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Writer's Handbook

Tolleson Union High School District
2009-2010

Introduction

This manual is a handy, quick, yet comprehensive student guide to writing. It provides guidelines on formatting and documentation for essays and research papers as well as basic punctuation and usage rules for common errors. As a student in the Tolleson Union High School District, you are expected to refer to this manual in class and/or at home when writing for any subject.

The state of Arizona has adopted the Six Trait Writing Model. This model delineates the writing characteristics that students will be expected to master in class and in order to pass the AIMS test. Following this introduction, you will find an overview of the Six Traits and of the Five Paragraph Essay Format.

In addition to the Six Trait Writing Model and the Five Paragraph Essay Format, the Tolleson Union High School District has adopted the Modern Language Association (MLA) format for written work. This reference manual provides guidelines to be used when writing essays, reports, and/or research papers that utilize resources (such as other people, books, magazines, newspapers, Internet, etc.). There are several different styles of documentation (APA/American Psychological Association, CBE/Council of Biology, and The Chicago Manual of Style); however, while attending school in the Tolleson District, MLA is the standard. If you continue on to college, you should always ask your professor which style he/she prefers. Your teacher/professor has the final say, and you should always follow his/her guidelines.

Academic work requires documentation for several reasons:

1. Documenting sources allows readers to locate the publication information on source material. This is of value to researchers who may want to locate your sources for their own research. Teachers use this information to check on the accuracy of your work.
2. The proper use of documentation shows the credibility of the writer.
3. Most importantly for a student, the use of MLA documentation protects you from accusations of plagiarism—the purposeful or accidental use of source material by other writers without giving appropriate credit.

Please note that all documentation styles change over time. The material provided here was the most accurate available at the time of preparation and was taken from the *MLA Handbook for Writers of Research Papers* (7th edition) and The OWL at Purdue University. As a student, you are responsible for continually checking the timeliness of your resources. While in high school, your teacher will keep you updated; in college, check on line or at the bookstore for newer editions of the handbook.

Remember, this reference manual is a guide. No one expects you to memorize the material provided; teachers do, however, expect you to check this book frequently and follow these guidelines closely when writing for class.

The Six Trait Analytical Model for Writing Assessment

Ideas & Content

Ideas and content are the heart of the message, what the piece says, the main idea or thesis and the details that enrich, support and develop that idea.

Organization

Organization is the structure, the order in which the ideas are presented, the logical and sometimes intriguing pattern of the ideas in a piece of writing.

Conventions

Conventions are the mechanics of the piece—spelling, paragraphing, grammar and usage, punctuation, capitalization.

Sentence Fluency

Sentence fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear. Sentence variety and length.

Word Choice

Word choice is the use of rich, colorful, precise, specific language that moves and enlightens the reader and is appropriate for the intended audience and purpose.

Voice

Voice is the wit, the magic, the feeling, the involvement and conviction of the individual writer coming out in the writing. Voice must be appropriate for the topic, purpose and audience.

This is a revision of the 6+1 model from Northwest Regional Educational Laboratory.

CONVENTIONS

<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing. 	<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing. 	<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

IDEAS & CONTENT

<p>6</p> <p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose. 	<p>5</p> <p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. 	<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics. 	<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail. 	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

ORGANIZATION

<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”) • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others. 	<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

SENTENCE FLUENCY

<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural. 	<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. 	<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

VOICE

<p>6</p> <p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).</p> <p>an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.</p> <p>a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</p>	<p>5</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>4</p> <p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
<p>3</p> <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by a limited sense of audience; the writer’s awareness of the reader is unclear.</p> <p>an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.</p> <p>a limited ability to shift to a more objective voice when necessary.</p>	<p>2</p> <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of "writing to be read." • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<p>1</p> <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

WORD CHOICE

<p>6</p> <p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used. 	<p>5</p> <p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used. 	<p>4</p> <p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
<p>3</p> <p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions. 	<p>2</p> <p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether. 	<p>1</p> <p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

The Writing Process

Writing, like any other skill, takes practice; however, there is a process which makes writing easier and, hopefully, better.

Step 1—Prewriting:

The first stage or step of the process is called *prewriting*. In this step, the writer explores ideas in order to select a topic, determines a purpose and focus or point relating to that topic, identifies the audience and gathers information about the topic. Prewriting can take many forms, such as:

- Brainstorming
- Mapping
- Researching
- Outlining
- Asking questions

The more attention a writer pays to prewriting, the less trouble he/she will have during the writing or drafting stage.

Step 2—Drafting:

The drafting stage is when you put your ideas on paper and develop them. Since a topic and focus were decided on in the prewriting stage and information was gathered, drafting becomes simply a matter of writing that information in a clear, interesting format.

Step 3—Revising:

Once the first draft is written, set it aside for awhile. When you return to your paper, you will need to think about making it better, or *revising* it.

First, revise for content by asking yourself:

- Does my writing have a clear thesis?
- Have I included adequate detail to make my point?
- Is there any unnecessary, unrelated or confusing information in my writing?

If you are not satisfied with the answers to these questions, you have work to do. You may need to clarify your thesis, find more or stronger details to support your point, and/or delete inappropriate or confusing ideas.

Next, revise for structure by asking yourself:

- Is the writing clear?
- Is the flow of sentences and ideas smooth and logical?
- Do I have adequate transitional words, phrases or sentences to help the reader see the relationships between ideas?
- Do I have adequate sentence variety to make the writing interesting?
- Is my word choice precise and appropriate for the purpose and audience?

If you spot problems with any of these areas, this is the time to fix them.

Step 4—Editing (often called proofreading):

At this point, your ideas are presented in a clear, logical manner with adequate supporting details to make your reader understand your point. Now it's time to look at conventions. Look for mistakes in spelling, punctuation, usage, capitalization, subject/verb agreement, and all those details that can hurt your grade and irritate your reader by making your ideas hard to follow. You may want to do this several times. It is also a good idea to seek help from other people. If you know you have problems with spelling, find someone who is good at it to help you.

Step 5—Publishing:

Now that the paper says what you want it to say and has no errors, it's time to write or type the final draft. Be sure to follow MLA format for margins, headings, and other publishing rules.

Congratulations, your paper is done! Put it aside at least over night. Then read it one last time to make sure you didn't leave out any words or make any typing errors. It's a good idea to compare your paper to the six trait rubric that teachers use in grading.

The Five Paragraph Essay

The five paragraph essay format is a standard model for academic writing. It can be expanded from five paragraphs into 10, 20, 50 or more paragraphs, but the format remains the same. In other words, the length of the paper is not the important point. The important thing is that, like a story, an essay or research paper has a beginning, a middle, and an end and says something worth reading. In the five paragraph essay model, the format looks like this:

Introduction (or beginning)

This introduces the reader to the topic of the paper in an appealing, interesting way.

In a five paragraph essay, this is your first paragraph. It begins with an attention grabber which may be a relevant quotation, a question, an interesting anecdote, a surprising statement on the topic, or anything relevant that will catch the reader's interest. The introduction also provides background information to help the reader understand the topic and/or the importance of the topic. The last sentence of the introductory paragraph is the thesis statement. This thesis sentence is the blueprint for the essay. It gives the reader the topic, the opinion or point to be made about the topic, and usually states the large points to be made in the paper.

Note that no where in the introduction is there support for the points to be made. The introduction is not the place to argue or prove the point; it sets up the issue or topic to be supported in the rest of the essay/paper.

Body (or middle)

The body provides supporting details to persuade or inform the reader about your topic. The first sentence in the paragraph is a *topic sentence* which introduces the first of the points mentioned in the introduction. The rest of the paragraph develops that point with details. These details can take the form of quotations, facts, statistics, expert testimony or any other specific information that makes the point. Whatever you use, make sure you explain how the information proves or explains your point. Many teachers require at least two or three supporting details with an explanation of each in every paragraph. Be sure to check with your teacher if you're not sure. The last part of the paragraph should be a clincher or transition sentence.

The next body paragraph takes the second point mentioned in the introduction and develops it with supporting details. It mirrors the first body paragraph but makes a different point about the topic.

The third body paragraph (4th paragraph of the essay) takes the last of the three points from the introduction and develops it with support. It makes a different point than the other two body paragraphs.

Conclusion (or end)

The purpose of the conclusion is to leave your reader with a clear understanding of the points made in the essay. This may be done with a short summary, a challenge or recommendation to the reader, or a prediction. Whatever you use, remember, this is the lasting impression you will have on your reader. The conclusion should be well thought out and interesting. It should never argue a point not developed in the body of the essay or stray into new areas unrelated to your topic.

The Five Paragraph Essay in Outline Form

Note: The parts of the paragraphs outlined below do not indicate the number of sentences per paragraph. For instance, the attention grabber and background information in the introduction may need to be more than one sentence each.

Introduction (paragraph #1)

- Attention grabber
- Background information
- Thesis statement

Body

Paragraph #2

- Topic Sentence with point #1 from the thesis statement
- Supporting detail #1
- Explanation of supporting detail #1
- Supporting detail #2
- Explanation of supporting detail #2
- Supporting detail #3
- Explanation of supporting detail #3
- Cincher/Transition Sentence

Paragraph #3

- Topic Sentence with point #2 from the thesis statement
- Supporting detail #1
- Explanation of supporting detail #1
- Supporting detail #2
- Explanation of supporting detail #2
- Supporting detail #3
- Explanation of supporting detail #3
- Cincher/Transition Sentence

Paragraph #4

- Topic Sentence with point #3 from the thesis statement
- Supporting detail #1
- Explanation of supporting detail #1
- Supporting detail #2
- Explanation of supporting detail #2
- Supporting detail #3
- Explanation of supporting detail #3
- Cincher/Transition Sentence

Conclusion

- Closing information
- Clincher

Writing with Sources

In academic writing, we frequently need to study what others have written on a topic. Good persuasive and/or research writing uses what others have said to come to and support your own opinion on a topic. It is not good writing if all you do is provide a series of quotations from other people or cut and paste ideas from one source and then another. Your name will appear on the essay/paper you write; therefore, the bulk of the writing should be your own.

A Word on Sources:

There are two main types of resources: *primary* and *secondary*.

Primary resources are firsthand sources (such as interviews or experiments you conduct, e-mail messages you receive, surveys you develop).

Secondary resources are published materials (books, articles, literary works), movies, songs or other second hand sources.

Information taken from these sources can be paraphrased, summarized, or quoted. Wherever you find the information for your paper, you must acknowledge the source through parenthetical citations next to the “borrowed” information and with complete source information on the works cited page.

As a writer, part of your job is to find credible information on your topic. Credible sources are those that can be believed or proven accurate. With the advent of the internet, this becomes more of a job for researchers. Anyone with the knowledge and access to technology can put anything on the internet. This does not mean the information is appropriate for use in academic writing. You must check your resources to make sure they are accurate and current before you use them.

Once you find credible sources, your job is to merge them with your own ideas to write an essay, report, or research paper. The guidelines in this manual will help you through this process. You, however, will have to work to develop a consistent voice for your paper. You do not want your paper to read like one person wrote one part and someone else work another part.

Basic Formatting Rules

- Research papers are always typed or word processed.
- Essays may be typed, word processed, or hand written in *black ink*.
- Use only 8 ½ x 11 inch white paper. If hand written, use lined paper with no jagged edges.
- Double-space your entire paper including quotations, Works Cited page, set-off quotations—in short the entire paper is double-spaced; never more and never less.
- Use 1 inch margins on the top, bottom, left, and right.
- Use 12 point print in a professional font such as Times New Roman.
- Create a header that includes your last name and numbers pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow his/her wishes.)
- Paragraphs should be indented ½ inch.
- Set-off or offset quotations should be indented an inch from the left margin.
- Use *italics* in your paper to indicate titles of books. For papers that are handwritten, place an underline before and after the word or group of words that should be italicized. For example, _Casablanca_ and _Harry Potter and the Sorcerer's Stone_
- Titles that are normally in quotation marks should not be italicized.
- Staple your completed paper in the top left corner. Do not use a folder or binder unless instructed to do so by your teacher.
- Tables should be labeled "Table," given a number, and captioned flush to the left-hand margin on the lines above the table. Materials such as photographs, images, charts, and drawings should be labeled "Figure" and be properly numbered and captioned on the lines following the figure. (See labeling of tables and figures in this booklet.)

Your First Page

- Do not make a title page for your paper unless specifically instructed to do so.
- In the top left corner of the first page only, enter your full name, instructor's name, period number, and the date. This information, like the entire paper, should be double-spaced.
- Create a header that includes your last name and numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow his/her wishes.)
- If you have a title for your paper, center the title on the line below the header. Do not bold, italicize, underline, or place the title in quotation marks. Capitalize the first letter of each significant word in the title. You may use a question mark or exclamation point after the title if appropriate, but never a period. Double-space, indent and begin your paper. Do not skip extra spaces between paragraphs; remember, the entire paper is double-spaced.

Sample First Page

NOTE: In the sample first page that follows and all other sample pages in this guide, the solid line is the edge of the paper.

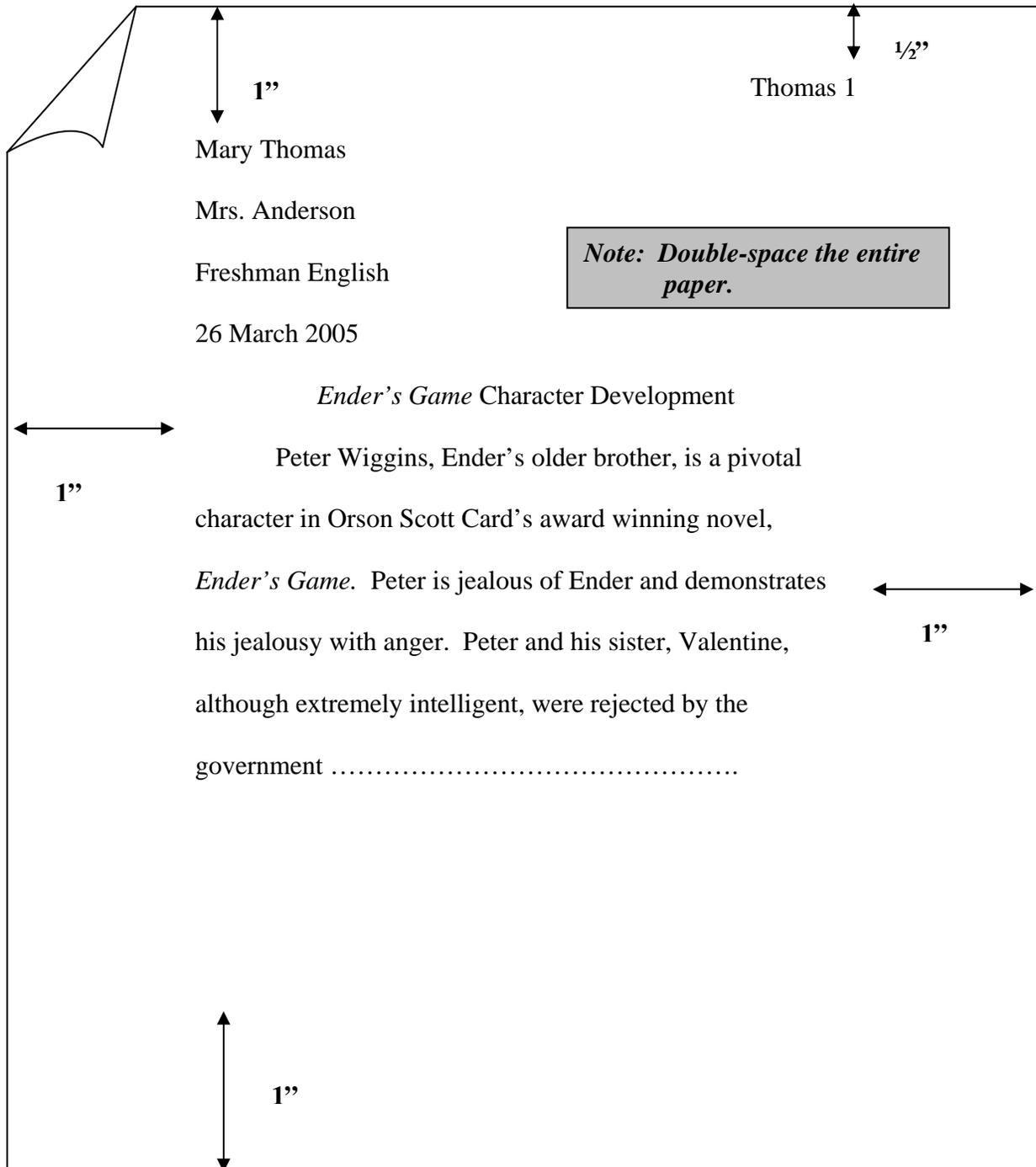


Figure 1. Sample first page.

Works Cited Page

The works cited page provides information that enables the reader in locating any source cited in writing an essay or research paper. *Each source cited in the essay/paper must appear on the works cited page; likewise, each entry on the works cited page must be cited in your essay/paper.*

General Guidelines for Works Cited Citations

- Begin your works cited page on a separate page from the text of the essay
- Center the words 'Works Cited' on the first line at the top of the page. Do not bold, underline, change the font, place in quotation marks, use all capital letters, or include the word 'page.' Capitalize the 'W' in 'Works' and the 'C' in 'Cited.'
- Double space all entries and do not skip extra spaces between entries.
- Alphabetize all entries. If there is no author listed for a source, you still list the work alphabetically using the first significant word of the title. That means you do not use the words *a*, *an* or *the* when alphabetizing. (*The Scarlet Letter* would be alphabetized under 'S' for 'Scarlet' not under 'T' for 'The.')
- The first line of each entry begins flush with the left (1 inch) margin. If an entry is more than one line, all additional lines of the entry are indented ½ inch (this is known as a hanging indent). (See sample Works Cited page.)
- Use proper punctuation for titles (i.e. use italics for titles of books, magazines, newspapers, journals, films; use quotation marks for titles of short stories, poems, titles of articles in magazines or newspapers, book chapters, songs, interviews.
- Invert authors' names (last name first).
- If a work has more than one author, invert only the first author's name. Follow it with a comma, and then continue listing the rest of the authors in order. (See sample Works Cited page.)
- If you have more than one work by the same author, alphabetize first by author's last name, and then order the sources alphabetically by title. Use three (3) hyphens followed by a period in place of the author's name for every entry after the first. (See sample Works Cited page.)
- If an author appears as the sole author of one text and as the first author of a group on another text, cite the sole author text first.
- Capitalize each significant word in the titles of articles, books, etc. Do not capitalize *the*, *a*, *an*, *and* unless it is the first word in the title.

For Works Cited pages that are handwritten, place an underline before and after the word or group of words that should be italicized.

 Casablanca
 Harry Potter and the Sorcerer's Stone

Sample Works Cited Page

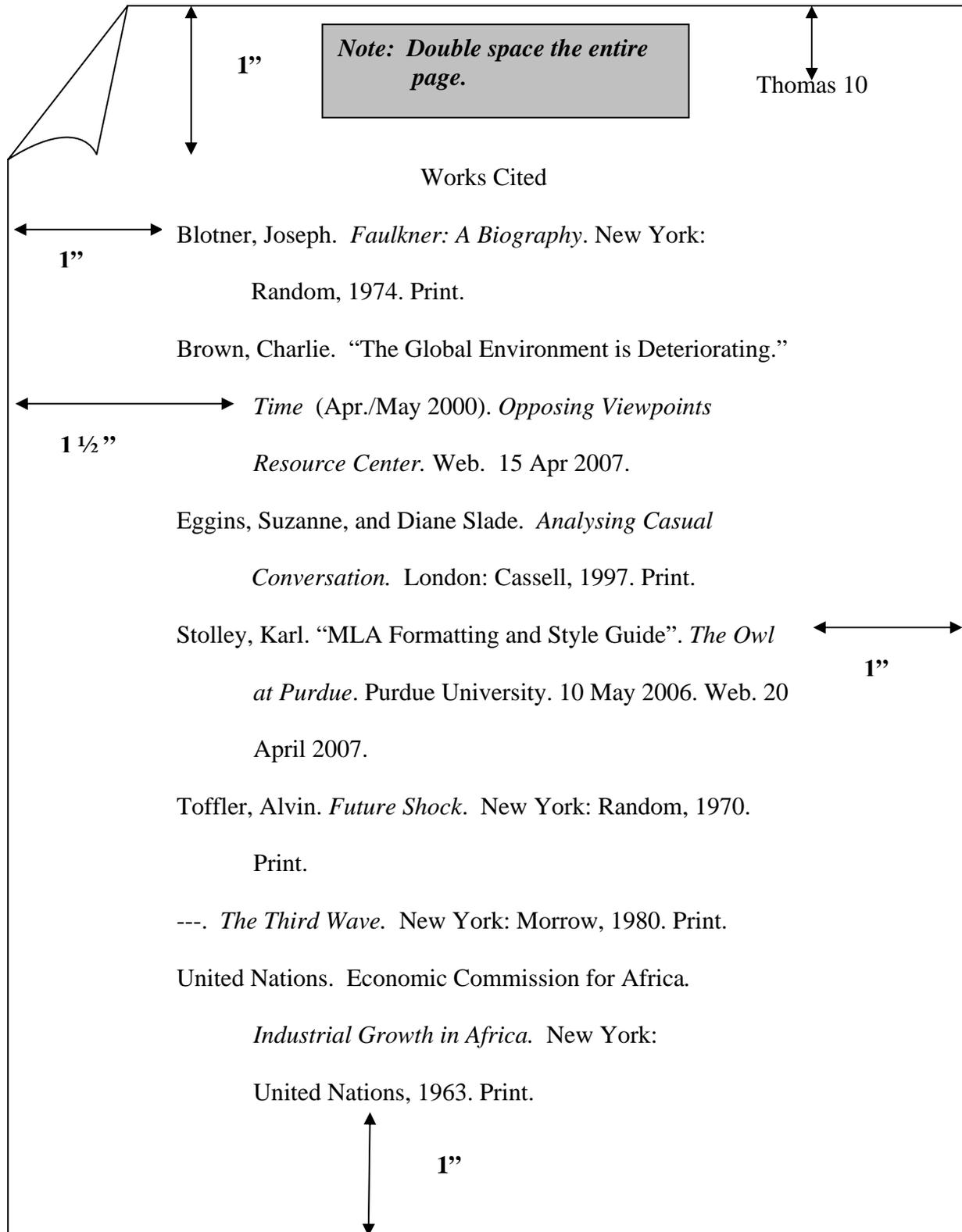


Figure 2 Sample Works Cited page

Sample Works Cited Page Entries

A Book By One Author

Paterson, Henry. *Engineering: What We Can Learn from our Failures*. New York: St. Martin's, 1985. Print.

Two or More Books by the Same Author

Hirsch, C.J., Jr. *Literacy: What Everyone Should Know*. Boston: Houghton, 1987. Print.

---. *Composition for Everyday Use*. Chicago: U of Chicago Press, 1977. Print.

A Book by Two or Three Authors

Carlin, James R. and Amy Johnson. *Surviving Your Wedding*. New York: Simon and Schuster, 1997. Print.

A Book with More than Three Authors

Benchley, Mary F., et al. *The Way Women Think*. New York: Penguin Books, 1988. Print.

Note: 'et al.' means *and others*. It allows you to use the name of the first author in the list of authors and eliminate the rest. A parenthetical citation for this book would follow the form of the works cited entry—(Benchley et al. 2458-64). It is important to follow the example on punctuation and capitalization.

A Book by a Corporate Author

United Nations. Economic Commission for Africa. *Industrial Growth in Africa*. New York: United Nations, 1963. Print.

A Book with an Editor

Hall, Donald, ed. *The Oxford Book of American Literary Anecdotes*. New York: Oxford UP, 1981. Print.

A Book with an Author and an Editor

Toomer, Jean. *Cane*. Ed. Darwin T. Turner. New York: Norton, 1988. Print.

Note: Jean Toomer is the author of the book Cane. Darwin T. Turner is the editor.

An Introduction, Preface, Foreword, or Afterward

Mitford, Jessica. Afterword. *Poison Penmanship: The Gentle Art of Muckraking*. By Carl Bernstein. New York: Vintage-Random, 1979. 275-77. Print.

Note: Carl Bernstein is the author of the book. Jessica Mitford wrote the Afterword in the book.

A Work in an Anthology or Collection

Format:

Name of author. "Title of article or essay." Name of editor if given. *Title of book*. Place of publication: Name of Publisher, Year of publication. Page(s) article appeared on. Format.
Cornish, S. "Keeping a Journal." In *Memoirs from Another Time*. New York: Star Publishers, 1998. 414-430. Print.

A Multivolume Work

Blotner, Joseph. *Faulkner: A Biography*. 2 vols. New York: Random House, 1974. Print.

A Book in a Series

McClave, Heater, ed. *Women Writers of the Short Story*. Englewood Cliffs: Spectrum-Prentice, 1980. Twentieth Century Views. Print.

An Edition Other Than the First

Chaucer, Geoffrey. *The Riverside Chaucer*. Ed. Larry D. Benson. 3rd ed. Boston: Houghton, 1987. Print.

A Signed Article in a Reference Book

Tobias, Richard. "Thurber, James." *Encyclopedia Americana*. 1987 ed. Print.

An Unsigned Article in a Reference Book

"Jamaica." *Encyclopedia Britannica*. 1999 ed. Print.

An Article from a Monthly or Bi-Monthly Periodical

Edsall, Thomas Byrne. "The Return of Inequality." *Atlantic* June 1988: 86-94. Print.

An Article from a Weekly or Biweekly Periodical

McPhee, John. "The Control of Nature: Cooling the Lava – 1." *New Yorker* 22 Feb. 1988: 43-77. Print.

A Signed Article from a Newspaper

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

An Unsigned Article from a Newspaper

"Hospital, Competing for Scarce Patients, Turn to Advertising." *New York Times* 20 Apr. 1986, sec. 1: 47. Print.

The Bible

The New Jerusalem Bible. Susan Jones, gen. ed. New York: Doubleday, 1985. Print.

Note: This version of the Bible would be alphabetized beginning with N for New. Ignore The.

Dictionary

“Noon.” *The Oxford English Dictionary*. 2nd ed. 1989. Print.

Note: Dictionary entries begin with the word looked up in the dictionary. To cite a specific definition for a word, include its number, ie. Def. 3.

Government Document

United States. Dept. of Labor. *Child Care: A Workforce Issue*. Washington: GPO, 1988. Print.

If the author's name is known:

Poore, Benjamin Perley, comp. *A Descriptive Catalogue of the Government Publications of the United States, September 5, 1774-March 4, 1881*. US 48th Cong., 2nd sess. Misc. Doc. 67. Washington: GPO, 1885. Print.

Lecture, Speeches, and Addresses

Format:

Name of speaker. “Title of presentation if known” or occasion for speech. Where speech was given. Date speech was given. Form of Delivery.

Kennedy, John F. Naval Academy Graduation Ceremony. Annapolis, Maryland.
10 June 1960. Address.

Film or Video Recording

Format:

Title. Name of director. Names of performers if pertinent. Distributor, Year of release. Format.

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

Performances

Format:

Title of play/opera/ballet/concert. Author/producer, composer/choreographer. Theater, City.

Date of performance. Performance.

Hamlet. By William Shakespeare. Dir. John Gielgud. Perf. Richard Burton. Shubert Theatre, Boston. 4 Mar. 1964. Performance.

Cartoons and Advertisements

Trudeau, Garry. “Doonesbury.” Cartoon. *The Arizona Republic*. 17 June 1998: D23. Print.

Southwest Airlines. Advertisement. CNN. 3 July 1998. Television.

Recordings

Format:

Name of composer/conductor/performer depending on the desired emphasis. *Title*

of Recording. Name of artist or conductor. Manufacturer, Year issued. Medium.

Marsalis, Branford. *Romances for Saxophone*. English Chamber Orch. Cond. Andrew Litton.
CBS, 1986. CD.

Note: Titles of albums, CDs, audiocassettes are italicized. Titles of individual songs are enclosed in quotation marks.

Television or Radio Program

Format:

"Name of episode." *Name of show*. Network. Local station, City of local station. Broadcast
date. Medium of reception.

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

Personal, Telephone or Television Interview

Perez, Joseph. Personal interview. 26 Mar. 1976.

Thomas, Donald J. Telephone interview. 10 Dec. 2003.

Nader, Ralph. Interview with Ted Koppel. *Nightline*. ABC. KTAR, Phoenix. 5 March 1994.

Note: Provide the name of the person being interviewed; the title of the interview (if there is one) in quotation marks; the title of the source in which the interview appeared; and any other pertinent bibliographic materials.

Work of Art

Format:

Artist. *Title of work*. Date work created. Medium. Name of site that houses the work. City of site.

Cassatt, Mary. *Breakfast in Bed*. 1886. Oil on canvas. Private collection of Dr. and Mrs. John
J. McDonough, Youngstown, OH.

General Guidelines for Documenting Electronic Sources

Electronic media, unlike print media, lacks a standard method of organizing works. In addition, electronic sources are constantly changing. It is, however, necessary to provide sufficient information on a source to enable the reader to locate that source.

Typically, entries for web sites will include, in order:

1. Author(s) name if given (last name, first.).
2. Title of specific web page (in quotation marks).
3. Title of the overall web site (italicized).
4. Publisher or sponsor of the site; if not available, use N.p.
5. Date of publication (day, month, and year as available); if nothing is available, use n.d.
6. Medium of publication (Web)
7. Date of access (day, month, year)

NOTE: It is important to list the date you access the material because many web sites post changes frequently. The information in your paper may change by the time the reader sees your paper. You may also include the complete electronic address (the URL) if you believe the site would be difficult to find without it.

Article in an online magazine or newspaper

Format:

Name of author. "Title of article." *Title of Magazine or Newspaper*. Publisher. Date of publication. Medium of Publication (web). Date of access.

Kristol, William. "Doing the Unpopular Thing." *Time*. Time, Inc. 23 Apr. 2007. Web. 30 Apr. 2007.

Article in an online encyclopedia or dictionary

Format:

Name of author. "Title of article or word looked up." *Name of encyclopedia or dictionary*.

Publisher, Edition or Year. Format. Date of access.

"Concise." *Merriam-Webster Unabridged Dictionary*. Merriam-Webster, Inc., 2009. Web. 14 Apr. 2009.

"Fresco." *Britannica Online*. Encyclopedia Britannica, April 1998. 8 May 2007 .

E-mail

Format:

Name of writer. "Re: Title of Message." E-mail to name of person receiving message. Date of message.

Boyle, Anthony T. "Re: Utopia." E-mail to Daniel J. Cahill. 21 June 2007.

An E-mail to the author of the paper would be:

Boyle, Anthony T. "Re: Utopia." E-mail to the author. 21 June 2007.

A Page on a Web Site

Format:

Author. "Page Title." *Title of Website*. Publisher or sponsor of the site; if not available, use N.p.

Date of publication. Medium of publication (web). Date of access.

Stolley, Karl. "MLA Formatting and Style Guide". *The Owl at Purdue*. Purdue University. 10 May 2006. Web. 20 April 2007.

"Chemotherapy and Your Emotions." *Coping with Physical and Emotional Changes*. National Cancer Society. 2009. Web. 20 April 2009.

"Violent Music Lyrics Increase Aggressive Thoughts and Feelings, According to New Study." *ScienceDaily*. N.p. 5 May 2009. Web. 12 Dec. 2009.

Articles in Data Bases

Format:

Author. "Article Title." *Original Source of the Article* Volume information (Date of original source): pages of original source. *Specific Database*. Web. Date of access.

Brown, Charlie. "The Global Environment is Deteriorating." *Time* (Apr./May 2000). *Opposing Viewpoints Resource Center*. Web. 15 Apr 2007.

Parenthetical Citations

When you refer to information found in works written by other people, you must give credit to the author of those works. Failure to do so can result in charges of plagiarism. Whether you use the author's direct words (quotations), summarize their words or ideas, or paraphrase them, you must give credit to the author. In other words, you must give credit (document) anything that is not *common knowledge*. This is done directly following the information taken from the source. Because the credit is given in the text of your essay/paper, MLA provides a method of referring the reader to the source in an abbreviated fashion. This abbreviated or "*parenthetical citation*" then refers the reader to the detailed information on the source found on your Works Cited page.

General Guidelines

- Provide the author's last name and the page number(s) in parentheses directly following the information.
- If you used the author's name in the sentence, simply place the page number in the parentheses.

For example:

Edward Fiske stated that we live in an "increasingly competitive global economy" (63).

Or

We live in an "increasingly competitive global economy" (Fiske 63).

Note that the parenthetical citation precedes the closing period for the sentence but follows the ending quotation mark. Obviously, Edward Fiske did not say (Fiske 63); therefore, the name and page number should not be inside the quotation marks. Also note that there is no punctuation between the author's name and the page number in the parenthetical citation.

If the work you are referring to does not have an author, use an abbreviated version of the work's title.

For example:

One critic argued that Wordsworth's poems were overly emotional ("Wordsworth Is a Loser" 100).

Or

In "Wordsworth Is a Loser," one critic argued that Wordsworth's poems were overly emotional (100).

The following table gives examples of how to cite different types of sources.

Parenthetical Citation Examples	
Type of Source	Sample Citation
Work by more than one author	(Rabkin, Greenberg and Olander 84).
Work by a corporate author	(Public Agenda Foundation 4).
A book by more than three authors	(Benchley et al. 58-65).
Two or more sources in the same citation	(Mitchison 440; Mosley 198).
Bible citation	(<i>The New English Bible</i> , Phil. 2.3-4).
Anonymous Work	("It Started").
A Play	(<i>Hamlet</i> 1.3.66-67).
Website without an author	("How to Make Vegetarian Chili")
Article in online encyclopedia	("Fresco")

General Guidelines for Electronic Sources

Because electronic sources are frequently missing the first item in the citation (the author's name), it is a general guideline to use the first element/item as it appears in the citations.

Working with Quotations

A Cautionary Note Regarding Quotations

Although research and persuasive writing usually require use of credible sources, your job as the author of a paper is to sift through the sources and incorporate the ideas into your own thinking. Never allow the sources (or quotations) to “take over” your paper. Well written papers do not contain quotation after quotation after quotation. The majority of the information from your sources should be paraphrased or summarized, thus allowing you to establish your own voice rather than sounding like your paper was written by committee. Using a direct quotation should be a considered decision. Only quote material that is unusually or exceptionally well said or that uses special, unique terms. A well-chosen quotation can add impact to your paper, but excessive or inappropriately used quotations are detrimental to your message and your grade.

Indirect Quotations

When you find a source that quotes another source, this is an indirect quotation. For indirect quotations, use “qtd. in” to indicate the source.

For example:

Ravitch believes that high schools receive pressure to act as “social service centers, and they don’t do that well” (qtd. in Weisman 259).

This indicates that you found the information in Weisman’s book on page 259. On that page, Weisman quoted Ravitch. The entry on the Works Cited page will be for Weisman’s book.

Two Works by the Same Author

When you do extensive research on a topic, you may want to use several sources from one author who is an authority on that topic. The reader must be able to distinguish which information came from which works by that person; therefore, you must include a shortened title for the work from which you obtained the information.

For example:

In his works, Lightenor argues that computers are not useful tools for young children (“Too Soon” 38). However, he feels that children exposed to computer games early develop better small motor skills (“Hand-Eye Development” 17).

Two authors with the same last name:

Occasionally you may have sources from two different authors with the same last name. In this case, provide both authors' first initials or, if the initials are the same, the full first name.

For example:

Many people believe that cloning may lead to people trying to “design” their children (R. Miller 12), but others feel the possibilities of using cloning for medical research are more important than this possibility (A. Miller 46).

Direct Quotations

When you copy material word-for-word from a source, you will need to use parenthetical citations following the quotation and include the source on your Works cited page. The format for your quotation depends on the length of the quote.

Short Quotations

If a quotation is *less than four (4) typed lines*, it is enclosed in quotation marks and incorporated into the text of your paragraph. It must include a parenthetical citation with the author's last name and page number and complete source information on the Works Cited page. Periods, commas, and semicolons should be placed after the parenthetical citation. Question marks and exclamation points are placed within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

Note: The parenthetical citation is *not* enclosed in the quotation marks, only the exact words taken from the source.

For example:

According to Ann McClintock, the American public is “being seduced” (263) by today's advertising.

Or

According to a study on the effects of modern advertising, the American public is “being seduced” (McClintock 263).

Or

Is it possible that, through modern advertising, the American public is “being seduced” (McClintock 263)?

Long or Off-Set Quotations

Quotations that are *longer than four (4) typed lines* are set off (or offset) from the rest of the text. These quotations are *not* enclosed in quotation marks but are designated as quotations by indenting the entire quotation one inch (1”) from the left margin. The parenthetical citation *follows* the closing punctuation mark of the quotation. The offset quotation, like the rest of the paper, is double-spaced.

For example:

Many college professors complain that most student writing is an example of how to say nothing in 500 words. Word choice is part of the problem:

Most student writers come to grief not with words that are colorful or those that are colored but with those that have no color at all. A pet example is *nice*, a word we would find it hard to dispense with in casual conversation but which is no longer capable of adding much to a description. Colorless words are those of such general meaning that in a particular sentence they mean nothing. (Roberts 326)

Slang adjectives, like *cool*, and nouns with general meanings, like *circumstances*, *cases*, *instances*, also weaken writing. Notice also what “etc.” means. It means “I’d like to make this list longer, but I can’t think of any more examples.”

Changing Quotations

Sometimes you may find it necessary to add words to a quotation (called ‘interpolation’) or change words in a quotation. To do this, you must put brackets (not parentheses) around the word(s) to show the reader that the word(s) were not part of the original quotation. Other times, you may want to omit one or more words from a quotation. Deleted words are indicated by the use of ellipsis marks (three periods).

For example:

“He [Bilbo Baggins] has lived most of his life in this splendid burrow . . . and he has never ventured farther than his own community” (Hillegass 12).

Quotations from the Bible

It is important that readers know which Bible you are using because different versions vary in translation. The first time you use the Bible, the parenthetical citation must include the name of the Bible as well as the book, chapter and verse.

For example:

Ezekiel stated that he saw “what seemed to be four living creatures,” each with the faces of a man, a lion, an ox, and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

Additional references to this version of the Bible need only include the book, chapter and verse unless you are using more than one Bible.

Basic Rules for Punctuating Quotations

1. Begin a quotation with a capital letter when the quoted material is a complete sentence.
EX: In her article, Rego states, “Effective complaining is not apologetic” (11).
2. If the quotation is not a complete sentence, begin the quotation with a lowercase letter.
EX: It all began when Fleming found “a colony of mold in his lab” (Anderson 83).
3. If you use the word “that” to integrate a quotation into your text, do not begin the quotation with a capital letter.
EX: Rego claims that “effective complaining is not apologetic” (11).
4. Do not use a capital letter on the continuation of a quotation that has been interrupted unless it is the beginning of another complete sentence.
EX: “If your problem requires an immediate response,” Rego states, “try to make your complaint in person” (12).
5. If you have a quotation within a quotation, use double quotation marks at the beginning and end of the quotation and single quotation marks on the embedded quotation.
EX: “You must read ‘The Fine Art of Complaining,’ ” our instructor said.
6. If you use a complete sentence to introduce a quotation that is also a complete sentence, separate the two sentences with a colon.
EX: It was obvious that the supervisor was frustrated: “Don’t make your back do so much work,” he instructed.

Glossary

Common knowledge	information and/or facts that can be found in numerous places and are likely to be known by most people
Credible sources	written by an expert on the topic; information can be verified; information is timely
Direct quotation	copied word-for-word from the source
Ellipsis	this indicates that words are left out of a direct quotation; three periods are placed where the words would normally appear
Interpolation	this is when you add words or letters to a quotation; brackets are placed around the added material
Offset quotation	a long (more than four typed lines) direct quotation; these quotations are indented 1" from the margin.
Paraphrase	putting a source's ideas into your own words without changing the meaning or leaving out any material
Parenthetical citation	citations within the body of an essay, report, or research paper to inform the reader where the information originated; also called in-text citation or citing
Plagiarism	using another's ideas or words without giving credit; academic stealing
Primary source	a first hand resource; interview, e-mail, telephone conversation...
Secondary source	a second hand resource, such as a book, magazine, newspaper, recording, television show...
Summarize	putting the main ideas of a resource in your own words
Works Cited page	The last page of a composition which lists, in alphabetical order, all the sources cited within the body of the paper.