

## Commonly Misspelled Words

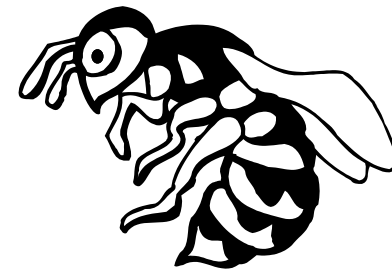
a lot	dependent	occurrence	safety
accepted	develop	opponent	separate
acknowledge	exaggerate	parallel	sergeant
all right	foreign	permanent	successful
argument	government	possess	surprised
beautiful	hypocrisy	potato	temperature
beginning	independent	principal	their
believe	irrelevant	principle	there
bulletin	judgment	privilege	truly
capital	knowledge	probably	unanimous
compliment	lightning	psychology	various
conscience	millennium	questionnaire	weather
conscious	narrative	receive	Wednesday
course	necessary	relative	whether
definitely	noticeable	rhythm	yield



# THE KEALING WRITING MANUAL

## My Commonly Misspelled Words

_____	_____	_____
_____	_____	_____
_____	_____	_____
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(Rev. 2011)

# Academic Integrity at Kealing

Having **Academic Integrity** is taking responsibility for your own learning. It demands that you:

- ◆ Be honest.
- ◆ Ask questions.
- ◆ Use class time productively and do your best to complete assignments on time.
- ◆ Prepare for projects, quizzes and tests.
- ◆ Know the difference between collaboration and cheating.
- ◆ Give credit when credit is due.
- ◆ Create original work.

How to avoid **Scholastic Dishonesty**:

- ◆ Stay on top of your deadlines.
- ◆ If you are unsure about the assignment, ask your teacher.
- ◆ Never, *ever* copy someone's work.
- ◆ Do not share information about assessments.
- ◆ Reflect on your work.
  - "Did you do the thinking required?"
  - "Can you explain the ideas in your own words?"
    - ⇒ If you answer 'no' to the above questions, then you need to redo the work.

**Consequences for scholastic dishonesty:**

Your teachers are committed to helping you understand the abstract concepts of academic integrity and the consequences of scholastic dishonesty, in particular cheating. Our goal is to create a school environment that encourages and promotes academic integrity. However, in addition to providing instruction about academic integrity, there are consequences for scholastic dishonesty.

- ◆ A student who represents someone's work as her or his own will receive a "0" on the assignment and will be required to redo the work for a maximum of 50% credit.
- ◆ A student who uses unauthorized materials to gain an unfair advantage over her/his classmates will receive a "0" on the quiz or test.

*Example: Using notes when taking a closed-note quiz or test*
- ◆ A student who aids and abets scholastic dishonesty will *also* receive consequences.

*Examples: Allowing someone to copy his/her work; providing answers to quiz or test items, recycling old homework assignments, essays or projects for different class or grade; sharing test items with students in later classes.*

**Your teachers are here to help you learn. Remember, good grades should never come at the expense of your integrity!**

## Quick Reference

- |  |                                       |
|--|---------------------------------------|
| I. Title used with the last name of a person         | Ex: <i>Professor Townsend</i>         |
| II. Letter opening                                   | Ex: <i>Dear Charlie,</i>              |
| III. First word in a letter closing                  | Ex: <i>Sincerely yours,</i>           |
| IV. Appropriate words in the title of a written work | Ex: <u><i>The Grapes of Wrath</i></u> |
| V. Proper Nouns                                      | Ex: <i>Austin, Texas</i>              |
| VI. Proper adjectives                                | Ex: <i>Brazilian nuts</i>             |
| VII. First word in a direct quotation                | Ex: <i>"How are you?" asked Mary.</i> |



# Capitalization

## Punctuation

- |   |  |
|---|--|
| I. End Punctuation  |  |
| A. Period   |  |
| 1. end of declarative sentence  | Ex: <i>I bought a bag of apples.</i>   |
| 2. end of an imperative sentence  | Ex: <i>Bring me the apples.</i>  |
| 3. end of an abbreviation   | Ex: <i>Mr. Davis</i>   |
| B. Question Mark  |  |
| end of a direct question  | Ex: <i>How are you doing today?</i>  |
| C. Exclamation Point  |  |
| end of an exclamatory sentence  | Ex: <i>Help me now!</i>  |
| II. Commas  |  |
| A. In a series of words, phrases, or clauses  | Ex: <i>We ordered books, magazines, and newspapers.</i>                                  |
| B. Between independent clauses joined by a coordinating conjunction (and, but, etc.)  | Ex: <i>We ate pizza, and then we went dancing.</i>                                       |
| C. To separate coordinate adjectives  | Ex: <i>He purchased a shiny, high-performance automobile.</i>                            |
| D. To set off nonessential clauses/phrases  | Ex: <i>Naomi, who has led the organization for ten years, will retire in May.</i>        |
| E. To set off nonrestrictive appositives  | Ex: <i>America's favorite pastime, baseball, is becoming less popular than football.</i> |
| F. After the opening of a friendly letter   | Ex: <i>Dear Celia,</i>   |
| G. After the closing of a letter  | Ex: <i>Sincerely,</i>  |
| H. Between the day and year in a date   | Ex: <i>May 19, 2002</i>  |
| I. Between the city and state   | Ex: <i>Austin, Texas</i>   |
| J. Before a direct quotation  | Ex: <i>The teacher said, "Be seated."</i>  |
| K. To set off a name in direct address  | Ex: <i>Mother, please come here.</i>   |
| L. After an introductory word   | Ex: <i>Finally, we rested at the end of the day.</i>                                     |
| M. After a series of introductory prepositional phrases   | Ex: <i>In the beginning of the class, we introduced ourselves.</i>                       |
| N. After an introductory participial phrase   | Ex: <i>Running through the mall, I dropped my purse.</i>                                 |
| O. After an introductory dependent clause   | Ex: <i>After we studied for hours, we felt confident about the test.</i>                 |
| III. Semicolon  |  |
| To separate independent clauses not joined by a coordinating conjunction.   | Ex: <i>We purchased groceries; we then bought gasoline.</i>                              |
| IV. Apostrophe  |  |
| A. In possessives   | Ex: <i>cat's fur, tigers' paws</i>   |
| B. In contractions  | Ex: <i>don't, can't, won't, isn't</i>  |
| V. Colon  |  |
| A. After the opening of a business letter   | Ex: <i>Dear sir:</i>   |
| B. Before a list of words or phrases  | Ex: <i>We purchased the following items: staples, pens, pencils, and paper.</i>          |
| C. Between the hour and minutes   | Ex: <i>3:30 pm</i>   |
| VI. Quotation Marks   |  |
| At the beginning and end of a direct quotation from a text or speech; place end quotation mark <u>before</u> end punctuation. | Ex: <i>"What time is it?" asked Deborah. "Eleven," answered her father.</i>              |

Adapted from: "TAKS Capitalization and Punctuation Skills: Grade 7 and Exit." Austin Independent School District, 2002. PDF file.

# Usage

## I. AGREEMENT

### A. Subject-verb agreement

Simple subjects, compound subjects separated from the verb by an intervening phrase, and indefinite pronoun subjects must agree with the verb in person and number.

Example of error: *Jack and Alberto wants us to play basketball.*

Correction: *Jack and Alberto want us to play basketball.*

### B. Pronoun-antecedent agreement

Pronouns must agree with their antecedents in person and number.

Example of error: *Each woman gave their opinion.*

Correction: *Each woman gave her opinion.*

## II. VERBS

### A. Correct formation of tense

Example of error: *I have play in the band for two years.*

Correction: *I have played in the band for two years.*

### B. Appropriate tense

Example of error: *Last year Mrs. Martinez becomes our principal.*

Correction: *Last year Mrs. Martinez became our principal.*

### C. Proper form of irregular verbs

Example of error: *Have you ever rode on a train?*

Correction: *Have you ever ridden on a train?*

## III. PRONOUNS

### A. Subject pronouns

A subject pronoun must be used for the subject of a sentence or clause.

Example of error: *Dorothy and me went shopping last Saturday.*

Correction: *Dorothy and I went shopping last Saturday.*

### B. Object pronouns

An object pronoun must be used for the object of a verb or preposition.

Example of error: *Were you standing near Abe and she?*

Correction: *Were you standing near Abe and her?*

### C. Possessive pronouns

A possessive pronoun must be used to show possession and must be formed correctly.

Example of error: *She's vacation will begin next week.*

Correction: *Her vacation will begin next week.*

<p>Reminder  <i>its</i> is a pronoun;  <i>it's</i> = it is</p>
--

## IV. ADJECTIVES AND ADVERBS

### A. Comparative and superlative forms

Examples of errors: *more pretty, most pretty*

Corrections: *prettier, prettiest*

### B. Usage

Adjectives must be used to modify nouns or pronouns, and adverbs must be used to modify verbs, adjectives, or other adverbs.

Example of error: *Walk slow.*

Correction: *Walk slowly.*

### C. Double negatives

Only one negative word should be used to negate a single thought in a sentence.

Example of error: *We didn't know none of the answers.*

Correction: *We didn't know any of the answers.*

# THE KEALING WRITING MANUAL

## Table of Contents

<b>Academic Integrity</b>	<b>1</b>
<b>Plagiarism</b>	<b>3</b>
<b>The Writing Process</b>	<b>4</b>
<b>Essay Structure</b>	<b>5-14</b>
Traditional Outline Structure	5
Making a Rough Outline	6
Paragraphs	7
The Basic Five-Paragraph Essay Model	8
Guidelines for Manuscript Form	9
How to Write an Essay	10
<b>Documenting Sources</b>	<b>11-15</b>
Bibliographical Citations	11-12
Parenthetical Documentation	13-14
Annotated Bibliographies	15-16
<b>Quick Reference</b>	<b>17-19</b>
Research Paper Standards	17
Researching Online Topics	18
Characteristics of Good Writing	19-20
Usage	21
Capitalization/Punctuation	22
Commonly Misspelled Words	23



# Plagiarism

**What is plagiarism? The representation of the words or ideas of another's as one's own, including:**

1. Directly quoting from another work without letting the reader know that the words are not your own. In this case, the writer generally fails both to use quotation marks around the quoted passages and to mention the name of the original author of the words.
2. Paraphrasing without attribution is another common form of plagiarism. In this case, the original passage is paraphrased by the student, but the student does not give credit to the original author from whose work the paraphrase derived.
3. Plagiarism can also be committed when a student paraphrases with or without attribution and in so doing uses much of the original wording, thereby passing off the original prose as the student's own.
4. A more tricky case of plagiarism involves students who use entirely their own words but borrow the ideas, arguments, facts, or reasoning of another without giving attribution. Such cases do not involve general knowledge --The Civil War started in 1861-- but rather material that comes from the special efforts of the original author.
5. Another form of plagiarism, which is simply fraud, is the submission of work under your name which is not yours. Such work could be by another student, friend, or family member or by a company that writes papers for hire. A number of companies on the Internet sell papers to students, and buying such a paper and submitting it as your own is a serious breach of academic honesty.

Excerpted from: Griswold, Robert L. "Plagiarism." *The University of Oklahoma*. Web. 29 April 2002. Web. 18 Sept. 2011.

**You must give credit for all information borrowed, quoted, adapted, or paraphrased from any other work.**

- ⇒ Remember, you must construct all your own sentences. Copying and pasting sentences from a website is never allowed. If you are citing an author's direct words, it must be in quotation marks.
- ⇒ If you do not give credit where credit is necessary (whether or not it was your intention to do so), you risk earning no credit and receiving more severe consequences.
- ⇒ If you are in doubt as to whether or not to cite a source, it is best to be on the safe side and cite it and/or ask your teacher.

## Coherence

### *Make Things Hang Together*

- \* Make sure your discussion has a logical order that is appropriate to your subject, audience, and purpose.
- \* Don't settle for discussing things in the order they occur to you.
- \* Give "little things" like lists and series some kind of order, too.
- \* Use headings and subheadings to guide your readers and signal where your sections and the ideas they express stand in relation to each other.
- \* In general, try to provide at least two sections with subheads when you divide a larger section, because the result of division should logically be more than a single unit. (If you can't come up with a second subheading, subheadings may, in that case, be inappropriate; consider rewriting your higher level heading, instead.)
- \* Use transitional phrases and words to "spell out" the connection between one paragraph and the next, one sentence and the next. (Don't assume your readers will see those connections just because you do.)

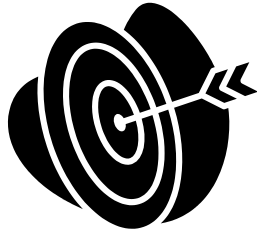
## Context

### *Make Things Make Sense*

- \* Use your introduction to tell your readers what they will be reading and why it's important. In other words, give your readers a "reason to read."
- \* Answer your readers' "So what?" question. Just because the significance, implications, and/or consequences of your information are clear to you does not mean they are clear to your readers.
- \* Use your conclusion to remind your readers of the meaning or significance of what they've read.

Adapted from: "Writing Quality: The Three C's." *Purdue Department of Agricultural Communication*. The Purdue Writing Lab. Web. 12 April 2002.

# Characteristics of Good Writing



## WRITING QUALITY: THE 3 C's

The 3 C's — consistency, coherence, and context — are an easy way to keep in mind three of the most important characteristics of good writing. You'll notice that they mostly boil down to common sense and using your head. This is the case with many but not all of the "rules of writing."

### Consistency (Parallelism)

### *Make Things Match*

Changes in language signal your readers that something has changed, so don't write differently if you don't have something different to say or accomplish. Don't change your style unless or until it serves your purpose. In other words, make the form of your writing serve its content and serve you.

Be consistent in:

- \* Person first (I, we); second (you); third (he, she, it, they)
- \* Number singular or plural
- \* Tense present, past, future, etc.
- \* Voice active (usually preferred, subject of sentence is the actor) -or- passive (subject of the sentence is passive, is acted upon)
- \* Tone formal or informal; prescriptive or descriptive, etc.

# The Writing Process



Following are the steps writers usually follow in completing a piece.

### Pre-Writing

Pre-writing can take many forms, but it always involves brainstorming and organizing ideas before you begin drafting. The important first step in the writing process will help you establish the content of your piece and figure out the best way to present it to your audience.

### Drafting

This is the initial attempt at the full piece. Ideas from pre-writing should now be expressed in sentences and paragraphs.

### Revising

Often, this step involves conferencing with another person in order to get feedback on your first draft. In this step, you should decide which areas of your paper are strong and which need improvement. Try to focus on expression and organization, not mechanics.

### Editing

Once the content of the paper has been established, it should be reviewed for mechanics. Fixing mistakes in grammar, spelling, and punctuation will make your paper easier to read and more professional.

### Publishing

Finally, consider how you can share what you have written with an audience. Communicating with others is the real purpose of writing, so don't omit this important step.

Waggoner, Sarah. "The Writing Process." Based on traditional writing methodology and terminology.

# Aims/Modes



*Understanding one's purpose and organization and how they fit into the process of writing can improve communication.*

### Aims

Most writing has characteristics of more than one aim. Any given work will have a primary aim. Most of the characteristics of the text will reflect one of the four aims. If characteristics of another aim are present, they are regarded as a secondary aim.

- ◆ Referential (Informative, Interpretive, Exploratory)
- ◆ Literary
- ◆ Expressive
- ◆ Persuasive

### Modes

The modes are patterns of organization. Details in writing are arranged in different ways. Modes are ways of organizing our experiences and perceptions.

- ◆ Classification
- ◆ Description
- ◆ Narration
- ◆ Evaluation

Wilkerson, George and Lennis Polnac. *Writing with Aims and Modes*. Kendall/Hunt Publishing Company, 1983. Adapted by: Buck, Tina. *Aims and Modes*. 23 April 2002. Web. 20 Sept. 2011.



# Traditional Outline Structure

An outline is composed of sentences or phrases which represent the important points you plan to include in a paragraph, composition, or paper. The phrases or sentences are arranged to show the levels of generality of the ideas. Symbols and indentations are also used to systematize the arrangement. Only one phrase or sentence is written on each line, and the more general the idea, the closer to the left margin of the paper it is placed.

The following outline shows the symbols, indentation, and level of generality represented by traditional outline structure. As you can see the most general points are placed at the left margins and Roman numeral symbols (I, II, III...) are assigned to them. The next most general level is placed below and slightly to the right of the most general points they support. These are assigned capital letter symbols (A, B, C...). As the points become more specific, they are indented further to the right. Four levels of generality and their corresponding symbols are shown here.

- I. (Most general level)
  - A. (next most general level)
  - B. (the same level as "A")
- II. (Most general level-the same level as "I")
  - A. (next most general level-same as "A" and "B" above)
  - B. (the same level as "A")
    - 1. (more specific level than "A" and "B")
    - 2. (the same level as "1")
      - a. (more specific level than "1" and "2")
      - b. (the same level as "a")
- III. (Most general level-the same level as "I" and "II")

There are two kinds of outlines commonly used in preparation for writing: the sentence outline, and the topic outline. In a sentence outline, complete sentences are used to represent the important ideas. In a topic outline, short phrases are used.

Outlines can be used to help you prepare to write a single paragraph, a composition, a paper, or even a book. Each type of writing is a different length. As a result, the generality of the ideas represented by the different elements in an outline varies according to what you are preparing to write.

Adapted from: "Traditional Outline Structure." *Victor Valley College*. 2002. Web. 5 March 2002.

## Researching Online Topics

- ◆ Do NOT rely exclusively on Internet resources unless that is the expectation.
- ◆ Consider using books from the library or primary sources.
- ◆ Narrow your research topic before using search websites.
- ◆ Know your search engines.
- ◆ Keep a detailed record of sites you visit and the sites you use.
- ◆ Double-check all URLs that you use in your paper.

## Evaluating Online Sources

Not all websites can be trusted. The following five points are guidelines for evaluating specific resources you find on the Net. *You need four out of five checks to be reliable.*

### — Authority

- Who is the author?
- Who made the website?
- Is there an editor?

### — Affiliation

- Who is the sponsor of the website?
- Is the author affiliated with a reputable institution or organization (such as a University)?

### — Audience Level

- What audience is the Web site designed for? Don't use sites intended for elementary students or sites intended for graduate students.

### — Currency

- Is there a copyright date?
- Is the date of the most recent update given?
- Are all the links up-to-date and working?

### — Content Reliability/Accuracy (MUST CHECK OUT)

- Is the information fact and not opinion?
- Can you verify the information in other sources?
- Does the site contain the information you are looking for?

Adapted from, Kapoun, Jim. "Teaching undergrads WEB evaluation: A guide for library instruction." *C&RL News* (July/August 1998): 522-523.

# Research Paper Standards

## Thesis

- Clearly states the author's position
- Provides a clear map of the paper

## Evidence of Research

- Accurate, logical reasoning
- Clear explanation
- Objective

## Analysis

- Presents a history of the problem or subject
- Looks at multiple angles of the problem
- Breaks down quotations and examines evidence
- Includes insights and interpretations

## Clarity/Word Choice

- Writer is able to communicate complex ideas in an understandable manner
- Writer uses appropriate words and phrases to communicate ideas
- Sentence structure is easy to follow, not convoluted.

## Organization

- Logical flow of ideas with appropriate transitions
- Logical paragraph division
- Elaboration

## Documentation

- Correct form of parenthetical documentation
- Appropriate, effective balance of direct quotes, summary, and paraphrase
- Complete documentation

## Introduction and Conclusion

- Introduction grabs the reader's attention
- Conclusion rephrases thesis and summarizes the author's position
- Conclusion suggests solutions and possibilities for the future

## Works Cited Page

- Conforms to required format
- Varied sources and follows teacher's requirements

## Mechanics

- Correct English usage
- Language and tone appropriate to an analytical research paper
- Avoid slang, informal language, exclamatory sentences, abbreviations

## Format

- 12 point font, double-spaced, typed
- 1 inch margins
- Correct heading and correct placement of page numbers

# Making a Rough Outline

In the following topic outline for a basic Five-Paragraph Essay:

- \* Roman Numerals (I, II, III...) represent paragraphs;
- \* Capital Letters (A, B, C...) represent sentence information, including the thesis statement and topic sentences; and
- \* Standard Numbers (1, 2, 3...) represent supporting details to be integrated into sentences.

- I. Introduction (What are you discussing?)

  - A. Poe's influence on Stephen King's writings
    1. Imagery
    2. Settings
  - B. "The Tell Tale Heart" plot
  - C. Thesis Statement: Poe's manipulation of the senses

II. Body Paragraph 1 (First Point)

  - A. Topic Sentence: sense of sight
  - B. Static scene v. visual imagery
    1. "as pitch as black" (Poe 75)
    2. "thick darkness" (Poe 75)

III. Body Paragraph 2 (Second Point)

  - A. Topic Sentence: sense of sight and feelings
  - B. Dynamic scene v. visual and tactile imagery
    1. "like the thread of a spider" (Poe 76)
    2. "the vulture eye" (Poe 76)

IV. Body Paragraph 3 (Third Point)

  - A. Topic Sentence: "vulture" imagery
  - B. Obsession with the eye
    1. "eye of the vulture" (Poe 74)
    2. "pale blue eye" (Poe 74)

V. Conclusion

  - A. Poe's imagery
  - B. Poe's purpose
  - C. Gratitude to Poe



# Paragraphs

## What is a paragraph?

- ◆ Paragraphs are *clusters* of sentences on the same topic.
- ◆ Within each paragraph, there should be one main idea, which should appear in the topic sentence. This should come at or near the start of the paragraph.
- ◆ The other sentences in the paragraph should expand on this idea, either by developing the argument or providing details and examples.
- ◆ Each new main idea should form the basis of a new paragraph.
- ◆ Paragraphs can be linked by transitional (or “linking”) words or phrases such as “however,” “on the other hand,” “conversely,” and “in conclusion.”

Adapted from: “What are Paragraphs For?” *Open University: The Effective Use of English*. 3 April 2002. Web. 22 September 2011.

## A Sample Paragraph

Imperialism was a foreign policy used by the British for a number of different reasons. An imperialist nation acquired vast amounts of additional territory. Imperialism added to Britain's wealth by providing raw materials for use in its factories. Imperialist nations such as Britain argued that they were spreading more advanced civilization to areas of the world that they said were “backward” and “uncivilized.” Lastly, imperialism brought with it a great deal of glory and prestige for the British Empire (Killoran 54).

“Paragraphs.” *Oswego High School Online Writing Guide*. 25 August 1999. Web. 24 April 2002.

# Annotated Bibliography How-To and Sample Entry

## How-To

**Holland, Suzanne.** *The Human Embryonic Stem Cell Debate: Science, Ethics, and Public Policy*. Boston: MIT Press, 2001. Print.

- ⇒ This is the annotation of the above source, which is formatted according to MLA 2009 (7th ed.) guidelines for the bibliographic information listed above. If one were really writing an annotation for this source, offer a brief summary of what this book says about stem cell research.
- ⇒ After a brief summary, it would be appropriate to assess this source and offer some criticisms of it. Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is she qualified in this subject? Is this source scholarly, popular, some of both?
- ⇒ The length of your annotation will depend on the assignment or on the purpose of your annotated bibliography. After summarizing and assessing, you can now reflect on this source. How does it fit into your research? Is this a helpful resource? Too scholarly? Not scholarly enough? Too general/specific? Since "stem cell research" is a very broad topic, has this source helped you to narrow your topic?

## Sample Entry

**Lamott, Anne.** *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are very wry and anecdotal, and offer advice on everything from plot development to jealousy, to from perfectionism to struggling with one's own internal critic. In the process, Lamott includes writing exercises designed to be both productive and fun.

For more samples see The Purdue Online Writing Lab at <http://owl.english.purdue.edu>

Excerpted and adapted from: “Annotated Bibliography.” *The OWL at Purdue*. The Purdue Writing Lab. 1995-2011. Web. 23 Sept. 2011.



# Annotated Bibliographies

The Olin and Uris Library explains an annotated bibliography as:

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Olin and Uris Libraries "How to Prepare an annotated bibliography" *Cornell University.edu* Cornell University Library. 2010. Web. 11 Oct. 2011.

For an annotated bibliography, use standard MLA format below for the citations, then add a brief abstract for each entry, including:

- 2 to 4 sentences to summarize the main idea(s) of the item, and
- 1 or 2 sentences to relate the article to your research topic, your personal experience, or your future goals (if part of your assignment), or to add a critical description.

*The formatting for this sample bibliography is modeled on examples provided by Mary Dockray-Miller, Ph.D., Assistant Professor, Lesley University.*

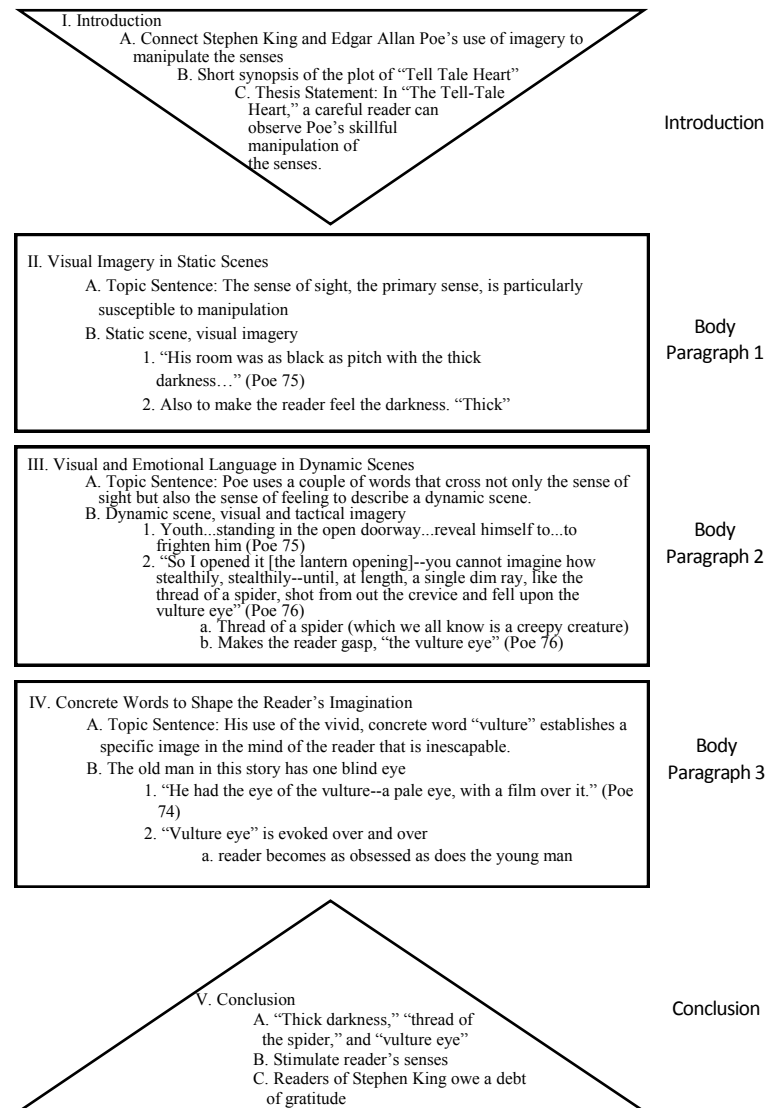
Gibaldi, Joseph. *MLA handbook for writers of research papers*. 5th ed. New York: Modern Language Association of America, 1999.

# MLA Style Format for Annotated Bibliographies

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation.

1. **Hanging Indents** are required for citations in the bibliography, as shown below. That is, the first line of the citation starts at the left margin. Subsequent lines are indented 4 spaces. It is difficult to show this in Web pages. To see them most clearly, open browser window to the full width of this grey box and set your font size to a medium font (12-14 points) Please note that Web formatting exaggerates the indentations.
2. **Bold the citations** themselves and space between citations.
3. The annotation is not a continuation of the citation. Drop down to the next line to start the annotation.
4. The right margin is the normal right margin of your document.
5. Organize your entries alphabetically by the first word in the bibliographical entry.
6. To view these annotations with correct formatting, set your preferences so that the **font size is 12 or medium**.

# The Basic Five-Paragraph Essay Model



Owens, Glynn. "Rough Outline for Poe Essay." Adapted from: Livermore, Harry. "Writing the Five Paragraph Essay." *HL Educational Products*. 1997. Web. 6 May 2002.

# Guidelines for Manuscript Form

The following are the guidelines that need to be followed for the final draft of your paper:

**Type:** Type in plain-style 12-point font (such as Arial, Calibri, Cambria, Times New Roman) on high-quality white, unlined 8 1/2" x 11" paper. *Do not use script or decorative fonts.*

**Margins:** Use one-inch margins at the top, sides, and bottom.

**Heading:** (See sample.) Flush with the right margin on the first page, one inch from the top edge of the paper, single-spaced. You should have your full name, period and date.

**Page Numbers:** Type your last name, a space, and the page number at the top of each page (beginning with the second page), flush with the right-hand margin and one-half inch from the top edge of the paper. Number the paper and the Works Cited continuously using Arabic numerals (2,3,4...). Do not precede the number with the word "page" or any abbreviation such as "p.", "pp.", or "pg." Do not number the first page.

**Spacing:** Double-space the entire paper including headings, titles, quotations, and text paragraphs. Do not double, double space between paragraphs.

**Title:** Center on the first page only. Use uppercase and lowercase letters, not all caps. Use 12 point font.

**Indentations:** Indent paragraphs in your paper five spaces from the left margin.

**Paragraphing:** Do not leave a single line of a paragraph at the bottom of a page or at the top of the next page.

**Works Cited:** On the Works Cited page, after your last name and the page number, drop down an additional one-half inch to a position one inch from the top edge of the paper and center the title Works Cited. Do not underline or place it in quotation marks. Double-space and alphabetize all entries. Begin each entry flush left. Indent all subsequent lines five spaces from the left margin.

**Binding and Presentation:** Follow the instructions for binding and presentation given by your teacher.

## Documenting Sources

Remember, sentence punctuation follows parenthetical documentation:

According to many English instructors, a neat paper—especially one that is typed—makes a better impression (Lange and Anderson 422-23).

End quotation marks, however, are placed before the parenthetical reference:

Today, businesses are more conscious than ever of the need for "people who can communicate well -on paper and face to face" (Miller 11).

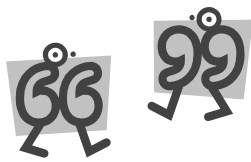
If there are more than four typed lines of quoted text, indent the quotation and omit the quotation marks. Then place the reference after the final punctuation mark:

In *The Apocalyptic Writings of Webby*, Gould states:  
 Morse maintains that a good education is essential for career success: Gone are the days when an eighth grade education was sufficient. Most employers now require a high-school diploma, and some even demand a bachelor's degree for entry level jobs. (313)

If two consecutive citations are from the same author, then drop the author's name from the second citation and cite the page number. However, if there is no page number, keep the author in the second citation. Here is a sample from a research paper (thanks to student Sarah Park). Note her effective use of quotes and proper citation.

Although the Free Speech Movement officially ended with the Academic Senate's vote, students at Berkeley continue to use its lessons in effective protest. Teach-ins became popular around 1965. "The grandest of the teach-ins took place at the University of California at Berkeley" (Wells 24). Teach-ins were large group meetings at which participants could stand up and express their opinions. Teach-ins allowed communication between pro- and anti-Vietnam war factions. Thirty thousand people, as many as 12,000 at a time, participated for 36 hours straight in March 1965 (29).

One proposal from the committee for a protest march grew into a coordinated effort in twenty countries (Perry 25). Mario Savio helped organize a demonstration against Navy recruiters at Berkeley (110). During the protest, people began to sing the recent Beatles hit, "Yellow Submarine" (110). Savio declared "Yellow Submarine" was "an unexpected symbol of our trust in the future and of our longing for a place for all of us to live" (111).



# Parenthetical Documentation

Parenthetical citations are very simple to use. You only need to provide two pieces of information in the body text of a document to properly cite it: the author's last name and a page number.

"Some years ago -- never mind how long precisely -- having little or no money, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world" (Melville 1).

Note the placement of the quotation marks around the quote but not the citation. Also note the placement of the period after the citation.

If more than one source by an author is cited within the paper, include a portion of the title.

In the play, Puck begins his last speech with a sort of apology by saying, "If we shadows have offended, Think but this and all is mended" (Shakespeare, *Midsummer* 89).

If no author is given, use an abbreviated version of the title along with the page number.

The paper reported the story of Mitchell Juliett, a man who attacked the Liberty Bell with a hammer ("Man" A2).

Web pages will often not have an author identified. If the author's name is known, you must use the author's last name in the citation. If the author is not known, you should use the first or most distinguishable word(s) in the title of the article or site.

There is the widespread belief that the FBI is out of its depth when it comes to hacking. One author suggested that, while the FBI has the necessary legal authority, they don't have the resources to effectively combat cyber-crime (Hollander).

"Israel has done itself more harm than good by keeping Yasir Arafat besieged in his Ramallah compound for the past month" ("Inching").

## Essay Structure

Heading is 12-point font, not double-spaced. Susan B. Anthony  
Period 2A  
March 2, 1836

How to Write an Essay

Indent! Body text should be in a plain text 12-point font.

This is where you should have your introduction. Your introductory paragraph should also contain a thesis statement. The thesis statement should be a broad outline of your perspective or argument. The thesis should provide a roadmap for the structure of the paper.

Notice the body text (within and between paragraphs) is double-spaced.

This is where you will develop your first argument started with a topic sentence. This paragraph should be a focused argument that is supported by facts, examples, and details. You might want to consider incorporating quotes, specific names, dates and locations in your argument. Do not forget to include historical events to help support your argument.

When writing your third paragraph make sure that you cite your sources while including a focused but different argument from the previous paragraph. Again, you will want to use specific names, dates and locations in your argument and start with a topic sentence. Make sure that you are the author of all your sentences. Sentences should never be cut and pasted from a website or book. Remember you are to use your own words, descriptions and sentence construction.

The fourth paragraph will have another unique argument. Make sure that you do not restate previously developed ideas here but rather create a new argument supported by concrete facts and details. The fourth paragraph is a great opportunity to include a rebuttal statement or dispel any opposing viewpoints that might counter your previous arguments.

Finally, you should have a conclusion paragraph that summarizes your aforementioned ideas. The conclusion paragraph summarizes your ideas and has a call to action. This paragraph should contain broad conclusions by referring to your thesis statement and give the reader a sense of closure.



# Bibliographical Citations

- ◆ Pay attention to the details!
- ◆ Please note that all lines in a citation except the first are indented. (This is called a “hanging indent.”)
- ◆ Place a period at the end of the citation.
- ◆ Format dates as: Day Month Year (ex. 7 Dec. 1941).
- ◆ MLA rules used to require the URL (Uniform Resource Locator) for websites. You no longer need to include the web address **unless** you are directed to by your teacher.

## Book, One Author

Author. *Title*. City, ST: Publisher, Date. Print.

Pepin, Ronald E. *Literature of Satire in the Twelfth Century*. Lewiston, IL: Edwin Mellen Press, 1988. Print.

## Book, Multiple Authors

Author (last name, first), and Author (first last). *Title*. City, ST: Publisher, date. Print.

Metheny, N.M., and William Snively. *Nurses' Handbook of Fluid Balance*. Philadelphia, PA: Lippincott, 1967. Print.

## Poem

Poet. “Name of Poem.” *Title of book*. City, ST: Publisher, date. page. Print.

Brooks, Gwendolyn. “We Real Cool.” *Collected Poems*. New York: Harper Collins, 1973. 56. Print.

## Article

Author(s). “Title of Article.” *Title of Newspaper or Periodical* Day Month Year: pages. Medium of publication.

Brubaker, Bill. “New Health Center Targets County’s Uninsured Patients.” *Washington Post* 24 May 2007: LZ01. Print.

Buchman, Dana. “A Special Education.” *Good Housekeeping* Mar. 2006: 143-48. Print.

## Website Article

Author. “Title of Article.” *Website*. Publisher. Copyright Date. Web. Access Date.

Cohen, Elizabeth. “Five Ways to Avoid Germs While Traveling.” *CNN.com*. CNN. 27 Nov. 2007. Web. 28 Jul. 2011.

Lubell, Sam. “Of the Sea and Air and Sky.” *NYTimes.com*. New York Times. 26 Nov. 2005. Web. 1 Dec. 2009.

*For teachers who still wish to require the use of URLs*, MLA suggests that the URL appear in angle brackets after the date of access. You should break URLs only after slashes

Litchwick, Diane. “Ministers of Justice.” *Slate*. The Slate Group. 5 Oct. 2011. Web. 11 Oct. 2011. <<http://www.slate.com/>>.

## Personal Interview

Interviewee’s Name (Last, First). Personal interview. Date.

Parsons, Gwyneth. Personal interview. 7 Sept. 2003.

## Oral History/StoryTelling

Storyteller. “Name of story.” As told to the author.

Jones, Ima. “The Hole in the Bucket.” As told to the author.

## Art in a Museum

Artist. *Title of Work*. Year Created (optional). Museum name, City, ST.

Cassatt, Mary. *Sara Handing a Toy to the Baby*. ca. 1901. Hill-Stead Museum, Farmington, CT.

## Art Printed in a Book

Artist. *Title of Work*. Year Created. Location of original artwork. *Book Title*. By Author. City: Publisher, Year. Page Number. Print.

Eakins, Thomas. *The Gross Clinic*. 1875. Jefferson Medical College, Philadelphia. *History of Art* (2nd Ed,) By H.W. Janson. New York: Harry N. Abrams, Inc., 1978. 778. Print.

## Art Online

Artist. *Title of Work*. Year Created. Location of original artwork. *Name of Website*. Web. Access Date.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*. Web. 22 May 2006.

## Albums/Individual Songs from Albums

List by name of group or artist. Include song title if applicable, then album title, followed by label and year. End with the medium of publication.

Jackson, Michael. *Off the Wall*. 1979. Epic. LP.

Nirvana. “Smells Like Teen Spirit.” *Nevermind*. Geffen, 1991. CD.

## A Musical Composition

Composer. “Title of Composition.” Year (if known).

Chopin, Frederic. “Waltz in A-Flat major, op. 42.” 1840.

## Film

*Name of Film*. Dir. Director’s Name. Perf. Actors. Studio, Year. Medium (usually either DVD, VHS, or Film).

*The Usual Suspects*. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

## Broadcast Television or Radio Program

“Title of episode.” *Name of the series or program*. Network name, call letters of the station, City. Date of broadcast. Publication medium (e.g. Television, Radio).

“The Blessing Way.” *The X-Files*. Fox. WXIA, Atlanta. 19 Jul. 1998. Television.

## Recorded Television Shows (DVD, Videocassette)

Include information about original broadcast. When the title of the collection of recordings is different than the original series, list the title that would help researchers locate the recording. End with the medium of publication.

“The One Where Chandler Can’t Cry.” *Friends: The Complete Sixth Season*. Writ. Andrew Reich and Ted Cohen. Dir. Kevin Bright. Warner Brothers, 2004. DVD.

Excerpted and adapted from: “MLA 2009 Formatting and Style Guide.” *The OWL at Purdue*. 1995-2011. Web. 14 Sept. 2011.