

Sherburne-Earlville Writing Guide



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Writing Guide Committee
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TABLE OF CONTENTS

WRITING SAMPLES

Text-Analysis Response	2
Argument (Directions)	4
Argument (Outline)	5
Developing a Research Question	9
Source Assessment	10
Business Letter Format - Full Block	11
Business Letter Sample - Full Block	12
Business Letter Format - Modified	13
Business Letter Sample - Modified	14

CONVENTIONS (GRAMMAR AND MECHANICS)

Parts of Speech	15
Sentences, Phrases, Clauses	18
Comma Splices	20
Run-ons	20
Fragments	21
Apostrophes	22
Commas	23
Colons	24
Semicolons	24
Subject/Verb Agreement	25
Noun/Pronoun Agreement	25
Pronoun/Pronoun Agreement	26
Dangling (Misplaced) Modifiers	26
Shift in Verb Tense	27
Use of “had”	27
Parallelism	28
Capitalization	29
Transitions	31
Awkward Wordings	32
Confusing Word Pairs	33

DOCUMENTATION GUIDE

General Guidelines	44
Italics, Underlining, Quotation Marks	44
Title Page Sample	45
Page One Sample	46
Common Abbreviations	47

MLA Citation Guide

Online Databases	49
Online Encyclopedias	50
Websites	51
Digital Images and Videos	52
Blogs, Tweets, and Email	53
Books	54
Articles in Reference Books	56
Articles in Print Periodicals	57
Reviews and Interviews	58
Other Print Sources	59
Multimedia Sources	60
Works Cited Sample Page	61
In-Text Citation	62

APA Citation Guide

Online Databases	66
Websites	67
Books	68
Articles in Reference Books	69
Articles in Print Periodicals	70
References Sample Page	71
In-Text Citation	72

Literary Devices	73
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TEXT-ANALYSIS RESPONSE OUTLINE – 2 PARAGRAPHS

This is one format for a two-paragraph text-analysis response. Check with your teacher for the format required in your class.

Paragraph one: Identify a central idea in the text and explain it in detail. Use strong and thorough evidence from the text to support your analysis.

Paragraph two: Analyze how the author’s use of one writing strategy (literary device, literary element, or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis.

TEXT-ANALYSIS RESPONSE OUTLINE – 3 PARAGRAPHS

This is one format for a three-paragraph text-analysis response. Check with your teacher for the format required in your class.

Your Task: Write a well-developed text-based response of three paragraphs. Identify **one** central idea in the text and analyze how the author’s use of **one** writing strategy develops this idea. Use strong and thorough evidence from the text to support your analysis. Include page numbers. Do not simply summarize the text.

I. Introduction

- A. Give a one sentence plot overview. Include title, author, genre.
- B. Identify the central idea of the text.
- C. Identify the writing strategy the author uses to develop this idea.

II. Body

- A. **Explain** the central idea developed by the author.
- B. **Explain** how one writing strategy helps develop the central idea.

*In your discussion, give quotes to support your analysis. For each quote, be sure to include the speaker. **Explain** what each quote means and **explain** how it develops the central idea.

III. Conclusion

- A. Give general statement(s) of the main point of your writing ... without repeating everything you just wrote!

ARGUMENT (DIRECTIONS)

Introduction:

- Open with a hook that gets the attention of the reader.
- Write a transition sentence that relates your hook to the essay question.
- Write a brief summary of the issue.
- Finish with your claim (thesis statement).

Body Paragraph(s):

- Topic sentence: State your first piece of evidence to support your claim.
- Add several details to support your topic sentence, including text and line numbers.
- Mini-conclusion

Acknowledge the Other Side:

- Topic sentence: State an opposing, alternate, or counterclaim.
- Add several details that disprove the opposing, alternate, or counterclaim.
- Mini-conclusion

Conclusion:

- Restate your claim, using different words from those in your introduction.
- Summarize the argument in the body paragraphs above.

ARGUMENT (OUTLINE)

INTRODUCTION:

Open with a hook that gets the attention of the reader.

Write a transition sentence that relates your hook to the essay question.

Write a brief summary of the issue.

Finish with your claim (thesis statement).

Example: Capital punishment is not an effective deterrent to crime.

BODY PARAGRAPH(S):

Topic sentence: State your first piece of evidence to support your claim.

Example: Many expert criminologists reject the idea that the death penalty deters crime.

Add several details to support your topic sentence, including text and line numbers.

Example of one detail: According to sociologist Michael Radelet from the University of Colorado-Boulder, 88.2% of criminologists believe that capital punishment does not deter crime (Text 3, lines 6-7).

Mini-conclusion

BODY PARAGRAPH(S):

Topic sentence: State your second piece of evidence to support your claim.

Add several details to support your topic sentence, including text and line numbers.

Mini-conclusion

ACKNOWLEDGE THE OTHER SIDE:

Topic sentence: State an opposing, alternate, or counterclaim.

Example: Some scholars believe that the death penalty lowers the crime rate across the country.

Add several details that disprove the opposing, alternate, or counterclaim.

Example of one detail: There is little difference, however, in the crime rates in states with the death penalty and in those without (Text 2, lines 5-8).

Mini-conclusion

CONCLUSION:

Restate your claim, using different words from those in your introduction.

Summarize the argument in the body paragraphs above.

DEVELOPING A RESEARCH QUESTION

Developing a good research question is essential to writing a strong research paper. A good research question is not a “yes” or “no” question, and it often evolves as a student learns more about a given topic. Good research questions often start with “Why” or How.”

Researchers often cannot assess the strength of their questions until they begin evaluating sources. After reading several articles, some students find that there are not enough sources to answer their questions effectively, so they refine their questions. Other students find that their interest shifts as they begin reading sources, so they decide to change their questions.

SAMPLE RESEARCH QUESTIONS:

Why are many prescription medicines cheaper in Canada than in the United States?

How can pets help to rehabilitate criminals?

Why are steroids so dangerous?

How can consumers protect themselves from identity theft?

Why do some parents refuse to vaccinate their children?

Why is it so difficult to send people to Mars?

SOURCE ASSESSMENT

When researching a topic, it is important to assess the reliability of each source of information. Many sources on the internet look professional, for example, but their authors may not be experts in their fields.

SAMPLE SOURCE ASSESSMENT SHEET:

There are many ways to assess sources, and printed below is just one example. **Check with your teacher before using this or any other method.**

1. Date of article: _____									
1	2	3	4	5	6	7	8	9	10
2006 or earlier	2007	2008	2009	2010	2011	2012	2013	2014	2015
2. Bibliography									
1	2	3	4	5	6	7	8	9	10
no bibliography				bibliography of 2-3 sources			bibliography of 6 or more sources		
3. Author's qualifications/credentials:									
1	2	3	4	5	6	7	8	9	10
no special training				reporter			top expert in the field		
4. Readability of text:									
1	2	3	4	5	6	7	8	9	10
can't understand it				moderate			easy to understand		
5. Relevance of text to topic:									
1	2	3	4	5	6	7	8	9	10
not related to topic				moderately related			totally related		
6. Type of article:									
1	2	3	4	5	6	7	8	9	10
writer's opinion							pure news story		

Source score: If the sum of the six ratings above is below 30, do not use the source.

BUSINESS LETTER FORMAT - FULL BLOCK **(Job application cover letter, letter to the editor, etc.)**

Your Street Address (Heading)
Your City, State Zip Code
Date

Name, Title (Inside Address)
Company Name
Street Address
Town, State Zip Code

Dear (person's name/appropriate title): (Greeting)

In the first paragraph of the letter, state the reason for your letter (similar to the introduction of an essay). **If this is a job application letter**, state the specific position or type of work for which you are applying. Also tell how you learned of the opening (newspaper, placement center, etc.). **If this is a letter to the editor** of a magazine or newspaper, specify the title of the article in "quotes," the author of the piece to which you are responding, and the general reason for your response. A letter to the editor is often similar to a persuasive essay.

In the second paragraph, write the body of your letter (similar to the body of an essay). **If this is a job application letter**, indicate why you are interested in the position, the company, its products, or services. State what you can do for the employer. If you are a recent graduate, explain how your academic background or classroom experience makes you a qualified candidate for the position. If you have practical or work-related experience, point out your specific achievements or unique qualifications. Emphasize any experience you have which qualifies you for the job. **If this is a letter to the editor**, briefly describe and respond to the issue, citing examples. You may refer to yourself in this type of writing.

In the third paragraph, conclude your letter. **If this is a job application letter**, refer your reader to the enclosed resume or application form. State politely that you would like a personal interview at the employer's convenience. Tell how you can be reached. **If this is a letter to the editor**, summarize your major arguments. If appropriate suggest an action to be taken.

In the last paragraph, simply express thanks.

Sincerely, (Closing)

(Signature)

Typed Name

BUSINESS LETTER FORMAT - FULL BLOCK SAMPLE
(Example: job application cover letter)

15 Spinner Way
Axeville, NY 10005
May 16, 2015

Robert Calkins, Personnel Director
Camp Sunny Summer
Elm Road
Axeville, NY 10005

Dear Mr. Calkins:

It was with great interest that I read your advertisement for an assistant arts and crafts counselor in the May 15, 2015 edition of the *Daily Messenger*. I believe my experience makes me the right person for the position.

I am currently completing my junior year in high school. For my concentration in art, I have completed Drawing I and II, Advanced Painting, and an Independent Study where I created several unique pieces of pottery. Also, as part of my third and fourth year Spanish studies, I have worked with second and third graders in our school district. As part of a team of high school students, I helped create and implement various activities to introduce younger students to the Spanish language. Following graduation, I plan to become certified as an art teacher. I believe my background in art and my experience working with young people qualify me for the assistant arts and crafts counselor position at your camp.

I have enclosed my resume and application for your review. I look forward to meeting with you to discuss the position. I can be reached at (300) 123-4567 after 3:00 p.m.

Thank you for your consideration.

Sincerely,

Karen H. Kraft

BUSINESS LETTER FORMAT - MODIFIED BLOCK

(Heading)

Your Street Address
Your City, State Zip Code
Date

Name, Title
Company Name
Street Address
Town, State Zip Code

(Inside Address)

Dear (person's name/appropriate title):

(Greeting)

In this first paragraph of the letter, you should be brief and to the point. You should explain the problem you have. If you are ordering something, tell what you intend to order. If this is a request letter, simply state the nature of the request.

In the second paragraph, give the solution to your problem, or if you are ordering something, discuss how you will pay for the ordered item(s).

In the last paragraph, simply express thanks.

(Closing)

Sincerely,

(Signature)

Typed Name

BUSINESS LETTER FORMAT - MODIFIED BLOCK SAMPLE
(Example: College Application Letter)

15 West Avenue
Lockville, NY 13860
June 14, 2015

John Josephs, Admissions Director
Indiana State University
University Boulevard
Terre Haute, IN 47809

Dear Mr. Josephs:

I am interested in applying to Indiana State University. I am a science major and am particularly interested in your marine biology program. As a basketball and football player, I am also interested in information on your athletic activities. In addition, I would like some information about your financial aid programs.

Please send me your catalogue, financial aid form, and any other information you think would be useful to me.

Thank you very much.

Sincerely,

Steve Heraldson

PARTS OF SPEECH

I. NOUN - a word which names a person, place, thing, or idea

A.	Common	girl, state, apple
B.	Proper	Mary, Florida, McIntosh
C.	Concrete	tree, dog, house
D.	Abstract	love, friendship, greed
E.	Collective	family, children, people

II. PRONOUN - a word which takes the place of a noun

A. Types

<i>Personal</i>	he, she, it, we, you, they
<i>Possessive</i>	his, her, hers, my, mine, ours, yours, theirs
<i>Interrogative</i>	who? whose? which? what?
<i>Relative</i>	who, whose, whom, which, that
<i>Indefinite</i>	one, some, everyone, each, somebody
<i>Reflexive</i>	himself, myself, ourselves, themselves, yourself
<i>Demonstrative</i>	this, that, these, those

B. Properties (person, number, case)

	<u>Nominative Case</u>		<u>Objective Case</u>	
	singular	plural	singular	plural
1st person	I	we	me	us
2nd person	you	you	you	you
3rd person	he, she, it	they	him, her, it	them

III. ADJECTIVE - a word which modifies a noun or pronoun

- A. **Positive** Matilda wore a large hat.
B. **Comparative** Gertrude wore a larger hat.
C. **Superlative** Henrietta wore the largest hat.
D. **Articles** a, an, the (act as adjectives)

IV. VERB - a word which shows action or a state of being

- A. **Action**
transitive needs a direct object (He threw the ball.)
intransitive no direct object is needed (He ran.)
- B. **Linking (State of Being)**
(links or connects a subject to a predicate noun or predicate adjective)

She is the goalie. The monster was ferocious.
- C. **Helping (Auxiliary)**
("helps" the main verb)

She was sleeping. He should be studying.
They may have been teasing the dog.
- D. **Active vs. Passive Voice**
active the subject performs the action (The bee stung me.)
passive the subject receives the action (I was stung by the bee.)
- E. **Tense**
Present I work. He works. They work.
Past I worked. He worked. They worked.
Future I shall work. He will work. They will work.
Present perfect I have worked. He has worked. They have worked.
Past perfect I had worked. He had worked. They had worked.
Future perfect I shall have worked. He will have worked.
They will have worked.

V. ADVERB - a word which modifies a verb, adjective or other adverb, describing where, when, why, how, or to what extent

- A. **Positive** He spoke clearly. He cried then. He slept very briefly.
She dances well.
- B. **Comparative** She dances better but more slowly than he.
- C. **Superlative** She dances best under pressure.

VI. PREPOSITION - a word which shows the relationship between a noun or pronoun and another word

Over the river and through the woods to grandmother's house we go.

Twenty common prepositions:

about	in
across	of
after	on
around	over
at	through
behind	to
by	under
during	until
for	with
from	without

VII. CONJUNCTION - a word used to connect words, phrases, and clauses

A. Coordinating - connects equal words, phrases, or clauses

In the morning and in the evening, he brushes his teeth.
John washed the dishes, but Mary dried them.

Note: "FANBOYS" stands for the seven most common coordinating conjunctions: **for, and, nor, but, or, yet, so.**

B. Correlative - conjunctions used in pairs

I will either go to the store or stay home.
Charlier can both design computers and paint houses.

C. Subordinating - connects dependent clauses to main clauses

She will go if you go. He failed French because he did not study.

VIII. INTERJECTION - a word which expresses strong emotion

Ouch, that hurt. Hurray! We won.

SENTENCES, PHRASES, AND CLAUSES

I. SENTENCE TYPES

- A. Simple - one subject and its predicate**
John likes homework.
Ralph and Mary like movies and television.
- B. Compound - two simple sentences connected by a comma + conjunction, or a semicolon**
John likes homework, but Ralph and Mary like movies and television.
The dog chased the cat, and the bird escaped from its cage.
- C. Complex - one simple sentence with dependent clause(s)**
John cries whenever he has no homework.
After Brenda finished her essay, she studied for her calculus test.
Although it is raining outside, the ceremony will still take place.
- D. Compound-Complex**
Mary likes broccoli, but John avoids it whenever he can.
The man who is standing on the corner is a nurse, and his wife is a surgeon.

II. PARTS OF A SENTENCE

- A. Subject**
Simple The young boy wrote a book.
Complete The young boy wrote a book.
Compound John and Mary ate corn for supper.
- B. Predicate**
Simple The young boy wrote a book.
Complete The young boy wrote a book.
Compound Ralph yelled and screamed.
- C. Complement**
Direct Object The young girl wrote a letter.
Indirect Object The young girl wrote her mother a letter.
Predicate Nominative Ralph is an architect.
Predicate Adjective Ralph is happy.

III. PHRASES AND CLAUSES

A. **Phrase** - group of related words **not** containing a subject and a predicate

Prepositional Phrase: He ran into the woods.

Appositive Phrase: Julie, a high school sophomore, wrote a symphony.

Verbal Phrases:

Gerund Smoking cigarettes destroys the lungs.
Cindy really enjoys playing basketball.

Participial We watched the men chopping the tree.
Weakened by the tornado, the barn collapsed.

Infinitive To forgive that man is almost impossible.
We drove to the store to buy some milk.

B. **Clause** - group of words containing both a subject and a predicate

Main (independent): After I went to college, I was a happy person.

Subordinate (dependent):

Adjective: The pizza that Henry bought was cold.

Adverb: After I went to college, I was a happy person.
Time passes rapidly when one is busy.

Noun: Whoever bought that car got a really good deal.
I will support whomever the party nominates.

COMMA SPLICES

When a comma is used incorrectly to separate two complete sentences, a comma splice results.

1. My dog ate my homework, my cat ate my car keys.
(two complete sentences separated only by a comma)
2. Steve decided to go to the movies, Mary went to the wrestling tournament.
3. Aunt Mary's favorite game is hearts, Uncle Bill prefers bridge.

RUN-ONS

Like a comma splice, a run-on incorrectly joins two or more complete sentences. It is one step worse, however, because the comma is missing.

1. Stephanie lives in Syracuse my cousin still lives with his parents.
2. We went out for pizza then we went to a movie finally we came home

FIXING COMMA SPLICES AND RUN-ONS

Three ways to fix comma splices and run-ons are listed below:

1. **period (+ capital letter)**
2. **comma + conjunction (FANBOYS = for, and, nor, but, or, yet, so)**
3. **semicolon**

Examples:

My dog ate my homework, my cat ate my car keys.

- A. My dog ate my homework. **My** cat ate my car keys.
- B. My dog ate my homework, **and** my cat ate my car keys.
- C. My dog ate my homework; my cat ate my car keys.

My aunt lives in Syracuse my uncle still lives with his parents.

- A. My aunt lives in Syracuse. **My** uncle still lives with his parents.
- B. My aunt lives in Syracuse, **but** my uncle still lives with his parents.
- C. My aunt lives in Syracuse; my uncle still lives with his parents.

FRAGMENTS

A fragment is a group of words that lacks a subject, verb, and/or complete thought.

1. Because I did not finish my homework.
2. Which is the reason Kino wanted to sell the pearl.
3. Although it did not rain after all.

Sentences vs. Fragments:

F: Because Kino lacks an education.

S: **Because Kino lacks an education, he does not know that the pearl buyers are working in collusion.**

F: Which confuses many people.

S: **The mayor changes her mind frequently, which confuses many people.**

F: Although last winter was mild.

S: **Although last winter was mild, this one may be severe.**

Beginning Words:

Be very careful when starting a sentence with the following words. They can easily generate fragments if the remainder of the sentence is not complete.

Because Which Although Since Such as When

FRAGMENTS IN A PARAGRAPH:

The following paragraph has three fragments:

1. I have trouble getting to class on time. Because of the new addition. Although I like the new space. I wish it were closer to the older part of the building. Many students already have several tardies. Which makes it hard on their teachers. Instead of going to their lockers after each class, they should take enough books for two classes at a time.

Fix fragments in a paragraph by attaching them to a complete sentence, as shown below:

*1A. I have trouble getting to class on time **because of the new addition.** Although I like the **new space,** I wish it were closer to the older part of the building. Many students already have several tardies **which makes it hard on their teachers.** Instead of going to their lockers after each class, they should take enough books for two classes at a time.*

APOSTROPHES

Apostrophes are used to show ownership or possession:

1. The **dog's** dish is dirty.
2. The contract spells out the **tenants'** rights.
3. The **textbook's** cover became ripped from careless use.
4. The **babies'** cries filled the hallways of the maternity ward.
5. **Janie's** eyes are really bloodshot this morning.

Note: The object that is owned usually follows the noun with the apostrophe.

Apostrophes are also used to form contractions:

6. We **would've** gone to the game, but we **didn't** get our homework done.
7. They **aren't** my best friends, but we get along fine.

Simple plurals do not use apostrophes:

8. The five **authors** on our list all died in the twentieth century.
9. The **lockers** in the hallway are filled with **books** and **coats**.
10. Those **cars** on the other side of the street belong to my **relatives**.
11. The **stories** written by John Steinbeck are often set in California.
12. My **friends** are going to the mall this afternoon.

Special cases:

it's = it is (see p. 38)

It's obvious that Jan will win her case in court.

Its delicious aroma drew everyone inside for dinner.

who's = who is

Who's going to clean up this mess?

Whose notebook is lying on the floor?

COMMAS

Commas are used in a variety of situations, but listed below are four basic ways:

1. To join complete sentences connected with a conjunction (FANBOYS)

Shelly is going to the ballgame, **but** Frank is staying home to finish a book.
My aunt works for a realty in Ohio, **and** my uncle is a retired contractor.

2. To separate three or more items in a list

We need paper, pencils, scissors, glue, **and** rulers.
I have homework tonight in biology, math, **and** English.

3. To separate an introductory phrase or clause from the main part of a sentence

Amused, we allowed her to finish her exaggerated story.
For example, the pearl buyers take advantage of Kino's ignorance.
Hearing strange noises, we crept downstairs to investigate.
Because the train was traveling so fast, it vanished in seconds.

Notes:

“Because” may begin a sentence if the remainder of the sentence is complete
(see page 21).

No comma is needed when “because” is used in the middle of a sentence.

Steinbeck often wrote about California because he knew the area very well.

4. To set off expressions that are not part of the main clause.

To Kill a Mockingbird, by Harper Lee, takes place in Alabama in the 1930s.
Uncle Harry, I believe, will be here later.
The Empire State Building, which often sways in the wind, is in New York City.

Note how commas are used correctly in the following paragraph:

There are few places that can boast an act of creation every day, **but** a newspaper is one of them. Out of the daily newsroom whirl emerges a remarkable product. In a matter of hours, thousands of words and pictures are put together in a cohesive pattern designed to inform, enlighten, and entertain the reader. To a casual observer, the men and women working in the newsroom may appear to be running about aimlessly amid the clatter of typewriters and the continually ringing telephones. Actually, the scurrying around, the occasional shouting, and the general air of excitement are all part of a controlled procedure. Each editor, reporter, and copyboy has a designated job, and the end result is the newspaper that rolls off the press on time.

-- M.L. Stein (adapted)

COLONS

Use a colon before a list that begins with a signal phrase. These phrases include “the following,” “as follows,” “Here is,” and “these.” Occasionally, a signal phrase is implied (see below).

The following magazines are in the library: *The Atlantic*, *The New Yorker*, and *Time*.

Here is my list of students attending the conference: Bob, Mary, Stan, Alicia, and Joe.

The flowers I like best are these: roses, geraniums, and snapdragons.

We need many supplies for the trip: matches, water, firewood, and tents (implied signal phrase).

Do not use a colon in sentences that lack a signal phrase or in sentences containing “such as.”

Sue really hates cauliflower, spinach, and artichokes.

I need art supplies such as crayons, paste, and glitter.

SEMICOLONS

Use a semicolon to join two complete sentences without a conjunction or FANBOYS (see page 20).

Your overall argument is sound; your examples need work.

Use a semicolon to separate groups or phrases that already have commas.

We received letters from Boston, Massachusetts; Boise, Idaho; Seattle, Washington; and Dayton, Ohio.

Use a semicolon to join two complete sentences with “however” or “therefore.”

Mrs. Smith will attend the conference on Monday; however, she will not have time to report to the committee.

Mayor Taylor was elected by 65% of the voters; therefore, she should respect their concerns.

AGREEMENT ERRORS

A. SUBJECT/VERB - Subjects and verbs must agree in number.

Incorrect Snow and ice is in the forecast.
Correct Snow and ice are in the forecast.

Incorrect There was two places set.
Correct There were two places set.

Incorrect Each of the boys have a book.
Correct Each of the boys has a book.

Sample sentences: Note how the subjects and verbs agree in these sentences.

1. **Traffic** and **weather** are next on the evening news.
2. The **tornadoes** that tear through the country each spring are more than just a nuisance.
3. My **friends** and my **cousin** are at the fair.
4. **Each** of the leaves falls from the tree during autumn.
5. **Joe**, the president of three committees, has little free time.
6. According to a recent poll, **one** in ten students loves to write essays.
7. The **woman** with all the dogs walks down the street.
8. There are three **strawberries** left.
9. Here are the **reports** from yesterday.
10. On the wall are several **posters**.

Note: Always **let the subject decide** which verb to use.

B. NOUN/PRONOUN - Nouns and pronouns must agree in person, number, and gender.

Incorrect If students do not understand the question, you should ask for help. (students is third person plural)
Correct If students do not understand the question, they should ask for help.

Incorrect Marie is volunteering at the community kitchen, the kind of service you need for graduation. (Marie is first person singular)
Correct Marie is volunteering at the community kitchen, the kind of service she needs for graduation.

C. PRONOUN/PRONOUN - Pronouns must agree with other pronouns in number.

Incorrect Everyone has their own book.
(Everyone is singular; their is plural.)
Correct Everyone has her own book. **or** Everyone has his own book.

Incorrect Each of the men purchased their own tools.
(Each is singular; their is plural.)
Correct Each of the men purchased his own tools.

Incorrect Neither of the girls registered their cars.
(Neither is singular; their is plural.)
Correct Neither of the girls registered her car.

Incorrect Only one of the boys brought their notebooks to class.
(One is singular; their is plural.)
Correct Only one of the boys brought his notebook to class.

DANGLING (MISPLACED) MODIFIERS

Modifiers should be as close as possible to the words that they modify.

Incorrect After seeing the movie, Bigfoot seemed more credible.
(After Bigfoot saw the movie?)

Correct After seeing the movie, we found Bigfoot more credible.
After we saw the movie, Bigfoot seemed more credible.

Incorrect Looking down the valley, a wisp of smoke appeared.
(The smoke was looking down?)

Correct Looking down the valley, I saw a wisp of smoke.
As I was looking down the valley, a wisp of smoke appeared.

Incorrect The boys ran from the haunted house trembling with fear?
(The house was trembling?)

Correct Trembling with fear, the boys ran from the haunted house.

SHIFT IN VERB TENSE

Be careful to avoid unnecessary shifting between verb tenses in your writing. Note how this paragraph needlessly switches between present and past:

*Some psychologists **explain** the cause of phobias in another way. They **believed** that people with deep personal problems **develop** phobias to hide what **was** really bothering them. In England, for instance, there **is** a surprising amount of ophidiophobia, fear of snakes, yet snakes **were** not common in England. Psychologists **conclude** from this that it **was** not really snakes that these people **fear**.*

Here is a corrected version of the same paragraph:

*Some psychologists explain the cause of phobias in another way. They **believe** that people with deep personal problems develop phobias to hide what **is** really bothering them. In England, for instance, there is a surprising amount of ophidiophobia, fear of snakes, yet snakes **are** not common in England. Psychologists conclude from this that it **is** not really snakes that these people **fear**.*

USE OF “HAD”

The word “had” is usually a past perfect verb. It shows the completion of one past action before an earlier past action.

*Bob **had studied** all the college catalogs before he filled out the form.
I **had been** a member of the club long before you joined.*

Note how the paragraph below has two **unnecessary uses of “had.”** The paragraph describes one continuous flow of past action (until the last sentence).

In April 1912, the RMS Titanic left Southhampton, England on her maiden voyage. Less than a week out of port, the Titanic was sailing through a dense evening fog when the officers on the bridge ~~had~~ sighted an iceberg approaching on the starboard side. Veering to port, the great ship could not clear the submerged arms of the iceberg, and she ~~had~~ sideswiped the ice below her water line. Shutting down the engines, the crew immediately closed the watertight doors between the ship’s compartments and began pumping out the sea water that had already flooded the forward compartments.

PARALLELISM

Items in a list should have the same grammatical structure.

Incorrect I enjoy sewing dresses and to plan wardrobes.
(sewing is a gerund and to plan is an infinitive)

Correct I enjoy sewing dresses and planning wardrobes.
I like to sew dresses and to plan wardrobes.

Incorrect His experience made him sullen, bitter, and a cynic.
(sullen and bitter are adjectives; cynic is a noun)

Correct His experience made him sullen, bitter, and cynical.

Incorrect They wanted a house with seven rooms, several different entrances, and there should be stores in the neighborhood.
(the three objects of the preposition with should all be nouns)

Correct They wanted a house with seven rooms, multiple entrances, and neighborhood stores.

Incorrect That was a harder test for me than Louis.

Correct That was a harder test for me than for Louis.

Note how these sentences all have correct parallel structure:

1. A good chair, an enjoyable book, and a friendly dog are all I need.
2. That plant is not only huge, but also colorful.
3. The teacher announced a short quiz, a long essay, a difficult assignment, and an optional project.
4. The strength in my left hand is greater than that in my right hand.
("that" may replace "the strength")

CAPITALIZATION

The following is a summary of capitalization rules. This list is not exhaustive, however, so ask a teacher or check a grammar book if you have questions.

Capitalize:

- A. The first word in a sentence**
- B. The first word in the greeting of a letter and in the closing**
Dear Mrs. Lawrence: Sincerely yours,
- C. The first word in a direct quotation**
Mark Twain said, "A lie can travel halfway around the world while the truth is putting on its shoes."
- D. Names of races, nationalities, and ethnic groups and their languages**
Caucasian, Native Americans, Chinese, Swedes, French, English
- E. Nouns referring to the deity, a religion, or its sacred texts**
God, the Lord, Jehovah, Buddha, Allah, the Bible, the Koran, Hinduism
- F. Streets, towns, cities, counties, states, provinces, nations, continents, islands, rivers, falls, lakes, bays, oceans, seas, mountains, valleys, deserts**
Jefferson Street, Chenango County, New Mexico, Saskatchewan, Long Island, Niagara Falls, Glacier Bay, Death Valley
- G. Names of businesses, organizations, societies, political parties**
Chase Bank, the Republican Party, Future Farmers of America, the Democrats
- H. Geographical, historical, political and monument names**
the Roman Empire, Portugal, Utah, Sahara Desert, Herkimer County, the House of Representatives, the President of the United States, the Jefferson Memorial
- I. Names of famous historical events, periods of history, and documents**
World War II, the Second World War, the Monroe Doctrine, the Roaring Twenties, the Industrial Revolution, the Gettysburg Address

- J. Important words in titles, including the first word and the last word**
 “Home on the Range,” *Gone With the Wind*, the Theory of Relativity,
 Roe v. Wade
- K. Days of the week, months of the year, holidays, and festivals (do not capitalize names of the seasons)**
 Tuesday, October, Halloween, Yom Kippur, fall, winter
- L. Direction words only when they refer to regions**
 the South, the Northeast (no capital in “four miles north” or “headed west”)
- M. Celestial bodies**
 Pluto, the Milky Way, Earth (do not capitalize “the earth”)
- N. Titles of people before names and in direct address**
 Sir Richard Bellamy
 Dr. Amber Stewart
 Aunt Margaret

Capitals:
 I feel fine, Doctor.
 Uncle Bob
 Dad went home.
 Mayor Ann Pierce

No Capitals:
 The doctor will see you now.
 My uncle Bob lives in Texas.
 Your dad is very funny.
 The mayor has served two terms.

TRANSITIONS

Transitions are words and phrases that act as bridges between sentences and paragraphs, connecting one idea to another. They help the reader follow the progression of ideas in a writing.

Transitions for Order of Importance:

first	also
second	most
third	greatest
next	least
one	moreover
another	finally

Transitions for Chronological Order:

first	after
second	afterward
then	before
later	meanwhile
soon	formerly
now	at last
next	finally
during	

Transitions for Comparison, Contrast:

but	in addition
however	similar to
besides	likewise
and	on the contrary
both	in contrast
whereas	although
similarly	even though
	on the one hand,
	on the other hand

Transitions for Developmental Order:

also	namely
furthermore	moreover
for example	in addition
for instance	along with
therefore	as a result
thus	next
in conclusion	overall
consequently	in fact

AWKWARD WORDINGS

In his article “Fenimore Cooper’s Literary Offenses,” Mark Twain says, “Use the right word, not its second cousin.” Twain means that good writers are never satisfied with imprecise or confusing wordings. They choose each of their words carefully, making sure that they have just the right one for the meaning they intend.

In addition, sentences should flow smoothly; they should “sound right” or have a natural rhythm. **Awkward wordings** do not flow smoothly; they lack precision and clarity. Occasionally, the writer has simply chosen the wrong words, but more frequently the writer needs to simplify phrasings.

Read carefully these comments from Strunk and White’s *The Elements of Style*:

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

“Many expressions in common use violate this principle.

Bad

used for fuel purposes
he is a man who
in a hasty manner
this is a subject that
His story is a strange one.
the reason why is that

Macbeth was very ambitious.
This led him to wish to become
king of Scotland. The witches
told him that this wish of his
would come true. The king of
Scotland at this time was
Duncan. Encouraged by his
wife, Macbeth murdered
Duncan. He was thus enabled
to succeed Duncan as king
(51 words).

Better

used for fuel
he
hastily
this subject
His story is strange.
because

Encouraged by his wife,
Macbeth achieved his ambition
and realized the prediction of
the witches by murdering
Duncan and becoming king of
Scotland in his place (26 words).”

Eliminating awkward wordings is hard, requiring time, patience, and experience. But it is also one of the most important aspects of good writing. **Good writers check each word and phrase they write**, aiming for clear, specific language that flows evenly.

CONFUSING WORD PAIRS AND COMBINATIONS

Accept	to receive
Except	with the exclusion of; otherwise than
	Brad, believing that he was unworthy, refused to <i>accept</i> the award. Everyone <i>except</i> Mary believed that Brad deserved the award.
Adapt	to adjust, modify, or conform
Adopt	to take as one's own
	We <i>adapted</i> the modules from the state to fit our local needs.. The agency accepted Sue's request to <i>adopt</i> the twins.
Adverse	to be against or oppose with hostility
Averse	to have a dislike for something
	His <i>adverse</i> criticism of my plan made me want to hide under the desk. I am not <i>averse</i> to taking mild risks on the stock market.
Advice	(noun) information or suggestions given to help another
Advise	(verb) to offer suggestions or information to help another
	My <i>advice</i> to you is simple: stay in school until you graduate! The guidance counselors <i>advised</i> Sally to take more math classes.
Affect	(verb) to influence
Effect	(noun) a result; (verb) to produce as an effect
	The weather <i>affected</i> the speed of the cars on the race track. The <i>effect</i> of the rain was a lengthy delay.
Allusion	a reference to something famous; an indirect reference to something
Illusion	a false idea or picture
	The short story was full of Biblical <i>allusions</i> . "Is that an oasis," Jerry intoned, "or is it just another desert <i>illusion</i> ?"
Already	The action in question has been or is being completed.
All ready	refers to a state of preparedness
	Butch has <i>already</i> passed that exam. Nan is <i>all ready</i> to take it in June.
Alright	the incorrect form of "all right"

Among	used when referring to three or more items
Between	used when referring to exactly two items
	Among my five friends, I prefer Lou. The argument is between Mary and me.
Amount	used for items that cannot be counted
Number	used for items that can be counted
	Steve was unsure about the <i>amount</i> of flour required for the cake. He was certain, however, that the <i>number</i> of eggs required was three.
Ascent	the act of rising
Assent	agreement
	The balloon's <i>ascent</i> continued for several hours. Without the chairperson's <i>assent</i> , the proposal could not be passed.
Ate	the past tense of "eat"
Eight	a number
	I <i>ate</i> that whole pizza by myself. He bought <i>eight</i> pairs of shoes.
Base	the foundation or lower part of something
Bass	a deep sound or tone (pronounced "base"); a fish (rhymes with "pass")
	The <i>base</i> of the statue has several small cracks. Melvin sang <i>bass</i> in the school choir.
Because	"Because" should never be used after "the reason." Using both
The reason	terms is repetitive.
	He is happy because he starts college in the fall. The reason for his happiness is that he starts college in the fall.
Berth	a space or compartment
Birth	the process of being born
	Because of the length of the trip, we got an overnight <i>berth</i> on the train. Millie wondered why anyone would videotape the <i>birth</i> of her child.
Beside	by the side of
Besides	in addition to, or other than
	Paul liked to stand up to authorities, even if no one stood <i>beside</i> him. No one <i>besides</i> Ronda was willing to back up his story.

Board	a piece of wood; an administrative group or council
Bored	uninterested or wearied by dullness or needless repetition
	The school <i>board</i> voted to extend the school day until 4:00 p.m. Sam tried not look <i>bored</i> in astronomy class.
Brake	a device used to stop a vehicle
Break	(verb) to separate or damage; (noun) a rest period or pause
	The conductor applied the emergency <i>brake</i> to prevent a collision. The class took a five-minute <i>break</i> after finishing the test.
Bring	an action directed toward the speaker
Take	an action directed away from the speaker
	The teacher told her students to <i>bring</i> several pencils to class. We were forced to <i>take</i> Johnny to the office.
Can	refers to ability
May	refers to permission
	I <i>can</i> lift that large chair over my head. “ <i>May</i> I go to the restroom?” asked Kathleen.
Canon	a fundamental principle; a rule or law made by an official body
Cannon	a mounted gun for firing large projectiles
	The commander told his men to aim the <i>cannon</i> at the fort. The <i>canons</i> of good behavior require that I send a thank you note for each gift.
Canvas	a heavy cloth
Canvass	to ask people for votes, support, or their opinions
	Worried about the winter weather, Sue spread a large <i>canvas</i> over her car. We <i>canvassed</i> the entire neighborhood about the controversial new zoning law.
Capital	(adj.) major or important; (noun) money, or a city acting as a seat of government
Capitol	a building occupied by a legislative body
	The investors raised enough <i>capital</i> to buy out the president’s shares. The roof of the <i>capitol</i> needs repairing.

Coarse rough
Course a path or direction; a class or series of studies

The steel wool felt *coarse* on my skin.
Hoping to be an engineer, Kayla focused on math *courses* in college.

Complement that which completes or fulfills
Compliment an expression of admiration or praise

The pink hat *complemented* Jennifer's lovely blue evening gown.
He blushed when we paid him a *compliment* about his hair.

Continual very frequent; often repeated
Continuous uninterrupted; without stopping or ceasing

Rain storms *continually* caused problems for the recreation program.
The children's *continuous* bickering drove their parents crazy.

Council an advisory group
Counsel (noun) advice; (verb) to advise

The town *council* discussed the proposal for nearly two hours.
My *counsel* is that you drop all charges and simply go home.

Desert (noun) a barren wilderness; (verb) to leave or abandon
Note: "**just deserts**" refers to a deserved reward or punishment.
Dessert a treat or sweet food served at the end of a meal

The children were *deserted* by their parents.
Strawberry shortcake is my favorite *dessert*.

Disinterested indifferent; unbiased by personal opinion
Uninterested having no interest or concern

The referees continued to act in a *disinterested* fashion.
The teacher was perplexed by a large number of *uninterested* students.

Eminent strong, distinguished, or prominent; lofty, high
Imminent close or near; about to occur

The class hoped to bring an *eminent* speaker to campus for graduation.
Looking skyward, we realized that a rainstorm was *imminent*.

Envelop to surround or wrap around
Envelope a paper container for a letter

Her long robe *enveloped* her completely.

Farther	a physical, measurable distance
Further	to a greater or more advanced degree; extended or additional
	How much <i>farther</i> is it to the motel? Please develop your ideas <i>further</i> in this essay.
Fewer	used for items that can be counted
Less	used for items which cannot be counted
	We have had <i>fewer</i> snow days this year than last year. Jake requires <i>less</i> supervision than Fred.
Flair	a sharp, natural talent
Flare	(verb) to light up quickly or burst out; (noun) a device to warn of danger
	She has a real <i>flair</i> for costume design. The campfire <i>flared</i> up because of the extra lighter fluid we added.
Good	used as an adjective
Well	usually used as an adverb; sometimes used as an adjective to refer to one's health
	Your <i>good</i> essay elucidates that complicated theme. (describes "essay") Heidi dances very <i>well</i> . (describes "dances") Jan is not <i>well</i> today. (describes Jan's physical health) Jan feels <i>good</i> . (describes Jan's positive attitude)
Heal	to mend or restore
Heel	the back part of one's foot
	The doctor tried his best to <i>heal</i> the boy's infected wound. Achilles' <i>heel</i> was his only weak point.
Heir	a person who inherits something
Air	the atmospheric gas that we breathe
	The <i>heir</i> to his estate decided to donate everything to charity. The <i>air</i> in that room is very stale.
Hole	a cavity or hollow place
Whole	entire or complete
	I have a <i>hole</i> in my pocket. My sister ate the <i>whole</i> box of candy.

Immigrate to come into a new country or environment
Emigrate to leave one country or region to settle in another

When my family *immigrated* to the United States, we were treated poorly. Hoping to *emigrate* as a group, the workers planned to leave the country together.

Its the possessive form of “it”
It’s the contraction of “it is”

The committee published *its* report in the company newsletter.
It’s going to rain any minute now.

Knew the past tense of “to know”
New opposite of “old”

She *knew* all the answers on that test.
My *new* cat likes to sharpen her claws on the couch.

Later after a period of time
Latter the second of two items

We had supper after Dad got home; we *later* went to a movie.
If I had to choose between apples and oranges, I would pick the *latter*.

Lead (verb) to conduct or show the way; (noun) a mineral
Led past tense of the verb “to lead”

We need someone to *lead* our group.
He *led* us to believe that the policy had changed.

Lie to recline (lie, lying, lay, lain); to tell a falsehood (lie, lying, lied, lied)
Lay to put or set something down (lay, laying, laid, laid)

I like to *lie* down and take a nap.
Yesterday, I *lay* down and took a nap.
I have *lain* down several times today.

Please *lay* your coats on the bed.
I *laid* my books in my locker.
I have *laid* my supplies on the table.

Note: “Lie” does not use a direct object; “Lay” usually has a direct object.

Like “Like” is a preposition. Do not use it before a subject and verb.
As, As if “As” and “As if” are conjunctions. Use them before a subject and verb.

She drives *like* a racecar driver.
She drives *as* a racecar driver would.
She drives *as if* she were a racecar driver.

Mail letters or packages handled by the postal service
Male the masculine sex

I did not receive any *mail* today.
Is the candidate *male* or female?

Metal a substance such as iron or gold
Medal an award
Meddle to interfere
Mettle the quality of one’s character

Miners like to find precious *metals* in the ground.
I won a *medal* in the spelling bee.
Please do not *meddle* in my affairs.
His annoying habits would test the *mettle* of the most patient wife.

Miner one who digs for minerals and metals
Minor (noun) a person who is not legally an adult; (adj.) not important

The *miner* found a new vein of silver in the underground tunnel.
Since I am a *minor*, I cannot vote in elections.

Moral concerned with right conduct or correct behavior
Morale the mental or emotional condition of a person or group

My *moral* obligation in this situation is very confusing.
To improve our *morale*, the boss let everyone go home an hour early.

Pain physical suffering or distress
Pane a single section of a window

I suffer from back *pain* whenever the weather changes.
Johnny broke a window *pane* on the south side of the house.

Passed past tense of the verb “to pass”
Past the time before the present; existing in an earlier time; having formerly served as

I *passed* all of my courses last year.
We *passed* three malls on that highway.

Peace	Three <i>past</i> presidents of the club have been elected to Congress.
Piece	tranquility or freedom from war a part or fragment
	Those countries have not been at <i>peace</i> for hundreds of years. May I have a <i>piece</i> of cake?
Personal	private
Personnel	people working at a particular job
	This <i>personal</i> note should be read only by the boss. The <i>personnel</i> at our company are dedicated and industrious.
Plain	(noun) a flat area of land; (adj.) clearly seen or understood, or unadorned and simple
Plane	(noun) an airplane, a flat and level surface, or a tool used to smooth a surface; (verb) to smooth a surface
	My house is very <i>plain</i> ; it has no fancy decorations. I used the <i>plane</i> to smooth the planks on our porch.
Pore	an opening in the skin
Poor	needy or pitiable; having little money
Pour	to dispense in a constant flow or stream
	The <i>pores</i> in my skin are clogged. Please <i>pour</i> the milk while I set the table.
Principal	(noun) a school administrator, or a sum of money; (adj.) primary
Principle	an idea or doctrine
	The <i>principal</i> of our school is a graduate of SUNY Cortland. Honesty is the most important <i>principle</i> in our mission statement.
Right	(noun) legal guarantee or moral principle; (adj.) correct or proper
Rite	a ceremonial or ritual act
Write	to set down words, figures, etc.
Wright	a person who makes or builds something
	Many people have died in the pursuit of civil <i>rights</i> . Baptism is a religious <i>rite</i> performed by many churches. The wheelwright fixed my wagon.
Scene	a setting or location, a sight or spectacle, or a division of a play
Seen	part of the verb "to see"
	The balcony <i>scene</i> in <i>Romeo and Juliet</i> is in Act II. I have <i>seen</i> that movie ten times.

Sight	the act of seeing; something that is seen
Cite	to quote or refer to
Site	a location or position
	Please <i>cite</i> your sources in the bibliography. The building <i>site</i> was flooded by that weekend rainstorm.
Sit	to be seated (sit, sitting, sat, have sat)
Set	to place (set, setting, set, have set)
	Please <i>sit</i> in your seat and be quiet. Please <i>set</i> the groceries on the counter.
Sole	(noun) the bottom of one's foot; (adj.) single, solitary
Soul	the spiritual part of a person
	My <i>sole</i> reason for going to the game was to get his autograph. My body is in great pain, but my <i>soul</i> is at peace.
Stationary	standing still, not moving
Stationery	the paper and envelopes used to correspond
	The price of gas is never <i>stationary</i> for too long. I need more <i>stationery</i> if I am to finish these thank you notes.
Steal	to take something without permission
Steel	a metal
	<i>Stealing</i> is morally wrong. The <i>steel</i> parts on my bike sometimes rust.
Than	used in a comparison
Then	at that time; as a consequence, in that case (if . . . then)
	Bobby is taller <i>than</i> Mikey. If it rains this afternoon, <i>then</i> we will not be able to go to the beach.
Their	a possessive personal pronoun
They're	the contraction of "they are"
There	in that place, at that point, or the introductory word in certain sentences
	I have to take care of <i>their</i> cat while <i>they're</i> gone. <i>There</i> is an elephant standing on the corner.

Threw	past tense of the verb “to throw”
Through	from one side to the other; during the whole period of
	Johnny <i>threw</i> the ball to Michelle. They worked <i>through</i> the night.
To	preposition used to express motion or direction toward a point, or part of an infinitive
Too	also, in addition, excessive
Two	a number
	We went <i>to</i> the store <i>to buy</i> some groceries. We have <i>too</i> much homework. I have <i>two</i> essays due tomorrow.
Vain	excessively proud about one’s appearance or accomplishments; futile
Vane	an instrument used to show the wind’s direction
Vein	a blood vessel; a natural channel of rock, water, etc.
	Molly is so <i>vain</i> that she spends hours in front of the mirror. Our efforts were all in <i>vain</i> . The miner discovered a new <i>vein</i> of copper in that shaft.
Waist	a part of the body
Waste	(noun) unused or worthless material; (verb) to spend or use carelessly, or to decay
	I need to lose three inches off of my <i>waist</i> . Please do not <i>waste</i> so much paper.
Wear	to have on or carry on one’s body
Were	a past tense of the verb “to be”
Where	in what place or what situation
	Please <i>wear</i> good clothes for the concert. We <i>were</i> going, but our plans changed. <i>Where</i> are we going now?
Weather	rain, snow, heat, etc.
Whether	used to introduce the first of two or more alternatives
	The <i>weather</i> outside is simply lousy today. <i>Whether</i> we go or stay remains to be seen.

Which	a relative pronoun used to specify a given item
Witch	a female who is believed to cast spells
	The book <i>which</i> is on your desk is truly interesting. My sister wore a <i>witch's</i> costume on Halloween.
Who	a subject of a sentence or clause; a predicate nominative
Whom	an object of a verb or preposition
	<i>Who</i> is going to the game? To <i>whom</i> should I address the letter?
Who's	the contraction for "who is"
Whose	a possessive pronoun for "who"
	<i>Who's</i> going to the game tonight? The student <i>whose</i> mother just called has already gone to the office.
Wood	a material taken from trees
Would	a part of the verb "will"
	We need more <i>wood</i> for the fireplace. I <i>would</i> have gone, but I didn't have enough money.
Your	the possessive pronoun for "you"
You're	the contraction for "you are"
	<i>Your</i> mother is a wonderful woman. <i>You're</i> a very impressive candidate for the position.

GENERAL GUIDELINES FOR RESEARCH PAPERS

The following guidelines apply to various types of documented papers. Specific requirements, however, may vary from one course to another, so **students should always consult their individual teachers.**

A research paper should

1. be typed
2. have one-inch margins
3. be numbered consecutively (with the exception of the title page discussed below) with the student's last name and page number in the **upper right corner** of each page, including the Works Cited page (**Example: Johnson 1**)
4. be stapled once in the upper left hand corner
5. include a Works Cited page (or Works Consulted, if requested by the teacher).

If a title page is required, the title is **centered** on the paper, and the student's name, course, teacher's name, and date are single-spaced in the **lower right third of the page.**

If a title page is not required, the student's name, course, teacher's name, and date are **double-spaced in the upper left corner of the first page of text.**

In addition to the above, a paper should follow these rules of formal writing:

- The essay may not point to itself.
 - Avoid: "In this essay . . ." "In the next paragraph . . ."
- Do not use slang, abbreviations, or contractions
 - Use "do not" instead of "don't."
- Do not use I, me, my, we, us, etc.
- Do not use you or your.

ITALICS, UNDERLINING, AND QUOTATION MARKS

Italics and underlining are used in the same way. When an essay is typed, the titles of books, plays, pamphlets, periodicals (newspapers, magazines, and journals), web sites, databases, films, television and radio programs, and works of art should be *italicized*. When essays are handwritten, underline the titles specified above. Put the titles of shorter works such as poems, short stories, and articles in "quotation marks."

The Effects of Persecution in Elie Wiesel's *Night*

Jane Smith
English 10R
Mrs. Olsen
6 February 2015

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English 10R

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6 February 2015

The Effects of Persecution in Elie Wiesel's *Night*

History books and documentaries have detailed the horrors of the Holocaust. No source, however, relates the effects of persecution more personally than Elie Wiesel's memoir *Night*. This true account chronicles the travails of fifteen-year-old Eliezer and his father as they travel through several concentration camps in Poland and Germany during World War II. In this short work, Wiesel portrays the psychological and physical changes he experienced in the camps as well as the reactions of humans in general to horrific persecution.

The story begins in Eliezer's hometown of Sighet in Transylvania where, although the war is raging not far away, the Jews of his town remain optimistic about the war's end and their own safety. Their attitude changes when they are deported and moved through various concentrations camps, including Birkenau, Auschwitz, and Buchenwald.

Note: The text of the actual paper would continue from this point.

COMMONLY USED ABBREVIATIONS IN WORKS CITED

adapt.	adapted by
anon.	anonymous
assn.	association
illus.	illustrator
narr.	narrator
n.d.	no date of publication given
n.p.	no place of publication given
n.pag.	no pagination given
prod.	producer
pub.	publisher
qtd.	quoted
rev.	reviewer
rpt.	reprint
supp.	supplement
trans.	translator/translation
U	University
UP	University Press
vol.	volume

Months

Jan.	July
Feb.	Aug.
Mar.	Sept.
Apr.	Oct.
May	Nov.
June	Dec.

MLA Style

MLA Citation Examples

This section provides examples of the Modern Language Association (MLA) citation and format style. MLA style is commonly utilized to cite sources within the humanities and liberal arts. Check with your teacher to see which citation method is required.

For additional guidance on MLA formatting, please see the excellent web guide at Purdue University's website:

The Purdue OWL. Purdue U Writing Lab, 2015. Web. 7 Aug. 2015.

ONLINE DATABASES

Citation Form for an Article in an Online Database:

Last name, First name. "Title of Article." *Title of Periodical* Day Month Year: pages. *Database Name*. Format. Day Month Year of Access.

Online Database Article with an Author

Parker, Kristi. "EcoFest: It's Easy Being Green!" *Liberty Press* Oct. 2014: 10. *Opposing Viewpoints in Context*. Web. 15 Sept. 2015.

Fiero, John W. and Marjorie J. Podolsky. "Ernest J. Gaines." *Magill's Survey of American Literature*, Revised Edition (2006): 1-7. *Literary Reference Center*. Web. 7 June 2015.

Fox, Margalit. "Maya Angelou, Lyrical Witness to the Jim Crow South, Dies." *New York Times* 29 May 2014: A1(L). *Biography in Context*. Web. 24 Nov. 2014.

Jonsson, Patrik. "With Confederate Flags at MLK Church, Fight for National Identity Persists." *The Christian Science Monitor* 31 July 2015: n. pag. *ProQuest*. Web. 3 Aug. 2015.

Online Database Article with No Author

"Fair Trade, Not Free Trade." *America* 18 May 2015: 5. *Opposing Viewpoints in Context*. Web. 25 May 2015.

Online Database Article with No Author/No Page Numbers

"Child Abuse Prevention and Treatment Act Passed, January 31, 1974." *DISCovering U.S. History* (2003): n. pag. *Student Resource Center – Junior*. Web. 10 Sept. 2013.

ONLINE ENCYCLOPEDIAS

Citation Form for an Article in an Online Encyclopedia:

Last name, First name of Article Author . "Title of Article." *Name of Encyclopedia*. Publisher,
Date of Publication/Update. Format. Day Month Year of Access.

Online Encyclopedia Article with an Author

Hankins, James. "Renaissance." *World Book Student*. World Book, 2015. Web. 12 Apr. 2015.

Howe, John. "Labrador Retriever." *Encyclopedia Americana*. Grolier Online, 2015. Web.
15 Apr. 2015.

Online Encyclopedia with No Author

"The Blarney Stone." *World Book Discover*. World Book, 2015. Web. 17 Mar. 2015.

"Lincoln, Mary Todd." *Grolier Multimedia Encyclopedia*. Grolier Online, 2015. Web.
8 Oct. 2015.

WEBSITES

Citation Form for a Website:

Editor, Author, or Compiler Name (if available). "Page /Article Title (if available)." *Name of Site*. Name of Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Format. Day Month Year of Access.

Website Article with an Author

Baxter, Sylvester. "Whitman's Complete Works." *The Walt Whitman Archive*. U of Nebraska-Lincoln, 1889. Web. 5 Oct. 2014.

Parker, Dorothy. "Sweet Violets." *Columbia Granger's World of Poetry Online*. Columbia University Press, 2015. Web. 27 Jan. 2015.

Winkler, Robert. "Birder's Journal: Old Curse Haunts New England Forest." *National Geographic News*. National Geographic, 2014. Web. 9 July 2015.

Website Article with No Author

"Diet Drugs." *Teen Health and Wellness*. Rosen, 2015. Web. 18 Aug. 2015.

"Harper Lee." *Biography.com*. AETN Corporate, 2010. Web. 11 Sep. 2010.

Entire Website

The Purdue OWL Family of Sites. The Writing Lab at Purdue U, 2014. Web. 24 Dec. 2014.

NBA.com. Turner Sports Digital, n.d. Web. 12 Nov. 2014.

DIGITAL IMAGES AND VIDEOS

Citation Form for Digital Media:

Author's Name or Poster's Username. "Title of Image or Video." Media Type. *Name of Website*.

Name of Website's Publisher, Date of Posting/Creation. Format. Day Month Year of
Access.

(NOTE: Some of the above information may not be available for your source. Omit these items as needed.)

Digital Image

"Apple-Marbles." Digital image. *Computer Coupons*. Web. 3 Aug. 2014.

Ridley, Nick. "Labradoodle." Digital image. *VetStreet.com*. 2015. Web. 29 Mar. 2015.

Artwork Viewed Online

Picasso, Pablo. *Three Musicians*. 1921. *ArtQuotes.net*. Web. 5 Apr. 2015.

Online Video

Booba1234. "David After Dentist 2." Online Video. *YouTube*. YouTube, 18 Apr. 2010. Web.

11 May 2014.

Bruingrad84. "I'm Just a Bill (Schoolhouse Rock!)." Online Video. *TeacherTube*. TeacherTube,

2014. Web. 6 Aug. 2015.

BLOGS, TWEETS, AND E-MAIL

Citation Form for Digital Communication:

Editor, Screen Name, or Author Name (if available). "Posting Title." *Name of Site*. Name of Sponsor or Publisher. Day Month Year of Posting. Format. Day Month Year of Access.

Blog

Greene, Peter. "New Orleans: Success or Failure." *Education Week Teacher*. Editorial Projects in Education. 5 Aug. 2015. Web. 6 Aug. 2015.

Reality-Based Educator. "Goodbye to Race to the Top." *Perdido Street School*. PerdidoStreetschool.blogspot.com. 15 Dec. 2014. Web. 17 Jan. 2015.

Tweet

(NOTE: Begin with the user's name followed by his/her Twitter username in parentheses.)

Weingarten, Randi (rweingarten). "FACT: Black men are 6x more likely to be incarcerated than white men." 7 Aug. 2015, 5:42 a.m. Tweet.
 ↑
 (Time of post)

E-Mail Communication

Jackman, David M. "Re: Locker Partners in School." Message to Kaylee J. Horton. 21 Sept. 2015. E-mail.

BOOKS

Citation Form for a Book:

Last name, First name. *Title of Book*. City of Publication: Publisher, Year of Publication. Format.

Book by One Author

Gaiman, Neil. *The Graveyard Book*. New York: HarperCollins, 2008. Print.

Book by Two or Three Authors (NOTE: Invert only the first author's name.)

Mortenson, Greg and David Oliver Relin. *Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time*. New York: Penguin Books, 2007. Print.

Book by Four or More Authors

Hawking, Stephen, et al. *The Future of Spacetime*. New York: Norton, 2002. Print.

An Edition of a Book

Ganzl, Kurt. *The Encyclopedia of the Musical Theatre*. 2nd ed. New York: Schirmer, 2001. Print.

Book with No Author

Who's Who in America. 62nd ed. New Providence, NJ: Marquis, 2008. Print.

E-Book

James, Henry. *The Ambassadors*. New York: Harper, 1902. Google Books. Web. 3 May 2014.

BOOKS (continued)**Citation Form for a Book:**

Last name, First name. *Title of Book*. City of Publication: Publisher, Year of Publication. Format.

Book with One Editor

Dougan, Nolene Patricia, ed. *The Spinetingers Anthology 2009*. West Berkshire, UK:

Spinetingers Elite Publishing, 2009. Print.

Book with Two or Three Editors (NOTE: Invert only the first editor's name.)

Biskup, Michael D. and Karin L. Swisher, eds. *AIDS*. San Diego: Greenhaven, 1992. Print.

Book with Four or More Editors

Broer, Lawrence R., et al., eds. *Hemingway and Women: Female Critics and the Female Voice*.

Tuscaloosa: U of Alabama P, 2002. Print.

A Work in an Anthology (NOTE: Include page numbers for the specific work cited.)

Holm, Jennifer L. "Follow the Water." *Shelf Life: Stories by the Book*. Ed. Gary Paulsen.

New York: Simon, 2003. 33-54. Print.

Book with No Copyright Date

(NOTE: Use "n.d." for "no date" after place of publication.)

Spencer, Cornelia. *Ancient China*. New York: John Day, n.d. Print.

ARTICLES IN REFERENCE BOOKS

Citation Form for an Article in a Reference Book:

Last name, First name of Article Author. "Title of Article." *Title of Collection*. Edition or
Volume. City of Publication: Publisher, Year. Page range of entry. Format.

An Encyclopedia Article with an Author

(NOTE: Do not include publication data with encyclopedias. Do not include page numbers if the encyclopedia is arranged alphabetically.)

Mackey, Robert R. "Draft, Military." *World Book Encyclopedia*. 2010 ed. Print.

An Encyclopedia Article with No Author

"Times Square." *Encyclopedia Americana*. 2007 ed. Print.

An Article in A Reference Book (In a Volume)

Gladman, Kimberly R. "Spillane, Mickey." *Violence in America*. Vol. 3. New York: Scribner's,
1999. 196-197. Print.

An Article in a Reference Book (In a Supplement)

Davenport-Hines, Richard. "Caroline Blackwood." *British Writers*. Supp. IX. New York:
Scribner's, 2004. 1-16. Print.

An Article in a Reference Book with No Author

"Hemophilia." *Human Diseases and Conditions*. Vol. 2. New York: Scribner's, 2009. 434-438.
Print.

ARTICLES IN PRINT PERIODICALS

Citation Form for an Article in a Print Periodical:

Last name, First name. "Title of Article." *Title of Periodical* Day Month Year: pages. Format.

Magazine Article with an Author

Orlean, Susan. "Out of the Woods." *The New Yorker* 14 June 2004: 206. Print.

Magazine Article with No Author

"His Side of the Story." *Time* 28 June 2004: 32-39. Print.

Newspaper Article with an Author

Liptak, Adam. "A Mailroom Mix-Up That Could Cost a Life." *New York Times*
3 Aug. 2010, late ed.: A10. Print.

Newspaper Article with No Author

"Head Start Combats Poverty, Improves Lives of Children." *USA Today* 19 Jul. 2010:
A8. Print.

A Signed Editorial in a Newspaper

(For small or local newspapers)

Mullen, Jim. "Eat, Drink, and Be Gone." Editorial. *The Evening Sun* [Norwich, NY]
22 June 2004: B4. Print.

An Unsigned Editorial in a Newspaper

"World Tariff Wars." Editorial. *Wall Street Journal* 9 Apr. 2010, Eastern ed.: A18. Print.

REVIEWS and INTERVIEWS

Citation Form for a Review in Print:

Review Author. "Title of Review (if there is one)." Rev. of Performance Title, by
 Author/Director/Artist. *Title of Periodical* Day Month Year: pages. Format.

A Book Review in a Periodical (With a Title)

Hooper, Brad. "The World According to Gore." Rev. of *Lincoln*, by Gore Vidal. *Booklist*
 15 May 2004: 1611. Print.

A Book Review in a Periodical (With No Title)

Pucci, Anthony J. Rev. of *Bobbed Hair and Bathtub Gin: Writers Running Wild in the Twenties*,
 by Marion Meade. *Library Journal* 15 May 2004: 84-85. Print.

Interview in Print

Boscarino, Jane. Interview. *New York Times* 11 Dec. 2006, early ed.: B12. Print.

Personal Interview

 (or E-mail/Telephone)

Thompson, Julie. Principal, Sherburne-Earlville High School. Personal Interview. 2 Aug. 2015.

OTHER PRINT SOURCES

Brochures and Pamphlets

Schneider, Max A. *Addiction*. Santa Cruz: ETR Associates, 2009. Print.

Brochure with No Author or Copyright Date

The Toys of A. Schoenhut Company. Rochester: Strong Museum, n.d. Print.

Court Case (volume, name, and page numbers of report)
 (title of case) (title of pub.)
 Brown v. Board of Educ. 347 US 483-96. Supreme Court of the US. 1954. *Supreme Court*
Collection. Legal Information Inst., Cornell U Law School, n.d. Web. 3 Aug. 2007.

Legal Document

United States Constitution. Art. 1, Sec.1. Print.

Map

“Map of Sherburne-Earlville School District.” Map. New York State Office of Real Property
 Services, 2009. Print.

Advertisement

(product) (pub.)
 Celebrex. Advertisement. *Health* June 2014: 57. Print.

Cartoon

Mankoff, Robert. Cartoon. *The New Yorker* 28 June 2004: 36. Print.

MULTIMEDIA SOURCES

Lecture or Speech

Thomas, Gene. "What's So Funny About Peace, Love, and Understanding?" Last Lecture Series. (name of meeting)
 (sponsoring organization)
 Sherburne-Earlville Class of 2010. S-E Auditorium, Sherburne. 5 Feb. 2010. Lecture.

Television Interview

Fonda, Angela. "Running a Successful Business Interview." *Meet The Entrepreneur*. ABC.
 WABC, New York. 12 Aug. 2007. Television.

Television or Radio Program

"Ice Skating on Michigan Shorelines." Narr. Annie Hughes. Dir. Nicholas Bentley. *Winter Sports Documentaries*. NBC. WDRQ, Detroit. 17 Jan. 2008. Television.

(or Radio) 

Film or Video

In the Shadow of the Moon. Dir. David Singleton. Perf. Buzz Aldrin and Neal Armstrong. Image
 Entertainment, 2010. Blu-ray.

Sound Recording

Seeger, Bob. *Bob Seeger's Greatest Rock Ballads*. Capitol, 2007. CD.

Song from an Album

King, B.B. "Rollin' Stones." Rec. 12 May 1956. (song title) (album title) *King of Blues*. Chess, 2008. CD.

Works Cited

Cassill, R. V. "Samuel Clemens (Mark Twain)." *Norton Anthology of Short Fiction*. New York: Norton, 1995. 247. Print.

Dendinger, Lloyd N. "Mark Twain." *Critical Survey Of Long Fiction*, Fourth Edition (2010): 1-7. *Literary Reference Center*. Web. 27 Aug. 2015.

"Mark Twain." *Contemporary Authors Online* (2013): n. pag. *Biography in Context*. Web. 25 Aug. 2015.

Morace, Robert A. "Mark Twain." *Critical Survey Of Mystery & Detective Fiction*, Revised Edition (2008): 1-5. *Literary Reference Center*. Web. 1 Sept. 2015.

Pullen, Charles H. "Mark Twain." *Magill's Survey Of American Literature*, Revised Edition (2006): 1-13. *Literary Reference Center*. Web. 27 Aug. 2015.

"Samuel Langhorne Clemens." *Authors and Artists for Young Adults*, Vol. 20 (1997): n. pag. *Biography in Context*. Web. 25 Aug. 2015.

"Samuel Langhorne Clemens." *Concise Dictionary of American Literary Biography*, Vol. 2 (1988): n. pag. *Biography in Context*. Web. 2 Sept. 2015.

"Samuel Langhorne Clemens." *Dictionary of American Biography* (1936): n. pag. *Biography in Context*. Web. 27 Aug. 2015.

Spiller, Robert E. *The Cycle of American Literature*. New York: Free Press, 1955. Print.

MLA IN-TEXT CITATION

In a documented paper, writers are obliged to give credit to authors whose works they use to support or supplement their own writing. Specific wording and even general ideas must be documented (given proper credit). This includes direct quotes, paraphrasing, charts, graphs, lists, pictures, opinions, facts, statistics, and percentages.

Not giving credit to sources constitutes **plagiarism** (intellectual dishonesty, or using a writer's information, wording, or structure without giving proper credit). To avoid plagiarism, pay close attention to the following guidelines for **parenthetical, or in-text citation**.

Citing works with an author:

Example – Database article with one author:

Gribben, Alan. "Mark Twain's Critical Reception." *Critical Insights: Mark Twain* (2010): 66-88.

Literary Reference Center. Web. 7 Aug. 2015.

1. **Following the cited information, place the author's last name in parentheses. Note that the period is placed after the parentheses.**

"Mark Twain's immense talent was recognized relatively early, and almost from the beginning Twain maintained a loyal readership" (Gribben).

2. **Paraphrased information must also be documented properly.**

Unlike today's authors, however, Twain depended on street salesmen to market his books (Gribben).

Example – Book with one author:

Hyde, Margaret. *Criminal Childhood*. New York: Norton, 2007. Print.

1. **Following the cited information, place the author's last name and page number(s) in parentheses. Note that the period is placed after the parentheses.**

Even famous, or rather notorious, people have had abusive parents. "Many well-known criminals, such as John Wilkes Booth, Lee Harvey Oswald, Arthur Bremmer, Sirhan Sirhan, and James Earl Ray, were abused as children" (Hyde 63).

2. **When the author’s name is used in the paper, place only the page number(s) of the source in parentheses. Note that the period is placed after the parentheses.**

Even famous, or rather notorious, people have had abusive parents. According to Margaret Hyde, “Many well-known criminals, such as John Wilkes Booth, Lee Harvey Oswald, Arthur Bremmer, Sirhan Sirhan, and James Earl Ray, were abused as children” (63).

3. **When referring to the entire work, rather than isolating selected information or quoting specifically, simply mention the author’s last name. In this case do not use an in-text reference.**

Hyde contends that child abuse has been a problem throughout history, knowing no class distinctions or political boundaries.

4. **When documenting more than four quoted lines, use a block quote as shown below:**

According to Margaret Hyde, well-known author and social advocate, even famous, or rather notorious, people have had abusive parents.

Many well-known criminals, such as John Wilkes Booth, Lee Harvey Oswald, Arthur Bremmer, Sirhan Sirhan, and James Earl Ray, were abused as children. Studies show that child abuse is a cyclical behavioral pattern which transcends socioeconomic barriers (63).

Citing works without an author:

Example – Database article with no author:

“Reconstructing Silenced Biographical Issues through Feeling-Facts.” *Psychiatry* 61.1 (1998):

61-83. *ProQuest*. Web. 17 Aug. 2015.

1. **Following the cited information, place first word of the title in “quotes” followed by the first word of the *original source*. Note that the comma is placed inside the quotation marks while the period is placed after the parentheses.**

Child abuse is even more damaging when the victims refuse or are unable to discuss the incidents. Social workers may dismiss victims who cannot talk, but “are silenced facts different from any images or fantasies which we tend not to report in our daily discourse? Not necessarily” (“Reconstructing,” *Psychiatry*).

2. Paraphrased information must also be documented properly.

Social workers may be more helpful when abuse is reported openly, but victims who cannot speak about their abuse must not be ignored (“Reconstructing,” *Psychiatry*).

Example – Website source with no author:

“About Mark Twain.” *cmgww.com*. CMG Solutions, 2006. Web. 5 May 2015.

Following the cited information, place first word of the title in “quotes” followed by the website name. Note that the comma is placed inside the quotation marks while the period is placed after the parentheses.

When Twain was four years old, his family moved to Hannibal, Missouri, “a growing port city that lay along the banks of the Mississippi” (“About,” *cmgww.com*).

Citing more than one work at the same time:

Example sources:

Hyde, Margaret. *Criminal Childhood*. New York: Norton, 2007. Print.

“Reconstructing Silenced Biographical Issues through Feeling-Facts.” *Psychiatry* 61.1 (1998):

61-83. *ProQuest*. Web. 17 Aug. 2015.

In paraphrased information with more than one source, cite sources in the order used and place a semi-colon (;) between sources.

Even famous, or rather notorious, people sometimes have abusive parents. Two infamous criminals who were victims of child abuse were presidential assassins, John Wilkes Booth and Lee Harvey Oswald. Some studies show that abuse does not only occur in the poor home. Often child abuse occurs in affluent situations (“Reconstructing,” *Psychiatry*; Hyde).

Or:

Some studies show that abuse occurs in all classes, even in affluent situations. Even famous, or rather notorious, people have had abusive parents. Two infamous criminals who were victims of child abuse were presidential assassins, John Wilkes Booth and Lee Harvey Oswald (Hyde; “Reconstructing,” *Psychiatry*).

APA Style

APA Citation Examples

This section provides examples of the American Psychological Association (APA) citation and format style. APA style is commonly utilized to cite sources within the social sciences. Check with your teacher to see which citation method is required.

For additional guidance on APA formatting, please see the excellent web guide at Purdue University's website:

The Purdue OWL. Purdue U Writing Lab, 2015. Web. 7 Aug. 2015.

ONLINE DATABASES

Citation Form for an Article in an Online Database:

Last name, First Initial. (Year, Month Day of Publication). Title of article. *Title of Journal*,
volume number, pages. Retrieved from <http://www.someaddress.com/full/url/>

(NOTE: Only capitalize proper nouns and the first word of the article title [or the first word after a : in the title]. Capitalize all title words in the journal title.)

Online Database Article with an Author

(NOTE: End the URL after “.com” when citing articles retrieved from school databases.)

Parker, K. (2014, October). EcoFest: It's easy being green. *Liberty Press*, 21(2), 10. Retrieved
 from <http://ic.galegroup.com>

Fiero, J. W. & Podolsky M. J. (2006). Ernest J. Gaines. *Magill's Survey of American Literature*,
 1-7. Retrieved from <http://search.ebscohost.com>

Fox, M. (2014, May 29). Maya Angelou, lyrical witness to the Jim Crow South, dies. *New
 York Times*, p. A1(L). Retrieved from <http://ic.galegroup.com>

Jonsson, P. (2015, July 31). With confederate flags at MLK church, fight for national identity
 persists. *The Christian Science Monitor*, n. pag. Retrieved from
<http://search.proquest.com>

Online Database Article with No Author

(NOTE: If there is no author, the article title comes first.)

Fair trade, not free trade. (2015, May 18). *America*, 212(17), 5. Retrieved from
<http://ic.galegroup.com>

Child Abuse Prevention and Treatment Act passed, January 31, 1974. (2003). *DISCovering U.S.
 History*, n. pag. Retrieved from <http://find.galegroup.com>

WEBSITES

Citation Form for a Website

Last, F. M. (Year, Month Day of Publication or Update). *Article title*. Retrieved from
<http://www.someaddress.com/full/url/>

Website Article with an Author

Baxter, S. (1889). *Whitman's complete works*. Retrieved from http://www.whitmanarchive.org/criticism/reviews/complete_poems/anc.00131.html

Parker, D. (2015). *Sweet Violets*. Retrieved from <http://www.columbiagrangers.org/poem/00000126294/00000126294/00000126294P01/?q=>

Winkler, R. (2002, October 30). *Birder's journal: Old curse haunts New England forest*. Retrieved from http://news.nationalgeographic.com/news/2002/10/1030_021030_BirdersJournal.html

Website Article with No Author

Diet Drugs. (2015). Retrieved from <http://www.teenhealthandwellness.com/article/121?search=diet%20drugs>

Freshwater Fishing Regulations. (2015). Retrieved from <http://www.dec.ny.gov/outdoor/7917.html>

Entire Website with No Date

NBA.com. (n. d.). Retrieved from <http://www.nba.com>

BOOKS

Citation Form for a Book:

Author's Last name, F. I. (Year of Publication). *Title of work: Capital letter also for subtitle.*

Location: Publisher.

Book with Author(s)

Gaiman, N. (2008). *The graveyard book*. New York, NY: HarperCollins.

Mortenson, G. & Relin, D. O. (2007). *Three cups of tea: One man's mission to promote peace... one school at a time*. New York, NY: Penguin Books.

Book with No Author

Who's who in America (62nd ed.). (2008). New Providence, NJ: Marquis.

Book with Editor(s)

Dougan, N. P. (Ed.). (2009). *The spinetingers anthology 2009*. West Berkshire, UK: Spinetingers Elite Publishing.

Biskup, M. D. & Swisher, K. L. (Eds.). (1992). *AIDS*. San Diego, CA: Greenhaven.

E-Book

James, H. (2009). *The ambassadors*. Retrieved from <http://books.google.com>

ARTICLES IN REFERENCE BOOKS

Citation Form for an Article in a Reference Book:

Author, First Initial. (Year of Publication). Title of chapter/article. In F. I. Editor's Last name (Ed.), *Title of book* (pages of chapter). Location: Publisher.

An Article with an Author in a Reference Book

Pallone, N. J. & Hennessy, J. J. (1999). Thrill crime. In R. Gottesman & R. M. Brown (Eds.), *Violence in America* (Vol. 3, pp. 326-330). New York, NY: Scribner's.

An Article with No Author in a Reference Book

Hemophilia. (2009). In M. H. Ferrara (Ed.), *Human Diseases and Conditions* (Vol. 2, p. 812). New York, NY: Scribner's.

ARTICLES IN PRINT PERIODICALS

Citation Form for an Article in a Print Periodical:

Author, First Initial. (Year, Month Day of Publication). Title of article. *Title of Periodical*,
volume number(issue number – if available), pages.

Magazine Article with an Author

Orlean, S. (2004, June 14). Out of the woods. *The New Yorker*, 206.

Magazine Article with No Author

His side of the story. (2004, June 28). *Time*, 32-39.

Newspaper Article with an Author

(NOTE: Unlike other periodicals, p. or pp. precedes page numbers for newspapers in APA style.)

Liptak, A. (2010, August 3). A Mailroom mix-up that could cost a life. *New York Times*, p. A10.

Newspaper Article with No Author

Head Start combats poverty, improves lives of children. (2010, July 19). *USA Today*, p. A8.

References

Biskup, M. D. & Swisher, K. L. (Eds.). (1992). *AIDS*. San Diego, CA: Greenhaven.

Child Abuse Prevention and Treatment Act passed, January 31, 1974. (2003). *DISCovering U.S.*

History, n. pag. Retrieved from <http://find.galegroup.com>

Diet Drugs. (2015). Retrieved from <http://www.teenhealthandwellness.com/article/>

121?search=diet%20drugs

Head Start combats poverty, improves lives of children. (2010, July 19). *USA Today*, p. A8.

Hemophilia. (2009). In M. H. Ferrara (Ed.), *Human Diseases and Conditions* (Vol. 2) (p. 812).

New York, NY: Scribner's.

Mortenson, G. & Relin, D. O. (2007). *Three cups of tea: One man's mission to promote peace...*

one school at a time. New York, NY: Penguin Books.

Parker, D. (2015). *Sweet Violets*. Retrieved from <http://www.columbiagrangers.org/poem/>

00000126294/00000126294/00000126294P01/?q=

APA IN-TEXT CITATION

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

Direct Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Paraphrasing

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

This in-text citation page is copied with permission from:

Purdue University (OWL) Online Writing Lab. (2015). *In-text citations*. Retrieved from

<https://owl.english.purdue.edu/owl/resource/560/02/>

COMMON LITERARY DEVICES

Alliteration	Repetition of beginning consonant sounds
Allusion	Reference to anything famous
Antagonist	Person or force that opposes the protagonist
Assonance	Repetition of vowel sounds in a group of words
Characterization	Description and development of characters in a work of fiction
Conflict, external	Struggle between the protagonist and another character or outside force
Conflict, internal	Struggle that takes place within a character's own mind
Dialogue	Conversation or speech among characters
Double-entendre	Phrase with two meanings
Dramatic irony	A situation in which events or facts not known to a character on stage are known to another character or the audience
Dynamic character	A character who changes from the beginning to the end of a story
Flashback	When a text is interrupted to explain an earlier event
Foil	One character who contrasts sharply with a second character, highlighting the second's talents
Foreshadowing	Hint or clue about future events
Imagery	Description that appeals to the reader's five senses
Irony	Unexpected or surprising result to a given situation
Metaphor	Comparison not using the word "like" or the word "as"
Mood	The overall atmosphere of a work of literature (eerie, lighthearted, etc.)
Moral	Practical lesson about right and wrong conduct
Motif	Recurring situation, scene, or symbol
Narrator, first person	Character who tells the story
Narrator, third person	One who tells the story from a distant point of view, unconnected to the events of the plot
Oxymoron	Two words that seem to contradict each other but that have an ironic meaning
Paradox	Statement that supposedly contradicts itself but that has meaning
Personification	Giving human traits to non-human things
Plot	Sequence of related events in a story
Point of view	Vantage point from which a story is told (see "Narrator")
Protagonist	Main character in a story
Setting	Place and time in which a story takes place
Simile	Comparison using the word "like" or the word "as"
Static character	A character who stays the same throughout a story
Symbol	Object that stands for something else, often an idea or quality
Theme	A main idea or point in a writing
Tone	The author's attitude toward her subject matter