

Penns Manor School District Style Manual

I.	The Writing Process	
	A. Using the Writing Process.....	3
	B. Process Writing: Suggestions.....	4
	C. Writing Checklist.....	5
	D. Outlining.....	6
II.	Some Common Writing Problems	
	A. Correct Word Choice.....	7
	B. Sentences.....	9
	C. Style.....	10
III.	Mechanics and Punctuation	
	A. Abbreviations.....	12
	B. Apostrophes.....	13
	C. Capitalization.....	13
	D. Colons.....	14
	E. Commas.....	14
	F. Dash.....	14
	G. Ellipsis.....	15
	H. End Punctuation.....	15
	I. Hyphen.....	16
	J. Italics in Writing.....	16
	K. Numbers in Writing.....	16
	L. Parentheses.....	17
	M. Quotation Marks.....	17
	N. Semicolons.....	18
	O. The Slash.....	18
IV.	The Research Paper	
	A. Preparing the Research Paper.....	19
	B. The Research Paper Defined.....	19
	C. Applying the Writing Process.....	19
	D. Bibliography Cards.....	20
	E. Taking Research Notes.....	23
	F. In- Text/Parenthetical Citations.....	25
	G. A Word About Plagiarism.....	26
V.	Standards for a Rough Draft	27
VI.	Standards for Final Papers	
	A. Typed Papers.....	27
	B. Hand-Written Text Format.....	29
	C. Works Cited Page MLA Style.....	29
	D. Set-up for Paper (Example).....	30
	E. Set-up for “Works Cited” Page (Example).....	33
	F. Guidelines for Citing Printed Media.....	33
	G. Guidelines for Citing Electronic Media.....	34
VII.	Taking Essay Tests	39
VIII.	Oral Communication	40

IX.	Using A Textbook	41
X.	E-Mail Etiquette	42
XI.	Résumé	43
XIV.	Letters & Memos	
	A. Personal Letters.....	44
	B. Business Letters.....	45

Acknowledgments

This Style Manual was compiled by the Language Arts Committee, which was comprised of faculty members under the direction of Dr. Thomas F. Sgriccia, Superintendent of Schools and Mr. Daren Johnston, High School Principal.

The style manual is compiled to help students and teachers in the Penns Manor Area School District follow a uniform, practical, and correct procedure in gathering information, work through the writing process, design and deliver oral presentations, and improve basic communication skills for school and life.

Teachers of all disciplines and grade levels will find this guide helpful for establishing a consistent writing format as writing becomes required in all courses. Teachers in the Penns Manor Area School District shall follow the format presented in this handbook for written work, including the graduation project.

I. THE WRITING PROCESS

A. Using the Writing Process

Writing is hard work; do not get frustrated by it. By approaching writing as a process and taking an assignment one step at a time, the work becomes manageable. Few people can sit down and write well without some thought and preparation beforehand and some revising and editing afterward. In fact, writing is really a process or system of activities:

1. **Prewriting**
 - a. find and limit your topic
 - b. define your purpose and audience
 - c. gather your thoughts
2. **Drafting**
 - a. organize your thoughts
 - b. write a rough draft
3. **Revising**
 - a. revise focus, structure, and content
4. **Editing**
 - a. edit paragraphs, sentences, and words
 - b. proofread for spelling and punctuation
5. **Presenting/Publishing**
 - a. prepare and present the final draft

B. Process Writing: Suggestions

1. Prewrite

- | | | | |
|--|--|---|---|
| <input checked="" type="checkbox"/> Purpose for writing (prompt) | <input checked="" type="checkbox"/> Illustrating | <input checked="" type="checkbox"/> Outlining | <input checked="" type="checkbox"/> Brainstorming |
| <input checked="" type="checkbox"/> Responding to literature | <input checked="" type="checkbox"/> Free writing | <input checked="" type="checkbox"/> Listing Ideas | <input checked="" type="checkbox"/> Researching |
| <input checked="" type="checkbox"/> Creating time lines | <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Webbing | <input checked="" type="checkbox"/> Charting |
| <input checked="" type="checkbox"/> Making word bank lists | | | |

2. Write A Thesis Statement (Topic Sentence)

- a. Tell what all of your ideas have in common.
- b. Give a consistent direction to follow.
- c. Be creative.

3. Write A Rough Draft

- a. Organize ideas by paragraph.
- b. Be creative.
- c. Aim for fluency.

4. Revise/Polish

- a. Have a partner or group check for organization and focus on topic.
- b. Make additions and deletions

5. Edit/Proofread

- a. first time—mechanics
 - spelling
 - correct use of pronouns
 - vague words
 - words omitted or doubled
 - fragments and run-ons
 - agreement of number and tense
- b. second time—editing issues
 - paragraph organization
 - words out of place
 - unrelated information
 - redundant ideas
 - effectiveness of introduction and conclusion
- c. third time—word choice and style

6. Publish (Final Draft)

- Writing
- Speaking
- Making class books
- Creating a bulletin board
- Entering writing contests
- Sharing: with a partner, with the class, with another class

C. Writing Process - Checklist

1. Thesis Statement

- select a topic
- brainstorm the topic
- develop a detailed outline based on the brainstorming
- base a rough draft on the outline
- correct mistakes in the rough draft
- produce a clear thesis statement

2. Rough Draft (Developing paragraphs into a structured essay)

- use clear, concise topic sentences
- support all topic sentences with details
- develop a good introductory paragraph
- structure other paragraphs in the essay
- develop an effective conclusion

3. Grammar and Mechanics: are the following used correctly?

- end punctuation marks
- periods
- question marks
- exclamation points
- other punctuation marks
- commas
- semicolons
- colons
- quotation marks (for direct quotations, titles of stories or articles, dialogue)
- parentheses
- apostrophes (used with possessive nouns and contractions)
- underlined book titles
- plural forms of nouns (no apostrophes except for numbers or letters)
- spelling (Check the dictionary or spell check.)
- capitalization

4. Sentence Structure

- avoid run-ons (sentences run together, lacking correct punctuation)
- avoid fragments (sentences lacking a subject and/or predicate)
- mix sentence lengths (some complex, compound and simple)
- keep the same tense for verbs throughout the paper (past, present, or future)

5. Style and Logic

- avoid cliches (overly-used expressions)
- avoid vague words (i.e. “very,” “basically,” “nice”)
- avoid absolute statements (i.e. “never,” “always”)
- avoid repetition of words and phrases

A. OUTLINING

The formal outline is a method of logical arrangement. Its basic structure is as follows:

- I.
 - A.
 - B.
 - 1.
 - 2.
 - a.
 - b.

At least two supporting ideas should be listed at a given level. (If you have a “I”, you need a “II”. If you have an “A”, you need a “B”. If you have a “1”, you need a “2”.)

- I. The beginning of the boom
 - A. Status of running before 1970
 - 1. Only in scholastic and other organized competition
 - 2. Benefits of exercise not widely known
 - B. Reasons for the beginning of the boom
 - 1. Growing awareness of fitness
 - 2. Running stars in the public eye
 - a. Steve Prefontaine
 - b. Frank Shorter
 - c. Bill Rogers
 - C. Early signs of a running boom
 - 1. Rapid growth of major events
 - a. Boston Marathon
 - b. New York Marathon
 - c. International marathons
 - 2. Demand for equipment
- II. Running as the most popular form of exercise
 - A. Rapid increase in number of large races
 - B. Vast improvement in quality of running shoes
- III. Running Today: Decline or steady state?

(*Write Right*. Bloomington, Indiana: Phi Delta Kappa, 1996.)

II. COMMON WRITING PROBLEMS

A. Correct Word Choice

1. “affect” and “effect”
 - The odor affected the science fair judges’ opinions. (a verb)
 - The odor has a negative effect on the judges’ opinions. (a noun)
2. “Ain’t” is non-standard. Do not use it.
3. “All right” means correct or satisfactory.
Do not use “alright”. It is incorrect spelling.
4. Write “a lot” as two words.
5. are and our
 - “are” is a verb
 - “our” is a plural possessive pronoun
6. “between” you and me
 - Use the objective form “me” after the preposition “between”.
7. “Except” and “accept” are antonyms.
 - “except” means to leave out
 - “accept” means to let in
8. “its” (third person possessive pronoun) and “it’s”(means “it is”)
 - Joe dropped his frog model on its head.
 - It’s too bad about Joe’s accident with his science fair project.
9. “know”, “no”, and “now”
 - “Know” is a verb meaning to understand.
 - “No” is a negative response.
 - “Now” is an adverb that means at this time.
10. “Saw”, the past tense of “see”, does not need a helping verb; “seen,” the past participle of “see”, must have a helping verb.
 - We saw the accident.
 - We have seen the accident.
11. “Should have” and “should’ve” are not spelled “should of”. This includes “would” and “could”.
12. “there” (shows where), “their” (shows possession), and “they’re” (contraction for they are)
 - There are three science fair projects in the room.
 - The science fair projects are over there.
 - That is their science fair project.
 - They’re completing a science project.
13. “then”(shows time) and “than” (shows comparison)
 - We mixed the chemicals and then stood back.
 - They have more courage than we do.

14. “to” (shows where as a preposition or is an introduction to an infinitive verb form), “two” (number), and “too” (meaning also or overly)
- I’m going to the laboratory to get chemicals
 - Odor and mold are two possible hazards of your science fair project
 - Smoke would be hazardous, too.
 - The temperature is too hot.
15. “were” (past tense of “to be”), “we’re” (contraction of “we are”), and “where” (a location)
- We were in the wrong building this morning.
 - Now we’re lost again.
 - Where is the science fair?
16. “who’s” (a contraction for “who is”) and “whose” (a possessive pronoun)
- Who’s driving?
 - Whose car is that?

B. Sentences

1. agreement in the sentence:

- a. A plural word must always be plural, and everything referring to it must also be plural:

Incorrect: The three dogs eat his owner's stuffed cat.

Incorrect: The three dogs eats their owner's stuffed cat.

Correct: The three dogs eat their owner's stuffed cat.
(plural subject—dogs; plural verb—eat; plural pronoun—their)

- b. Once you start using a certain verb tense, stick with it:

Incorrect: John's dog goes into the house. Then, he ate the stuffed cat.

Correct: John's dog goes into the house. Then, he eats the stuffed cat.

2. parallel structure:

- a. Make sure that both halves of a long sentence have the same subject:

Incorrect: The dog ate the stuffed cat, and it fell apart while being chewed.

The dog is the subject in the first half; the cat is the subject in the second half.

Correct: The stuffed cat fell apart while the dog was eating it.

The cat is the subject of the whole sentence.

- b. Make sure that you use the same verb form when you list things:

Incorrect: The dog likes to chew shoes, to chase cars, and eating stuffed cats.

Correct: The dog likes to chew shoes, to chase cars, and to eat stuffed cats.

3. run-ons and fragments

- a. A sentence usually has one clear subject doing one clear thing.

Incorrect: The dog ate the stuffed cat but saved the tail for later and then went out to chase cars."

Eating the stuffed cat and saving the tail are part of the same action; going out is clearly an unrelated action.

Correct: The dog ate the stuffed cat but saved the tail for later. Then he went out to chase cars.

- b. A sentence must have both a clear subject and something that the subject is doing.

Incorrect: The dog. Had to clean the stuffed cat's fur from his teeth before roaming the neighborhood. (The first has no action, the second has no subject.)

Correct: The dog had to clean the stuffed cat's fur from his teeth before roaming the neighborhood.

C. Style

1. Don't start an assignment with "In this paragraph (essay, paper) I will..." Just do what it is you are about to introduce—prove a point, explain something, etc.
2. Don't end a paper with "The End."
3. Don't use conversational slang, text messaging, or instant messaging in written work. ("gonna," "cuz," "wanna," "U," etc.)
4. Don't use words which are suggestive or may be offensive to your readers.
5. When writing about others' writing, mention the appropriate book or work titles and authors' names in the introduction.
6. Keep formal writing in the third person, using "he," "she," "it," "one," or nothing, instead of "I," "me," "you," etc.
7. Always have a clear subject doing something. Do not use passive voice.
Incorrect: The dog *was found* behind the barn. (This has no subject doing the finding.)
Correct: The boy found the dog behind the barn. (The boy is doing the finding.)
8. Don't make general statements.
Incorrect: All students hate doing homework. (Have you asked them all?)
Incorrect: No students hate doing homework.
Incorrect: Students *always* hate doing homework.
Correct: Many students hate doing homework. (This leaves room for others who might not agree with your statement.)
9. Avoid using "very," "really," and "nice".
 Saying that things are "really difficult" or "very old" is unnecessary; the adjectives themselves are enough.
 If every adjective is "very something or other," using emphasis will be ineffective.
10. Don't begin a sentence with "and," "so," (meaning "therefore"), or "but" (meaning "however").
11. Don't use "so" unless you're stating a reason for something.
Incorrect: The baker is so unfortunate.
Correct: More flour is needed so that he can bake another cake.
12. Avoid using contractions in formal writing and do use the ampersand "&".
13. Use transitional words or phrases that bridge ideas together smoothly and clearly.
Transitional words that show location

<input checked="" type="checkbox"/> above	<input checked="" type="checkbox"/> across	<input checked="" type="checkbox"/> around	<input checked="" type="checkbox"/> below	<input checked="" type="checkbox"/> beside
<input checked="" type="checkbox"/> inside	<input checked="" type="checkbox"/> into	<input checked="" type="checkbox"/> throughout	<input checked="" type="checkbox"/> to the right	<input checked="" type="checkbox"/> near
<input checked="" type="checkbox"/> down	<input checked="" type="checkbox"/> in back of	<input checked="" type="checkbox"/> behind	<input checked="" type="checkbox"/> over	<input checked="" type="checkbox"/> under

Transitional words that show time

- | | | | | |
|---|---|--|---|---|
| <input checked="" type="checkbox"/> about | <input checked="" type="checkbox"/> after | <input checked="" type="checkbox"/> at | <input checked="" type="checkbox"/> before | <input checked="" type="checkbox"/> first |
| <input checked="" type="checkbox"/> until | <input checked="" type="checkbox"/> today | <input checked="" type="checkbox"/> soon | <input checked="" type="checkbox"/> immediately | <input checked="" type="checkbox"/> then |
| <input checked="" type="checkbox"/> next | | | | |

Transitional words that show comparison

- | | |
|---|---|
| <input checked="" type="checkbox"/> in the same way | <input checked="" type="checkbox"/> similarly |
| <input checked="" type="checkbox"/> likewise | <input checked="" type="checkbox"/> also |

Transitional words that show contrast

- | | |
|---|---|
| <input checked="" type="checkbox"/> but | <input checked="" type="checkbox"/> otherwise |
| <input checked="" type="checkbox"/> however | <input checked="" type="checkbox"/> although |
| <input checked="" type="checkbox"/> yet | <input checked="" type="checkbox"/> on the other hand |

Transitional words to show emphasis

- | | |
|---|--|
| <input checked="" type="checkbox"/> again | <input checked="" type="checkbox"/> to emphasize |
| <input checked="" type="checkbox"/> for this reason | <input checked="" type="checkbox"/> in fact |

Transitional words that conclude or summarize

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> as a result | <input checked="" type="checkbox"/> finally | <input checked="" type="checkbox"/> in conclusion |
| <input checked="" type="checkbox"/> therefore | <input checked="" type="checkbox"/> last | <input checked="" type="checkbox"/> in summary |
| <input checked="" type="checkbox"/> to sum up | <input checked="" type="checkbox"/> all in all | |

Transitional words that add information

- | | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> also | <input checked="" type="checkbox"/> again | <input checked="" type="checkbox"/> additionally | <input checked="" type="checkbox"/> another |
| <input checked="" type="checkbox"/> and | <input checked="" type="checkbox"/> equally important | <input checked="" type="checkbox"/> besides | <input checked="" type="checkbox"/> for example |
| <input checked="" type="checkbox"/> for instance | <input checked="" type="checkbox"/> next | <input checked="" type="checkbox"/> likewise | <input checked="" type="checkbox"/> finally |

***DO NOT TRUST THE COMPUTER TO CHECK YOUR SPELLING OR GRAMMAR.**

III. MECHANICS AND PUNCTUATION

The mechanics and punctuation rules of English are the traffic signals of our written language. They guide us through the words to help us understand the messages writers communicate to us.

***The following are traditionally accepted forms of mechanics and punctuation. Your instructor may require you to use alternate forms.**

A. Abbreviations

1. Use standard abbreviations for certain titles preceding and following a person's name.
 - a. Martin Luther King, Jr.
 - b. Ann Jones, Ph.D.
 - c. Dr. John Ryan
2. The abbreviations for academic degrees, such as B.A, M.A, and Ph.D., may be used without a person's name.

Our school faculty is made up of Ph.D.'s, M.A's, and B.A's.
3. To form the plural of an abbreviation with periods, add an apostrophe and an "s".
 - a. B.A's
 - b. Ph.D.'s
4. Some abbreviations may be pronounced as individual letters such as CIA and NFL or as acronyms such as NATO, PAC, and SCORE. When using these particular abbreviations, write out the full term at its first appearance, indicate its abbreviation in parentheses, and use the abbreviation from then on.

Penns Manor Area High School (PMAHS)
5. To form the plural of an abbreviation that has no periods, add a lowercase "s" without an apostrophe.
 - a. YMCAs
 - b. WACs
6. Use standard abbreviations for times of day that include numbers.
 - a. 6:05 a.m. (before noon)
 - b. 9:24 p.m. (after noon)
7. DC is an acceptable abbreviation for District of Columbia as in Washington, DC.
8. Do not abbreviate academic subjects and labels for parts of books.
 - a. English (not Eng.)
 - b. page (not p.)
 - c. volume (not vol.)
9. Do not use symbols such as "&" for "and", "%" for percent, "=" for "equals", "+" for "plus", and "¢" for "cents" in formal writing.
10. The ampersand is not used in formal writing except in the name of a company that requires it.

Ballard & McGinnis

B. Apostrophes

1. Use an apostrophe to show possession. Possessives are adjectives, not nouns.
 - a. for singular nouns, add an ('s) to form the possessive

D. Colons :

1. Use a colon before a list of items, especially after expressions such as “the following” and “as follows.”
The car trunk was large enough for everything: rackets, golf clubs, fishing supplies, suitcases, a picnic basket, and heavy clothing.
2. Do not put a colon after a verb or a preposition.

E. Commas ,

1. Use commas to separate items in a series.
The sun set majestically, gracefully, and slowly.
2. Use a comma after prepositional phrases of four or more words when used at the beginning of a sentence.
In front of the house, a giant oak tree stood.
3. Use a comma after a participial phrase at the beginning of a sentence,
Behaving like a spoiled child, he pouted and sulked.
4. Use a comma after an introductory adverb clause.
While Mario put on the costume, the accompanist played “Deep Purple.”
5. Use a comma before “and,” “but,” “or,” “nor,” “for,” and “yet” when they join independent clauses in a compound sentence.
The first two acts were slow moving, but the third act was full of action and suspense.
6. Use a comma to separate items in and after dates and addresses.
Their baby was born on Monday, May 1, 1949, in Baltimore, Maryland.
7. Do not separate a subject from its verb with a comma.

F. Dash –

Too many dashes can give writing a hurried, jumpy quality. Use it sparingly.

G. Ellipsis . . .

1. An ellipsis (three periods) is used to show that one or more words have been omitted in a quotation. When typing, leave one space after each period.

Original

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Preamble, U.S. Constitution

Quotation

“We the people . . . in order to form a more perfect Union. . . establish this Constitution for the United States of America.”

2. If words from a quotation are omitted at the end of a sentence, the ellipsis is placed after the period which marks the conclusion of the sentence.

“Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation But one hundred years later, we must face the tragic fact that the Negro is still not free.”

Martin Luther King, Jr., “I Have a Dream”

3. If the quoted material is a complete sentence, even if it was not complete in the original, use a period, then an ellipsis.

Original

I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

Chief Joseph of the Nez Perce’

Quotations

- a. “I am tired From where the sun now stands I will fight no more forever.”
- b. “I am tired I will fight no”

H. End Punctuation . ! ?

1. Use a period at the end of a declarative sentence.
Few forms of vegetation can grow in caves.
2. Use a period at the end of an imperative sentence.
Please explain that to me.
3. Use a question mark at the end of an interrogative sentence.
Do you always ask so many questions?
4. Use an exclamation point at the end of a sentence that expresses strong feeling.
Oh! I hope that no one was hurt!
5. Space twice after end punctuation.

I. Hyphen -

1. Hyphenate compound modifiers when they precede the noun that they modify but not when the modifier follows the noun.
 - a. Those are well-documented reports.
 - b. Those reports are well documented.
2. Use a hyphen in a fraction that is used as a modifier. Do not hyphenate a fraction that is used as a noun.
 - a. His biology class will be three-fourths field work.

- b. Three fourths of his seismology class will be field work.
3. Use a hyphen to separate compound numbers from twenty-one through ninety-nine.

J. Italics in Writing

In printed material certain words and figures are set in italic type. In handwriting, this material should be underlined.

1. Italicize the titles of books, book-length poems, newspapers, magazines, movies, works of art, television series, and the names of trains, ships, and spacecraft. Do not capitalize or italicize an article (a, an, the) at the beginning of a title unless it is part of the title.
 - a. *Robinson Crusoe*
 - b. *Casablanca*
 - c. the *Tribune-Democrat*
 - d. *Time*
2. Italicize letters, numbers, symbols, and words when you are calling special attention to them as words or symbols. Quotation marks are used in this way also.
 - a. Please erase that 7 and replace it with a 9 to correct the chart.
 - b. Please erase that “7” and replace it with a “9” to correct the chart.
3. Italicize words from other languages, if those words are not commonly used in English.

The man said that he was the *jefe de familia* or head of the family.

K. Numbers in Writing

1. Spell out numbers that can be written in two words or less (cardinal numbers).
 - a. twenty thousand
 - b. 22,010
2. Spell out common fractions with small denominators, unless they are combined with a whole number and would be cumbersome to spell out.
 - a. one half
 - b. 1 ½
3. Use commas to separate series of five or more figures into thousands, millions, and so on. Commas are unnecessary for four-digit numerals.
 - a. 25,404
 - b. 1400
4. Spell out any number at the beginning of a sentence or rewrite the sentence.
 - a. Two hundred fifty people planted trees on the first day of the project.
 - b. On the first day of the project, 250 people planted trees.
5. The word “and” is unnecessary in writing numbers.
6. Use numbers to express dates, street numbers, room numbers, apartment numbers, page numbers, and percentages.
 - a. April 27, 1954
 - b. pages 213-241
 - c. 85 percent

7. Do not substitute abbreviations such as “1st,” “2nd,” “3rd,” and so on for “first,” “second,” and “third” when you write the day of the month or list items or events in order.

Incorrect: November 12th, 1997 May 9th

Correct: November 12, 1997 May 9

L. Parentheses ()

Use parentheses to enclose material that is not basic to the meaning of the sentence.

The states hit the hardest by the Depression Dust Bowl (1930-1940) were the Central Plains states.

M. Quotation Marks “ ”

1. Use quotation marks to show that you are writing the exact words someone said, thought, or wrote, at the beginning and the end of the quotation.

“After we saw the Rameses exhibit,” Paco said, “Martine did a research paper on archeology.”

2. Use quotation marks to set off the title of a short story, an essay, an article, a short poem, a song.

a. “The Tale-Tell Heart”

b. “When September Ends”

3. Use quotation marks to set off the title of any piece that forms part of a larger work, such as a single television show that is part of a series, a chapter of a book, a section of a newspaper, or a feature in a magazine.

4. Use single quotation marks around a quotation or a title that occurs within a longer quoted passage.

“One of my favorite poems,” said Janet, “is Robert Frost’s ‘To Earthward’.”

5. Place a comma or a period before closing quotation marks.

“The clouds are piling up,” he said. “I think that rain is coming.”

6. Place a semicolon or colon after closing quotation marks.

Mr. O’Leary said, “You know some of Yeat’s nature poems”; however, none of us was sure we did.

N. Semicolons ;

1. Use a semicolon to connect independent clauses that are not joined by a coordinating conjunction (and, or, but, nor, for, yet).

Take with you only indispensable things; leave behind all heavy and bulky items.

2. A semicolon, rather than a comma, may be used to separate independent clauses in a compound sentence joined by a coordinating conjunction if there are commas within the clauses.

The Canby, the new theater on Bank Street, announced programs of Westerns, gangster pictures, and re-releases of horror and blood-and-thunder movies; and the crowds, surprisingly enough, were enormous.

3. Use a semicolon between items in a series if the items contain commas.

The following are members of the new committee: Jan Bates, president of the Student Council; Allan Drew, president of the Senior Class; Helen Berger, vice president of the Honor Society; and

James Green, who, as a member of the Student Council, proposed that the committee be formed.

O. The Slash /

Avoid using “and/or” or “he/she” constructions.

IV. THE RESEARCH PAPER

A. Preparing the Research Paper

In preparing a research paper, you will be making use of information that is already known, rather than adding anything new to existing knowledge or opinion. Since it is a summary of what others have said or written on a given subject, you must document (give credit for) all information you use from another source. Give credit to each source in the body of your paper and on the Works Cited or Bibliography page at the end of the paper. General knowledge—the same information found in several sources—may not need to be documented. If you are unsure, it is better to document.

Always document the following:

1. All quoted material.
2. All paraphrased material.
3. Summarized information.

B. The Research Paper Defined

The research paper is a presentation of facts which are (1) based upon reading and consulting several specified sources, (2) presented according to a standard procedure, (3) limited to a relatively narrow aspect of a subject, and (4) original in selection, evaluation, expression, and conclusion.

Research papers are formal papers and are written in the third person. Do not use first person or write your opinion in the paper.

Originality lies in the selection and organization of material in the presentation, how facts and ideas are expressed, and in the general conclusions.

C. Applying the Writing Process

Writing a research paper involves the same process as any other writing project, with some additional steps.

1. Define your purpose and audience.
2. Pose research questions.
3. Find and limit your topic.
4. Begin research.
 - a. record sources on cards
 - b. take notes on cards
 - c. formulate a formal thesis statement
 - d. avoid plagiarism
4. Organize your thoughts. (Develop an outline.)
5. Write a first draft, acknowledging all sources as you write.
6. Revise for focus, content, and organization.
7. Edit paragraphs, sentences, and words.
8. Proofread and format the final draft.

D. Bibliography Cards

Keeping a separate, complete, and accurate bibliography card each source of information consulted is essential. Copy the bibliographic information according to the proper format, using appropriate capitalization, punctuation, and abbreviations.

SAMPLES OF BIBLIOGRAPHY CARDS

Book Sample with One Author

1. number each bibliography card
2. list author, last name first, followed by a period
3. list the title and underline, followed by a period
4. list the city: Publisher, Date, followed by a period

1
Kittredge, Mary.
<u>Emergency Medicine.</u>
New York: Chelsea House Pub., 1991.

Sample of a Magazine Article

1. number each bibliography card
2. list author, last name first, followed by a period
3. list title of the article, in quotation marks with a period before the end quote
4. list the title of the magazine and underline, followed by a period
5. list the day, month, and year: page number, followed by a period

2
Kreiter, Ted
“Jump-Starting the Heart.”
<u>Saturday Evening Post.</u> 17 May 1996:58.

Book Sample with Two Authors

1. number each bibliography card
2. list author, last name first of the first author only, followed by a period
3. list the title and underline, followed by a period
4. list the city: Publisher, Date, followed by a period

3
Lowe, James and Cathy Noon.
<u>Emergency Medicine.</u>
New York: Chelsea House Pub., 1991

Book Sample with Three Authors

1. number each bibliography card
2. list authors, last name first of the first author only, followed by a period
3. list the title and underline, followed by a period
4. list the city: Publisher, Date, followed by a period

4
Lowe, James, Cathy Noon, and Joe Bens.
<u>Emergency Medicine.</u>
New York: Chelsea House Pub., 1991.

Book Sample with Four Authors or more

1. number each bibliography card
2. list the first author only, last name first, followed by a comma then “et al.” followed by a period
3. list the title and underline, followed by a period
4. list the city: Publisher, Date, followed by a period

5
Lowe, James, et al.
<u>Emergency Medicine.</u>
New York: Chelsea House Pub., 1991.

Book Sample (Editor)

1. number each bibliography card
2. list the editor, last name first, followed “(ed.)”
3. list the title and underline, followed by a period
4. list the city: Publisher, Date, followed by a period

6
Dido, Joan (ed.) <u>Emergency Medicine.</u> New York: Chelsea House Pub., 1991.

Sample from SIRS

1. number each bibliography card
2. list the author, last name first, followed by a period
3. list the title of the work in quotation marks
4. list the title and underline, followed by a period
5. list the date: page number(s)
6. list the media and underline
7. list the city, state: Publisher, Date, followed by a period

7
Witten, Mark. “Solving Alzheimer’s.” <u>Saturday Night</u> . Nov. 1995: 35+. Reproduced in <u>SIRS Researcher CD-ROM</u> (Boca Raton, Fla.:SIRS. Fall 1999).

Sample of a work in anthology or a collection of works

1. number each bibliography card
2. list the author, last name first, followed by a period
3. list the title of the work from the anthology in quotation marks
4. list the title of the anthology and underline, followed by a period
5. list the editor followed by “(ed.)” and a period
6. list the city: Publisher, Date, followed by a period

8
Walker, Alice. “Beyond What?” <u>Images of Women in Literature</u> . Mary Ferguson (ed.). 3 rd ed. Boston: Houghton, 1993.

Sample of Personal Website

1. number bibliography card
2. name of website’s author
3. if no title, write “Home page”
4. list the date the site was accessed
5. list the website, enclosed in angle brackets, followed by a period

10
Kaplan, Hannah. Home page. 27 Feb. 2001 < http://www.mcs.com/~dkaplan/hannah.html >

Sample of Professional Website

1. number bibliography card
2. author's name if available
3. title of website, underlined, followed by a period
4. name of editor preceded by "Ed."
5. list the date of publication
6. list the organization or institution name
7. followed by the date the website was accessed
8. followed by the name of the website, enclosed with angle brackets, followed by a period

9

Women's Studies Program. Ed. Chun-Hui Sophie Ho. June 1997. Purdue U. 5 Feb.1998
<<http://www.sla.purdue.edu/academic/idis/womens-studies/main.html>>.

Sample of an Article in a Reference Database

1. number bibliography card
2. list the name of the article, enclosed in quotations, with a period before the end quotation mark
3. list the title of the database, underlined and followed by a period
4. list the most recent date of electronic publication, followed by a period
5. list the organization or institution name, if available, followed by a period
6. list the date the website was accessed
7. list the website, enclosed with angle brackets, followed by a period

11

"Kennedy, John Fitzgerald." Encyclopedia.com. 1998. Electronic Library. 12 Aug. 2001
<<http://www.encyclopedia.com/articles/06898.html>>.

Sample of a Pamphlet

1. number the bibliography card
2. list the title of the pamphlet, underlined and followed by a period
3. list the city: publisher and date, followed by a period

12

Thirty Foods for Your Health. New York: Consumers Health Soc., 1996.

Sample of a Personal Interview

1. number the bibliography card
2. list the name of the person interviewed, last name first, followed by a period
3. write "Personal Interview."
4. list the date of the interview

13

Kochem, Alexander. Personal Interview. 18 Apr. 1995.

Sample of a Publication on CD-ROM

1. number the bibliography card
2. list the author's name (if available), followed by a period
3. list the title of the article, in quotation marks, with a period before the ending quotation mark
4. list the title of the publication, underlined, followed by a period
5. list the version, if available
6. list the medium used
7. list the city: publisher, date, followed by a period

	14
Mattmer, Tobias. "Discovering Jane Austen." <u>Discovering Authors</u> . Vers. 1.0. CD-ROM. Detroit: Gale, 1992.	

E. Taking Research Notes

Record all necessary information for the research paper on note cards (3 x 5 or 5 x 7). This allows for quick location of information. Note cards also help to organize and reorganize material when it comes time to write a rough draft.

A Typical Note Card

1. the number corresponds to the bibliography card
2. label identifies the information on the card
3. record only one kind of information on the card
4. record information from only one page on each card
5. list the author's name and the page number of the information

	1
Common causes of sudden death	
ventricular fibrillation	
accidental electric shock	
drowning	
drug overdose	
severe allergic reaction	
suffocation	
Kittredge	12

Direct Quotation from the Author

1. the number corresponds to the bibliography card
2. label identifies the information on the card
3. put it in quotation marks
4. list the author's name and page number

	2
Alzheimer's: Research	
"At first physicians believed that dementia was an inevitable part of aging."	
Kreiter	25

Direct Quotation not from the Author

1. the number corresponds to the bibliography card
2. label identifies the information on the card
3. put it in quotation marks
4. list the person quoted, then the author's name and page number

Alzheimer's: Symptoms	3
"During the course of the disease, many patients have difficulty controlling their bodies and extremities . . . Another symptom is emotional disturbance."	
by Mark Rowk quoted in Kreiter 58	

Paraphrase of a Direct Quotation

"The ravages of Alzheimer's disease had reduced Robert's brain mass by a third."

1. the number corresponds to the bibliography card
2. label identifies the information on the card
3. list the author's name and page number

Alzheimer's: Effects	4
Only one third of Robert's brain mass remained due to Alzheimer's destructive nature.	
Ross 22	

F. Using In-Text, or Parenthetical, Citations

In-text citations tell the reader where to find the appropriate references on the Works Cited page.

1. If the author's name is not in the sentence, put the last name in parentheses, leave a space with no punctuation, and put the page number.

Recent research on sleep and dreaming indicates that dreams move backward in time as the night progresses (Dement 72).

2. If the author's name is in the sentence, only the page number is needed in parentheses.

Freud states that "a dream is the fulfillment of a wish" (154).

3. If the author is unknown, use a shortened version of the title.

More detailed nutritional information in food labels is proving to be a great advantage to diabetics ("New Labeling Laws" 3).

4. If there are two or more works by the same author, put a comma after the author's last name and include a shortened version of the title and page reference.

One current theory emphasizes the principle that dreams express "profound aspects of personality" (Foulkes, *Sleep* 144).

5. If there are two or three authors, name them in the sentence or include the names in parentheses.

Jeffrey and Milanovitch argue that the recently reported statistics for teen pregnancies are inaccurate (112).

The recently reported statistics for teen pregnancies are said to be inaccurate (Jeffrey and Milanovitch 112).

6. If there are more than three authors, use the first author's last name followed by "et al".

The conclusion drawn from a survey on the growth of the Internet, conducted by Martin et al., is that global usage will double within two years (36).

7. If someone's quoted words appear in a source written by someone else, start the citation with the abbreviation "qtd. in."

Although Newman has established a high degree of accuracy for such tests, he reminds us that "no test like this is ever completely and totally accurate" (qtd. in Mazor 33).

8. For electronic sources, start with the word by which the source is alphabetized in the Works Cited list.

The World Wide Web is a helpful source for community groups seeking information on how to protest projects that damage the local environment ("Environmental Activism").

9. If citing an entire work, it is preferable to include the author's name in the text.

Lafmun was the first to argue that small infants respond to music.

G. A Word About Plagiarism

Plagiarism: when a writer fails to document a source so that the words and ideas of someone else are presented as the writer's own work (Harris 298).

Plagiarism, intentional or unintentional, carries severe penalties. Check with your instructor for his or her specific rules.

The most blatant form of plagiarism is to repeat as your own someone else's sentences, more or less verbatim. Suppose, for example, that you want to use the material in the following passage, which appears on page 906 in volume 1 of the *Literary History of the United States*:

The major concerns of Dickinson's poetry early and late, her "flood subjects," may be defined as the seasons and nature, death and a problematic afterlife, the kinds and phases of love, and poetry as the divine art.

If you write the following without any documentation, you have committed plagiarism:

The chief subjects of Emily Dickinson's poetry include nature and the seasons, death and the afterlife, the various types and stages of love, and poetry itself as a divine art.

But you may present the information if you credit the authors:

Gibson and Williams suggest that the chief subjects of Emily Dickinson's poetry include nature, death, love, and poetry as a divine art (906).

Source: *MLA Handbook for Writers of Research Papers*, 3rd Edition

Paraphrasing

When paraphrasing, the paraphrase should be close in length to the original.

1. The writer uses his or her own words.
2. The writer uses the same organization as the original.
3. Paraphrases are more detailed than summaries.
4. Paraphrases are objective; no interpretations or opinions on the material are needed.

Summaries

Summaries are shorter than the original writing.

1. The writer uses his or her own words.
2. The writer uses only the main points from the original, omitting details, facts, illustrations, and direct quotations.
3. The summary does not follow the same organizational structure as the original.
4. Summaries are objective; no interpretations or opinions on the material are needed.

V. STANDARDS FOR ROUGH DRAFTS

General Directions

1. Write in No. 2 pencil or in blue or black ink. Other colors are inappropriate and hard to read and could result in rejection of the paper. Final revisions should always be word -processed or written in blue or black ink. Check with your instructor for his or her specific requirements.
2. Use lined composition or notebook paper of consistent size for a multi-paged paper. Mismatched paper or paper torn from a spiral notebook is unacceptable and could result in rejection of the paper.
3. Allow one inch margins at the top, bottom, and sides of handwritten papers.
4. Adhere to the accepted rules of capital and lowercase letters. Papers written or typed using all capital letters are unsuitable for academic or career assignments.

VI. STANDARDS FOR THE FINAL DRAFT

A. Typed Papers

1. Use white computer paper, one side only.
2. Use clear print (12 point conventional font). Good print and letter quality enhance a paper.
3. Follow established rules for use of capital and lower-case letters.
4. Use default margin settings: 1” on the top and bottom, 1.25” on each side.
5. If the instructor does not give specific instructions for a heading format, use the following:

The Title

- Center the title of the paper one to two inches down from the top of the first page.
- Capitalize the first letters of all main words of the title. Articles, prepositions, and conjunctions of fewer than five letters are not capitalized unless they are the first or last words of the title.

Examples:

A Day in the Country

Ballad of the Sad Cafe

Going Around in Academic Circles: A Low View of Higher Education

- Italicize or place quotation marks only to punctuate quoted titles.

Examples:

A Critical Analysis of *Who's Afraid of Virginia Woolf*

An Explanation of “Thanatopsis”

Tearing Down the Walls in “Bartleby the Scrivener”

The Body

- ☑ Use double-spacing between the title and the text.
- ☑ Double space all material in the text.
- ☑ Indent paragraphs one-half inch.
- ☑ Blocked Quotations - For long quotations of four lines or more, a special block technique is used. A blocked quotation is indented ten spaces from the left margin only and then carried to the normal one-inch correct margin.

When blocking a single paragraph or a portion of a paragraph, do not indent the first line more than ten spaces. If, however, two or more complete paragraphs are quoted, indent the first lines of the paragraphs thirteen spaces from the left margin. Double space the quotation, and omit the quotation marks. The lead-in for a blocked quotation is usually followed by a colon. Quotation marks are not used.

When you have a long quotation set off from the rest of the text, place the citation in parentheses two spaces after the punctuation mark at the end of the quotation. Indent the quotation ten spaces from the left margin.

Example:

In The Jungle, Upton Sinclair depicted the horrors of slaughterhouses in passages like this:

The fertilizer works of Durham's lay away from the rest of the plant. Few visitors ever saw them, and the few who did would come out looking like Dante, or whom the peasants declared that he had been into hell. To this part of the yards came all the "tankage," and the waste products of all sorts; here they dried out the bones—and in suffocating cellars where the daylight never came you might see men and women and children bending over whirling machines and sawing bits of bone into all sorts of shapes, breathing their lungs full of the fine dust. (129)

Johnson, Jean. *The Bedford Guide to the Research Process*. Boston: Bedford Books of St. Martin's Press, 1992

- ☑ Keep at least two lines per paragraph together on a page. No single indented line should end a page.
- ☑ Remember to proofread and correct errors in matching ink before turning the paper in to the instructor.

Sources:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 6th Edition. New York: Modern Language Association of America, 2003.

Sebranek, Patrick, Verne Meyer and Dave Kemper. *Writers Inc: A Guide to Writing, Thinking, and Learning*. Burlington, WI: Write Source Publishing House, 2006.

Johnson, Jean. *The Bedford Guide to the Research Process*. Boston: Bedford Books of St. Martin's Press, 1992

B. Text Format (for Handwritten Papers)

1. Center the title of the essay, report, or story on the top line of the first page.
2. Capitalize the first letters of all main words of the title. Articles, prepositions, and conjunctions of fewer than five letters should be lowercase unless they are the first or last words of the title.
3. Hand-written titles will be underlined, not italicized.
Examples:
The Wind in the Willows
A Night to Remember
In Search of Noah's Ark
4. Do not underline or place quotation marks on an original title. Underlining indicates quoted book titles. Quotation marks indicate short works such as short stories, essays, songs, or poems.
Examples:
Faulkner's Use of Symbolism
The Hidden Meaning in "Man's Inhumanity to Man"
Suspense in "The King of the Bingo Game"
5. Do not end a title with a period.
6. Skip at least one space between the title and the composition.
7. Write the text (story, essay, review, report, analysis) in standard paragraph form.
8. Indent paragraphs one-half inch or five letter spaces. (It is incorrect to indent the top line of a new page unless it is a new paragraph.)
9. Do not skip a space between paragraphs. (Indenting is the proper structure for separation of paragraphs.)
10. Remember to proofread and correct errors in the paper before submitting it to the instructor. Use matching pencil or ink to make the corrections.

C. Works Cited (MLA Style)

The Works Cited page lists all of the materials used in a paper. It is arranged alphabetically by the authors' last names.

1. Center the title Works Cited. Do not underline, italicize, or bold.
2. Double space twice and then double space once the rest of the page.
3. The first line of each entry begins at the left margin. Other lines in the same entry should be indented five spaces. Use the "tab" key.
4. The author's last name is listed first. If two authors worked on the same book, only the first author's name is reversed.
5. If a source does not have an author, alphabetize it by its title, ignoring first word articles—A, An, The, etc.
6. Punctuation is important and is pre-established. Use it correctly and consistently.
7. Page numbers are not needed in this section unless the source is part of an anthology or collection of works. Do not use *p.* or *pp.* The page number was demonstrated in the body of the paper.
8. Periodical articles need page numbers covered by the article (23-27). If an article begins on an early page and then skips to other pages, cite it this way: (17+).

D. Set-up for Papers

Student's FULL Name

Student's last name page number

Course Title and Period the Course Meets

Instructor's Name

Date the Paper is Submitted

George Orwell's Legacy of Newspeak

One of the unique features of George Orwell's satirical novel, *1984*, is the Appendix on "The Principles of Newspeak." In it, Orwell explains that the purpose of the official language of Oceania was to serve the ideological needs of *Ingsoc*, the Newspeak word for English Socialism.

His was a language morphologically tailored to the culture of *Ingsoc* (Chilton 9) and perhaps the real genius of this prophecy lies in Orwell's contention that the key to full government control would be realized because the language could be controlled. Orwell theorized that if the language could be controlled by manipulation, then the people's thoughts could be controlled in the same manner. Orwell knew the language system well and would use it as a tool to shape it for one's own purpose (9).

This study and analysis of "The Principles of Newspeak" will reveal that Orwell used his linguistic knowledge and skill to invent a new....

"The great wastage is in the verbs," echoes Syme. "What need is there for a word like *bad* when *ungood* will do just as well," Syme said (Chilton 10). Certain words did not exist in Newspeak. The word *thought*, for instance, could not stand by itself. It could only be used as a compound as in the case of *thoughtcrime* and *thoughtpolice*. Its place was taken by *think*, which served as both a noun and a verb.

Affixes were attached to roots and served as noun-verbs. The word *cut* was eliminated

in favor of the noun-verb *knife*. Suffixes such as *-ful* and *-wise* formed adverbs and adjectives. *Speedwise* meant *rapidly*, and *goodwise* meant *well*.

Every word in the language could be made negative by adding the affix *-un*, or could be strengthened by the affix *-plus*, or for still greater emphasis by using *-doubleplus*. *Uncold* meant *warm*, while *pluscold* and *doublepluscold* respectively meant *very cold* and *superlatively cold* (Orwell 248). So the word *bad* could be dropped if there was a word *ungood*, *dark* could be replaced by *unlight*, and *light* replaced by *undark*.

The second distinguishing characteristic of Newspeak grammar was its regularity (248). Past tense and past participles had the same inflection and ended in *-ed*. The past tense of *steal* was *stealed* and the past tense of *think* was *thinked*. Words like *swam*, *gave*, *brought*, *spoke*, and *taken* were...

(end of example)

E. Set-up for Works Cited Page

Works Cited

Burgess, Anthony. "Ingsoc Considered." *George Orwell's 1984*. Ed. and Introduction by Harold Bloom. New Haven: Chelsea House Publishers, 1997.

Chilton, Paul. *Orwellian Language and the Media*. London: Pluto Press, 1998.

Chomsky, Noam. *Necessary Illusions*. Boston: South End Press, 1989.

Disch, Thomas. "The Ten Essential Works of Science Fiction." *Forbes* Spring 1999: 141-143.

Reproduced in *SIRS Researcher CD-ROM* (Boca Raton, Fla.: SIRS. Fall 1999).

Orwell, George. *1984*. Signet Classic. New York: The New American Library, Inc., 1981.

Phillips, Julie. "Feminist Sci-Fi." *Ms.* Nov./Dec. 1996: 70-73. CD News From Newsbank, Inc.

F. Guidelines for Citing Printed Media

Use the following formats to assist you to develop your bibliography cards and your Works Cited page. Examples are in bold-faced type.

Interviews: Name of person interviewed. Type of interview. Day Mo. Year of interview.

Professor Robert Jones. Personal interview. 15 Feb. 1995.

**Gov't Pub.:
(no author)** Name of gov't. Name of agency. Title of publication. City of publication:
Publisher, year

United States. Office of Federal Register, National Archives and Records Administration. *The United States Government Manual, 1990/91.* Washington: GPO, 1990.

**Magazine article:
(no author)** "Title of article." *Title of magazine.* Day Mo. Year: pages.

"Portents for Future learning." *Time.* 21 Sept. 1981: 61-5.

**Newspaper
article:
(author)** Author. "Title of Article." *Title of newspaper.* Day Mo. Year: pages.

Schreiner, Tim. "Future Is A) Dim or B) Bcorrect (Pick One)." *USA Today.* 2 June 1983: 3A.

Encyclopedia: "Title of article." *Title of encyclopedia.* Copyright Date.

ex: "Copyright." *Academic American Encyclopedia.* 1988 ed.

Book: Author, *Title*, City of publication: Publisher, Copyright Date.

Frye, Northrop. *A Study of English Romanticism.* New York: Random, 1968.

2 author book: Last Name, First Name and First Name Last Name. *Title.* City: Publisher, Copyright Date.

3 author book: Last Name, First Name, First Name Last Name and First Name Last Name. *Title.* City: Publisher, Copyright Date.

**4 authors
(or more):** Last Name, First Name, et al. *Title.* City: Publisher, Copyright Date.

Book – No author: *Title.* City: Publisher, Copyright Date.

***Urdang Dictionary of Medical Terms.* New York: Smithton, 1981.**

Book – translated: Author. *Title.* Trans. Translator's Name. City: Publisher, Copyright Date.

Kawabat, Yasunari. *The Sound of the Mountain.* Trans. Edward Josephs. New York: Berkley, 1971

- Work in Anthology** Author. "Article." *Title*. Ed. Editor. City: Publisher, Copyright Date. Page Number.
- Espinosa, Louis.** "La Cultura Chicana." *Sacramento Edition*. Ed. Ben L. Kiatt. Sacramento: Sacramento Poetry Exchange, 1981. 39.
- A Book in a volume** Author. *Title*. Volume Number of *Title*. Number of Volumes
- Churchill, Winston S.** *The Age of Revolution*. Vol. 3 of *A History of the English Speaking People*. 4 Vols. New York: Dodd, 1957.
- Pamphlet:** *Name of Pamphlet*, City: Publisher, Date of Publication.
- Air Pollution Primer**, New York: National Tuberculosis and Respiratory Disease Association, 1969.
- Videotape:** *Title*. Medium. Director's Name. Video Company, Date.
- West Side Story**. Videocassette. Dir. Robert Wise. CBS Video, 1961.

G. Guidelines for Citing Electronic Sources

Note: Periods are not needed after the date if the date directly precedes the website.

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site. <electronic address>. It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site.

- An Entire Web Site** *The Purdue OWL Family of Sites*. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2006 <<http://owl.english.purdue.edu/>>.
- Felluga, Dino.** *Guide to Literary and Critical Theory*. 28 Nov. 2003. Purdue University. 10 May 2006 <<http://www.cla.purdue.edu/english/theory/>>.
- Webblogs or Blogs** Treat entire Weblogs or "blogs" just as you would a Web site. For single-author blogs, include the author's name (or screen name or alias); blogs with many authors, or an anonymous author, should be listed by the title of the blog itself.
- Design Observer**. 25 Apr. 2006. 10 May 2006 <<http://www.designobserver.com/>>.
- Ratliff, Clancy.** *CultureCat: Rhetoric and Feminism*. 7 May 2006. 11 May 2006 <<http://culturecat.net>>.

URLs that won't fit on one line of your Works Cited list should be broken at slashes, when possible.

Some Web sites have unusually long URLs that would be virtually impossible to retype; others use frames, so the URL appears the same for each page. To address this problem, either refer to a site's search URL, or provide the path to the resource from an entry page with an easier URL. Begin the path with the word Path followed by a colon, followed by the name of each link, separated by a semicolon. For example, the Amazon.com URL for customer privacy and security information is <<http://www.amazon.com/exec/obidos/tg/browse/-/551434/104-0801289-6225502>>, so we'd need to simplify the citation.

Websites with Long URLs **Amazon.com. "Privacy and Security." 22 May 2006**
 <<http://www.amazon.com/>>. Path: Help; Privacy & Security.

A Page on a Web Site **"Caret." *Wikipedia: The Free Encyclopedia*. 28 April 2006 10 May 2006**
 <<http://en.wikipedia.org/wiki/Caret>>.

"How to Make Vegetarian Chili." *eHow.com*. 10 May 2006
 <http://www.ehow.com/how_10727_make-vegetarian-chili.html>.

Stolley, Karl. "MLA Formatting and Style Guide." *The OWL at Purdue*. 10 May 2006. Purdue University Writing Lab. 12 May 2006
 <<http://owl.english.purdue.edu/owl/resource/557/01/>>.

An Image, Including a Painting, Sculpture, or Photograph

For works housed outside of an online home, include the artist's name, the year the work was created, and the institution (e.g., a gallery or museum) that houses it (if applicable), followed by the city where it is located. Include the complete information for the site where you found the image, including the date of access.

Image found in the work's home museum **Goya, Francisco. *The Family of Charles IV*. 1800. Museo del Prado, Madrid. 22 May 2006** <<http://museoprado.mcu.es/i64a.html>>.

Owner different than home museum **Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*. "Klee: Twittering Machine." 22 May 2006**
 <http://artchive.com/artchive/K/klee/twittering_machine.jpg.html>.

On-line photo sharing site **brandychloe. *Great Horned Owl Family*. 22 May 2006**
 <http://image46.webshots.com/47/7/17/41/347171741bgVWdN_fs.jpg>.

OR

brandychloe. *Great Horned Owl Family*. 22 May 2006
 <<http://community.webshots.com/user/brandychloe>>. Path: Albums; birds; great horned owl family.

An Article in a Web Magazine	Author(s). "Title of Article." <i>Title of Online Publication</i> Date of Publication. Date of Access <electronic address>. Bernstein, Mark. "10 Tips on Writing The Living Web." <i>A List Apart: For People Who Make Websites</i>. No. 149 (16 Aug. 2002). 4 May 2006 <http://alistapart.com/articles/writeliving>.
Online Scholarly Journal	Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." <i>Emerging Infectious Diseases</i> 6.6 (2000): 33 pars. 8 May 2006 <http://www.cdc.gov/ncidod/eid/vol6no6/wheelis.htm>.
Electronic Subscription Service	Grabe, Mark. "Voluntary Use of Online Lecture Notes: Correlates of Note Use and Note Use as an Alternative to Class Attendance." <i>Computers and Education</i> 44 (2005): 409-21. ScienceDirect. Purdue U Lib., West Lafayette, IN. 28 May 2006 <http://www.sciencedirect.com/>.

When citing material accessed via an electronic subscription service (e.g., a database or online collection your library subscribes to), cite the relevant publication information as you would for a periodical (author, article title, periodical title, and volume, date, and page number information) followed by the name of the database or subscription collection, the name of the library through which you accessed the content, including the library's city and state, plus date of access. If a URL is available for the home page of the service, include it. **Do not** include a URL to the article itself, because it is not openly accessible.

E-mail or Other Personal Communication

Author. "Title of the message (if any)" E-mail to person's name. Date of the message.

Email to You **Kunka, Andrew. "Re: Modernist Literature." E-mail to the author. 15 Nov. 2000.**

E-mail Communication Between 2 Parties **Neyhart, David. "Re: Online Tutoring." E-mail to Joe Barbato. 1 Dec. 2000.**

Listserv Author. "Title of Posting." Online posting. Date when material was posted (for example: 18 Mar. 1998). Name of listserv. Date of access <electronic address for retrieval>.

<<http://www.intersersity.org/lists/techrhet/subscribe.html>>.

If the listserv does not have an open archive, or an archive that is open to subscribers only (e.g., a password-protected list archive), give the URL for the membership or subscription page of the listserv.

**Discussion Board/
Forum Posting** cleaner416. "Add **** Tags to Selected Text in a Textarea" Online posting. 8 Dec. 2004. Javascript Development. 3 Mar. 2006. **<<http://forums.devshed.com/javascript-development-115/add-b-b-tags-to-selected-text-in-a-textarea-209193.html>>**.

If an author name is not available, use the username for the post.

**An Article or
Publication in Print
and Electronic Form** Author. "Title of Article." *Periodical Name* Volume Number (if necessary) Publication Date: page number-page number. Database name. Service name. Library Name, City, State. Date of access <electronic address of the database>.

Smith, Martin. "World Domination for Dummies." *Journal of Despotry* Feb. 2000: 66-72. Expanded Academic ASAP. Gale Group Databases. Purdue University Libraries, West Lafayette, IN. 19 February 2003 <<http://www.infotrac.galegroup.com>>.

Provide the following information in your citation:

- a. Author's name (if not available, use the article title as the first part of the citation)
- b. Article Title
- c. Periodical Name
- d. Publication Date
- e. Page Number/Range
- f. Database Name
- g. Service Name
- h. Name of the library where or through which the service was accessed
- i. Name of the town/city where service was accessed
- j. Date of Access
- k. URL of the service (but not the whole URL for the article, since those are usually very long and won't be easily re-used by someone trying to retrieve the information)

**Article in a Database
on CD-ROM** "World War II." *Encarta*. CD-ROM. Seattle: Microsoft, 1999.

**Article From a
Periodically Published
CD-ROM** Reed, William. "Whites and the Entertainment Industry." *Tennessee Tribune* 25 Dec. 1996: 28. *Ethnic NewsWatch*. CD-ROM. Data Technologies, Feb. 1997.

H. Citing Articles from Power Library

Basic Format

Author's Last Name, First Name. "Title of Work." *Article's Original Source* and Publication Date: Page Numbers. *Product Name*. Date Researcher Visited Site. <Electronic Address, or URL, of Source>

- EBSCOhost** Tator, Charles, James D. Carson, and Robert Cushman. "Hockey Injuries of the spine in Canada, 1966—1996." *CMAJ: Canadian Medical Association Journal Vol. 162 Issue 6, 03/21/2000: 787. Academic Search Elite. EBSCOhost*. 15 Nov. 2000. <<http://search.epnet.com>>.
- AP Multimedia Archive** "Today Search." AccuNet/APMultimedia Archive. 30 May 2003. AccuNet/AP Multimedia Archive. PA Power Library, Pennsylvania. 30 May 2006 <<http://ap.accuweather.com>>.
- Facts on File** Dixon, Dougal. "What Came Next?" *In the Sea*. Gareth Stevens, Inc., 2001. Facts for Learning. 20 May 2006 <<http://factsforlearning.2facts.com>>.
- Contemporary Authors** Davidson, Paul. "Globalization." *Journal of Post Keynesian Economics*. 24 (2002): 474+. *Expanded Academic ASAP*. Gale Group Databases. College of Staten Island Lib., NY. 15 April 2002. <<http://www.infotrac.galegroup.com>>
- "Ethiopia." Map. *Rand McNally Maps. 1996 Student Edition*. Gale Group Databases. Roosevelt High School Lib., Roosevelt, NY. 15 May 2002 <<http://infotrac.galegroup.com>>.
- Biography Reference Bank: Citing a Full Periodical Article** Willwerth, James. "Get off my Turf." *Time*. 24 Aug. 1998:68-69. *Readers' Guide Abstracts Full Text*. H.W. Wilson. 30 Sept. 1998 <<http://www.hwwilson.com>>
- Citing a Biographical Profile** "Masters, Edgar Lee. *World Authors. 1900-1950, 1996. Wilson Biographies Plus*. H.W. Wilson. 30 Aug. 2000 <<http://www.hwwilson.com>>

**For any citations not listed, please check with the instructor.

VII. TAKING ESSAY TESTS

Essay questions may ask you to use a variety of thinking and writing skills and may require recall of specific information as well as general knowledge of a subject. Also, essay questions may ask you to state and defend an opinion. In order to answer most essay test questions, you will need to state a main idea and to support it in a limited amount of time.

Before writing an answer to an essay question, you should first look at the instructions for key words. These words will tell you the type of response that is needed.

Explanations of Key Words Used in Instructions

- | | |
|---------------|--|
| 1. Compare | Show similarities |
| 2. Contrast | Show differences |
| 3. Criticize | Discuss the merits or value |
| 4. Describe | Cite details |
| 5. Discuss | Analyze various aspects of a subject |
| 6. Explain | State reasons |
| 7. Illustrate | Give examples |
| 8. Name | List the names |
| 9. Summarize | State main points briefly |
| 10. Trace | List in logical or chronological order |

Use the following guidelines when answering essay questions.

1. If given a choice of questions to answer, read all of the questions before choosing one.
2. Plan the time that you will need to spend on each question according to the number of points the question is worth.
3. On scratch paper, write down names, dates, facts, or formulas required in the answer, and arrange them in proper order.
4. Make sure that you respond using correct paragraph form and that the answer is specific, complete, and responds to the question you were asked. Do not pad it with irrelevant details.
5. Proofread the answer at least once for correct usage, spelling, and punctuation.

(from Brown, Ann Cole, et al. English. Atlanta: Houghton Mifflin, 1992.)

IX. ORAL COMMUNICATION

The need for effective oral communication is becoming increasingly important. Good public speaking is a skill, and like any skill, the more you practice it, the better you become at it.

Good preparation and frequent practice are keys to successful oral presentations. Listed below are some tips that can make you a better public speaker.

A. Oral Presentation Tips

1. An outline can be just as effective for an oral presentation or a speech as it can be for an essay. Follow the same procedure for outline development.
2. Make eye contact with your audience. If your presentation is being videotaped without an audience, look at the camera as often as possible.
3. Be animated. Use your hands, face, and body to reinforce your spoken message.
4. Be enthusiastic. Show your audience that you enjoy your topic.
5. Don't be afraid to pause occasionally.
6. Move around—not a great deal, but movement will keep your audience interested.
7. Observe your allotted time limit—take off your wristwatch and place it in an appropriate place.
8. Don't rush or speak too quickly. Take your time and let your voice add interest to your topic.
9. Practice, practice, practice! The best way to ensure a successful delivery is to practice out loud as often as you can.
10. If you will need special equipment or material for your presentation, be sure that you have access to it that day. Also, before you begin, be sure everything is in proper working order.

B. Listening For Information

When you listen for information, you are listening for details. In short messages listen for details that answer the following questions: Who? What? When? Where? Why? How? Focusing on these details requires practice. The more you concentrate, the better you will become.

C. Listening to Instructions

1. Instructions are usually made up of a series of steps. When you listen to instructors, understanding every step is very important.
2. Listen for the sequence or order of steps. There are key words (first, second, there, next, last) that will clue you as to when one step ends and another begins. However, you must listen for them.
3. Calculate the number of steps in a process. You may need to jot down a few notes if the instructions are complicated.
4. Imagine yourself actually performing each step. Developing a mental image of every step within the process can be very helpful.
5. Finally, review the steps when the speaker is finished. This will help ensure that you understand the entire process.

D. Listening Politely

Many times we have speakers in our building to address groups of students. Please, be polite. People who are speaking usually respond to you as a listener. This depends on how well you are paying attention.

1. Show respect to the speaker.
2. Don't interrupt the speaker.
3. Don't distract others.
4. Try to understand the speaker's point of view.

E. Critical Listening

You will never remember every word that a speaker says. But if you listen carefully, you'll be able to retain the most important parts of the speaker's message.

1. Find the main ideas. Listen for important words or phrases such as "most important," "main," and "major."
2. Identify details that are significant. These include dates, names, or facts that the speaker uses to support his or her main points.
3. Distinguish between facts and opinions. A fact can be proven to be true. An opinion is a belief or a judgment about something or a statement about the future.

IX. USING A TEXTBOOK

What is a textbook?

Any written explanation of material: a physics text, an automotive service manual, directions for putting together a bicycle, a state learner's permit handbook, etc.

What does "SQ3R" mean?

"SQ3R" is a technique for reading textbooks. It ensures active, efficient, and lasting understanding of the material that a text covers.

S = "Survey"

Q = "Question"

3R = "Read, Recite, Review"

Steps to Follow SQ3R:

1. **Survey** a chapter before reading it closely:
 - a. Read the title and think about what it says or implies.
 - b. Read the headings and subheadings.
 - c. Read the summary if there is one.
 - d. Read the captions under the pictures, charts, graphs, or other illustrations.
 - e. See if there is a bibliography or a list of books related to the content of the chapter.
2. Ask yourself **questions** about what you are going to read:
 - a. What does the title of the chapter mean?
 - b. What do I already know about the subject?
 - c. What did my instructor say about this chapter when it was assigned?
 - d. What questions can be stated from the headings and sub-headings to guide reading?

3. **Read** actively:
 - a. Read to answer the questions you raised while doing the survey/question routine.
 - b. Read all the added attractions in the chapter (maps, graphs, tables, and other illustrations).
 - c. Read all the underlined, italicized, or boldface words or phrases extra carefully.
 - d. Go over what you read in step 3 by either **reciting** to yourself what you just read or making notes of some type.
4. Periodically **review** what you read and learned:
 - a. Use your notes or markings to refresh your memory.
 - b. Review immediately after reading.
 - c. Review again periodically.
 - d. Review again before taking an exam on the subject.

X. E-MAIL ETIQUETTE

Advances in technology have resulted in an important communications tool: e-mail. Understanding how to use the tool, however, is critical to its effectiveness. Here are some tips to ensure that your e-mail correspondence clearly communicates the messages you send.

1. **Don't say anything in an e-mail that you would not say face-to-face.** Remember that electronic glitches do occur, and your message may reach someone to whom you did not intend to send it. Also bear in mind that your readers can forward your messages to whomever they choose.
2. **Consider the tone of your message.** The written word is much more blunt than the spoken one. Although you might casually and pleasantly say to someone as you pass in the hall, "Hey, I need that report today," such a request can easily come across as a demand when the words stand alone without benefit of facial expression or voice inflection. Typing, "I would really appreciate it if you could get the research report to me today," may take a few more keystrokes, but it is more polite.
3. **Avoid typing in all caps in e-mail messages or on the Internet.** Capital letters connote shouting, which is considered rude in "etiquette."
4. **Provide sufficient detail** in your messages to explain your point clearly, but not so much that you bog your reader down. Be specific about any follow-up action you are requesting of your reader.
5. **Avoid sending silly messages or jokes** as you cannot be certain how they will be received.
6. **Don't replace more personal styles of communication** (such as the phone and face-to-face meetings) **with e-mail.**
7. **Remember etiquette basics:** "please" and "thank you" go a long way to add warmth to your messages.

XI. RESUMÉ

Standard résumé format:

Max Benson
123 Penns Manor Way
Clymer, PA 15728
1-724-555-1234
mbenson@hotmail.com

Objective	To obtain a position as sales manager		
Experience	1990–1994	Arbor Shoe	Southridge, SC
	National Sales Manager		
	<ul style="list-style-type: none">▪ Increased sales from \$50 million to \$100 million.▪ Doubled sales per representative from \$5 million to \$10 million.▪ Suggested new products that increased earnings by 23%.		
	1985–1990	Ferguson and Bardell	Southridge, SC
District Sales Manager			
<ul style="list-style-type: none">▪ Increased regional sales from \$25 million to \$350 million.▪ Managed 250 sales representatives in 10 Western states.▪ Implemented training course for new recruits — speeding profitability.			
1980–1984	Duffy Vineyards	Southridge, SC	
	Senior Sales Representative		
	<ul style="list-style-type: none">▪ Expanded sales team from 50 to 100 representatives.▪ Tripled division revenues for each sales associate.▪ Expanded sales to include mass market accounts.		
1975–1980	LitWare, Inc.	Southridge, SC	
	Sales Representative		
	<ul style="list-style-type: none">▪ Expanded territorial sales by 400%.▪ Received company’s highest sales award four years in a row.▪ Developed Excellence In Sales training course.		
Education	1971–1975	Southridge State University	Southridge, SC
	<ul style="list-style-type: none">▪ B.A., Business Administration and Computer Science.▪ Graduated Summa Cum Laude.		
	Interests	SR Board of Directors, running, gardening, carpentry, computers.	

XII. LETTERS & MEMOS

A. Personal Letters

A personal letter is any letter you might send to a friend or an acquaintance. It could be an invitation to a party, a thank-you note, or just a note to say “hello.” The form of a personal letter is simple and informal. A personal letter has five parts: the *heading*, which includes the sender’s street address, city and state, ZIP code, and the *date*; the *greeting*; the *body*; the *closing*; and the sender’s *signature*. Notice, too, that a personal letter is usually written in the indented style—the first word in each paragraph is indented.

Heading	<i>2025 West Touhy Avenue Chicago, Illinois 60645 July 3, 2000</i>
Greeting	<i>Dear Michael,</i>
Body	<i>Thank you for the beautiful alabaster paperweight you sent me from Florence. It arrived this morning in perfect condition. How nice to know you were thinking of me during your travels through Europe. I expect to be in Boston sometime later this fall. As soon as I’m sure of the exact date, I’ll let you know. I’m looking forward to hearing more about your adventures.</i>
Closing Signature	<i>Affectionately yours, Susan</i>

The envelope for a personal letter should include the address and the return address.

Ms. Susan Salerno 2025 West Touhy Avenue Chicago, IL 60645	Mr. Michael O’Brien 80 Beacon Street Boston, MA 02134
--	---

(from Reynolds, Jerry D. and Marion L. Steet. *Improving Basic English Skills*. Lincolnwood, Illinois: NTC Publishing Group, 1998.)

B. Business Letters

A business letter contains one more part than a personal letter—the *inside address*. The inside address contains the name and address of the person or firm to whom the letter is sent. It is written just above the greeting. Notice that the greeting in a business letter is followed by a colon, not a comma.

Notice, also, that none of the lines in the business letter are indented. This is called the block style. A business letter may also be written in the semi-block style. In the semi-block style, the first word of each paragraph is indented.

Heading	4980 North Marine Drive Chicago, Illinois 60644 August 22, 2000
Inside Address	Ms. Renata Albin Educational Films Incorporated 65 East South Water Street
Greeting	Chicago, Illinois 60601
Body	Dear Ms. Albin: Please send me a copy of your latest catalog <i>Films in the Classroom</i> . I have enclosed a check to cover postage and handling.
Closing Signature	Also, please send me any information you have on your classroom-speakers' program. Sincerely, <i>Robert R. Halsey</i> Robert R. Halsey

For letters written in the block or semi-block style, the block style is used in addressing the envelope.

Mr. Robert R. Halsey 4980 North Marine drive Chicago, IL 60644	MS. RENATA ALBIN EDUCATIONAL FILMS INCORPORATED 65 EAST SOUTH WATER STREET CHICAGO IL 60601
--	--

(from Reynolds, Jerry D. and Marion L. Steet. *Improving Basic English Skills*. Lincolnwood, Illinois: NTC Publishing Group: 1998.)