



Sixth Edition

Writing
Handbook

**College Station I.S.D.
Secondary English Departments**

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**This Writing Handbook reflects the efforts and combined
knowledge of the English Department at A&M Consolidated
High School & College Station High School in College Station,
Texas.**

Welcome to the Writing Handbook! Our purpose in creating this handbook is to provide a unified picture of how writing is taught at C.S.I.S.D high schools. Additionally, we want every student to be able to find answers to writing questions when he or she is not in English class. Whether the purpose of your writing is to inform, to persuade, or to entertain, we hope you find this handbook a valuable resource as you polish your writing skills in your classes across the curriculum.

Our Writing Philosophy

The English Departments as C.S.I.S.D high schools believe:

- The written word is a powerful communication tool for many purposes, including academics, business, and self-reflection.
- Students should continually practice their writing in order to develop increased fluency and confidence.
- Good writing is supported by reading because students become better writers by reading a variety of literature that challenges them to think and that models writing styles for them to emulate.
- Writing is a recursive process involving prewriting, drafting, revising, editing, and publication.
- Peer feedback and self-analysis should be practiced frequently to improve the overall quality of student work.
- Writing may be utilized under a time constraint to respond either formally or informally to a question or issue while demonstrating the ability to think and synthesize information quickly.
- Writing under a time constraint is also used to prepare students for standardized testing such as advanced placement exams and the SAT.

The English Departments accept the following definitions:

- An essay is a multi-paragraph writing assignment in response to a specific prompt.
- Short answer responses answer a specific question in several sentences using evidence from a literary work.

The Writing Process

Assessing Your Audience and Purpose

Write appropriately for your audience and purpose. This includes choosing vocabulary and sentence structures to suit the reader(s). The way you write a note to your friend objecting to the dress code is likely to be more casual than the way you write a letter on the same topic to your principal; a letter addressed to the school board or written as a Letter to the Editor of the newspaper is likely to be even more precise and formal.

Pre-Writing

Generate ideas through brainstorming, researching, freewriting, mapping, and outlining key ideas. Begin organizing these ideas and narrowing your subject into a workable topic.

Drafting

- ❖ Begin by narrowing your topic to a **thesis statement**—one sentence that will serve as the overall purpose of your essay. *See page 16-17 for more information on organizing ideas with an outline and pages 5-7 for more information on the thesis statement.*

Broad subject: *Harry Potter and the Sorcerer's Stone*

Specific topic: Draco Malfoy

Question about the topic: Why is Draco important to the story?

Thesis: *In Harry Potter and the Sorcerer's Stone, Draco Malfoy serves as a contrast to the integrity of Harry Potter and his friends.*

- ❖ Next, organize the information into main ideas for your paper. (As a general rule, you want at least two to three main ideas.) These main ideas will be developed into **topic sentences**—sentences that establish the purpose of each body paragraph. *See page 7 for more information on topic sentences.*
- ❖ Now, choose a paragraph structure that will best suit your topic and writing style (such as eight-sentence format or major point/minor point format). *See pages 9-11.*

- ❖ Incorporate textual evidence and details into each body paragraph to support your main ideas. Be sure to follow the rules for incorporating quotations from a source and for internally documenting the source or sources used. *See page 7.*
- ❖ Support and explain your textual evidence by incorporating commentary into your writing. Commentary should be used to explain the connection between your concrete detail and your topic sentence.
- ❖ Finally, conclude the essay by connecting the thesis to a larger issue—the community, something personal, other works of literature, world events, etc.

Revising

This step involves examining the order of the paragraphs and assessing the detail and commentary provided in the original draft. Major changes should occur at this stage of writing. Ask yourself these questions: Does the writing answer the question or prompt and follow the assignment given? Do the topic sentences support the thesis statement? Do your details and commentary support each topic sentence?

Editing

Search for errors in mechanics, spelling, word choice, and sentence structure. Minor changes occur in the editing step. **HINT:** Often reading the essay aloud or reading it from the end to the beginning helps the writer catch previously undetected mistakes. It is also suggested that another person edit the essay before the final copy.

Publishing

This is the final step in the writing process; it involves turning in a final copy of your essay. Make sure you follow your teacher's specific instructions for submitting the essay. Unless otherwise instructed, use the MLA guidelines for headings and margins. *See page 14 for a quick review of MLA guidelines.*

Definition of an essay

The English Departments in C.S.I.S.D. accept the following definitions:

- ❖ An **essay** is a multi-paragraph writing assignment in response to a specific prompt. It includes an introduction, body paragraphs, and a conclusion. An essay is not one paragraph or a specified number of sentences or paragraphs.
- ❖ **Short answer** responses answer a specific question in several sentences using evidence from a literary work. The basic structure for a short answer response is a main idea that answers the question, followed by a supporting detail, the writer's commentary, and a conclusion. It is essential that you include textual evidence in the form of a direct quotation, paraphrase, or brief summary to support your main idea.

Anatomy of an Essay

The Title

Every essay should begin with an *appropriate* and *interesting* title, not the name of the assignment.

The Introduction

To write a satisfactory introductory paragraph, the writer must include three fundamental parts: the attention getter, the bridge, and the thesis statement, respectively.

❖ **The Attention-Getter**

The purpose of the attention-getter is to capture the reader's attention, to make him or her want to continue reading. The length of the attention-getter will vary depending on which type you use. The following are types of attention-getters:

1. Narrative / Anecdote – tell a true or fictional story related to your topic
2. Illustration – give a specific example related to your topic that you do **not** plan to use in the body of your paper
3. Startling Statistic – provide shocking or surprising information
4. Analogy – draw a comparison between your subject and something else

5. **Rhetorical Question** – use a well-chosen, relevant question (or questions) to raise the reader’s curiosity (*this option is not recommended for use in upper-level or advanced courses*).

A rhetorical question IS...	A rhetorical question IS NOT...
- a creative, thought provoking, interesting question meant to engage your reader	- a question that can be answered with yes or no
- challenging because there should not be a clear answer	- the question your essay addresses (e.g. if your essay is about whether or not Atticus Finch is a hero, your rhetorical question cannot be “What makes Atticus Finch a hero?”)
- something your reader might not have considered before you asked it	- easy to write!

6. **Definition** – If you are dealing with a topic whose exact meaning may be vague or easily confused, present the definition of terms. *Avoid defining a term that your audience most likely already knows. They might find your introduction boring, or even worse, insulting! That will have the opposite effect that an introduction should have.*
7. **Statement of Opposing View** – for effect, build up one side of an argument in your attention getter but present the opposing view in your thesis. While this type of introduction can be effective, be sure to avoid overstatements like “No one believes...”; instead use limiting words like “Some people believe that...”
8. **Cause-Effect/Problem-Solution**- If your essay will discuss the effects of a situation, you can describe the situation in your introduction. Alternately, if your essay will discuss the causes of a situation, your introduction can describe the effects. You must be careful not to provide evidence with this type of introduction, but if you write it well it can be powerful and highly effective.
9. **Pertinent Quotation** – select a quotation from an important authority or personality or choose a snippet of prose or verse that compliments your topic. Be sure to cite your source and weave the quotation into your introduction. (*Never begin the essay with only the quotation; always introduce the author’s words.*)

10. Analogy or Compare / Contrast – In this type of introduction, the author either compares or contrasts a situation or idea to another situation or idea. For example, the author could use references to real or fictional people, events, or situations. Different techniques to compare or contrast could include allusions, similes, metaphors, or analogies.

❖ **The Bridge**

Because attention-getters represent broad ideas and thesis statements represent narrow, focused ideas, directly connecting them is often awkward. However, if the ideas are not logically connected, the reader is required to “jump” across this “gulf of ideas” in order to make the connection. Since the “gulf” must be crossed, providing a “bridge” for the reader to cross is better than having the reader “jump” to a random sentence. Some readers are unable to make the jump, so you have lost their attention before you have even begun. Take the following example:

Attention Getter: How many times does a National Football League team rally from twenty-one points behind in the fourth quarter to win the game?

Thesis Statement: The Dallas Cowboys have historically been the luckiest team in the National Football League.

Even though these two statements are loosely connected (they both involve football), to have the second sentence immediately follow the first leaves the reader wondering what logical connection there might be between the National Football League, twenty-one points, rallying, and the Dallas Cowboys.

A writer must, therefore, *bridge* these two seemingly dissimilar ideas. Consider the following:

How many times does a National Football League team rally from twenty-one points behind in the fourth quarter to win the game? In the 1997 football season, such a feat did not happen a single time; and yet, it occurred on Sunday of the first weekend of the 1999 season during the Dallas-Washington football game. No one will doubt the role of luck in such a comeback, and all teams enjoy some measure of luck at one time or another, but the Dallas Cowboy franchise appears to have had more than its share of luck. In fact, many consider the Cowboys to be the luckiest franchise in the history of the National Football League.

Note how the “bridge” (underlined in the above example) works on a basic level. Three ideas mentioned in the thesis were not mentioned in the attention getter. These are “the Dallas Cowboys,” the concept of “luck,” and the opinion that “the Cowboys are lucky.” Note in the example how we work the writing to bring the concept of the Dallas team into the essay. Later, the concept of luck is introduced, and finally, before the thesis, the two are linked in one sentence, and the concept comes full circle.

❖ **The Thesis Statement**

Your thesis statement is the central, controlling idea or main point of your paper. A thesis statement usually appears at the end of a paper's introductory paragraph. If a prompt is provided for the paper, the thesis statement should clearly address the prompt and take a position to be argued in the paper. The thesis statement is the most important sentence of a paper, so making sure a thesis statement presents a clear, argumentative, meaningful position is key to a strong paper.

1. Write a complete sentence. (simple or complex, not compound)
2. Avoid "be" verbs. (am, is, are, was, were, be, being, been, has, have, had)
3. Avoid mentioning the paper, such as "In this essay, I will..."
4. Make sure your thesis includes an opinion worth proving, not an observable fact.
5. Your thesis should follow the appropriate attention-getter and bridge you have used to begin your essay.

Wrong: My essay is about the works of John Keats and how his life affected his writing. **(Avoid using first person and referencing the essay.)**

RIGHT: John Keats's family history of illness and early death affected the tone of his poetry.

Wrong: Charles Dickens wrote many novels that include compelling child characters. **(Avoid using facts for your thesis statement.)**

RIGHT: Charles Dickens demonstrates poor economic conditions in Victorian England through the experiences of his novels' compelling child characters.

Components of the Body Paragraph

❖ **The Topic Sentence**

A **topic sentence** is the point or main idea that the body paragraph makes about the subject. It is one reason why the thesis statement is valid. Make sure, when you write your essay, that each body paragraph has a solid topic sentence.

Consider the following examples:

Thesis statement: The state of Texas should raise the driving age to eighteen.

Topic Sentence: A higher driving age would increase safety on the roads for all drivers.

This paragraph will then describe how accidents caused by teenage drivers are a larger percentage of total accidents than those caused by other drivers. Your topic sentences should directly reflect the idea of your thesis statement. They may even include the ideas in your thesis statement in their subject. Your reader should be able to look at any of your topic sentences and make a connection to the thesis statement without knowing your thesis statement ahead of time.

❖ **Supporting Your Topic Sentence with Detail or Textual Evidence**

The rest of your body paragraph is evidence in the form of concrete details and commentary or elaboration (or major and minor supports).

A **concrete detail** is a fact, quotation, piece of evidence, or statement used in support of your topic sentence. Each body paragraph will consist of at least two concrete details on which you will elaborate.

In the following example, the concrete detail follows the topic sentence and is underlined:

In fact, *Time* magazine has stated that teens are the worst drivers we face, and studies have shown that teens are involved in forty-seven percent of all accidents.

In this concrete detail, the writer uses a statistic as evidence of how teens cause many accidents.

❖ **Commentary or Elaboration**

Commentary, or elaboration, is your interpretation, insight, personal response, evaluation, reflection, or supporting evidence about a concrete detail in an essay. When you write commentary or elaboration, you are “commenting on” a point that you have made and explaining how your concrete detail relates to the topic sentence and your thesis statement. You draw connections and provide explanations of your evidence.

Thesis statement: The state of Texas should raise the driving age to eighteen.

Topic Sentence: A higher driving age would increase safety on the roads for all drivers.

Concrete detail or evidence: In fact, *Time* magazine has stated that teens are the worst drivers we face, and studies have shown that teens are involved in forty-seven percent of all accidents.

Commentary or elaboration examples: This statistic indicates that their fundamental driving skills are not yet of a high enough caliber to help them avoid collisions.

❖ **The Summary Sentence**

The **summary sentence** reflects the topic sentence. Basically, all you need to do is reword the topic sentence. As you mature as a writer, the summary sentence can also be used as a transition sentence for your next body paragraph. *See transitional phrases pages 12-13.*

It is important to remember never to introduce new information or new ideas in your summary sentence. This sentence is strictly for summarizing what you have stated in the body paragraph and for transitioning to the next main idea of your paper.

Basic Paragraph Structure: Two Methods

Please note that these outlines provide only a guideline for structuring paragraphs. They are not meant to dictate precise numbers of sentences in paragraphs or essays and should not be interpreted rigidly. Students should adapt these structures to fit their specific evidence and main ideas. **The objective is to make sure that each body paragraph supports the thesis statement; includes ample evidence through text, facts, and details; and includes the writer's own comments and observations about the supporting details.**

❖ **Eight Sentence Paragraph Format**

This format is also called “chunk writing.” Despite the name, each paragraph can have more than eight sentences. The writer may have additional concrete details and/or commentary. See pages 7-8 for more information on concrete details and commentary.

The basic outline for this format is as follows:

- I. Topic Sentence [sentence 1]
 - A. Concrete detail [sentence 2]
 1. Commentary [sentence 3]
 2. Commentary [sentence 4]
 - B. Concrete detail [sentence 5]
 1. Commentary [sentence 6]
 2. Commentary [sentence 7]
 - C. Summary Sentence [sentence 8]

The following is an example of a paragraph written in eight-sentence format:

[topic sentence →] Draco Malfoy's harsh features indicate his tendency to cause trouble. [concrete detail →] His "sleek blond hair and pointed chin were just like his father's" (Rowling 194). [commentary →] The words "sleek" and "pointed" imply something rigid and fixed. [commentary →] Malfoy is unwilling to compromise or try to get along with the others at Hogwarts like his father, who buys his way into getting what he wants. [concrete detail →] Likewise, as Ron and Hermione laugh at Draco, his "lip curl[s]" and he replies with "smirking" (194). [commentary →] The children always wonder what ill-will Draco has in store for them behind the crooked and arrogant smile. [commentary →] Draco's face cannot hide his malicious nature and his ability to spoil the plans of the well-meaning students. [summary sentence →] While looks can be deceiving, Draco's looks foreshadow danger ahead.

❖ **Majors/Minors Paragraph Format:**

While either format is acceptable, we encourage more experienced writers to explore the majors/minors format. **Major supports** are general statements that the writer wishes to prove; **minor supports** offer specific proof and elaboration. This format also is flexible, and additional major or minor supports can be used as needed, as can be seen in the example.

The basic outline for the majors/minors format is:

- I. Topic Sentence
 - A. Major Support
 1. Minor Support (detail, facts, evidence)
 2. Minor Support
 - B. Major Support
 1. Minor Support
 2. Minor Support
 - C. Major Support
 1. Minor Support
 2. Minor Support
 - D. Summary Sentence

The following is an example of a paragraph written in majors/minors format:

[topic sentence →] In most cases, college students enjoy much more freedom than high school students. [major point →] In college, students often have more free time than they had in high school. [minor point →] For example, college classes generally meet every other day rather than every day. [minor point →] Also, students may be in class for three to four hours instead of seven or eight. [minor point →] However, students must learn quickly that the extra hours in the day are best used for doing schoolwork since no class time is allotted for this in college. [major point →] College also shifts accountability from the parents and teachers to the students. [minor point →] In many college classes, the professor does not take roll; therefore, students are free to decide when they will go to class. [minor point →] Likewise, students must keep up with longer reading assignments and more information without the benefit of daily reminders and weekly quizzes. [minor point →] Students can schedule

their studying around other events, but many learn very soon that keeping up with the professor's syllabus will result in greater success. [major point →] New college students are generally the most excited about social freedom. [minor point →] College co-eds, for the most part, enjoy a curfew-free environment for the first time. [minor point →] Students also spend their money as they wish and develop their own budgets. This often results in the stereotypical phone call home for money. [minor point →] After running out of money one time too often or oversleeping because they stayed out too late again, college students learn the ultimate value of budgets and curfews. [concluding statement →] Even though some of the lessons are hard to learn, college students still find that the extra freedom they enjoy in college is a welcome change.

Transitions

Transitional words and phrases serve as a way to link your thoughts from one sentence to the next sentence, from one idea to the next idea, or from one paragraph to the next paragraph. Transitions also help your sentences and paragraphs flow together seamlessly by preventing jumps between thoughts and providing coherence. *See the table on the next two pages for an organized list of transitional words and phrases.*

More experienced writers are encouraged to make transitions in a more sophisticated and subtle way than just beginning each paragraph with "First," "Second," and "Third." Think of it as gently leaning into your next paragraph rather than an abruptly leaping.

Conclusion

Every essay should include an ending called the conclusion. For shorter essays, such as timed writings, often a strong concluding sentence at the end of the last body paragraph will suffice. For longer essays, however, a separate concluding paragraph is more appropriate. (Ask your teacher for specific requirements). In each case, the conclusion should avoid any new information. The words should "echo" the ideas in the thesis statement. The most effective conclusions will then connect the idea in the thesis to a larger issue such as the writer himself, the community, or another related topic or literary work. One technique for conclusions, called "bookending," relates back specifically to the original attention-getting device in the introduction. By specifically referencing your attention-getter in the conclusion, you effectively bring your argument and your reader full circle. This way, your conclusion and your introduction serve as the bookends for the body of your essay. Readers typically find this "coming full circle" to be satisfying.

Transition Words and Phrases

to indicate time order	to indicate an event in time	to indicate sequence	to repeat	to provide an example	to concede	to conclude or summarize	to add a point	to divide or classify
<p>past in the past in retrospect before earlier heretofore previously preceding formerly of late recently not long ago at present presently currently right away now by now until now today immediately simultaneously at the same time at this moment concurrently during all the while in the future tomorrow henceforth hereafter after afterward after a short time soon after thereafter right after not long after later later on sequentially following</p>	<p>suddenly all at once abruptly hastily immediately promptly quickly directly as soon as just then when sometimes at times in the meantime occasionally rarely scarcely seldom uncommonly infrequently momentarily temporarily sporadically intermittently periodically gradually eventually little by little slowly while meanwhile always continually at that time repeatedly often frequently generally usually at length never not at all</p>	<p>first in the first place once once upon a time to begin with at the onset starting with initially commencing with embark from this point earlier second secondly the second stage twice next the next day the next time then after that following that immediately after subsequently next time in turn so far later on third last at last lastly the latter at the end in the end ultimately finally the final point to finish to conclude in conclusion consequently</p>	<p>all in all altogether on the whole in brief in short in effect in fact in particular that is simply stated in simpler terms in other words again once again once more again and again over and over to repeat repeatedly repetitively a repetition of to reword as stated as noted in view of in retrospect that is to say accordingly to echo to reiterate to recount to paraphrase to rethink to reconsider to reevaluate to reexamine to clarify to explain to outline to summarize in summary</p>	<p>for example in one example as an example to exemplify for instance in this instance in this case a case in point to illustrate to show to demonstrate to explain to clarify to illuminate to bring to light an analogy suppose that specifically more specifically to be exact more exactly in particular such as namely for one thing that is indeed in fact incidentally in other words thus in order to clarify one sample another way at the same time</p>	<p>of course after all granted granted that no doubt at the same time naturally unfortunately while it is true although even though though albeit to acknowledge to admit admittedly to admit the truth truthfully to concede to withdraw to yield to acquiesce to capitulate to surrender to submit to succumb to give up to compromise to adjust to settle to confess to accommodate to conform to reconcile to agree to consent to concur to comply with</p>	<p>to conclude in conclusion to close in closing last lastly all in all the final finally to finalize to finish to terminate to end to complete to culminate the outcome thus hence therefore the consequence as a consequence consequently as a result the end result in brief in short in other words in sum in summary to summarize to recapitulate</p>	<p>also too as well as besides equally equally important primarily for one thing further furthermore plus in addition in addition to additionally to add to that another more moreover likewise similarly in like manner not unlike above all most of all least of all and and then or either ... or nor neither ... nor notwithstanding however yet but but ... then nevertheless still though although to continue in continuation</p>	<p>first second last together with another type another example the next one piece a part a second part one of the first step second segment to classify to group to split to divide one characteristic another category in this category unit section segment segmentation part element a different setting this arrangement common traits the complete the entire entirely the whole wholly the single the multiple multilevel multifaceted to separate to segregate distinct from to integrate</p>

to indicate cause/effect	to compare	to contrast	to indicate spatial arrangement		to emphasize or intensify		to connect clauses	
<p>accordingly incidentally by the way in effect due to as a result of resulted in the end result the by-product of the outcome the aftermath as a consequence consequently after following that eventually further furthermore subsequently it follows that created caused by because (of) for this purpose for this reason by reason of in view of hence otherwise since then therefore thereafter thus to this end so in fact produced yielded generated induced started initiated launched made</p>	<p>as as well as like look alike in like manner likewise likeness resemble resembling resemblance affinity correlate parallel [to] consistent with uniform uniformly same as in the same way at the same time synonymous with identical of no difference of little difference equally equivalent relate to akin match also too exactly similarly in similar fashion analogous to compare comparatively in comparison correspondingly relative to</p>	<p>though although even though and yet but despite in spite of even so for all that however in contrast counter to on the contrary to contradict on one hand in one way nevertheless nonetheless notwithstanding still yet to differ [from] different from otherwise instead rather unlike unequal unbalanced disproportionate unequivocally larger [smaller] more [less] faster [slower] opposite opposing to counter in opposition to versus the reverse of divergent diverse conflicting view against anti</p>	<p>in out under over above top at the top on top of up upper upward high/er/est on off to the ... below bottom near the bottom on the bottom of at the base of beneath down downward low/er/est behind toward the back further back in front on the right/left here there thereabouts wherever elsewhere everywhere anywhere near/er/est nearby close/er/est close by/to next to adjacent to joining adjoining abutting contiguous</p>	<p>juxtaposed neighboring bordering far far away from apart farther furthest remotest in the distance beyond on one side on the other side opposite of facing to the east, west straight ahead beside inside interior inward innermost outside exterior outward outermost at the edge alongside side by side on this side on all sides underside surrounding around circling level with diagonally between in-between across from among amid in the middle midway in the corner</p>	<p>above all after all indeed in fact primarily chiefly notably actually especially secondarily more important most of all increasingly equally important instead moreover furthermore significantly of great concern urgent urgently more more and more incrementally notably the main reason the main issue extremely the utmost exceedingly overwhelmingly repeatedly to repeat to emphasize to accentuate to underscore to amplify to enlarge to highlight to stress</p>	<p>definitely decidedly by all means unequivocally to be sure undoubtedly without doubt without a doubt doubtlessly indubitably certainly absolutely positively surely to be sure of course nonetheless without fail obviously naturally truly verily in truth very likely assuredly to culminate the peak the apex the crux the epitome intensifying to expand upon to add to that yes unquestionably as a result the turning point</p>	COORDINATING CONJUNCTIONS	
							and or nor but yet so	both ... and either ... or neither ... nor not only but also whether ... or where ... there
							SUBORDINATING CONJUNCTIONS	
							while though although as as though even even though if as if even if since because whereas	unless before after that so that in order that when whenever than rather than until once provided provided that
							CONJUNCTIVE ADVERBS	
							accordingly consequently as a result certainly finally incidentally namely for example similarly undoubtedly meanwhile nonetheless nevertheless earlier now then next later	thus besides also anyway further furthermore in addition moreover hence however therefore subsequently indeed instead likewise otherwise conversely still
							RELATIVE PRONOUNS	
							who whom which that	whoever whomever whichever whose

Guidelines for Research

What is MLA? The Modern Language Association (MLA) publishes a style guide, called the *MLA Handbook for Writers of Research Papers* (currently in its 7th edition). For free access to the guidelines online, go to the Online Writing Lab (OWL) at Purdue <http://owl.english.purdue.edu/>.

MLA Basics

1. **Paper:** Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
2. **Margins:** Use 1" margins on all sides of the page.
3. **Spacing and font:** Double space your entire paper. That means your heading, your long quotations, and works cited. DO NOT triple or quadruple space. Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor). Make sure you use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
4. **Name and page numbers:** Your last name (unless otherwise specified by your teacher) and page number should appear in the upper right hand corner one-half inch (.5") from the top of the page and one inch from the right side of the paper. Number all pages including page one and your works cited page. **It should look like this:** Smith 5 (DO NOT write p. or page. DO NOT put in a hyphen. DO NOT write your first name.)
Wrong: Smith p. 5
Wrong: Smith page 5
Wrong: Smith-5
RIGHT: Smith 5
5. **Heading:** Your heading will appear one inch from the top and left edges of your paper only on the first page. Remember that your heading, just like the rest of your paper, should be double-spaced. Your heading includes **your complete name (or ID#, according to teacher preference), your teacher's name, the name of your class (according to teacher preference), and the complete date in this form:** 24 October 2007. Be sure to double space; do not triple or quadruple space. *See the sample research paper at the end for an example.*

6. **Title:** There should be no extra spaces before or after your title. Use upper and lowercase letters, not all capitals; do not enclose your title in quotation marks. Italicize only words that need to be italicized, such as titles of books. Do not underline titles of works. Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis. Shorter works, such as titles of poems, should be punctuated by quotation marks.
7. **Indentions:** Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
8. **Paragraphing:** Do not leave a single line of a paragraph at the bottom or the top of a page. Do not add extra spaces between paragraphs.
9. **Works Cited:** See pages 23-24 for more information and the last page for a sample.
10. **Abbreviations:** Abbreviations are used often in the works cited page but rarely used in the text of the paper. On the works cited page, you can abbreviate names of days, months, and other measurements of time; the names of states and countries; publishers' names; and the title of well-known literary and religious works. New abbreviations: Many web source entries now require a publisher name, a date of publication, and/or page numbers. When no publisher name appears on the website, write n.p. for no publisher given. When sites omit a date of publication, write n.d. for no date. For online journals that appear only online (no print version) or on databases that do not provide pagination, write n. pag. for no pagination.

Source Cards and Gathering Information

Your teacher may ask you to create a source card for each source you copy or print out. The purpose of the source card is to ensure that you have all the necessary information to document each source properly. If a source card is not required, keep track of the same information on a sheet of notebook paper; doing so will help you create your Works Cited page. The steps for completing a source card are as follows:

1. **Find a source; photocopy** it if it is from a book or magazine source, or **print** it if it is online source, such as a database or website. You may also consider saving an electronic copy of the source for quick access later.
2. Check your copy to be sure the **page numbers** are there. If not, take a moment to write the correct page number on each page of your document. *Page numbers are necessary for internal documentation if they are*

available; however, most online sources do not have page numbers, so you will not need to include page numbers in your internal documentation.

3. Locate the following **basic information** for the source. See *References in MLA Style on pages 25-31* for examples of various sources and follow these to gather the information needed.
4. **Write the information on your source card** in the order listed on the example.
5. **Number each card** in the top, right-hand corner in consecutive order. Transfer this same number to the copy/printout of each source. Be sure to keep up with your cards. At some point, your teacher may also have you attach the card to your source.

Sample Source Card

1
Last Name, First Name. <i>Title</i> . Publishing city: Publisher, Copyright year.
O'Brien, Patrick. <i>The Truelove</i> . New York: W.W. Norton, 1992.
<i>(You can write notes for yourself here - the page numbers in a book or what type of information is found in this source.)</i>

After you have created correct source cards, you are ready to begin reading all of your sources. In reading your sources, you will be **gathering information** for your paper.

1. As you read, **highlight** information that is relevant or interesting.
2. When you have finished reading and highlighting all of your sources, **read them again**.
3. On the second reading, **annotate** the highlighted information. This means to make a note or comment in the margin to identify how that note relates to topics in your paper. (It is a good idea to note where and how you may use that piece of information in your essay.)

Creating an Outline

The purpose of an outline is to help you begin writing. Specifically, an outline can help you organize your ideas logically by showing how they are related, and you can create an overview of your whole paper. Here are some steps to take in creating your outline:

- ❖ Develop a working thesis statement.
- ❖ Brainstorm—list the ideas you found in your research that you want to use in your paper. Go back to the copies of your sources to review what you have read and noted.
- ❖ Organize those ideas by grouping together those that are similar.
- ❖ Rearrange the material into a logical order (perhaps general to specific or abstract to concrete).

There are two types of outlines: a topic outline and a sentence outline. A **topic outline** uses only words or phrases and does not include punctuation. A **sentence outline** is written with complete sentences and includes correct punctuation. In most cases, your teachers will ask for a topic outline. Keep in mind that you may have more than one outline. Your first, or preliminary, outline is likely to be only a rough idea that you will develop more fully into a topic outline. For the sample research paper at the back, the following topic outline was created:

Sample Topic Outline

The Construction of Stonehenge

Thesis: Although various theories have been explained to prove how Stonehenge was built, each one offers sound supporting evidence.

- I. Introduction
- II. Construction
 - A. English
 - B. Romans
- III. Astronomy
 - A. Lunar patterns
 - B. Weather

- IV. Calendar
 - A. Seasons
 - B. Specific dates
- V. Miscellaneous
 - A. Merlin
 - B. UFO's
 - C. Ley Lines
- VI. Religious
 - A. Worship
 - B. Burials
- VII. Conclusion

Drafting

Keep in mind that the research paper is a type of objective **formal writing**. You should avoid slang, colloquialisms, nonstandard dialect, and contractions. Once you have created an outline, use it to begin writing a **rough draft**. Do not focus on correct spelling and usage when you compose your first draft; instead, concentrate on getting your ideas onto the paper. Look at all of your notes (the information you highlighted and the notes you made) and begin to transfer that information to your paper by paraphrasing or using quotations.

Paraphrasing and Using Quotations

Consider these ways to incorporate into your writing the research information you gathered:

1. **Paraphrase** – rewrite the information completely in your own words
2. **Embedded Quotation** – quote (word for word) only a few key words or phrases
3. **Full Quotation** –quote (word for word) an entire sentence or paragraph

To understand how to paraphrase and use quotations, look at the following paragraph taken from Ray Bradbury's afterword to his novel, *Fahrenheit 451*.

ORIGINAL SAMPLE

Finally, many readers have written protesting Clarisse's disappearance, wondering what happened to her. Francois Truffaut felt the same curiosity, and in the film version of my novel, rescued Clarisse from oblivion and located her with the book people wandering in the forest, reciting their litany of books to themselves. I felt the same need to save her, for after all, she, verging on silly star-struck chatter, was in many ways responsible for Montag's beginning to wonder about books and what was in them. In my play, therefore, Clarisse emerges to welcome Montag, and give a somewhat happier ending to what was, in essence, pretty grim stuff.

Paraphrase

- ❖ *Rewrite information into your own words without changing the author's meaning or intent.*
- ❖ For example:

Bradbury writes in the afterword to *Fahrenheit 451* that, like the man who directed the film version of the novel, he also feels the need to resurrect Clarisse. In the play he writes of the novel, he does have Clarisse meet Montag at the end. This choice is logical since Clarisse was so important in awakening Montag to think for himself (178).

Embedded Quotation

- ❖ *Carefully choose a few words or a phrase to quote word for word; put the author's exact words in quotation marks and blend with your writing.*
- ❖ Embedded quotations are an effective and powerful way to share the author's exact words while maintaining your own **voice** in the essay.
- ❖ The words or phrases you choose to quote should be **significant**—in general, do not quote facts or “filler phrases” (i.e. From the original example, it would be a waste of a quotation to quote only the phrase “Finally, many readers have written” or “in essence.” There is nothing profound about them.)

- ❖ For example:

Bradbury writes in the afterword to *Fahrenheit 451* that when he wrote a play of his novel, he "rescue[d] Clarisse from oblivion," as did the man who directed the film version of the novel (178). Bradbury believes this is appropriate because her "silly, star-struck chatter" was crucial in helping Montag learn to wonder and think for himself (178).

Full Quotation

- ❖ *If you find a sentence, or several sentences, with such significance that not using the author's exact words will cause your paper to lack effectiveness or accuracy, then you may include them word for word in your paper; put quotation marks around the author's exact words.*
- ❖ Full quotations are only effective if used sparingly.
- ❖ The sentence(s) you choose to quote should be significant—again, in general, do not quote facts.
- ❖ **Also, always introduce the quotation with your own words.**
- ❖ Avoid long quotations unless absolutely necessary, and do not reference most of your research in this way—it seems lazy.
- ❖ For example:

Short Quotation (4 lines or fewer)

In talking about why he wrote *Clarisse* back into the play version of his novel, Bradbury says, "I felt the same need to save her, for after all, she, verging on silly star-struck chatter, was in many ways responsible for Montag's beginning to wonder about books and what was in them" (178).

Long Quotation (more than 4 lines): Indent entire block of text one inch, omit quotation marks, and continue double spacing. In this one instance, the punctuation goes *before* the internal documentation.

In talking about why he wrote *Clarisse* back into the play version of his novel, Bradbury says:

I felt the same need to save her, for after all, she, verging on silly star-struck chatter, was in many ways responsible for Montag's beginning to wonder about books and what was in them. In my play, therefore, *Clarisse* emerges to welcome Montag, and give a somewhat happier ending to what was, in essence, pretty grim stuff. (178)

Quotations within Quotations

If a quotation already exists within the text you wish to quote, you should use single quotation marks around the pre-existing quotation. In the following example, the quotation “always work at a job you enjoy” is put inside single quotation marks since it is part of a larger quotation.

Example: “The best advice my dad gave me,” said Sarah, “is to ‘always work at a job you enjoy,’ and I have lived by this advice.”

Omissions in Quotations

Sometimes it is necessary to take out or change part of a quotation in order to maintain the flow and structure of your paper. Here are a few guidelines:

- ❖ If you leave out any words in a quotation in order to maintain the flow of your paper, you must insert an ellipsis (three dots) to indicate where the omission occurs. In the following example, the words *in essence* were omitted:

Example: In Bradbury's play, “Clarisse emerges to welcome Montag, and give a somewhat happier ending to what was...pretty grim stuff” (178).

- ❖ Do not leave out any words that will change the meaning of a sentence you are quoting. This is not honest.
- ❖ Also use brackets [] if you add words of your own or make other changes, such as using *he* in place of *I* or changing a verb tense, to fit the quotation into the structure and grammar of your own sentence. Again, do not add words in brackets that will change the meaning of the quotation.
- ❖ As you write, remember to use internal/parenthetical documentation so that you are not guilty of plagiarism. This will be easier if you have your source card information available while you write so that you can cite your sources *while* you write and *not after* you write! See page 21 for information on plagiarism and page 15-16 for information on source cards.

Plagiarism

“The accidental or intentional failure to identify your sources is considered plagiarism, an offense with severe consequences.” (from The Next Level: What Colleges Expect from Your Writing)

Simply put, **plagiarism** is when you take an author’s words or ideas and use them in your writing without giving credit to the author. If the idea did not occur to you before you began your research, then you must give credit to the source that inspired it. There are four types of plagiarism:

- ❖ *word-for-word plagiarism* – a researcher repeats the exact words of a source without giving the necessary credit; can also occur when copying another student’s work *verbatim*
- ❖ *paraphrase plagiarism* – changing only a few words and saying basically the same thing as the original source without crediting that source; can occur when copying another student’s work and changing it only a bit
- ❖ *spot plagiarism* – using only a source’s key words without giving credit
- ❖ *self plagiarism* – turning in an assignment that you have written and turned in for a previous course or assignment

Printing papers from the Internet has become an increasingly common practice at high schools and colleges around the nation; this too is plagiarism. It is the policy of the English Department at A&M Consolidated High School that a plagiarized assignment will receive a grade of **zero**. *In college, plagiarism can lead to expulsion; in the workplace, plagiarism can result in termination.*

Plagiarism can be avoided by giving credit to the author(s) of any information you use. This is done through internal documentation, also known as parenthetical documentation.

Internal (Parenthetical) Documentation: Citing Sources

What is internal documentation?

- ❖ Giving credit to (citing) your source of information. This is done at the end of each sentence/paragraph that you take from a particular source.

When do I use internal documentation?

- ❖ Any time you get information from somewhere other than your own brain, you need to indicate its source.
- ❖ You will use just internal documentation when you paraphrase (the words are yours, but the ideas are not) or use quotations (the words are not yours) followed by internal documentation.

When do I NOT have to use internal documentation?

- ❖ When you are writing your own thoughts, you do not have to cite a source.
- ❖ Your thesis statement, topic sentences, concluding sentences, elaboration/commentary/detail, and much of the introduction and conclusion should be mostly your thoughts and interpretations. Never use a quote as a topic sentence.

How do I document sources within my writing?

- ❖ At the end of a sentence, in parenthesis, put the author's last name followed by a space and a page number. **Do not** put a comma between the author and number; **do not** write the word *page* or *pg* before the page number. Sentence punctuation should be placed outside the closing parenthesis.

Wrong: Interesting questions have been raised about teaching evolution in public schools (Smith, page 74).

RIGHT: Interesting questions have been raised about teaching evolution in public schools (Smith 74).

- ❖ If the source does not have an author, then replace the author with the title of the source enclosed in quotation marks (if it is an article, a short story, or a poem) or underlined/italicized (if it is a book). The title can be abbreviated, especially if it is long and will disrupt the flow of your paper. However, be sure the abbreviation is logical and not too short to confuse the reader.

Example: ("Opposing Evolution" 74).

(*World Almanac* 452).

- ❖ If the source is an article printed from a database or website, use the paragraph number instead of a page number.

Example: (Thomas, par. 13).

- ❖ If the source is a website or an online source with no page numbers, use the author's last name only or the title of the work.

Example with author and no page number: (Smith).

Example with no author and no page number: ("Opposing Evolution").

- ❖ If a source is quoted within another source, you should find the original source of the quotation. If you cannot find the original source, you must follow this format:

Example: As Gene Oliver said, “Every path serves a purpose” (qtd. in Bartlett 54).

- ❖ If information from two or more sources is included in one sentence, cite both at the end of the sentence in the order in which they are used, separated by a semicolon. Do not disturb the flow of your ideas by interrupting the sentence with the documentation. (*Sometimes there are variations of this rule; check with your teacher to be sure which you should follow.*)

Wrong: Interesting questions have been raised about teaching evolution (Smith 17) and sex education (Vos 102) in public schools.

RIGHT: Interesting questions have been raised about teaching evolution and sex education in public schools (Smith 17; Vos 102).

What happens if I do not use any internal documentation in my paper?

- ❖ You will fail. Not using internal documentation on a research assignment, when the thoughts and words are not your own, is plagiarism.

Writing the Works Cited Page

The Works Cited is the list of sources internally documented in the paper. Only sources from which you actually cite information in your essay should appear on this page. **Use your source cards to help you create the Works Cited page.** See the last page for a sample.

1. Put the title Works Cited at the top of the page in the same 12-point font as the rest of the paper. It does **not** need to be bold, underlined, italicized, in quotation marks or in all capital letters.
2. Your last name and the page number go on the top right of the page. The Works Cited page is *always* the last page of your paper. For instance, if your paper is four pages long, then page five is your Works Cited page.
3. The entire Works Cited page is double spaced. There are no extra spaces between entries.

4. Sources should be listed in alphabetical order by the first piece of information available from the source. If there is an author provided, alphabetize according to author's last name. If there is no author and you are using the title of the work, then alphabetize by that information.
5. If you have two sources by the same author, alphabetize first by author, then by the source titles. For the second source listed, type three hyphens in place of the author's name, followed by a period.

Example:

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton: Princeton Press, 1957.

---. *The Double Vision: Language and Meaning in Religion*. Toronto: Toronto Press, 1991.

6. Remember to **reverse indent**: begin the first line of each entry at the left margin and indent every line after that ½-inch from the left margin.
7. Compare the Works Cited entries with your internal documentation. Each source cited in parenthesis in the paper should appear on the Works Cited page, and each source on the Works Cited page should be cited in the paper.
8. Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever **signal word or phrase** you provide to your readers in your internal documentation, must be the first word or phrase that appears in the corresponding entry in the Works Cited list. Keep this in mind when abbreviating.

Databases in the Library

You may consult a variety of references for your research. These may be print sources (such as books and encyclopedias), databases (such as Infotrac and EbscoHost), or teacher-approved sites on the Internet. Our library at A&M Consolidated High School is well-equipped to help you with your research needs.

In fact, you can access our library catalog and databases from home. Begin at our AMCHS home page, <http://chs.csisd.org>, select "Academics," then "Library Resources."

Using the databases at home will require the following passwords:

- ❖ **Infotrac** – *password: lonestar*
- ❖ **EBSCOHost** – *username: tiger / password: lonestar*
- ❖ **ABC-CLIO** – *username: a&mchs / password: tigers*
- ❖ **Opposing Viewpoints** – *password: amcrpa*
- ❖ **Lit Finder** - *username: axmxcon9 / password: axmxbchg*
- ❖ **Bridges:** *username: 0050732 / password: plums*
- ❖ **World Book Online** – *username: tiger1 / password: consol*
- ❖ **Granger’s World of Poetry** - *username: AMCHS / password: AMCHS*
- ❖ **CultureGrams** - *username: america / password: consol*

References in MLA Style

Once you have determined which sources to use in your paper, it is necessary to provide accurate information about them. MLA style requires a writer to have a Works Cited page that lists the references used in a paper. What follows are guidelines for the information you need for each type of source to which you refer. The list is divided into print sources, database sources, and Internet sources.

PRINT SOURCES

General information for print sources includes the following:

- ✓ Author’s (or editor’s) last name, first name
- ✓ “Title of the article” (if any, in quotation marks)
- ✓ *Title of book or magazine* (italicized)
- ✓ City of publication (also include the state if the city name is not easily recognized)
- ✓ Name of publishing house
- ✓ Copyright year
- ✓ Page numbers of the information you used
- ✓ Label for type of media

NOTICE: We have listed references single spaced in order to save paper. All references should be double spaced on the Works Cited page. Additionally, titles of major works should be *italicized*.

- **Book with One Author**

O'Brian, Patrick. *The Truelove*. New York: Norton, 1992. Print.

- **Book with a Corporate Author or Organization**

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

- **Book with No Author**

The Times Atlas of the World. 5th ed. New York: New York Times, 1975. Print.

- **Book with an Editor (no author)**

McRae, Murdo William, ed. *The Literature of Science: Perspectives on Popular Science Writing*. Athens: University of Georgia Press, 1993. Print.

- **Book with More Than One Author**

(If there are more than 3 authors or editors, you may use only the 1st followed by a comma then et al.)
Blocker, Clyde E., Robert H. Plummer, and Richard C. Richardson, Jr. *The Two-Year College: A Social Synthesis*. Englewood Cliffs, NJ: Prentice, 1965. Print.

- **Selection from an Anthology , such as our Literature Book**

Irving, Washington. "The Devil and Tom Walker." *Literature Texas Treasures: American Literature*. Eds. Jeffrey D. Wilhelm, Ph.D., et al. Columbus, OH: Glencoe/McGraw-Hill, 2011. 248-56. Print.

- **Article from a Reference Book**

For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

Sasaki, Yosjo Kazu. "Weather." *Encyclopedia of Meteorology*. 1999. Print.

NOTICE: We have listed references single spaced in order to save paper. All references should be double spaced on the Works Cited page. Additionally, titles of major works should be *italicized*.

- **Specialized Encyclopedia**

"Chemicals." *Encyclopedia of Careers and Vocational Guidance*. Ed. Holli R. Cosgrove. 11th ed. Chicago: Ferguson, 2000. Print.

- **Book in a Series**

Neruda, Pablo. *Canto General*. Trans. Jack Schmitt. Latin Amer. Lit. and Culture 7. Berkeley: U of California P, 1991. Print.

- **Multivolume Reference Book, Citing Only One Volume**

When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Thomas, G. Otis et al. "Human Cloning." *Encyclopedia of Bioethics*. Vol. 2. New York: Random, 1978. Print.

- **Article from a Periodical (Magazine)**

Begley, Sharon. "A Healthy Dose of Laughter." *Newsweek*, 4 Oct. 1982: 74. Print.

- **Article from a Scholarly Journal**

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

- **Article from a Daily Newspaper**

If the newspaper is a less well-known or local publication, include the city name and state in brackets after the title of the newspaper.

Collins, Glenn. "Single-Father Survey Finds Adjustment a Problem." *New York Times* 21 Nov. 1983: A12. Print.

NOTICE: We have listed references single spaced in order to save paper. All references should be double spaced on the Works Cited page. Additionally, titles of major works should be *italicized*.

- **Untitled Review with No Author in Contemporary Literary Criticism (CLC)**
Rev. of *Pride and Prejudice* by Jane Austen. *Nineteenth Century Literary Criticism*. Ed. by Cherie D. Abbey. Vol. 13. Detroit: Gale Research Company, 1986. Print.
- **Review of a Book from Contemporary Literary Criticism (CLC)**
Schorer, Mark. Rev. of *Pride and Prejudice* by Jane Austen. *Nineteenth Century Literary Criticism*. Ed. Cherie D. Abbey. Vol. 13. Detroit: Gale Research Company, 1986. Print.
- **Article from TAKING SIDES Series**
Arney, Dick. "Moscow on the Mississippi." *Taking Sides: Clashing Views on Controversial Economic Issues*. Ed. Thomas R. Swartz and Frank Bonello. 6th ed. Guilford, CT: Dushkin Publishing Group, 1993. 172-179. Print.
- **The Bible and Other Holy Books**
The book, chapter, and verse are placed in the internal documentation: (Holy Bible, Ezek. 1.5-10)
The Holy Bible. Revised Standard Version. New York: Thomas Nelson & Sons, 1952. Print.
- **Pamphlet**
Institute for Research. *Careers in Civil Engineering* no.2. Chicago: Institute for Research, 1997. Print.
- **Personal Interview**
Shoemake, Jacquelyn. Personal interview. 22 July 1993.
Or
Poussaint, Alvin F. Telephone interview. 10 Dec. 1990.

NOTICE: We have listed references single spaced in order to save paper. All references should be double spaced on the Works Cited page. Additionally, titles of major works should be *italicized*.

- **Editorial**

“An Uneasy Silence.” Editorial. *Computer World*. 28 Mar. 1983: 54. Print.

- **Published or Recorded Interview Conducted by Someone Else**

Blackmun, Harry. Interview with Ted Koppel and Nina Totenberg. *Nightline*. ABC. WABC, New York. 5 Apr. 1994. TV.

- **Film or Video**

List films (in theaters or not yet on DVD or video) by their title. Include the name of the director, the film studio or distributor, and the release year. If relevant, list performer names after the director's name. Use the abbreviation perf. to head the list. List film as the medium of publication. To cite a DVD or other video recording, see “Recorded Films and Movies” below.

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. DVD. Republic, 1998.

- **Recorded Films and Videos**

Ed Wood. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

DATABASE SOURCES

General information for database sources includes the following:

- ✓ Author's or editor's first and last name, if given
- ✓ Title of article (in quotation marks)
- ✓ Title of work (underlined or italicized)
- ✓ Date of publication: page range for given article
- ✓ Database name (italicized). Previous editions of the MLA Style Manual required information about the subscribing institution (name and location). This information is no longer required by MLA.=
- ✓ Label for type of media

- ✓ Date you accessed the material
- ✓ No More URLs! While website entries will still include authors, article names, and website names, when available, MLA no longer requires URLs. Writers are, however, encouraged to provide a URL if the citation information does not lead readers to easily find the source.

NOTICE: We have listed references single spaced in order to save paper. All references should be double spaced on the Works Cited page. Additionally, titles of major works should be *italicized*.

- **Infotrac: Student Resource Center: Overview Essays**
"da Vinci, Leonardo (1452-1519)." *DISCovering Biography*. Online ed. 2003: 123-45. *Student Resource Center - Gold*. Web. 29 June 2009.
- **Infotrac: Student Resource Center: Primary Source**
"Excerpt from 'Full Fathom Five'." *American Decades*. Ed. Tanya McCann. Online ed. 2003: 123-45. *Student Resource Center - Gold*. Web. 29 June 2009. Date you accessed the information
- **Infotrac: Student Resource Center: Magazines and Journals**
Nickell, Joe. "Deciphering Da Vinci's Real Codes. (Investigative Files)." *Skeptical Inquirer* 31. 3 (2007): 23-5. *Student Resource Center - Gold*. Web. 29 June 2009.
- **EBSCOHOST: Magazines and Journals**
Babian, C. "Back to the Drawing Board Reconstructing DaVinci's Vitruvian Man To Teach Anatomy." *American Biology Teacher* 71.4 (2009): 205-8. *Academic Search Complete*. Web. 29 June 2009.
- **Opposing Viewpoints**
Carlisle, John. "Natural Factors Cause Global Warming." *Opposing Viewpoints: Global Warming*. Ed. James Haley. 2002: 29-45. *Opposing Viewpoints Resource Center*. Web. 29 June 2009.
- **ABC-CLIO: Government/Geography**
(For ABC-CLIO geography, world history, etc., substitute that title for American History in the sample below.)
"Robert E. Lee." *American History*. 29 Apr. 2009: 86-99. *ABC-CLIO*. Web. 29 Jun. 2010.

NOTICE: We have listed references single spaced in order to save paper. All references should be double spaced on the Works Cited page. Additionally, titles of major works should be *italicized*.

- **LitFinder**
"Explanation of: 'Eveline' by James Joyce." *LitFinder Contemporary Collection*. 29 Apr. 2007: 86-99. *LitFinder for Schools*. Web. 29 June 2009.
- **World Book Online**
Summers, David. "Leonardo da Vinci." *World Book Student*. 29 Apr. 2009: 86-99. *World Book Online*. Web. 29 June 2009.
- **Granger's World of Poetry Online**
Keats, John. "Ode on a Grecian Urn." *Columbia Granger's World of Poetry Online*. 29 Apr. 2009: 135-150. *The Columbia Granger's World of Poetry*. Web. 29 June 2009.

INTERNET SOURCES

Internet sources should be used sparingly and should always be evaluated for accuracy and credibility. It is important to use a reliable source. One way to be sure you are using a reliable source is to use information from sites ending in .org, .edu, or .gov. If you are unsure about the reliability of a site, ask your teacher for help in determining the site's appropriateness for your paper. (**Note:** Wikipedia is NOT an academically acceptable source for research.)

It is complicated to figure out how to cite sources from the Internet. Please follow these basic guidelines. (If you can't find some of this information, cite what is available.)

Author's last name, First name. "Title of the Article or Page." *Title of the Site*.

19 June 1998. Name of Sponsoring Organization or Affiliate if Different from Site Title. Web. 3 Feb. 2010.

Copyright date, posting date, or last update

Date you accessed the information

Hardy, Thomas. "The Darkling Thrush." *Representative Poetry Online*. 2009. University of Toronto Libraries. Web. 30 June 2009. \

Revising and Editing

Reviewing this list of common errors in style and grammar will improve the quality of your writing:

- ❖ In general, do not use “you” in essays. (An exception is when you have an audience to whom you have referred by name).
- ❖ In general, avoid using first person, such as “I think,” “I feel,” “I believe,” “to me,” and “in my opinion.” These phrases weaken the power of your writing.
- ❖ In formal writing do not use abbreviations for most words, such as “o.k.” for “okay,” and names of states, etc.
- ❖ Avoid all contractions in formal essay writing.
- ❖ Throughout an essay, be consistent in the use of verb tense.
- ❖ When you write about literature, write in the present tense.

Wrong: Shakespeare included many dynamic characters in his writing.

RIGHT: Shakespeare **includes** many dynamic characters in his writing.

- ❖ Avoid ending a sentence with a preposition.

Wrong: Who are you going to prom with?

RIGHT: With whom are you going to prom?

- ❖ Avoid wordiness. Each word should serve a purpose.

Wordy: Daniel is now employed at a private rehabilitative center working as a registered physical therapist.

NOT WORDY: Daniel works at a private rehabilitation center as a registered physical therapist.

- ❖ Spell out numbers written in one or two words, and represent other numbers by numerals (one, thirty-six, ninety-nine, one hundred, fifteen hundred, or three million; 136; 2, 550). Do not start a sentence with a numeral.
- ❖ Avoid redundancy. For example, “all throughout” and “throughout the entire” are redundant. “Throughout” will suffice.
- ❖ Don’t use “and” when you mean “to.”

Wrong: She went and bought a dress.

RIGHT: She went to buy a dress.

- ❖ Avoid beginning a sentence with “There” or “Here”; this is a passive construction that can be eliminated so that stronger and more vivid verbs are used.

Wrong: There are seven class periods in a school day.

RIGHT: Our schedule contains seven class periods.

- ❖ People are who; things and places are which or that. (Use a comma with “which” and no comma with “that”).

Wrong: He is the one that made an “A.”

RIGHT: He is the one who made an “A.”

- ❖ Eliminate the use of the progressive tense.

Wrong: “The writer is stating that...”

RIGHT: “The writer states that...”

- ❖ Avoid “a lot.” A lot is a piece of land upon which someone builds a house. It is too vague to use in describing a large amount of something.

- ❖ Likewise, avoid other vague adjectives such as “nice,” “great,” “good,” and “bad.” Be as definitive as you can in your writing. After all, the purpose is to communicate effectively.

- ❖ Commas and periods go inside quotation marks. Semicolons and colons belong outside quotation marks. Question marks and exclamation points should be placed outside of quotation marks unless they are part of the quoted material.

- ❖ Use the correct pronoun for the antecedent.

Wrong: One never knows when they will need their book.

Singular antecedent must have a singular pronoun

Plural pronouns

RIGHT: One never knows when he will need his book.

Please note that this list of editing guidelines is in no way a complete list of the errors you may have made in your essay.

Appendix

Resources

Notes Page

MLA Formatted Sample Research Paper and Works Cited
(used with author's permission)

Resources

The following resources are suggested for further information and study on writing, research, and MLA style.

The Next Level: What Colleges Expect from Your Writing, Edited by Lisa Smith Nielsen;
Publisher: Association of Texas Colleges and Universities, 2002

MLA Handbook for Writers of Research Papers Seventh Edition, edited by Joseph
Gibaldi; Publisher: The Modern Language Association of America, 2008

Keys for Writers: A Brief Handbook Second Edition, by Ann Raimos; Publisher:
Houghton Mifflin Company, 1999

*Crafting Expository Argument: Practical Approaches to the Writing Process for
Students and Teachers Fourth Edition*, by Michael Degan; Publisher:
Telemachos Publishing; 2002

The 500-Word Theme Fourth Edition, by Lee J. Martin and Harry P. Kroiter; Publisher:
Prentice-Hall Inc., 1984

The Elements of Style, by William Strunk and E.B. White; Publisher: Longman, 1999.

The Purdue OWL. Purdue U Writing Lab, 2010. Web. 8/31/2010.

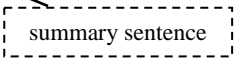
Notes

architecture, but the Roman structure coincides with the English dates. The frustrating question concerning the builders of Stonehenge may never be answered. ← summary sentence

Also, some believe that Stonehenge was an astronomical observatory. The alignments of the stones and the overall structure of Stonehenge could have allowed a person to study the rising and settings of the moon (Mass 90). The pattern of the lunar cycle, the shapes and placement of the moon, allowed the settlers in this territory to have a basis of the solar system and the rotation of the earth. Stonehenge has been referred to as a “prehistoric Computer,” probably because of the capabilities it gave the inhabitants of the area and their access to special knowledge (Mass 90). In addition, there are some suggestions that the inhabitants used these same techniques used in lunar studies to predict weather changes (Burgan 1). Perhaps they judged the appearance of the moon, believing that fog and hazes signified rain and unpleasant weather. A foggy night looks remarkably different than a clear night, and a curious person with no knowledge on the matter may have taken the disfigured moon as a lunar characteristic, predicting the change in weather rather than a pressure change of the earth. The study of astronomy may have sparked the quest of Stonehenge’s construction. ← summary sentence

Another theory of Stonehenge’s purpose is the idea that it was used as a calendar to keep track of the passing seasons. Outside the monument’s entrance stands the Heel Stone, and “on the summer solstice, the longest day of the year, a person...can see the first rays of the rising sun hit the top of the Heel Stone. At the winter solstice, the shortest day of the year, a person...can look into the circle and see the setting sun (Burgan 1). Therefore, the creators of Stonehenge could judge the transformation of the seasons by where the sunlight fell on the stones (“World’s” 70). In the seventeenth century, there was not a calendar system that accounted for all the days of the year. Stonehenge acted like a sundial, allowing time to be read in months and seasons

rather than in hours and minutes. In addition, the construction of Stonehenge may symbolically represent the passage of time. The thirty pillars and nineteen bluestones found in Stonehenge may represent the thirty days of the month and the nineteen year lunar cycle (“World’s” 69). The coincidence of these numbers is rather intriguing. The date may have been determined by the shadows cast upon each object, or each object may have been counted and marked to determine the amount of time that had passed. No conclusive evidence exists, however, that the buildings’ purpose was to keep track of the passage of time.



summary sentence

Note: The remaining pages of this research paper have been omitted here to conserve space. Always start your Work(s) Cited page on a new page, which will be the last page of your document.

The works cited page is double spaced with no extra spacing between header and title and between title and first entry.

Works Cited

The title is centered one inch from the top of the page and is always paginated as the last page of the essay.

Burgan, Michael. "England." *National Geographic World*. (May 1999): 26-8. *Student Resource Center - Gold*. Gale. A&M Consolidated H.S. Lib. College Station, TX. Web. 14 Oct. 2002.

---. "Secrets in the Stones." *National Geographic World*. (May 1999): 28-31. *Student Resource Center - Gold*. Gale. A&M Consolidated H.S. Lib. College Station, TX. Web. 14 Oct. 2002.

If an author is repeated, use three hyphens in place of the author's name. Alphabetize by the title.

Chippindale, Christopher. "The Mystery of Stonehenge." *UNESCO Courier*. (Nov. 1990): 24-5. *Student Resource Center - Gold*. Gale. A&M Consolidated H.S. Lib. College Station, TX. Web. 11 Oct. 2002. Mass, Wendy. *Stonehenge*. San Diego: Lucent, 1998. Print.

Print
Entries
are listed
alphabetically.

"The World's Last Mysteries." *Reader's Digest*. Nov. 1978: 62-8. Print.

Since no author is available for the last entry, the title—the first important piece of information—is used to alphabetize the entry.