HIGH SCHOOL

WRITING MANUAL
AND STYLE GUIDE

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM
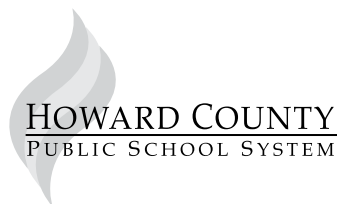
INTRODUCTION

BECOMING COLLEGE- AND CAREER-READY WRITERS

"For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing."

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (41).

The contents of this manual are designed to provide a baseline of expectations for writing at the high school level in Howard County public schools and to standardize basic stylistic elements across all high schools for students and teachers. This publication is intended to be a resource for students and to supplement classroom instruction.

Incoming freshmen are generally familiar with much of the language in this manual, such as the "6+1 Traits of Writing®" and "The Big6™ Information Literacy Strategies" that are introduced in elementary and middle school language arts classes. Other elements may be new and are taught as part of the essential curriculum.

Individual teachers in various content areas may assign additional or modified requirements depending on the discipline, the course, and the specific assignment.

The development of this document was a team effort of the Secondary Language Arts Office and the High School English Instructional Team Leaders.

TABLE OF CONTENTS

6+1 Traits of Writing®

Research to Build and Present Knowledge

Writing for Exams

#1-IDEAS

In order to express your ideas clearly, you should have an understanding of the four general **Modes of Discourse**: exposition, persuasion, description and narration. Recognizing your purpose for writing will help you select the appropriate details to include in your paper.

MODES OF DISCOURSE

Explanatory/Exposition: The explanatory essay provides information and helps the reader understand a concept, topic, or process. This type of essay can be divided into the following categories:

Comparison and contrast: Addresses the similarities and differences between two or more things

Definition: Expands a dictionary definition to include your individual understanding of a thing or an idea

Classification: Separates a large topic into smaller categories

Literary analysis: Discusses one or more of the elements of fiction – characters, setting, plot, point of view, theme

Research paper:

Synthesis paper: Brings together information from a variety of sources in a new way

Problem-solution paper: Addresses a problem and evaluates possible solutions

I-Search paper: Examines the writer's personal connection to a limited topic

Original research paper: Begins with a survey of the current literature related to the topic and then details your own research in support of a hypothesis or theory

Persuasion/Argument: The persuasive or argumentative essay presents a position on a topic (the claim) with the objective of influencing a reader's opinion.

Description: The descriptive essay uses vivid sensory details to describe a person, place, object or emotion so that it may be visualized in the reader's mind.

Narration: The narrative essay tells a story or describes a sequence of events.

You should also be able to develop a clear **thesis** statement and to support your thesis with specific details appropriate to the mode in which you are composing.

THESIS STATEMENT/CLAIM

- Establishes the purpose for the essay or the claim for the argument.
- Identifies a topic and expresses a position or point of view about that topic.
- Appears in the introduction of the essay.

#2-ORGANIZATION: STRATEGIES

Good writing has structure. After gathering your ideas, put them together with a purposeful plan.

DEVELOPING PARAGRAPHS AND SELECTING DETAILS

Explanatory/Exposition
1. Arrange ideas in order of importance with the most important point last.
2. Use facts and examples as supporting details.

Persuasion/Argument
1. Arrange ideas in order of importance with the most important point last.
2. Include counterclaims and rebuttals when writing an argument.
3. Use facts and examples as supporting details.
4. Word choice should include appropriate rhetorical devices.

Description
1. Arrange details in spatial order, using transitions identifying place.
2. Use sensory details to show, not tell.
3. Word choice might include figurative language and vivid adjectives.

Narration
1. Arrange events in sequential order using chronological transitions.
2. Use sensory details.
3. Word choice might include vivid verbs.

STRATEGIES FOR INTRODUCTIONS

Introductions should catch the reader's attention and include the thesis statement or claim.
Begin with a **question** related to the topic.
Begin with a **definition**. Warning! Do not quote from the dictionary!
Begin with a **fact or statistic**.
Begin with a **quotation** from the text or from a related topic.
Begin with an **anecdote**, a brief story that is related to the topic.
Begin with a **startling statement**: "Man is doomed!"
Begin by telling **why the subject is important**.
Begin with a **generally accepted belief**.

STRATEGIES FOR CONCLUSIONS

Conclusions should provide closure and leave the reader satisfied. **Conclusions** should **NOT** introduce new or distracting information.
Summarize the ideas and points made in the essay.
Reflect on what you have written.
Add a **new insight** that follows from your essay.
Offer a **solution** or make a **prediction**.
Reshape or restate your thesis or claim, using new words.

ORGANIZATION AND VOICE

ORGANIZATION: TRANSITIONS

Transitional words and phrases show the relationship between sentence parts, whole sentences, paragraphs, or larger sections of an essay. Help guide your reader by using appropriate transitions.

TO ADD INFORMATION

again	another	as well as
next	too	first, second . . . last
also	in addition	furthermore
besides	moreover	above all

TO GIVE EXAMPLES

for example	for instance	in fact
specifically	to illustrate	namely

TO COMPARE

also	as well as	in the same manner
likewise	similarly	then again

TO CONTRAST

although	in spite of	yet
despite	nevertheless	but
however	on the other hand	still
otherwise	conversely	unlike

TO SUMMARIZE OR CONCLUDE

as a result	consequently	in other words
in short	in summary	therefore

TO SHOW TIME

after	at first	before
during	earlier	eventually
finally	formerly	later
meanwhile	previously	subsequently

TO SHOW LOCATION OR DIRECTION

above	across	adjacent to
below	between	close to
farther on	nearby	opposite

TO INDICATE A LOGICAL RELATIONSHIP

accordingly	consequently	as a result
if . . . then	for this reason	therefore

TO ASSERT OBVIOUS TRUTH

certainly	doubtless	in fact
naturally	surely	no doubt

#3-VOICE

The more you write, the more your voice will develop. Here are some hints to help you establish an individual voice:

- Write honestly; don't pretend to be someone else.
- Eliminate the use of trite expressions and clichés.
- Write with your reader in mind.

- Use formal or informal language as appropriate to your audience and purpose.
- Use rhetorical devices when appropriate (see below).
- Read extensively in a variety of genres to become acquainted with many different voices.

RHETORICAL DEVICES

RHETORICAL DEVICES are used by good writers and speakers to gain and keep their audience's attention and to clarify and emphasize key points. A few of these devices are listed below:

ALLUSION: A reference to a person, place, thing, or event believed to be familiar to the audience. Allusions have many origins including mythology, religion, historical events, and earlier literary works. The writer assumes that the reader understands the reference and can apply it to the current context.

ANALOGY: A somewhat lengthy comparison of an unfamiliar or difficult idea to a simpler, more familiar one

ANECDOTE: A short story that illustrates and exemplifies a point

NEGATIVE DEFINITION: A description of something by telling what it is not

PARALLEL STRUCTURE: The repetition of similar grammatical forms to create emphasis and rhythm

REPETITION: An emphasis on key words or phrases

RHETORICAL QUESTION: A question that the audience answers for itself. Rhetorical questions are used to emphasize a point and to involve the reader or listener more actively.

RHETORICAL APPEALS

RHETORICAL APPEALS When writing persuasively or supporting an argument, you should be aware of three ways you may appeal to your audience as devised by the Greek philosopher Aristotle.

ETHOS is an appeal based on the authority of the writer or speaker.

PATHOS is an appeal to the emotions of the audience.

LOGOS is an appeal to the intellect of the audience and is based on logic.

Check this OUT!

Rhetorical devices http://www.virtualsalt.com/rhetoric.htm

Rhetorical appeals and logical fallacies http://owl.english.purdue.edu/owl/resource/588/04/

#4-WORD CHOICE

- Writers use **vivid language** to engage their readers and create images in their readers' minds.
- Writers use **precise language** to enhance communication.
- Writers **choose language** based on both the denotation (dictionary definition) and the connotation (emotional or subjective association) of words.
- Writers identify their **topic, audience, and purpose for writing.** They:
  - Avoid slang unless it is used appropriately for a specific purpose.
  - Use content-specific vocabulary.
  - Use persuasive language when appropriate.
- Writers use the **historical present** when writing about literature to acknowledge that a text creates meaning in the present for each new reader. For example, even though Ralph Waldo Emerson is no longer alive, we say: "In his essays Emerson *explains* the importance of self-reliance."
- Writers **avoid overusing "says"** when quoting from a text. Try the alternatives below:

  From expository writing: adds, agrees, asserts, avers, claims, concludes, emphasizes, explains, points out, rejects, states, suggests, urges

  From fiction: boasts, commands, decides, insists, instructs, lectures, mentions, nags, objects, pleads, reassures, requests, scolds, urges, vows, warns, wails, whispers

Warning: When using a thesaurus, DON'T OVERDO IT! Readers can tell if a word is out of place, so use words that you know and that reflect your voice.

ACTIVE OR PASSIVE VOICE

Writers usually prefer active voice, resulting in a more concise and direct style of writing.

Writers use the **active voice** to identify who is performing the action.

Dr. Frankenstein <u>conducted</u> tests on the muscles of his monster.

Writers use the **passive voice** appropriately for rhetorical effect or when writing certain scientific papers in order to appear more objective.

Scientific tests <u>were conducted</u> to determine the cause of the fire.

Check this OUT!

Active and Passive Voice http://owl.english.purdue.edu/owl/resource/539/1/

WORD CHOICE:
FIGURES OF SPEECH

Figures of Speech are literary devices used to create imaginative descriptions. Here are a few:

Hyperbole: An exaggeration or overstatement

Example: Will all great Neptune's ocean wash this blood
　　　　 Clean from my hand? No, this my hand will rather
　　　　 The multitudinous seas incarnadine,
　　　　 Making the green one red.
　　　　　　　　 William Shakespeare, *Macbeth* 2.2

Metaphor: A comparison between two unlike things *without* using the words "like" or "as"

Example: "Hope is the thing with feathers . . ."
　　　　　　　　　　　　　 Emily Dickinson

Oxymoron: A combination of two seemingly incongruous or contradictory terms

Example: "clearly misunderstood," "deafening silence"

Paradox: A statement that seems to contradict common sense but may contain a deeper truth

Example: "The swiftest traveler is he that goes afoot,"
　　　　　　　　 Henry David Thoreau, *Walden*

Personification: Using human qualities and attributes to describe an animal or object

Example: "Sometime too hot the eye of heaven shines,
　　　　 and often is his gold complexion dimm'd . . ."
　　　　　　　 William Shakespeare, "Sonnet XVIII"

Simile: A direct comparison of unlike things by using words such as "like" or "as"

Example: " . . . drops that floated on the pool like pearls . . ."
　　　　　　　 Robert Frost, "Going for Water"

WORD CHOICE: SOUND DEVICES

Sound Devices are used to create effects that appeal to the ear of the listener or reader. Try some of these in your prose writing as well as in your poetry.

Alliteration: The repetition of initial consonant sounds (*a perfect, pearly dawn*)

Assonance: The repetition of vowel sounds in initial, medial, or ending positions (*the great plains*)

Consonance: The repetition of consonant sounds in initial, medial, or ending positions (*lily of the valley*)

Onomatopoeia: The use of a word whose sound suggests its meaning (*oink*, *clank*, *hiss*)

#5-Sentence Fluency

Experiment with various ways of creating and combining sentences to create a pleasing rhythm in your writing. Your goal is to understand how syntax contributes to meaning or effect and to choose a syntactic style for a particular composition.

Think about how you can use sentence elements to:

- Emphasize and enhance meaning.
- Logically subordinate, coordinate, and sequence ideas.
- Create dialogue that sounds natural.

Suggestions

- Vary your sentence structures to include a mixture of simple, compound, complex, and compound-complex sentences.
- Use a variety of sentence beginnings.
- Vary the lengths of your sentences.
- Establish a rhythm through your choice of words and phrases.

Varying Sentence Beginnings

(Notice how each variation emphasizes a different aspect of the sentence.)

Original (subject-verb)
George Orwell worked in Burma for five years and saw many examples of oppressive government policies.

Prepositional Phrase
For five years, George Orwell worked in Burma and saw many examples of oppressive government policies.

Participial Phrase
Working in Burma for five years, George Orwell saw many examples of oppressive government policies.

Adverb Clause
When George Orwell worked in Burma, he saw many examples of oppressive government policies.

> ***If you would not be forgotten***
> ***as soon as you are dead,***
> ***either write something worth reading***
> ***or do things worth writing.***
>
> Benjamin Franklin

#6-Conventions

After revising your writing for ideas, organization, word choice, and fluency, the next step is to edit for spelling, capitalization, punctuation, and usage by using traditional and electronic resources. Consider using more sophisticated punctuation such as semi-colons, hyphens, dashes and ellipses.

Mature writers:

- Manipulate conventions for stylistic effect.
- Demonstrate the ability to integrate quotations and citations into written text.
- Apply accurate punctuation to guide the reader through the text.

Semi-colon

Semi-colons are most commonly used to link two closely related sentences in place of a comma and a coordinating conjunction. A semi-colon is also used before a conjunctive adverb to indicate a pause and highlight the relationship of the two parts of the sentence.

Examples:
Mr. Olveida played the cello professionally for many years; he now conducts a community orchestra.

The hurricane washed out the bridge; therefore, the state police closed the road.

Dash or hyphen?

These punctuation marks not only look different but have different uses.

- A hyphen (-) is used to separate parts of words.
- A dash (–) is twice as long as a hyphen and is used to separate parts of a sentence to show emphasis or to indicate a shift in thinking. It is often used for the same purpose as a set of parentheses.
- Do not put a space before or after either the hyphen or the dash.

Examples:

hyphen   one-third
           eye-opener

dash   The movie was so funny—although I usually don't care for comedies—that we laughed ourselves silly.

CONVENTIONS & CHECKLISTS

ELLIPSIS

An ellipsis is used to show that words have been omitted from a quotation. The preferred way to make an ellipsis is to use three dots (periods) with one space separating the three dots from the text, one space between each dot, and one space after the last dot. The ellipsis is inserted at the point in the quotation where the words are omitted. If the ellipsis comes at the end of the sentence, it is proper to use a fourth dot which signifies the period.

Example:

When Abraham Lincoln reminded those gathered at Gettysburg that "four score and seven years ago our fathers brought forth . . . a new nation," he asked how we would honor the deaths of those who fought to maintain liberty.

(The original quotation contains the phrase "on this continent" where the ellipsis is placed.)

TITLES

When referring to titles in your writing, be sure to use the correct form of punctuation.

- Use quotation marks to punctuate the titles of short stories, poems, essays, articles in magazines, or songs.
  "Ode to a Nightingale"
  "Born to Run"
  "The Cask of Amontillado"

- Use italics to punctuate the titles of novels, plays, magazines, newspapers, albums, DVDs, or movies. If you use a word processor, italicizing is easy; however, if you handwrite or use a typewriter, then underlining titles is your only option. Whichever form you use, be consistent throughout your paper.

The Great Gatsby	OR	The Great Gatsby
The New Yorker	OR	The New Yorker
Shrek	OR	Shrek

Note: When you create an original piece of writing, never punctuate your own title.

> ***I'm not a very good writer,***
> ***but I'm an excellent rewriter.***
>
> James Michener

CHECKLIST FOR REVISION

In my introduction, did I

- [ ] catch my reader's interest?
- [ ] include all my key ideas in my thesis?

In my body, did I

- [ ] clearly organize my paragraphs?
- [ ] include a topic sentence for each paragraph?
- [ ] use transition sentences between paragraphs?
- [ ] provide enough relevant evidence?
- [ ] explain the significance of the quotations I chose?

In my conclusion, did I

- [ ] bring my argument to a close?
- [ ] include an effective closing statement that reinforces my thesis?

Overall, did I

- [ ] write with clarity and conciseness?
- [ ] avoid grammatical errors?

CHECKLIST FOR PRESENTATION

Before submitting your essay, you should be able to check off all the following items.

- [ ] Have you placed your name and other identifying information on the assignment?
- [ ] Are all pages included, and are they in order?
- [ ] Have you correctly spelled the name of the person who is receiving your work?
- [ ] If typed, is the print neat and easily readable?
- [ ] If handwritten, did you write legibly in black or blue ink?
- [ ] Is your paper double-spaced and written on only one side of the page?
- [ ] Have you left sufficient margins on all edges of your paper?
- [ ] If you made any last-minute corrections, are they neatly done?
- [ ] If you consulted any outside sources, did you use proper citation and attach a works cited page or bibliography?

COMMON PROOFREADING SYMBOLS

∧ = **Insert letter, word, or punctuation**

Example: The school˄s attendance policy is clearly stated in the student handbook. (insert apostrophe)

Correction: The school's attendance policy is clearly stated in the student handbook.

¶ = **New paragraph**

Example: . . . and after much tossing and turning, Miguel finally fell asleep.¶At school the next day, Miguel realized. . . .

Correction: . . . and after much tossing and turning, Miguel finally fell asleep.
     At school the next day, Miguel realized. . . .

SP = **Spelling error**

Example: Rayna and Suzanne have been (freinds) for years.

Correction: Rayna and Suzanne have been friends for years.

WC = **Word choice**

Example: The movie was (good.)

Correction: Instead of good, use enjoyable, hilarious, suspenseful, terrifying, intriguing. . . .

/ = **Make a capital letter a lower case letter**

Example: My M/om and D/ad were proud of my grades this past quarter.

Correction: My mom and dad were proud of my grades this past quarter.

≡ = **Capitalize**

Example: Howard county is located between Baltimore and Washington, DC.

Correction: Howard County is located between Baltimore and Washington, DC.

⌒ = **Close up the space**

Example: After just one hour, the side walks were completely covered with snow.

Correction: After just one hour, the sidewalks were completely covered with snow.

∩ = **Switch position of letters, words, or punctuation**

Example: "To be or not to be", pondered Hamlet.
Correction: "To be or not to be," pondered Hamlet.
Example: We will have to quickly run if we want to see the opening credits to the movie.
Correction: We will have to run quickly if we want to see the opening credits to the movie.

⸍ = **Delete**

Example: I was late this morning because I couldn't find where my lunch was at.
Correction: I was late this morning because I couldn't find my lunch.

RO = **Run-on sentence**

Example: I haven't eaten all day I am starving!
Correction #1: I haven't eaten all day; I am starving!
Correction #2: I haven't eaten all day. I am starving!
Correction #3: I haven't eaten all day, so I am starving.

CS = **Comma splice sentence**

Example: I haven't eaten all day, I am starving!
Correction #1: I haven't eaten all day; I am starving!
Correction #2: I haven't eaten all day. I am starving!
Correction #3: I haven't eaten all day, so I am starving.

frag = **Sentence fragment**

Example: Because of the snow.
Correction #1: Because of the snow, all after-school activities have been canceled.
Correction #2: All after-school activities have been canceled because of the snow.

+1 PRESENTATION

General Guidelines for most written assignments

• WRITE LEGIBLY!

• Put your full name, the date, and your class period in the upper right margin of your paper.

• Place the title of the assignment in the center of the first line.

• When writing assignments by hand, use lined loose leaf paper. Please don't tear out pages from spiral books.

• Indent the first line of each paragraph.

• Use only one side of each sheet of paper on the final draft of compositions.

• Avoid use of texting abbreviations.

• Maintain clear margins on all four sides of the paper, preferably a one inch margin all around. Reset default margins on your word processing application, if necessary.

• Use only blue or black ink on the final draft.

When using the computer/printer, please

• Use 8½" x 11" paper.

• Double space throughout.

• Left-justify your work.

• Use a Times or Times New Roman 12-point font size.

• Use fonts with upper and lower cases.

> "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."
>
> Common Core State Standards

Jane Doe
September 25, 2013
English 9 - Period

Title of Assignment

_____

_____

_____

Remember!
Do not put quotation marks around your own title!
Do not italicize or underline your own title!

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

The following standards describe the research skills that all students must be able to demonstrate:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

> Students "have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner."
>
> Common Core State Standards

INFORMATION LITERACY USING THE BIG6™

The Big6™ framework provides a structure that students may use to identify questions, locate and organize information, and present their information accurately and clearly.

1 TASK DEFINITION
- Define the information problem.
- Identify information needed to solve the problem.

2 INFORMATION SEEKING STRATEGIES
- Determine the range of all possible sources.
- Evaluate and select the best sources.

3 LOCATION AND ACCESS
- Locate sources (intellectually and physically).
- Find information within sources.

4 USE OF INFORMATION
- Engage with the information (e.g., read, hear, view, touch).
- Extract relevant information.

5 SYNTHESIS
- Organize information from multiple sources.
- Present the information.

6 EVALUATION
- Judge the product (effectiveness).
- Judge the information problem-solving process (efficiency).

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ACADEMIC INTEGRITY

Academic integrity refers to your responsibility to give credit for the information that other people have developed or created. Just as you wouldn't take someone's car and use it as your own, don't take other people's ideas and present them as your own.

The name for this theft of ideas is plagiarism. There are two types: accidental and deliberate/intentional.

ACCIDENTAL PLAGIARISM is often the result of sloppy work such as forgetting to put quotation marks around a quote, neglecting to give credit to a source, not quoting something accurately, or giving credit to the wrong source.

DELIBERATE/INTENTIONAL PLAGIARISM is committed when a person intentionally does something dishonest such as buying an assignment online, copying work from another student, turning in someone else's work as his/her own, or cutting and pasting parts of texts and pretending they are his/her original work.

PENALTIES FOR PLAGIARISM:

- In Howard County public schools, teachers may give a zero on the assignment. There may be additional consequences based on the HCPSS Code of Conduct or individual school honor codes, such as denial of admission to the National Honor Society or possible ineligibility for school leadership positions.

- At the University of Maryland, undergraduate students receive an XF grade for the course with the following notation included on their transcripts: "Failure due to academic dishonesty."

- In the world of work, reporters and college professors have lost their jobs. Some jobs require a security clearance and/or references regarding the applicant's integrity. Learn the rules and be scrupulous about following them!

WHAT DO I NEED TO CITE IN MY PAPER?

DIRECT QUOTATIONS: Use the author's exact words placed inside quotation marks. Look for quotations that are well-written and use elegant language that you could not replicate in your own paraphrase.

PARAPHRASES: Restate an author's ideas in your own words. Do not change the meaning of the original. Do not copy the sentence structure of the original. Your paraphrase will be about the same length as or even longer than the original.

SUMMARIES: Condense an author's ideas. Use your own words. Do not interpret the information in your summary. You should provide interpretation after the summary.

RESEARCH TERMINOLOGY

Library research: the type of research done when people look for information developed by others and reported in books, journals, and on the Internet. These researchers select portions of that information to support a thesis or point of view on a topic.

Original research: the process of formulating a hypothesis or theory and conducting an experiment to test the validity of that hypothesis or theory. Library research is often the first step of this process, helping the researcher to learn what previous researchers have found

Abstract (also called a précis): a brief summary of the content of a book or report

Analysis: an interpretation of a literary work, a historical event, or a process by taking the subject apart and looking at its component parts

Annotated Bibliography: a list of sources with a brief summary of the source and an evaluation of its usefulness to the topic being researched

Synthesis: ideas from various sources are connected in order to show their relationship to one another

Thesis statement: a statement that summarizes the results of your research; usually a single sentence that names both the topic and the point of view of the writer toward that topic

Works Cited: a list of the sources that were actually used in the paper—whether quoted, paraphrased, or summarized

Works Consulted: a list of the sources that were examined and evaluated for possible inclusion, but from which nothing was cited

> *I was working on the proof of one of my poems all the morning, and took out a comma.*
> *In the afternoon I put it back again.*
>
> Oscar Wilde

TYPES OF SOURCES

Primary sources are accounts or artifacts created by someone who experienced events firsthand. The account may be written either during the time period when the events occurred or at a later time from the memory of the participant. Primary sources reflect the viewpoint of the original observer and do not include interpretation by others. Examples: diaries, letters, photographs, works of art, articles of clothing, memoirs, oral histories, works of literature, interviews

Secondary sources provide interpretations of primary sources. The writers of secondary sources comment on the original account using knowledge gained from more recent experiences and events. Examples: biographies, literary criticism, journal articles, textbooks

Tertiary sources provide limited and selected information from both primary and secondary sources. Examples: almanacs, encyclopedias

Examples for a paper on *Lord of the Flies* by William Golding

Primary source: the novel itself
Golding, William. *Lord of the Flies*. New York: Berkley, 1954. Print.

Secondary source: a critical essay
Bufkin, E. C. "*Lord of the Flies:* An Analysis." *Georgia Review* 19.1 (1965): 40–57. Print.

Tertiary source: an encyclopedia
Seidel, Michael. "Golding, William." *World Book Online Reference Center*. World Book, 2009. Web. 2 April 2009.

Check this OUT!

For more information on sources and annotations:

www.ala.org/ala/mgrps/divs/rusa/resources/usingprimarysources/index.cfm

www.lib.umd.edu/ues/guides/primary-sources

MLA: MODERN LANGUAGE ASSOCIATION

RULES FOR DOCUMENTING SOURCES

There are several accepted styles that are used in specific disciplines and/or universities. The most common ones are MLA (developed by the Modern Language Association), APA (developed by the American Psychological Association), and Chicago/Turabian. MLA and APA styles are described in this manual. The following website gives an overview of Chicago/Turabian: http://owl.english.purdue.edu/owl/resource/717/12/

MLA: MODERN LANGUAGE ASSOCIATION

MLA style is used for formatting outlines, writing papers, and documenting sources in the arts and humanities (languages, literature, history, visual and performing arts, philosophy, and religion).

Why do we document sources?

- To give credit to the person who did the work
- To show your reader where he or she can go to get more information on the topic
- To give validity to your argument

How do I show my documentation?

1. Prepare a list of all sources used in the preparation of the paper: this is the **Works Cited** page.

2. Include brief references to particular sources within the body of your paper: this is called **parenthetical documentation** (because it is placed within parentheses) or in-text citation. Writers may choose to include the name of the author in their text, leaving only a page number to be placed within the parentheses. If the reference is to an online text, use a paragraph number in place of a page number. This parenthetical reference, or parenthetical note, is placed immediately after a quotation or a piece of information that comes from the source.

3. The name of the author in the parenthetical note should correspond to a listing on your Works Cited page, thereby enabling your reader to find the complete bibliographical information on the source.
   Examples:

   Pip first describes Miss Havisham as looking like a "ghastly waxwork" (Dickens 76) in her yellowed wedding dress.

   Charles Dickens traveled to America in 1867, meeting Emerson and Longfellow, and giving numerous readings to appreciative audiences (Benson xix).

   David Cody, on *The Victorian Web*, states that "Pip's psyche haunts the novel, which is in a sense about the process of becoming wholly human" (par. 3).

Note that the following terms all mean the same thing: parenthetical reference, parenthetical documentation, parenthetical notation, and in-text citation.

Check this OUT!

For more information on MLA format and style: http://owl.english.purdue.edu/owl/section/2/11/

MLA FORMAT FOR WORKS CITED AND CONSULTED PAGES

Note: Titles of longer works such as books, magazines, newspapers, journals, websites, and movies must be italicized. Titles of shorter works such as poems, short stories, articles, essays, or songs from a compact disc (CD) are placed between quotation marks.

BOOK BY A SINGLE AUTHOR

Last name, first name. *Title of Book.* City of publication: Name of publisher, date of publication. Print.

Hemingway, Ernest. *For Whom the Bell Tolls*. New York: Scribner, 1940. Print.

[Note: You may shorten the name of the publisher to the main word or words.]

BOOK BY TWO AUTHORS

First author's last name, first name, and first name last name of the second author. *Title of Book*. City of publication: Name of publisher, date of publication. Print.

Winkler, Anthony C., and Jo Ray McCuen. *Writing Research Papers: A Handbook.* 2nd ed. Washington: Harcourt, 1985. Print.

BOOK WITH AN EDITOR

Editor's last name, first name, ed. *Title of Book.* City of publication: Name of publisher, date of publication. Print.

Miller, James, ed. *The United States in Literature.* Oakland, CA: Scott, Foresman, 1981. Print.

[Note: If the city of publication could be confused with other cities of the same name, include the abbreviation of the state after the city.]

BOOK WITH NO AUTHOR

Title of Book. City of publication: Name of publisher, date of publication. Print.

World Almanac and Book of Facts 1999. Mahwah, NJ: World Almanac, 1998. Print.

MLA FORMAT FOR WORKS CITED AND CONSULTED

Poem, short story, or essay in an anthology
Author's last name, first name. "Title of Poem." *Title of Book.* Editor [if applicable]. City of publication: Name of publisher, date of publication. Page number(s). Print.

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*. Ed. Philip Smith. New York: Dover, 1995. 26. Print.

Article in a magazine or newspaper – Print version
Author's last name, first name. "Title of Article." *Title of Magazine* or *Newspaper* Day Month Year of publication: Page number(s). Print.

Isaacson, Walter. "After Williamsburg." *Time* 13 June 1983:12-14. Print.

Article in a magazine or newspaper – Online version
Author's last name, first name. "Title of Article." *Title of Magazine* or *Newspaper.* Publisher of website, Day Month Year of publication. Web. Day Month Year of access. <URL>. (if required)

Isaacson, Walter. "After Williamsburg." *Time.* Time, 13 June 1983. Web. 20 May 2009. <http://www.time.com/time/magazine/article/0,9171,951996,00.html>.

Essay in a work of literary criticism – Print version
Author's last name, first name. "Title of Article." *Title of Journal* Volume number. Issue number (date): Page number(s). Print.

Bufkin, E.C. "*Lord of the Flies*: An Analysis." *Georgia Review* 19.1 (Spring 1965): 40–57. Print.

Painting, sculpture, photograph – The original work (To cite a reproduction, see the MLA Handbook)
Artist's last name, first name. *Title of Work*. Year created. Medium of composition. Museum, City.

Matisse, Henri. *Purple Robe and Anemones*. 1937. Oil on canvas. Baltimore Museum of Art, Baltimore.

Map on a single sheet
Map author [if known]. *Title*. Map. City of publication: Name of publisher, date of publication. Print.

South Asia, with Afghanistan and Myanmar. Map. Washington: National Geographic Society, May 1997. Print.

Map in a book
Map author [if known]. "Title." Map. *Title of Book*. By author's name. City of publication: Name of publisher, date of publication. Page number(s). Print.

"French Forts in America, 1750-60." Map. *History of the Niagara River*. By Archer Butler Hulbert. Harrison, NY: Harbor Hill, 1978. 165. Print.

Film or video recording
Title of Film or *Video*. Dir. Director's first name last name. Perf. Names of main actors and actresses. Name of studio, date of release. Medium of publication.

Macbeth. Dir. Roman Polanski. Perf. Jon Finch, Francesca Annis, and Nicholas Selby. Caliban, 1971. Videocassette.

Interview, published or recorded
Last name, first name of person interviewed. Interview. *Radio* or *TV Program* where interview was conducted or *Publication* where interview was printed. Place interview was conducted. Day Month Year of interview. Medium of publication.

Morrison, Toni. Interview. *McNeil/Lehrer News Hour*. KERA, Dallas. 21 Mar. 1987. Television.

Interview, personally conducted
Last name, first name of person interviewed. Personal Interview. Day Month Year of interview.

Moon, Mary. Personal Interview. 22 October 2002.

Website or online publication
(Note: Follow your teacher's directions as to whether or not you should include the URL. If including the URL, see the first example below. Since information on the Internet may change, consider downloading or printing the material for later access.)

Author's last name, first name [if available]. "Title of Document." *Title of Website*. Publisher or sponsor of website (or N.p.), Date of publication (or n.d.). Web. Date of access. <URL> (if required).

Simone, Samara. "Last Known Titanic Survivor Dies." *CNN.com*. Cable News Network, 1 June 2009. Web. 5 June 2009. <http://www.cnn.com/2009/WORLD/europe/05/31/titanic.last.survivor.obit/index.html?iref=mpstoryview>.

Bremner, Brian. "Japan Takes the First Step to Recovery." *Business Week*. McGraw-Hill, 10 Oct. 2003. Web. 5 Sept. 2007.

Wolters, Timothy S. "Airplane." *World Book Student*. World Book, 2009. Web. 28 April 2009.

"Smart Nutrition 101." *Nutrition.gov*. USDA, 14 May 2008. Web. 6 Aug. 2009.

The above examples are only a few of the many types of citations used in library research. Refer to the *MLA Handbook for Writers of Research Papers,* 7th Edition, for additional information.

MLA Outline Format

Remember the "two-point rule": *You need at least two points under every heading. In other words, every letter A needs at least a letter B; every number 1 needs at least a number 2.*

Draft thesis statement: _____

I. Main topic or idea #1

    A. Evidence to support the topic

    B. Another piece of evidence

       1. A detail to explain the evidence

       2. More detail

         a. Quotation

         b. Link quotation to main idea

II. Main topic or idea #2

    A. Supporting evidence

       1. Detail

         a. More detail

           (1) Even more detail

           (2) Even more detail

         b. Detail

       2. Another piece of evidence

    B. Supporting detail

III. Main topic or idea #3

    A. Supporting detail

    B. Supporting detail

> **Note that outlines are double spaced.**

MLA Format for the Final Draft of the Research Paper

Title Page

Do not create a separate title page for a research paper.

Follow this format on the first page of your paper:

My Name ——————————— **double space**

My Teacher's Name

English 12

25 November 2013

Title of Paper

Text begins here.

Spacing

Double-space everything.
- Double-space the heading.
- Double-space within and between paragraphs.
- Double-space indented quotations.
- Double-space the Works Cited page.
- Double-space everything!

Pagination

Number all pages in the upper right-hand corner, ½ inch from the top and even with the right margin. Type your last name before the number.

Last Name 6

Margins

Set your margins for **one inch all around** (top, bottom, left, and right sides.) Only the page number will go outside this margin.

Indentations

- Indent the first line of each paragraph ½ inch.
- Indent lengthy quotations one inch from the left margin. Do not indent from the right margin. Do not use quotation marks. See the example below.

> Here is a wonderful quotation that will fit perfectly in my paper. It will take up more than four lines if I put it in the body of my paper, so I will need to indent it one inch from the left margin. I will insert it right here:
>
> > Quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation. Quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation. Quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation. Quotation quotation quotation quotation quotation quotation quotation quotation quotation quotation. (parenthetical citation)

Check this OUT!

For more information on formatting papers, including examples: http://owl.english.purdue.edu/owl/resource/747/01/

APA STYLE

INTRODUCTION TO APA STYLE

The American Psychological Association has its own rules for documenting the sources used in a paper. These rules are commonly used in the social sciences such as psychology, sociology, education, and journalism. The differences between MLA and APA style are mostly in the order that information is presented and in some punctuation.

Many college programs require APA style. Your instructors will advise you which style is to be used for a particular subject.

A Few Rules for Documenting Sources

	MLA	APA
bibliography page is titled . . .	Works Cited	References
one author	Walker, Robin.	Walker, R.
two authors	Walker, Robin, and John Keller.	Walker, R. & Keller, J.
publication date	placed at end of citation	placed after the author(s) names(s) Walker, R. (2007). Keller, J. (2006, November 27).
titles	Capitalize the first letter of all major words in any title: book, article, journal, magazine. (*Great Expectations, Poetry to Read Aloud*)	Capitalize only the first letter of the first word for all titles except journals. (*Great expectations* and *Poetry to read aloud* but *Journal of the American Psychological Association*)
samples	Goode, Mary, Jennifer Friend, and Harry Best. *How to Write an Excellent Paper*. Chicago: First Publishing, 2008. Print.	Goode, M., Friend, J. & Best, H. (2008). *How to write an excellent paper*. Chicago: First Publishing.

Parenthetical Notation

MLA	APA
(Walker 33)	(Walker, 2007)
author's last name, NO comma, page number	author's last name, comma, date of publication

Check this OUT!

Website on APA style http://owl.english.purdue.edu/owl/resource/560/01/#resourcenav

Turnitin.com

Turnitin.com is an online resource that fosters collaboration in writing by providing forums for student writers in which they can offer and receive feedback. Once your teacher enrolls your class, you will receive a login and password that allow you to access Turnitin from any computer connected to the Internet in your home, the school media center, or the public library.

COMPONENTS

Peer Review
- Receive feedback from classmates before you submit a paper for grading.
- Read and evaluate other papers to expand your critical thinking and writing skills.

Discussion Board
- Improve your ability to participate in class discussions as you respond online to questions posted by your teacher.

Originality Reports
- Refine your ability to summarize, paraphrase, quote, and cite sources correctly.

Paperless Grading
- Read your teacher's comments online.

WRITING FOR EXAMS

Writing for the SAT

The purpose of the SAT I essay is to show your ability to write about a given topic within a limited time frame of 25 minutes.

Scoring

According to the College Board website, essay scorers are looking for your ability to "develop a point of view on an issue presented in an excerpt, support your point of view using reasoning and examples from your reading, studies, experience, or observations, and follow the conventions of standard written English." http://www.collegeboard.com/student/testing/sat/prep_one/essay/pracStart.html

Preparation

There is no easy formula that will lead to success. You cannot prepare for a specific topic, but you can "prepackage" your strategies before taking the test. Consider all of the following that provide a knowledge base upon which you can draw to support your point of view:

- Literature you have read in high school
- Historical examples
- Current events
- Personal experiences
- Personal observations

Using Your Time Effectively on the Exam

1. Read the literary excerpt and the assignment question carefully.

2. Decide your point of view on the topic. If you are having trouble determining your point of view, try completing the following sentence: "When people finish reading my essay, I want them to understand that _____." The information that you provide to complete this statement will help you identify your thesis.

3. Don't be afraid to use "I." You are expressing your opinion and giving examples from your experience, so it is appropriate to use the first-person pronoun.

4. Outline your essay.

   a) Introduction: Reword the topic and state your point of view.

   b) Body paragraphs: Cite examples or pieces of evidence to support your point of view. Provide explanations showing how the evidence supports your point of view.

   c) Conclusion—Summarize your point of view in one or two sentences.

5. Write legibly on the lined paper provided. Note that you must use pencil.

Note: SAT II exams include selected response items exclusively.

Remember the 6+1 Writing Traits!

1. **Ideas**
   - Does your essay show an understanding of the assignment?
   - Have you clearly stated your point of view?
   - Do the evidence and examples you provide support your point of view?
   - Have you explained how your evidence and examples support your point of view?

2. **Organization**
   - Have you structured your essay into paragraphs? (Your SAT essay should not be one paragraph!)
   - Have you transitioned smoothly from one paragraph to the next?

3. **Voice**
   - Are your arguments thorough and convincing?

4. **Word Choice**
   - Is your language accurate, specific and varied?
   - Have you avoided abstract and indefinite words such as "a lot," "good," "things," "interesting," etc?
   - Have you used mature and sophisticated language? (Do not mistake fancy, "thesaurus-speak" for mature and sophisticated language.)

5. **Sentence Fluency**
   - Do your sentences vary in construction and length?

6. **Conventions**
   - Have you reviewed your essay for minor errors in grammar, usage and mechanics?

+1. **Presentation**
   - Is your essay neat?
   - Is your essay legible?

> *I write to discover what I think.*
>
> Joan Didion

WRITING FOR ADVANCED PLACEMENT EXAMS

The free-response questions on Advanced Placement (AP) exams measure a student's ability to write well-developed essays using the composing and content knowledge for a specific discipline. Teachers in AP courses will provide extensive information and practice in writing these essays. The following suggestions are applicable to any discipline.

HOW TO APPROACH FREE-RESPONSE QUESTIONS

I. Read the prompt

- Read all questions carefully.
- Identify the task: compare? contrast? support? refute? analyze? explain? evaluate? persuade?

II. Read or examine supporting materials

- Read documents and passages carefully.
- Examine maps, charts, graphs, or cartoons.
- Make notes as you read.

III. Compose the response

- Plan your response.
- Answer all parts of the question.
- Provide evidence beyond common knowledge to show depth of understanding.
- Be sure to explain and not merely list facts.
- Include critical vocabulary that addresses the topic.
- Recall and apply prior knowledge to your response, if appropriate.

Check this OUT!

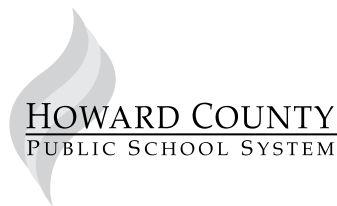**To see sample questions in all content areas, visit the following website:**

https://apstudent.collegeboard.org/takingtheexam/preparing-for-exams

> *Writing has saved me from the sin and inconvenience of violence.*
>
> Alice Walker

Notes: _____

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For further information, contact:Secondary Language Arts
410.313.6620 • fax 410.313.6795

Howard County Public School System
10910 Clarksville Pike • Ellicott City, Maryland 21042 • www.hcpss.org