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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
   or earlier

2. Bibliography
   1 2 3 4 5 6 7 8 9 10
   no bibliography bibliography bibliography
   of 2-3 sources of 6 or more sources

3. Author's qualifications/credentials:
   1 2 3 4 5 6 7 8 9 10
   no special reporter top expert
   training 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 pure news
   opinion 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)

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  

Dear (person’s name/appropriate title):  

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

June 14, 2015

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

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

B. Properties (person, number, case)

<table>
<thead>
<tr>
<th></th>
<th>Nominative Case</th>
<th>Objective Case</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>singular</td>
<td>plural</td>
</tr>
<tr>
<td>1st person</td>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>2nd person</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>3rd person</td>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>about</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>across</td>
<td>of</td>
</tr>
<tr>
<td>after</td>
<td>on</td>
</tr>
<tr>
<td>around</td>
<td>over</td>
</tr>
<tr>
<td>at</td>
<td>through</td>
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<td>behind</td>
<td>to</td>
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<td>by</td>
<td>under</td>
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<td>during</td>
<td>until</td>
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<tr>
<td>for</td>
<td>with</td>
</tr>
<tr>
<td>from</td>
<td>without</td>
</tr>
</tbody>
</table>

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.
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 tornados 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 Southampton, 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

<table>
<thead>
<tr>
<th>Capitals:</th>
<th>No Capitals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel fine, Doctor.</td>
<td>The doctor will see you now.</td>
</tr>
<tr>
<td>Uncle Bob</td>
<td>My uncle Bob lives in Texas.</td>
</tr>
<tr>
<td>Dad went home.</td>
<td>Your dad is very funny.</td>
</tr>
<tr>
<td>Mayor Ann Pierce</td>
<td>The mayor has served two terms.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Transitions for Order of Importance:</th>
<th>Transitions for Chronological Order:</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>first</td>
</tr>
<tr>
<td>second</td>
<td>second</td>
</tr>
<tr>
<td>third</td>
<td>third</td>
</tr>
<tr>
<td>next</td>
<td>later</td>
</tr>
<tr>
<td>one</td>
<td>soon</td>
</tr>
<tr>
<td>another</td>
<td>now</td>
</tr>
<tr>
<td></td>
<td>next</td>
</tr>
<tr>
<td></td>
<td>during</td>
</tr>
<tr>
<td>also</td>
<td>after</td>
</tr>
<tr>
<td>most</td>
<td>afterward</td>
</tr>
<tr>
<td>greatest</td>
<td>before</td>
</tr>
<tr>
<td>least</td>
<td>meanwhile</td>
</tr>
<tr>
<td>moreover</td>
<td>formerly</td>
</tr>
<tr>
<td>finally</td>
<td>at last</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transitions for Comparison, Contrast:</th>
<th>Transitions for Developmental Order:</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
<td>also</td>
</tr>
<tr>
<td>however</td>
<td>furthermore</td>
</tr>
<tr>
<td>besides</td>
<td>for example</td>
</tr>
<tr>
<td>and</td>
<td>for instance</td>
</tr>
<tr>
<td>both</td>
<td>therefore</td>
</tr>
<tr>
<td>whereas</td>
<td>thus</td>
</tr>
<tr>
<td>similarly</td>
<td>in conclusion</td>
</tr>
<tr>
<td>in addition</td>
<td>consequently</td>
</tr>
<tr>
<td>similar to</td>
<td>in fact</td>
</tr>
<tr>
<td>likewise</td>
<td>overall</td>
</tr>
<tr>
<td>on the contrary</td>
<td>next</td>
</tr>
<tr>
<td>in contrast</td>
<td>as a result</td>
</tr>
<tr>
<td>although</td>
<td>next</td>
</tr>
<tr>
<td>even though</td>
<td>along with</td>
</tr>
<tr>
<td>on the one hand,</td>
<td>in addition</td>
</tr>
<tr>
<td>on the other hand</td>
<td>more over</td>
</tr>
</tbody>
</table>

31
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.**

<table>
<thead>
<tr>
<th>Bad</th>
<th>Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>used for fuel purposes</td>
<td>used for fuel</td>
</tr>
<tr>
<td>he is a man who</td>
<td>he</td>
</tr>
<tr>
<td>in a hasty manner</td>
<td>hastily</td>
</tr>
<tr>
<td>this is a subject that</td>
<td>this subject</td>
</tr>
<tr>
<td>His story is a strange one.</td>
<td>His story is strange.</td>
</tr>
<tr>
<td>the reason why is that</td>
<td>because</td>
</tr>
<tr>
<td>Macbeth was very ambitious.</td>
<td>Encouraged by his wife,</td>
</tr>
<tr>
<td>This led him to wish to become king of Scotland.</td>
<td>Macbeth achieved his ambition</td>
</tr>
<tr>
<td>The witches told him that this wish of his would come true.</td>
<td>and realized the prediction of the witches by murdering Duncan and</td>
</tr>
<tr>
<td>The king of Scotland at this time was Duncan.</td>
<td>becoming king of Scotland at this time was Duncan.</td>
</tr>
<tr>
<td>Encouraged by his wife, Macbeth murdered</td>
<td>Duncan. Encouraged by his wife, Macbeth murdered</td>
</tr>
<tr>
<td>He was thus enabled to succeed Duncan as king</td>
<td>Duncan. He was thus enabled to succeed Duncan as king</td>
</tr>
<tr>
<td>(51 words).</td>
<td>(51 words).</td>
</tr>
</tbody>
</table>

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 accept the award. Everyone except Mary believed that Brad deserved the award.

Adapt  to adjust, modify, or conform
Adopt  to take as one’s own

We adapted the modules from the state to fit our local needs. The agency accepted Sue’s request to adopt the twins.

Adverse  to be against or oppose with hostility
Averse  to have a dislike for something

His adverse criticism of my plan made me want to hide under the desk. I am not averse 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 advice to you is simple: stay in school until you graduate! The guidance counselors advised Sally to take more math classes.

Affect  (verb) to influence
Effect  (noun) a result; (verb) to produce as an effect

The weather affected the speed of the cars on the race track. The effect 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 allusions. “Is that an oasis,” Jerry intoned, “or is it just another desert illusion?”

Already  The action in question has been or is being completed.
All ready  refers to a state of preparedness

Butch has already passed that exam. Nan is all ready to take it in June.

Alright  the incorrect form of “all right”
<table>
<thead>
<tr>
<th><strong>Among</strong></th>
<th>used when referring to three or more items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between</strong></td>
<td>used when referring to exactly two items</td>
</tr>
</tbody>
</table>

Among my five friends, I prefer Lou.  
The argument is between Mary and me.

<table>
<thead>
<tr>
<th><strong>Amount</strong></th>
<th>used for items that cannot be counted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td>used for items that can be counted</td>
</tr>
</tbody>
</table>

Steve was unsure about the *amount* of flour required for the cake. He was certain, however, that the *number* of eggs required was three.

<table>
<thead>
<tr>
<th><strong>Ascent</strong></th>
<th>the act of rising</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assent</strong></td>
<td>agreement</td>
</tr>
</tbody>
</table>

The balloon’s *ascent* continued for several hours. Without the chairperson’s *assent*, the proposal could not be passed.

<table>
<thead>
<tr>
<th><strong>Ate</strong></th>
<th>the past tense of “eat”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eight</strong></td>
<td>a number</td>
</tr>
</tbody>
</table>

I *ate* that whole pizza by myself.  
He bought *eight* pairs of shoes.

<table>
<thead>
<tr>
<th><strong>Base</strong></th>
<th>the foundation or lower part of something</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bass</strong></td>
<td>a deep sound or tone (pronounced “base”); a fish (rhymes with “pass”)</td>
</tr>
</tbody>
</table>

The *base* of the statue has several small cracks. Melvin sang *bass* in the school choir.

<table>
<thead>
<tr>
<th><strong>Because</strong></th>
<th>“Because” should never be used after “the reason.” Using both terms is repetitive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The reason</strong></td>
<td></td>
</tr>
</tbody>
</table>

He is happy because he starts college in the fall.  
The reason for his happiness is that he starts college in the fall.

<table>
<thead>
<tr>
<th><strong>Berth</strong></th>
<th>a space or compartment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birth</strong></td>
<td>the process of being born</td>
</tr>
</tbody>
</table>

Because of the length of the trip, we got an overnight *berth* on the train.  
Millie wondered why anyone would videotape the *birth* of her child.

<table>
<thead>
<tr>
<th><strong>Beside</strong></th>
<th>by the side of</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Besides</strong></td>
<td>in addition to, or other than</td>
</tr>
</tbody>
</table>

Paul liked to stand up to authorities, even if no one stood *beside* him.  
No one *besides* 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 board voted to extend the school day until 4:00 p.m. 
Sam tried not look bored 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 brake to prevent a collision. 
The class took a five-minute break 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 bring several pencils to class. 
We were forced to take Johnny to the office.

Can: refers to ability
May: refers to permission

I can lift that large chair over my head. 
“May 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 cannon at the fort. 
The canons 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 canvas over her car. 
We canvassed 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 capital to buy out the president’s shares. 
The roof of the capitol 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.
<table>
<thead>
<tr>
<th><strong>Farther</strong></th>
<th>a physical, measurable distance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Further</strong></td>
<td>to a greater or more advanced degree; extended or additional</td>
</tr>
</tbody>
</table>

How much *farther* is it to the motel?  
Please develop your ideas *further* in this essay.

<table>
<thead>
<tr>
<th><strong>Fewer</strong></th>
<th>used for items that can be counted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Less</strong></td>
<td>used for items which cannot be counted</td>
</tr>
</tbody>
</table>

We have had *fewer* snow days this year than last year.  
Jake requires *less* supervision than Fred.

<table>
<thead>
<tr>
<th><strong>Flair</strong></th>
<th>a sharp, natural talent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flare</strong></td>
<td>(verb) to light up quickly or burst out; (noun) a device to warn of danger</td>
</tr>
</tbody>
</table>

She has a real *flair* for costume design.  
The campfire *flared* up because of the extra lighter fluid we added.

<table>
<thead>
<tr>
<th><strong>Good</strong></th>
<th>used as an adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well</strong></td>
<td>usually used an an adverb; sometimes used as an adjective to refer to one’s health</td>
</tr>
</tbody>
</table>

Your *good* essay elucidates that complicated theme. (describes “essay”)  
Heidi dances very *well*. (describes “dances”)  
Jan is not *well* today. (describes Jan’s physical health)  
Jan feels *good*. (describes Jan’s positive attitude)

<table>
<thead>
<tr>
<th><strong>Heal</strong></th>
<th>to mend or restore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heel</strong></td>
<td>the back part of one’s foot</td>
</tr>
</tbody>
</table>

The doctor tried his best to *heal* the boy’s infected wound.  
Achilles’ *heel* was his only weak point.

<table>
<thead>
<tr>
<th><strong>Heir</strong></th>
<th>a person who inherits something</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Air</strong></td>
<td>the atmospheric gas that we breathe</td>
</tr>
</tbody>
</table>

The *heir* to his estate decided to donate everything to charity.  
The *air* in that room is very stale.

<table>
<thead>
<tr>
<th><strong>Hole</strong></th>
<th>a cavity or hollow place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole</strong></td>
<td>entire or complete</td>
</tr>
</tbody>
</table>

I have a *hole* in my pocket.  
My sister ate the *whole* 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 likes 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
contained 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.
Three *past* presidents of the club have been elected to Congress.  
tranquility or freedom from war

*Piece*  
a part or fragment

Those countries have not been at *peace* for hundreds of years.  
May I have a *piece* of cake?

*Personal*  
private

*Personnel*  
people working at a particular job

This *personal* note should be read only by the boss.  
The *personnel* 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 *plain*; it has no fancy decorations.  
I used the *plane* 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 *pores* in my skin are clogged.  
Please *pour* 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 *principal* of our school is a graduate of SUNY Cortland.  
Honesty is the most important *principle* in our mission statement.

*Right*  
(noun) legal guarantee or moral principle; (adj.) correct or proper

*Rite*  
a ceremonially 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 *rights*.  
Baptism is a religious *rite* 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 *scene* in *Romeo and Juliet* is in Act II.  
I have *seen* 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 *cite* your sources in the bibliography.
The building *site* was flooded by that weekend rainstorm.

**Sit**
to be seated (sit, sitting, sat, have sat)

**Set**
to place (set, setting, set, have set)

Please *sit* in your seat and be quiet.
Please *set* the groceries on the counter.

**Sole**
(noun) the bottom of one’s foot; (adj.) single, solitary

**Soul**
the spiritual part of a person

My *sole* reason for going to the game was to get his autograph.
My body is in great pain, but my *soul* is at peace.

**Stationary**
standing still, not moving

**Stationery**
the paper and envelopes used to correspond

The price of gas is never *stationary* for too long.
I need more *stationery* if I am to finish these thank you notes.

**Steal**
to take something without permission

**Steel**
a metal

*Stealing* is morally wrong.
The *steel* 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 *than* Mikey.
If it rains this afternoon, *then* 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 *their* cat while *they’re* gone.
*There* is an elephant standing on the corner.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threw</td>
<td>past tense of the verb “to throw”</td>
</tr>
<tr>
<td>Through</td>
<td>from one side to the other; during the whole period of</td>
</tr>
<tr>
<td>To</td>
<td>preposition used to express motion or direction toward a point, or part of an infinitive</td>
</tr>
<tr>
<td>Too</td>
<td>also, in addition, excessive</td>
</tr>
<tr>
<td>Two</td>
<td>a number</td>
</tr>
<tr>
<td>Vain</td>
<td>excessively proud about one’s appearance or accomplishments; futile</td>
</tr>
<tr>
<td>Vane</td>
<td>an instrument used to show the wind’s direction</td>
</tr>
<tr>
<td>Vein</td>
<td>a blood vessel; a natural channel of rock, water, etc.</td>
</tr>
<tr>
<td>Waist</td>
<td>a part of the body</td>
</tr>
<tr>
<td>Waste</td>
<td>(noun) unused or worthless material; (verb) to spend or use carelessly, or to decay</td>
</tr>
<tr>
<td>Wear</td>
<td>to have on or carry on one’s body</td>
</tr>
<tr>
<td>Were</td>
<td>a past tense of the verb “to be”</td>
</tr>
<tr>
<td>Where</td>
<td>in what place or what situation</td>
</tr>
<tr>
<td>Weather</td>
<td>rain, snow, heat, etc.</td>
</tr>
<tr>
<td>Whether</td>
<td>used to introduce the first of two or more alternatives</td>
</tr>
</tbody>
</table>

Johnny threw the ball to Michelle. They worked through the night.

We went to the store to buy some groceries. We have too much homework. I have two essays due tomorrow.

Molly is so vain that she spends hours in front of the mirror. Our efforts were all in vain. The miner discovered a new vein of copper in that shaft.

I need to lose three inches off of my waist. Please do not waste so much paper.

Please wear good clothes for the concert. We were going, but our plans changed. Where are we going now?

The weather outside is simply lousy today. Whether 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          |
| **Who**       | a subject of a sentence or clause; a predicate nominative |
| **Whom**      | an object of a verb or preposition              |
| **Who’s**     | the contraction for “who is”                    |
| **Whose**     | a possessive pronoun for “who”                  |
| **Wood**      | a material taken from trees                     |
| **Would**     | a part of the verb “will”                       |
| **Your**      | the possessive pronoun for “you”                |
| **You’re**    | the contraction for “you are”                   |

The book *which* is on your desk is truly interesting.
My sister wore a *witch’s* costume on Halloween.

Who is going to the game?
To *whom* should I address the letter?

Who’s going to the game tonight?
The student *whose* mother just called has already gone to the office.

We need more *wood* for the fireplace.
I *would* have gone, but I didn’t have enough money.

*Your* mother is a wonderful woman.
*You’re* 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*
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

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

## Months

<table>
<thead>
<tr>
<th>Month</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td></td>
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<tr>
<td>Feb.</td>
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<tr>
<td>Mar.</td>
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<td>Apr.</td>
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<td>May</td>
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<td>June</td>
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<td>July</td>
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<td>Aug.</td>
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<tr>
<td>Sept.</td>
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<tr>
<td>Oct.</td>
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<tr>
<td>Nov.</td>
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</tr>
<tr>
<td>Dec.</td>
<td></td>
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</tbody>
</table>
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:

ONLINE DATABASES

Citation Form for an Article in an Online Database:

Online Database Article with an Author

Online Database Article with No Author

Online Database Article with No Author/No Page Numbers
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


15 Apr. 2015.

Online Encyclopedia with No Author


8 Oct. 2015.
MLA

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

Website Article with No Author

Entire Website
**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**


**Artwork Viewed Online**


**Online Video**


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

Reality-Based Educator. “Goodbye to Race to the Top.” Perdido Street School.

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.

E-Mail Communication
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

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

Book by Four or More Authors

An Edition of a Book

Book with No Author

E-Book
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 Spinetinglers Anthology 2009. West Berkshire, UK:


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

Book with Four or More Editors


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


Book with No Copyright Date
(NOTE: Use “n.d.” for “no date” after place of publication.)
ARTICLES IN REFERENCE BOOKS

Citation Form for an Article in a Reference Book:


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.)


An Encyclopedia Article with No Author


An Article in A Reference Book (In a Volume)


An Article in a Reference Book (In a Supplement)


An Article in a Reference Book with No Author

ARTICLES IN PRINT PERIODICALS

Citation Form for an Article in a Print Periodical:

Magazine Article with an Author

Magazine Article with No Author

Newspaper Article with an Author

Newspaper Article with No Author

A Signed Editorial in a Newspaper

An Unsigned Editorial in a Newspaper
**REVIEW 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)**


**A Book Review in a Periodical (With No Title)**


**Interview in Print**


**Personal Interview**

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

Brochures and Pamphlets


Brochure with No Author or Copyright Date


Court Case


Legal Document


Map


Advertisement


Cartoon

MULTIMEDIA SOURCES

Lecture or Speech


Television Interview


Television or Radio Program


Film or Video


Sound Recording


Song from an Album

Works Cited


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:


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:


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:


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:**


   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:**


   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 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:

Citation Form for an Article in an Online Database:


(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

(Please note: Indicate the author's name here.)


Online Database Article with No Author

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


WEBSITES

Citation Form for a Website


Website Article with an Author


Website Article with No Author


Entire Website with No Date

### 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)


### Book with No Author


### Book with Editor(s)


### E-Book

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

An Article with No Author in a Reference Book
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

Magazine Article with No Author

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

Newspaper Article with No Author
References


121?search=diet%20drugs


00000126294/0000126294/00000126294P01/?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

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