



*Holmes*  
COMMUNITY COLLEGE

UNIFIED  
**WRITING**  
**GUIDELINES**



UNIFIED  
**WRITING  
GUIDELINES**

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## Mission Statement

At Holmes Community College, our mission is to prepare students for university transfer, productive employment and lifelong learning. This Unified Writing Guide is one tool the college will use to support its students in order to fulfill our mission. Students are expected to complete writing assignments in a variety of formats throughout the coursework from any given pathway. Many courses may be taken prior to completing a formal college-level writing course; therefore, this guide can be utilized as a reference in courses that may require a student to complete an assignment using proper writing skills.

A common area of concern for students who are required to complete assignments in courses taken prior to their completion of a formal college English course is plagiarism. In this guide, you will find quick references on how to properly cite a source, thus avoiding plagiarism, using MLA and APA citations.

The college's Honesty Policy, found in the Holmes Community College District Bulletin, defines plagiarism as "the act of submitting the work of another or others as if it were one's own work. This includes both published and unpublished materials, copyrighted and uncopyrighted works, written assignments composed by another or others contracted to perform such work, and materials obtained from the internet. In all cases, proper credit must be given for any use of another's work, in keeping with the canons and ethics of Scholarship. To be noted, the penalty for plagiarism could include being dismissed from class or expelled from the college."

If you, as a writer, will refer to this Unified Writing Guide when completing writing assignments throughout your coursework, you will build your confidence in writing and avoid the pitfall of plagiarism.

## What is Plagiarism?

Holmes CC defines plagiarism as the act of submitting the work of another or others as if it were one's own. This includes both published and unpublished materials, both copyrighted and uncopyrighted works, written assignments composed by another or others contracted to perform such work, and materials obtained from the Internet. Proper credit must be given for any use of another's work, in keeping with the canons and ethics of scholarship.

## Consequences of Plagiarism

A student may be dismissed from class or expelled from class the college if it is determined that he/she has:

- a) plagiarized from any source, or
- b) cheated in any manner on tests, papers, reports, or any other assignment, or
- c) turned in work as his/her own when, in fact, it was not his/her own work, or
- d) improperly used technology, or
- e) deliberately conveyed false or misleading information

The student will be notified in writing of the disciplinary action taken and will have two (2) days after receipt of this letter to request review through the student complaint procedure as outlined elsewhere in the HCC bulletin.

*(See HCC Bulletin for additional information on this topic.)*

## Plagiarism Checklist

- **Paraphrase It (put information in your own words)** - One's thoughts are important. Provide a citation to indicate the source material used as one would do when quoting.
- **Give the Author Credit** - Indicate when material is borrowed from an author, whether it is a quote or a paraphrase.
- **Quote It** - Enclose all quoted words, phrases, and sentences in quotation marks.
- **Cite It** - Use the appropriate academic documentation style (APA, MLA, or CSE) to provide the proper in-text citations for each source and adhere to the writing rules in a particular discipline.
- **List It** – Provide a complete reference list at the end of the paper, including a full bibliographic citation for every source used and cited.

**Note:** Adapted from The Virtual Library Experience - Vanderbilt University. (n.d.). Retrieved August 12, 2021, from <https://researchguides.library.vanderbilt.edu/c.php?g=68591&p=449637>

## Grammar/Mechanics/Usage Guide

All writing assignments (including discussions, tests, essays, power point presentations, etc.) must use Standard English Grammar. Before submitting any written assignment, make sure to proofread and correct mistakes. The following list provides abbreviations and symbols commonly used when grading writing assignments.

### Revision Guide

<b>abbr.</b>	abbreviation	<b>jarg.</b>	jargon
<b>adj.</b>	adjective	<b>lc.</b>	lowercase letter
<b>adv.</b>	adverb	<b>mm.</b>	misplaced modifier
<b>agr.</b>	agreement	<b>num.</b>	number
<b>awk.</b>	awkward	<b>¶</b>	new paragraph
<b>cap. or ≡</b>	capitalization	<b>//</b>	parallelism
<b>case</b>	pronoun case	<b>pass.</b>	passive voice
<b>cliché</b>	cliché wording	<b>ref.</b>	pronoun reference
<b>cs.</b>	comma splice	<b>shift</b>	confusing shift
<b>def.</b>	define	<b>sl.</b>	slang
<b>doc.</b>	documentation	<b>≠</b>	insert space
<b>frag.</b>	sentence fragment	<b>sp.</b>	spelling
<b>fs.</b>	fused sentence	<b>trans.</b>	transition
<b>hyph.</b>	hyphen	<b>vb.</b>	verb
<b>^</b>	insert	<b>wrdy.</b>	wordy
<b>ital.</b>	italics	<b>ww.</b>	wrong word

## MLA Style

Some courses at Holmes Community College require students to write papers adhering to MLA formatting standards. This section will explore how to use in-text citations and put together a list of works cited thereby avoiding plagiarism. This guide will look at the three most common sources (book, scholarly article, and web page) used in academic papers, but note that any source (i.e. newspaper/magazine, film, etc.) incorporated in a paper must also be cited. For sources other than the ones listed in this guide, consult a current MLA style guide.

### In-Text Documentation

There are three options for citing a source: quoting, paraphrasing, and summarizing. When citing MLA in-text citations, students will typically use the author's last name and page number from the source the information is found.

#### Quoting

Using the exact words from the original source--quotes must be enclosed in double-quotation marks and cited.

#### Quoting with author named in signal phrase

Wilson states, "Masks were used for a variety of reasons in the Venetian tradition but, most significantly, in order to allow the wearer to act more freely, due to their anonymity" (165).

*If author is named in the signal phrase at the beginning of the quote, then include only the page number in parenthesis at the end of the sentence where the quote is contained.*

#### Quoting with author named in parenthesis

Prince Prospero hosting a masked ball as part of his efforts to escape death make sense because "Masks were used for a variety of reasons in the Venetian tradition but, most significantly, in order to allow the wearer to act more freely, due to their anonymity" (Wilson 165).

*If author is not named in the signal phrase, then list the author's last name and page number of the source where the quote is found in parenthesis at the end of the sentence where the quote is contained.*

#### Paraphrasing

Using the ideas from an original passage in a source but writing them in one's own words—even though a student writes the ideas in his/her own words, the source must still be cited because the information is not the student's original idea.

**Original Passage:** Masks were used for a variety of reasons in the Venetian tradition but, most significantly, in order to allow the wearer to act more freely, due to their anonymity

**Acceptable Paraphrase:** Wilson claims that mainly people disguise themselves so that they may let loose and behave "more freely." This is a common practice in certain Italian regions (165).

### **Best Practices for Acceptable Paraphrasing:**

- The paraphrase should be roughly the same length as the original source.
- The paragraph should use a different sentence structure. For example, the paraphrase above breaks the information from the original source into two shorter sentences.
- The information from the original source should be rearranged in a different order.
- It is perfectly acceptable to use some of the original wording, but make sure to put double quotation marks around any original wording borrowed.
- Always cite a paraphrase.

### **Summarizing**

Using just the basic ideas of an original passage in a source but writing them in one's own words--summarizing is similar to paraphrasing except the summary is much shorter than the original passage. Even though a student writes the ideas in his/her own words, the source must still be cited because the information is not the student's original idea.

**Original Passage:** Masks were used for a variety of reasons in the Venetian tradition but, most significantly, in order to allow the wearer to act more freely, due to their anonymity

**Acceptable Summary:** When it comes to trying out new looks, people often disguise themselves in an attempt to behave differently than how they normally act (Wilson 165).

### **Best Practices for Acceptable Summary:**

- The summary is much shorter in length than the original passage.
- The student should summarize the original passage in his/her own words.
- Always cite a summary.

## List of Works Cited

A works-cited list provides full bibliographic information of every source cited in a student's paper. The following examples are three of the most common sources used in academic writing. If there is a source used other than the examples given, make sure to consult a current MLA style guide.

### Book:

Author's Last Name, First Name. *Title*. Publisher, Year of Publication.

### Example:

Halliburton, David. *Edgar Allan Poe: A Phenomenological View*. Princeton University Press, 1973.

- For an e-book, add the type of e-book in front of the publisher name.
- For a book off a database, behind the publication year, add name of database, DOI (or URL if there isn't a DOI), and the date you accessed the book (Date should be written as follows: "Day Month Year" as in 17 November 2020.)

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### Scholarly Journal Article:

**Note:** The Holmes Community College Library no longer houses journal sources in print. All scholarly journal articles can be accessed through one of the various electronic databases.

Author's Last Name, First Name. "Title of Article." *Title of Journal*. Volume, Issue, Date, Pages.  
*Name of Database*, DOI (or URL if there is not a DOI).

### Example:

Wilson, Anna. "Punchdrunk, Participation, and the Political: Democratization within 'The Masque of the Red Death.'" *Studies in Theatre and Performance*. vol. 36, no. 2, Jun. 2016, pp. 159-176, *International Bibliography of Theatre and Dance*, doi: 10.1080/14682761.20161157748.

### Web Article:

Author's Last Name, First Name (if any). "Title of Work." *Title of Site*, Publisher, Date, URL.

### Example:

Magnusson, M. Denise Schimp. "The Narrative Mask of the Red Death." *EAPoe.org*. The Edgar Allan Poe Society of Baltimore, 2014, [eapoe.org/papers/psbbooks/pb20061f.htm](http://eapoe.org/papers/psbbooks/pb20061f.htm).

**Note:** If the web article has no known author, begin the citation with the title of the article. For the in-text citation, provide an abbreviated title in quotation marks within the parenthesis at the end of the sentence where the quote is contained.

## **MLA Format Rules**

### **MLA First Page (No Separate Title Page Required)**

The MLA format does not have a separate title page, but the first page does require specific information.

- The first page should include student name, instructor name, course, and due date.
- Each page, including the first page, has the same header of last name, page number.
- Acceptable fonts are Times New Roman or Calibri, 12 pt

### **MLA Works Cited Page**

The Works Cited Page will be the last page of the paper and should appear on its own separate page. Be sure to do the following:

- Arrange sources alphabetically according to the first item on the source (usually the author's last name).
- Source entries should use hanging indents (meaning the first line of the sources is aligned to the left, but the lines after the first should be indented).
- Acceptable fonts are Times New Roman or Calibri, 12 pt

Example pages of MLA format for a first page and works cited page in this document have been adapted from the following website resource:

“Sample Papers in MLA Style.” MLA Style Center, [style.mla.org/sample-papers/](http://style.mla.org/sample-papers/).

**MLA First Page Sample**  
(Calibri Font 12)

Schlepp 1

Emily Schlepp

Mr. Joseph McQueen

American Literature 2223

25 October 2019

A Force of Love: A Deconstructionist Reading of Characters in Dickens's *Great Expectations*

Though literary critics differ on countless aspects of works in the Dickensian canon, one rarely disputed element is Dickens's masterful ability to create and develop superb characters. While evaluating his works, modernist poet and literary critic T. S. Eliot remarks on the Victorian's expertise in "[creating] characters of greater intensity than human beings" (Eliot 308). From *Oliver Twist* to *Ebenezer Scrooge*, each notable figure in Dickens's novels not only plays a principal role in the plot of the work itself but also represents significant ideas outside the text. Clearly, critiquing society through artistic expression was not a foreign concept to Dickens; themes of utilitarian economies, the mistreatment of children, and inhumane social structures often manifest themselves in Dickens's works through harsh chastisement. One major societal flaw often addressed in Dickens's works, particularly in *Great Expectations*, is what scholar Dorothy Van Ghent astutely titles "the calculated social crime"; Dickens despised the way in which dismissing truth and bending the rules allowed citizens in power to commit heinous offenses with impunity (Van Ghent 253). Critics note

**MLA Works Cited Page Sample**  
(Calibri Font 12)

Schlepp 9

Works Cited

Brown, Julia Prewitt. "Class and Money." *The Victorian Novel*, edited by Harold Bloom, Chelsea House Publishers, 2004, pp. 69-89.

Dickens, Charles. *Great Expectations*. Penguin Books, 1996.

Eliot, T. S. "Wilkie Collins and Dickens." *The Victorian Novel*, edited by Harold Bloom, Chelsea House Publishers, 2004, pp. 307-14.

Strange, G. Robert. "Expectations Well Lost: Dickens' Fable for His Time." *The Victorian Novel*, edited by Ian Watt, Oxford UP, 1971, pp. 110-22.

Van Ghent, Dorothy. "Great Expectations." *Dickens: Modern Judgements*, edited by A. E. Dyson, Macmillan, 1970, pp. 244-57.

# APA Style

Some courses at Holmes Community College require students to complete writing assignments (i.e., discussions, essays, reflections, and tests) adhering to APA Style. This section will explore how to use in-text citations and create a References Page to assist in avoiding plagiarism. This section also provides a sample Title Page. This guide will look at the most common sources (journal, newspaper, webpage, and book) used in academic writing; however, note that any source incorporated in a writing assignment must be cited. For sources other than the ones listed in this guide, consult a current APA Publication Manual.

## In-Text Documentation

There are three options for citing a source: quoting, paraphrasing, and summarizing. When citing APA in-text citations, students will use the author-date citation system, which includes the author's last name and the year of the publication.

### General Citation Rules

Both of these examples are citing a 2013 article by John Smith.

- **Narrative** Smith (2013) examined whether students had a greater preference for face-to-face learning or online learning.
- **Parenthetical** - Students attended classes online for two weeks. For the next two weeks, students attended classes face-to-face. At the completion of these four weeks, students completed a preference survey. Seventy-five students expressed a preference for face-to-face learning, and twenty-five students expressed a preference for online learning (Smith, 2013).

### Quoting

Using the exact words from the original source--quotes must be enclosed in double-quotation marks and cited. APA recommends to more often paraphrase or summarize rather than directly quoting information. Paraphrasing and summarizing allows the student to adapt information to the context and writing style of the paper. Quoting should include author, year, and page number.

### Acceptable Direct Quote

Soto (2018) argued that "more similar stimuli, such as those coming from the same modality, produce more configural processing" (p.598).

## Paraphrasing

Using the ideas from an original passage in a source but writing them in one's own words – even though a student writes the ideas in his/her own words, the source must still be cited because the information is not the student's original idea. Paraphrasing should include author and year but not page number.

**Original Passage:** Masks were used for a variety of reasons in the Venetian tradition but, most significantly, in order to allow the wearer to act more freely, due to their anonymity.

**Acceptable Paraphrase:** Wilson (2019) claims that mainly people disguise themselves so that they may let loose and behave “more freely.” This is a common practice in certain Italian regions.

### Best Practices for Acceptable Paraphrasing:

- The paraphrase should be roughly the same length as the original source.
- The paragraph should use a different sentence structure. For example, the paraphrase above breaks the information from the original source into two shorter sentences.
- The information from the original source should be rearranged in a different order.
- It is perfectly acceptable to use some of the original wording, but make sure to put double quotation marks around any original wording borrowed.
- Always cite a paraphrase.

## Summarizing

Using just the basic ideas of an original passage in a source but writing them in one's own words--summarizing is similar to paraphrasing except the summary is much shorter than the original passage. Even though a student writes the ideas in his/her own words, the source must still be cited because the information is not the student's original idea. Summarizing should include author and year but not page number.

**Original Passage:** Masks were used for a variety of reasons in the Venetian tradition but, most significantly, in order to allow the wearer to act more freely, due to their anonymity.

**Acceptable Summary:** When it comes to trying out new looks, people often disguise themselves in an attempt to behave differently than how they normally act (Wilson, 2019).

### Best Practices for Acceptable Summary:

- The summary is much shorter in length than the original passage.
- The student should summarize the original passage in his/her own words.
- Always cite a summary.

## References

The References list provides information of every source cited in a student's paper. The following examples are for the most common sources used in academic writing using APA Style. If there is a source used other than the examples given, make sure to consult a current APA style guide.

### Journal with DOI

Author's Last Name, Initials. (Year of publication). Title of article. *Title of Journal*, Volume # (Issue Number), Pages. URL

#### Example:

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1-51. <https://doi.org/10.1037/rev0000126>

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### Journal without DOI

Author's Last Name, Initials. (Year of publication). Title of article. *Title of Journal*, Volume # (Issue Number), Pages.

#### Example:

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1-51.

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### Newspaper

Author's Last Name, Initials. (Year of publication, Month Date). Title of article. *Title of Newspaper*: URL

#### Example:

Bustillos, M. (2013, March 19). On video games and storytelling: An interview with Tom Bissell. *The New Yorker*. <https://www.newyorker.com/books/page-turner/on-video-games-and-storytelling-an-interview-with-tim-bissell>

### Webpage with Group Author

Group Author. (Year of publication, Month Date). *Title of article*. URL

**Example:**

Centers of Disease Control and Prevention. (2018, January 23). *People at high risk of developing flu-related complications*.  
[https://www.cdc.gov/flu/about/disease/high\\_risk.htm](https://www.cdc.gov/flu/about/disease/high_risk.htm)

---

**Webpage with Author**

Author's Last Name, Initials. (Year of publication, Month Date). *Title of article*. News Source.  
URL

**Example:**

Martin, C.M. (2016, December 29). *Be kind to yourself: How self-compassion can improve your resiliency*. Mayo Clinic. <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/self-compassion-can-improve-your-resiliency/art-20267193>

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**Book**

Author's Last Name, Initials. (Year of publication). *Title of book*. Publisher.

**Example:**

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

**Note:** Only the initials of the author's first name are used, and only the first words in an article or book title are capitalized.

## **APA Format Rules**

### **APA Title Page**

The Title Page will be the first page of the writing assignment and should appear on its own separate page.

- The Title Page should include a page number, title, student name, school, course, instructor name, due date.
- Each page of the document, starting with the Title Page, has a page number in the header (right alignment).
- Acceptable fonts are Times New Roman or Calibri, 12 pt

### **APA List of References**

The list of references will be the last page of the writing assignment and should appear on its own separate page.

- Arrange references alphabetically according to the first item on the source (usually the author's last name).
- Reference entries should use hanging indents (meaning the first line of the sources is aligned to the left, but the lines after the first should be indented).
- Acceptable fonts are Times New Roman or Calibri, 12 pt

Example pages in APA format for a title page, first page after title page, and list of references in this document have been adapted from the following website resource:

Sample papers. (n.d.). Retrieved March 10, 2021, from <https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>

**APA Title Page Sample**  
(Calibri Font 12)

1

**Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy**

Hannah K. Greenbaum

Department of Psychology, The George Washington University

PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

October 1, 2019

**APA First Page after Title Page Sample**  
(Calibri Font 12)

2

**Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy**

A majority of Americans experience stress in their daily lives (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle relaxation (McGuigan & Lehrer, 2007). *Guided imagery* aids individuals in connecting their internal and external experiences, allowing them, for example, to feel calmer externally because they practice thinking about calming imagery. *Progressive muscle relaxation* involves diaphragmatic breathing and the tensing and releasing of 16 major muscle groups; together these behaviors lead individuals to a more relaxed state (Jacobson, 1938; Trakhtenberg, 2008). Guided imagery and progressive muscle relaxation are both cognitive behavioral techniques (Yalom & Leszcz, 2005) in which individuals focus on the relationship among thoughts, emotions, and behaviors (White, 2000).

Group psychotherapy effectively promotes positive treatment outcomes in patients in a cost-effective way. Its efficacy is in part attributable to variables unique to the group experience of therapy as compared with individual psychotherapy (Bottomley, 1996; Yalom & Leszcz, 2005). That is, the group format helps participants feel accepted and better understand their common struggles; at the same time, interactions with group members provide social support and models of positive behavior (Yalom & Leszcz, 2005). Thus, it is useful to examine how stress reduction and relaxation can be enhanced in a group context.

**APA List of References Page Sample**  
(Calibri Font 12)

8

**References**

- Achterberg, J. (1985). *Imagery in healing*. Shambhala Publications. American Psychological Association. (2017). *Stress in America: The state of our nation*. <https://www.apa.org/news/press/releases/stress/2017/state-nation.pdf>
- Baider, L., Uziely, B., & Kaplan De-Nour, A. (1994). Progressive muscle relaxation and guided imagery in cancer patients. *General Hospital Psychiatry, 16*(5), 340–347. [https://doi.org/10.1016/0163-8343\(94\)90021-3](https://doi.org/10.1016/0163-8343(94)90021-3)
- Ball, T. M., Shapiro, D. E., Monheim, C. J., & Weydert, J. A. (2003). A pilot study of the use of guided imagery for the treatment of recurrent abdominal pain in children. *Clinical Pediatrics, 42*(6), 527–532. <https://doi.org/10.1177/000992280304200607>
- Bernstein, D. A., & Borkovec, T. D. (1973). *Progressive relaxation training: A manual for the helping professions*. Research Press.
- Bottomley, A. (1996). Group cognitive behavioural therapy interventions with cancer patients: A review of the literature. *European Journal of Cancer Cure, 5*(3), 143–146. <https://doi.org/10.1111/j.1365-2354.1996.tb00225.x>
- Cohen, M., & Fried, G. (2007). Comparing relaxation training and cognitive-behavioral group therapy for women with breast cancer. *Research on Social Work Practice, 17*(3), 313–323. <https://doi.org/10.1177/1049731506293741>
- Cunningham, A. J., & Tocco, E. K. (1989). A randomized trial of group psychoeducational therapy for cancer patients. *Patient Education and Counseling, 14*(2), 101–114. [https://doi.org/10.1016/0738-3991\(89\)90046-3](https://doi.org/10.1016/0738-3991(89)90046-3)

## Discussion Post and Essay Tips

- Carefully read the questions as they may have several parts, such as compare and contrast.
- Recall and write as many facts related to the question in the response.
- Organize the recalled information into a workable outline. A good essay, regardless of length requirement, should at least have an introduction, body, and conclusion.
- Include transition words or phrases to transition from one thought or point to the next.
- Fill in the gaps by adding important information when necessary.
- Give credit to the original author and use appropriate in-text citation and endnote citation.
- Keep the response simple and do not overload the essay with useless information to increase length. Length does not equal accuracy.
- Do not leave a response unanswered. Attempting to answer the question is better than leaving it blank.
- Do not plagiarize. An individual should share one's thoughts with the reader, using his or her own words. If material of others is used, give those individuals credit by using quotation marks and appropriate citation.

### Example of a Discussion Board Post

*Which psychological theories do you agree with and connect with most? Provide an explanation of the theories' key concepts and examples of how you apply these theories in your everyday life.*

In psychology, I typically lean toward the theory of behaviorism. When trying to explain behaviors, especially maladaptive behaviors, I recommend trying to identify what is reinforcing those behaviors. According to B.F. Skinner, a reinforcer is anything that increases the likelihood that a behavior will be repeated (Nevid, 2017). That stands to reason that if we are behaving in a particular way, we are being reinforced somehow for that behavior.

When it comes to andragogy (adult education), I connect more with the humanistic theory. I believe that when educating adults, motivation is a key factor. If we are not motivated to learn, we will not learn. Knowles, Holton, and Swanson (2015) explain Rogers' five elements of learning: personal involvement, self-initiation, pervasiveness, evaluation by the learner, and its essence is meaning. In my opinion, all five of these elements relate to individual motivation.

#### References

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8<sup>th</sup> ed.).

Nevid, J. S. (2017). *Essentials of Psychology Concepts and Applications* (5<sup>th</sup> ed.). Cengage.

### Helpful Links

<https://holmescc.edu/registration/need-help/>

<https://holmescc.edu/academic-divisions/history-and-political-science/>

<https://holmescc.edu/academic-divisions/english-foreign-language/>

<https://holmescc.edu/academic-divisions/social-behavioral-science/>