondays, 5-6 p.m.; Tuesdays, 2-5 p.m.
(All other available times are BY APPOINTMENT).

COURSE OBJECTIVES: To survey the development of journalism and communications; to introduce the academic and journalistic value of historical method and the use of primary documents; and to engender thought and discussion about the issues facing (and shaping) journalism throughout history. The course challenges students to think creatively and analytically about key individuals, as well as great ideas and values such as media accuracy, free expression, ethics, history and diversity.

REQUIRED READING: Sloan, Wm. David (ed.), *Perspectives on Mass Communication History*.

RECOMMENDED READING: Sloan, Wm. David, and Startt, James, (eds*.), The Media in America: A History*; Folkerts, Jean, and Teeter, Dwight L., *Voices of a Nation*; Emery, Edwin, and Emery, Michael, *The Press and America: An Interpretive History of the Mass Media*.

GRADING: Grades will be based on **attendance and class participation; three essay exams; a presentation on an issue or aspect that influenced the development of mass communication; a preliminary research prospectus; and a historical research paper, 20-25 pages, or a research project.** (SEE THE ATTACHED SHEET AND ADDITIONAL CRITERIA INFO ON E-LEARNING SYSTEM HOMEPAGE.)

    <u>**Final Grade Proportions:**</u>

Average of exams	60%
Final paper	20%
Prospectus	10%
Presentation	5%
Class attendance/participation	5%

Any plagiarism or falsification of information earns an E and a failing grade for the course.
    Grades of "Incomplete"-- Instructors are not required to assign **"I"** grades. However, they may be given at the discretion of the instructor, in compliance with the terms and completion of the "Incomplete-Grade Contract". As decided by the graduate faculty of the College of Journalism and Communications, the **maximum** number of "I" grades a <u>doctoral student</u> is allowed during the course of his/her studies at UF is three, while the **maximum** for <u>master's students</u> is two. Information on current UF grading policies for assigning grade points can be found at <http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054>.

    -Attendance-- You are expected to attend every class meeting. If you MUST BE absent from classes or examinations because of illness, family emergency, etc., you should inform your instructor. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054>.

Emphasis in class lectures will be placed on topical issues, as well as on the chronological aspects of media development. You will be required to engage the class in discussions on key issues presented in the lectures. During the class meeting when you are scheduled to make your presentation, you will also be required to conduct the class lecture for at least a portion of the meeting time, about 20 minutes.

    -Essay exams-- You will be given study questions before each exam [on **Sept. 20**, **Nov. 8**, and **(take-home) Nov. 30]** that you may use to help you prepare for the in-class exams on **Sept. 27**, **Nov. 15**, and **(take-home) on or before Dec. 15.** The point of an advanced-level course is to teach graduate students **not only to think, but to think well**. These questions are designed to enhance your ability to 'build a case' (or structure an argument) because the nature of historical research is to provide a plausible explanation for why mass media history developed the way it did. Your exams will consist of one or more of these study questions. Your answers will be judged on the skillful use of information drawn not only from class notes and reading assignments, but also from any outside materials you have read, as well as the strength of your reasoning in dealing with each question.

    -Class presentation-- You will provide <u>at least a 20-minute presentation to the undergraduate class</u> on the media-related topic you have chosen for your final paper. The presentation may consist of an overview of your research or focus on a small aspect of the topic. In addition to how well you analyze the media's development in your chosen subject, your presentation will be graded on originality and thoroughness of information, organization of presentation, form of presentation, and knowledge of subject. Any additional effort you extend to facilitate the undergraduates' understanding of your main points will earn bonus points – for example, handouts, PowerPoint, overheads, etc.

    -Research paper/project-- You will choose and research a topic from those listed in the course outline (or a related topic) and prepare a paper/project providing analysis and interpretation of **an event or aspect of media history prior to 1989**.

    This 20-25-page conference-quality paper (or comparable research project) will be based on a combination of primary and secondary source materials. Secondary sources are books, journal articles, etc. of other historians' interpretation of how and why something occurred in the development of media history. This information is to be used **only** as background information or as supporting data, **NOT** as the basis of your argument. Primary sources are the original documents, words, visuals, etc. produced during the chosen time period. You will analyze and interpret these original documents to draw your own conclusions about what took place and why. Your grade for this paper will be based on originality and significance of your research question, use of primary sources, and the strength of your argument.

    Requirements for the **alternative history project** will differ for each project design, but the project would still need to be based on primary sources and **include a 5-8-page summary** of contextual information and analysis/discussion of your interpretations, in addition to the project materials. <u>This alternative option is available ONLY for master's students who do not wish to have the course count as an **advanced class**</u>.

E-LEARNING/CANVAS SYSTEM: Grades, instructional information, lecture outlines, additional paper requirements, etc. will be posted regularly on the E-Learning/Canvas System and updated on the class calendar on the site. To access the system, go to the Learning Support Systems homepage at <http://lss.at.ufl.edu/> and click on the link. Students must have an active Gatorlink ID to access the class homepage. If you do not have a Gatorlink ID, cannot remember your login information, or have an ID that does not work, please go to the Gatorlink Web site at <http://gatorlink.ufl.edu> or contact the CIRCA Help Desk [(in HUB 132) or 392-HELP] for assistance.

HONESTY PLEDGE: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." In addition, on all work students submit for credit at the university, the following pledge is required or implied, under the Student Code of Conduct: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

As a student at this university, you are expected to produce your own work and reference any outside source materials where appropriate. You are also expected to observe intellectual property rights, as well as copyright laws, and not plagiarize others' words, concepts, or ideas. Give credit where credit is due. This class also requires that you adhere to professional ethical guidelines and NOT make up information or using work completed for another class. Your work will be checked for plagiarism. The faculty members of the Journalism Department have endorsed a policy that details strict guidelines regarding plagiarism. These guidelines can be found at:
<http://www.jou.ufl.edu/academic/jou/honesty/>.

In addition, as stated in the UF student handbook, **violations of the Student Honor Code shall result in a reduced or failing grade and/or judicial action as defined in Rule 6C1-4.016, F.A.C. of the Student Conduct Code.** These violations include cheating (improperly taking or providing information that will be used in determining academic credit), plagiarism, bribery, misrepresentation, conspiracy to commit academic dishonesty, and fabrication of information. Info regarding the code is available at <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For the purposes of this course, plagiarism also includes (but is not limited to) submitting work that was written to fulfill requirements for another class, making up information, and failing to cite your use of the work of others. Failing to adhere to the Academic Honesty Guidelines will result in serious disciplinary action, which may include expulsion from the class, as well as the college and university. For further definitions of plagiarism and how to avoid it, try the links on the following webpage: <http://www.plagiarism.org/>.

PROFESSIONAL CONDUCT: -- Class begins when the instructor walks into the room. Cell phones and other personal electronic devices must be turned off or placed on 'vibrate' at the beginning of class. Likewise, **electronic devices are to be used ONLY for course-related work when classes are in session.** No checking e-mail or social networking accounts, internet surfing, texting, instant messaging, twittering, etc., during class time.

--Your participation and attentiveness are critical to your success in this course. Please provide your instructor and your fellow classmates with your undivided attention. **When one person speaks, whether instructor or classmate, we ALL listen.** Working on assignments for other classes (or for this class), reading the *Alligator* or other material unrelated to this course, or any other disruptive or distracting behavior is prohibited.

COURSE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students who require special accommodations or support services should contact the Disability Resource Center (DRC) Office in Reid Hall, (352-392-8565 x200). Students must register with the DRC and provide the instructor with documentation from that office when requesting accommodations.

COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the

semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

COURSE CONTENT: This is **<u>NOT</u>** a course based on memorization. It is a combination of information and reasoning. As graduate students, you are expected to demonstrate the ability to "think beyond" information presented in your classes, to synthesize data and understand implications of events and actions. Your work on exams, the presentation, and the final paper/project should reflect that level of ability. The discussions and lectures will focus on specific "episodes" in American history and the role of the media during those episodes, as well as the overall effect on media practices and operations. Emphasis will be placed on how these incidents affected the media, as well as how the media impacted on society during those incidents. Attention will also be given to critical changes in society and how the media were forced to adapt to suit the changing needs of their audience.

<u>**COURSE OUTLINE**</u>:
(Schedule and discussion topics may change during the semester.)
(Additional assignments/deadlines will be posted on the E-Learning class calendar.)

<u>**WEEK**</u>	<u>**TOPICS FOR DISCUSSION**</u>

1 -   Intro: Significance of Media History; Starting from a Familiar Point **(Chpts. 1-2)**

2 - 5   Media Voices as Political Tools **(Chpts. 3-7, 9)**
           Colonial Press and its Revolutionary Heroes (or Villains)
           Early Female Voices
           Religious Influences on the Media
           Party Press and Government Control
           Penny Press and its Adversarial Relationship
           FINAL POINTS AND REVIEW
     (HOLIDAY: MONDAY, SEPT. 5, LABOR DAY)

6   **EXAM I (SEPT. 27)**

6 - 12   War and Change in Nineteenth-Century Journalism **(Chpts. 8, 10-14)**
           Definition of the Media by Audiences (and vice versa)
           Significance and Need for an Ethnic Press
           Role of Women in Media Development
           Alternative Journalism
           Yellow Journalism and Questions of Ethics
           The Press in Wartime
           FINAL POINTS AND REVIEW
     (HOLIDAYS: FRIDAY-SATURDAY, OCT. 14-15, UF HOMECOMING
             FRIDAY, NOV. 11, VETERANS' DAY, NO UF CLASSES)

13   **EXAM II (NOV. 15)**

13 - 15   Media Modernization and Technology **(Chpts. 15-23)**
                Munsey, McClure and the Muckrakers
                Press and Politics
                Journalism as a Business
                Radio and Television Come of Age
                Media Investigations
        (HOLIDAY: WEDNESDAY-FRIDAY, NOV. 23-25, THANKSGIVING)

15   **EXAM III TAKE-HOME QUESTIONS PROVIDED – NOV. 30**

16   FINAL POINTS AND REVIEW
        Last class meeting, DEC. 6 (CLASSES END, DEC. 7)
                (READING DAYS, DEC. 8-9)

17   **TAKE-HOME EXAM III AND RESEARCH PAPER/PROJECT DUE**
                ON OR BEFORE THURSDAY, DEC. 15, BY 5 P.M.

PRACTICE PROSPECTUS TO HELP YOU DESIGN
YOUR HISTORICAL RESEARCH PROJECT

I.   Title of project

II.   Thematic statement

This statement need be only a couple of paragraphs. It should include the central thesis and the envisioned scope of the project.

III.   Preliminary outline

An idea-by-idea (or section-by-section) outline with topical divisions for each section will suffice.

IV.   Primary sources to be consulted

It can be assumed that appropriate secondary sources will be used as work proceeds. Historical research, however, must be based on primary sources; and the historian should use as wide a variety of primary sources as possible. Indicate the primary sources to be consulted in the following categories:

1. Unpublished collections of personal papers

2. Published collected papers, works, etc.

3. Newspapers, periodicals, broadcasts, films, and other media content

4. Other media primary sources (e.g., pamphlets, contemporaneous literature, etc.)

5. Other primary materials (e.g., diaries, documents, etc.)

RESEARCH PAPER/PROJECT REQUIREMENTS

OBJECTIVE: The purpose of the research paper is to provide a comprehensive analysis of a particular aspect of media history or a significant event that influenced the development (or operation) of the mass media, a specific medium, or a particular media organization.

TOPIC: Pick a subject that interests you. This is **NOT** to be a chronological calendar on the history of a newspaper or a summary of the contents of a movie, TV program, radio show, or ad campaign. You are looking for patterns of change, explanations of occurrences, turning points in media history (or in the operations of a single paper, station, agency), etc. In other words, you are looking for "how" or "why" the media industry (or components of it) turned out the way it has, as well as the extent of the media's role in American history. In selecting the topic, ask yourself the question, "What does this have to do with media history?" For example: the influence of Native American or Hispanic stereotypes in movies and television; the turning point for journalism as a business; the effects of FCC regulation changes on radio programming; the development of women's roles in D.W. Griffith movies; how women journalists altered newspaper coverage at the turn of the century; public relations and political images; media's promotion of Jesus Rock. **NOTE: NO PAPER SHOULD DEAL WITH A TOPIC OCCURRING AFTER THE 1989, UNLESS IT IS A COMPARISON OF HOW SIMILAR EVENTS OR ASPECTS WERE COVERED OR ADDRESSED IN THE PAST AND PRESENT**. For example, how sports coverage of the '90s differed from coverage in sports' "Golden Age."

Develop the topic idea to focus on a central thesis or argument about media-related events in history. **For example:**

- **Unacceptable:** "A biography of Hunter S. Thompson."
- **Good:** "How the writing style of Hunter S. Thompson altered standard media-writing styles of the '70s and '80s."
- o **Weak:** "Why Elvis Presley was a great musician."
- o **Better:** "The impact of Elvis Presley's music on social attitudes of the 1960s."
- ✓ **Weak:** "Media discussions of the Vietnam War."
- ✓ **Good:** "How media coverage of the Tet Offensive altered perceptions of the Vietnam War."
- ➤ **Weak:** "The status of women in society as depicted in Friedan's *Feminine Mystique*."
- ➤ **Better:** "The evolution of female empowerment in *Nancy Drew* novels."
- ▪ **Weak:** "Single-parent homes as depicted in TV sitcoms."
- ▪ **Better:** "A comparison of single-parent home life in *Two and a Half Men* vs. *The Andy Griffith Show.*"
- ★ **Weak:** "The evolution of Batman."
- ★ **Better:** "Superhero identities as a reflection of societal change."

SOURCES: Use a mixture of primary and secondary sources, with **primary source excerpts as supporting material** and secondary resources for background or context. Books, such as your textbook, are secondary sources (a historian's explanation of what took place or why it happened). Primary sources are letters, newspapers, magazines, advertisements, documents, interviews, speeches, etc. (including transcripts and descriptions of the contents of audio/visual items) produced by or about the individuals or organizations being discussed in your paper. Published letters, diaries, memoirs, etc. are also considered primary sources. On-line primary sources and oral history interviews with key

participants in the event are also acceptable. This is NOT to be merely a collection of information from various books pulled together into paper form, nor is this meant to be a book report (based on a single source). **SINGLE-SOURCE PAPERS OR PAPERS BASED SOLELY ON SECONDARY SOURCE MATERIALS WILL RECEIVE UNSATISFACTORY GRADES.** Cite all sources you use and information that is not common knowledge, including information from personal interviews and on-line information. Failure to acknowledge information that is not your own work is PLAGIARISM, which is a violation of the academic honesty policy. Papers that are not properly cited **WILL NOT BE GRADED**. UF Student Honor Code: "Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work." Papers without proper citations **WILL NOT BE GRADED**.

Papers that were prepared for other classes, but submitted to fulfill this course's research paper requirement, are also **UNACCEPTABLE**, as well as a violation of the academic honesty policy unless both instructors agree to the simultaneous submissions.

ALTERNATIVE PROJECT: Students have the option of completing a historical project in lieu of the paper. This alternative option is available ONLY for master's students who do not wish to have the class count as an **advanced class**. Examples of possible alternative projects: an oral history interview and documentation project (talk to people who witnessed history and place their comments within a frame provided by scholarly and contemporary accounts of the incidents); radio, television or online programs, kind of like an in-depth NPR program, a TV short or a special interactive Web site. However, the final project must not be simply a collection of information. There must be a solid argument point or thesis, supported by evidence that clearly relates to this thesis (or set of component points in the argument), as well as a thoughtful conclusion that presents a new way of thinking about the topic or that demonstrates how this examination of the topic adds to the current pool of historical knowledge in mass media development. Requirements will differ for each project design, but the project **MUST still be based on primary source evidence and include a 5-8-page summary of contextual information and analysis/discussion of your interpretations**. Thus, the project **MUST include** this written component (or as a link on that site, if producing a website) that sets up an argument, analyzes the evidence, reaches a logical conclusion about the findings, AND establishes why this information is relevant (and helpful) to researchers' existing knowledge of some aspect of mass communication history.

PAPER STYLE REQUIREMENTS:

 - **Structure**. You may use narrative (chronological), geographical, or topical structure. However, make sure the theme or the point you are trying to make is clearly understood at the beginning. The introduction should include a clear statement of the main point of the paper. Follow with the evidence to support your position, providing context and citing the sources for all information used as the basis for your argument. **You MUST provide examples or excerpts from primary sources** to add to the credibility of your analysis. End with a summary and implications of your research or the significance of the results to media history. Attach copies from the original documents to your final paper.

 - **Length**. The conference-quality paper should be 20 to 25 typed (double-spaced) pages (with standard 1-inch margins and 12-point typeface), including endnotes or footnotes.

- **Style**. Use the *Chicago Manual of Style* or Kate Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. [Guidelines from both are available on-line at numerous writing sites. A good starting point is the "Web Links" on the UF Reading and Writing Center Web site at http://writing.ufl.edu/. See also guidelines at the end of this criteria sheet.] Number pages in the upper right-hand corners and provide a title.

 - **Title Page**. Use a cover sheet. Center the title, your name, course number (JOU 5007: Mass Communication History) and the date on the cover. Staple the cover sheet to the front of your paper. **Do not place the paper in a cover or have it bound.**

 - **Source Page**. The use of fabricated information will NOT be tolerated. Provide a source sheet that includes a full cite of all materials used, as well as the call number and/or location of each resource. For Web sites, include the name of the organization or individual who produced the site or edited the content. Staple the sheet to the back of your paper.
[For example: Humphrey, Carol Sue. *This popular engine: New England newspapers during the American Revolution, 1775-1789*. (Newark: University of Delaware Press, 1992. UF LIBRARY WEST, PN4891.H86 1992;
"Presidential Elections, 1860-1912," http://elections.harpweek.com. Accessed March 3, 2005. Produced by Dr. Robert C. Kennedy of HarpWeek.]

 - **Proofread**. Copyedit for errors. Factual errors will result in a significant reduction in your grade. Spelling and grammar errors (including typos) will also hurt your grade.

 - **Copies**. Turn in **TWO COPIES** of your paper, a hard-copy version and an electronic version to be submitted to E-Learning. The hard-copy version will be graded and returned. The other will be kept on file. **IF YOU DO NOT TURN IN TWO COPIES, YOUR PAPER WILL NOT BE GRADED.**

 - **Content and Writing Quality**. I expect a well-written, thoughtful, and interesting piece of writing. The paper must be an analysis, rather than simply a summary, of information. It must add something to the current pool of historical knowledge and not a rehash of what has already been done on the topic. However, it does not have to be just another boring research paper to get you through a class. Think "creativity." It can also be something you would use as part of your thesis.

GRADING:
Papers will be judged on how well you have adhered to the criteria. However, the greater significance will be placed on content. Papers must exhibit originality, skillful use of sources, comprehensive analysis of information, and strength of argument. Grading standards for the paper/project content, as well as sample papers and other research resources, will be posted on the e-Learning class site.

DEADLINE:
Papers/projects are **due on or before DEC. 15 by 5 p.m.** No extensions will be granted unless extenuating circumstances exist. Advance notice and a specific deadline suggested for completion of the work will be required before any extensions are granted.

Guidelines for Footnotes/Endnotes

I. Basic Forms

1. Book

[1]Bingham Duncan, *Whitelaw Reid: Journalist, Politician, Diplomat* (Athens: University of Georgia Press, 1975), 75-76.

2. Volume in a multivolume series with the same title

[1]Elizabeth Bisland, *The Life and Letters of Lafcadio Hearn*, 2 vols. (Boston: Houghton Mifflin, 1906), 1: 2.

3. Separately titled volume in a multivolume series

[1]Carol Sue Humphrey, *The Press of the Early Republic, 1783-1833*, vol. 2, *History of American Journalism* (Westport, Conn.: Greenwood Press, 1996), 44.

4. Reprint edition of a book

[1]James C. Austin, *Petroleum V. Nasby* (1948; reprint ed., New York: Twayne, 1965), 91.

5. Component by one author in a work by another

[1]Edward P. Mitchell, "The Newspaper Man's Newspaper," in *Dana of the Sun*, ed. Alfred H. Fenton (New York: Farrar & Rinehart, 1941), 176.

6. Journal

[1]Earl B. Braly, "William Dean Howells, Author and Journalist," *Journalism Quarterly* 32 (1955): 456-57.

7. Dissertation

[1]William M. Armstrong, "E.L. Godkin and American Foreign Policy, 1865-1900," Ph.D. dissertation, Stanford University, 1954, 47.

8. Magazine

[1]Edward P. Mitchell, "Mr. Dana of 'The Sun,'" *McClure's Magazine*, 3 October 1894, 374.

9. Newspaper

[1]New York *Times*, 15 March 1880, 15. (Add author and title for a signed article.)

10. Newspaper without location in title

[1]*The Times* (London), 15 April 1870, 6.

11. Primary item in a primary source

[1]E. L. Godkin to Henry Villard, 13 October 1887, Rollo Ogden, ed., *Life and Letters of Edwin Lawrence Godkin* (New York: Macmillan, 1907), 447.

12. "Primary" item in a secondary source

[1]Horace Greeley to Whitelaw Reid, 2 September 1872, quoted in Royal Cortissoz, *The Life of Whitelaw Reid* (New York: Scribner, 1921), 283.

(For primary references in secondary sources, use "quoted in" for direct quotations and "cited in" for references to indirect quotations.)

II. Electronic Sources

Basic citation components and punctuation: note number. Author's First name and Last name, <author's internet address, if available>, "Title of Work" or "title line of message," in "Title of Complete Work" or title of list/site as appropriate, <internet address>, [menu path, if appropriate], date if available, archived at if appropriate.

1. Listserv Message

Phillip Curtin, <curtinpd@jhunix.hcf.jhu.edu>, "Goree and the Slave Trade," in H-AFRICA, <h-africa@msu.edu>, 31 July 1995, archived at <gopher.h-net.msu.edu>, [path: H-NET E-Mail Discussion Groups/H-AFRICA/ Discussion Threads/Goree and the Atlantic Slave Trade--item number 465].

Richard Lobban, <RLobban@grog.ric.edu>, "REPLY: African Muslim Slaves in America," in H-AFRICA, <h-africa@msu.edu>, 4 August 1995, archived at <http://h-net.msu.edu/~africa/archives/august95>.

Gretchen Walsh, "REPLY: Using African newspapers in teaching," in H-AFRICA, <h-africa@msu.edu>, 18 October 1995.

2. World Wide Web

Peter Limb, "Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa," <http://neal.ctstateu.edu/history/world_history/archives/limb-l.html>, May 1992.

3. E-Mail Messages

Mel Page, <pagem@etsuarts.east-tenn-st.edu>, "African dance...and Malawi," private e-mail message to Masankho Banda, 28 November 1994.

II. General Rules

1. For later references, use the author's last name and a shortened title of the work (e.g., Wall, *Henry Watterson...*, 106).

2. The author's name should appear in a note even if it is mentioned near the citation in the text.

3. "Ibid." is used for a reference to the work in the preceding footnote. Do not underline or

italicize "Ibid."

    4. Number footnotes consecutively (i.e., 1, 2, 3, 4...) throughout the manuscript, and use supernumerals for the footnote numbers in both the body text and the footnote text.

    5. For additional guidelines, consult a generally accepted manual (such as *The Chicago Manual of Style* or *Turabian's Guide*) and consistently follow the forms of that specific manual.

    6. Additional formatting Web sites:

        1. UF Reading and Writing Center
            http://writing.ufl.edu/writing-studio/writing-resources/

        2. Purdue Online Writing Lab
            https://owl.english.purdue.edu/owl/resource/717/01/

        3. Bedford/St. Martin's
            http://www.bedfordstmartins.com/catalog/static/bsm/researchroom/
            http://bcs.bedfordstmartins.com/resdoc5e/

        4. Landmark Project *Son of Citation Machine* <http://citationmachine.net/>