

# Table of Contents

The table of contents gives a list of the topics found in this handbook. Take the time to become familiar with it. You may find the “Glossary of Terms” and “Appendix” especially helpful.

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# Defining Plagiarism

**Plagiarism** is when you use someone else's work without giving them proper credit and claiming it as your own. You must identify your source within the text of your paper (Refer to "In-Text Citations"). A main purpose of many courses is to learn how to express YOUR OWN ideas through writing. Therefore, teachers do not want you to pass off other people's information as your own.

## **What are the penalties for plagiarism?**

The consequence for plagiarism is that the student will receive a disciplinary action, rewrite the paper and turn it in for credit determined by the classroom teacher. Many teachers will give you a 0 for the assignment.

## **What does Plagiarism look like?**

- Submitting a paper, examination, or other assignment as your own when it was written or created by another. It is perfectly acceptable to consult with one or more of your classmates about an assignment, but when you turn your work in for a grade, it normally will look very different from those submitted by others. There are many, many ways to express an idea, to portray data in a graph, or to assemble numbers into a table.
- Verbatim copying of portions of another's writing without enclosing the copied passage in quotation marks and using in-text citations.
- Using a unique term or concept which one has discovered in reading, without acknowledging its author or source.
- Paraphrasing or restating someone else's ideas without using in-text citation to acknowledge that this other person's text was the basis for that paraphrase.
- Presenting false data such as data that has been fabricated, or altered, or borrowed from someone else without the instructor's permission for you to do so.
- Submitting the same paper for more than one course or purpose, without the express consent of all the instructors involved.
- Using ideas from Sparknotes, Cliffnotes, etc. and passing them off as your own interpretations.
- Using photographs and photo files from the internet without citing them.
- Copying and Pasting information from the internet onto a PowerPoint Presentation. **You should have in-text citations throughout PowerPoint Presentations as well as a "Works Cited" slide at the end.**

# Informal vs. Formal

## Writing

There is a vast difference between informal and formal writing. To decipher which type of writing to use, you must consider your audience and purpose. Most simply, your **audience** is to whom you are writing and your **purpose** is why you are writing.

### INFORMAL WRITING:

In your personal lives, you probably use informal writing the most. Your **audience** is someone you know well or are familiar with (i.e. friends, family). Your **purpose** can range from a quick text to see how a friend is doing to writing candid thoughts down in a personal journal.

#### **Characteristics of informal writing:**

- Sounds more like a spoken conversation
- Can use slang, jargon, improper grammar, broken syntax, etc.
- Can use first, second, or third person point-of-view
- Simple, short sentences are acceptable
- Can use contractions (e.g. can't, won't, wouldn't, you're, etc.)
- Can use abbreviations (LOL, L8R, U, TBH, etc.)
- Can show much emotion toward the audience

#### **When to use informal writing:**

- Journals/Diaries
- Class Notes
- Quick-Writes
- Letters to Friends
- Text Messages
- Emails to Friends
- Creative Writing (poetry, fiction, etc.)
- Short Reflection Papers

## **FORMAL WRITING:**

This style guide will focus on formal writing. Most of your school assignments will be considered formal writing.

Although you are usually writing formal papers to just one teacher, it is best to think of your **audience** for formal papers as a room full of teachers, professors, or scholars on the subject. This way you will avoid informality if you know the teacher well.

The **purpose** of an essay will vary with the assignment. However, the type of essay most commonly assigned to writers is the persuasive essay. Most formal papers will ask you to persuade your audience that your opinion and interpretation on the subject is valid, interesting, and supported.

### **Characteristics of formal writing:**

- Does not reference the writer (you), the reader, or the written piece
- Uses only the objective third person point of view
- Avoids conversational writing
- Uses proper grammar, structure, and syntax
- Avoids slang, jargon, contractions, and abbreviations
- Uses more complex sentences
- Uses a steady and even tone that does not express emotions
- Uses clear, easy-to-follow organization of argument

### **When to use formal writing:**

- Class Assignments
- Research Papers
- Analysis Essays
- Argumentative/Persuasive Essays
- Speeches
- Emails to teachers/ school officials/employers

# Interpreting Teacher Expectations

Throughout your time at Holy Name, you may be confused by a writing assignment from a teacher. Although each teacher has different expectations, at Holy Name all teachers have high expectations for the level of effort you put into any writing assigned. This section of the writing handbook will help you interpret what type of essay you are expected to write and includes helpful definitions to decipher writing prompts. In general, it is safe to assume that any assigned formal writing assignments will be in MLA format and should be well organized and original.

## Types of Writing Assignments:

**Annotation** – Notes often added to text to offer more information or further explanation of details. These notes are often used in historical research or as a form of note-taking while reading literature.

**Argumentative Essay** – See “Persuasive Essay.”

**Character sketch** – Description of a person including how the subject looks, sounds, and acts.

**Comparison Essay** – Shows how two things are alike or related.

**Contrast Essay** – Shows how two things are different even though the subjects may have something in common.

**Descriptive Essay** – Each paragraph in a descriptive essay focuses on one part of the whole picture using specific, vibrant words to give the reader a clear picture.

**Expository Essay** – Also known as a “How To” essay. Exposes or explains information about a subject often supplying directions or “how-to” information.

**Informative Essay** – Tells the reader about one specific topic. The first paragraph introduces the topic. The body gives the rest of the information about the topic.

**Lab Report** – Used to report your findings during a laboratory assignment. Usually requires creating a working hypothesis, discussing your laboratory procedure, recording your collected data, analyzing results, and discussing conclusions on your findings.

**Personal narrative** – A story of events that really happened to you. Tell the beginning, middle, and ending of your story.

**Persuasive Essay** – Used when you have a major point to make. Begin with a clear thesis statement and have each body paragraph offer a different reason to support your opinion.

**Play** – Written to be acted out. Dialogue tells the story. Stage directions are written in parentheses.

**Poem** – A type of creative writing in which the writer conveys experiences, ideas, or emotions in a vivid and imaginative way. In a rhymed poem, sounds are repeated at the ends of some lines. Unrhymed poems create feelings using rhythm, figurative language, and imagery.

**Research report** – Gives information about a topic. A variety of primary and secondary sources will be used.

**Reaction Paper:** see “Reflection Paper”

**Reflection Paper** – Also known as Reaction or Response papers; cites your reactions, feelings, and analysis of an experience or work in a more personal way than in a formal research or analytical essay.

**Response Paper** – see “Reflection Paper”

**Story** – Stories can be fiction or non-fiction. Stories include a setting, characters, conflict, rising action, climax, falling action, and resolution.

**Summary** – Short piece of writing that restates the main idea of a reading selection or piece of research.

**Quick-Write** – This is usually an informal, timed response (usually 5-15 minutes). A teacher will give you a question, quote, or topic and you will be asked to reflect or answer in the time allotted.

## Words Commonly Found in Writing Prompts:

**Analyze** – Break into separate parts, discuss, examine or interpret each aspect.

**Argue** – Choose a side of a topic and give reasons or cite evidence in support of that idea

**Compare**– Examine two or more issues. Identify similarities.

**Contrast** – Show differences. Set in opposition.

**Define** – Explain the exact meaning. Determine the precise limits of the term to be defined.  
Definitions are usually short.

**Describe** – A detailed account. Make a picture with words. List characteristics and qualities.

**Discuss** – Consider, debate or argue the pros and cons of an issue. Compare and contrast.

**Evaluate** – Offer an opinion or cite the opinion of an expert. Include evidence to support the evaluation.

**Explain** – Make an idea clear. Show how a concept is developed. Give reasons for an event.

**Illustrate** – Give concrete examples. Explain clearly by using comparisons or examples.

**Justify** – Proof or reasons for decisions or conclusions, be convincing.

**List** – Enumerate, write an itemized series of concise statements.

**Outline** – Describe main ideas, characteristics, or events. (Does not necessarily mean write a Roman numeral/letter outline.)

**Prove** – Support with facts, especially facts presented in class or in the text.

**Relate** – Show connections between ideas or events. Provide a larger context.

**Summarize** – A brief, condensed account. Include conclusions. Avoid unnecessary details

**Trace** – Show order or progress of a subject or event.

# Credible Sources

Technically, anyone can publish any kind of information on the internet. Therefore, you should **be skeptical** of all sources you encounter. You must evaluate each source to make sure that the information you find comes from a **credible source**. A credible source is simply a source you can trust and one that has reliable information. The following are some questions to ask yourself when evaluating if a source is credible or not.

**WHO is the author of the source?** Is the author qualified to address the subject? Does the author draw on appropriate research and make a logical argument? **DO** you perceive bias (prejudice in favor of or against the topic) or the possibility of it in the author's relation to the subject matter?

**WHAT is the source?** Does it have a title, and does that title tell you anything about it? If it lacks a title, how would you describe it? Is it a **primary source**, such as an original document, creative work, or artifact, or a **secondary source**, which reports on or analyzes primary sources? If it is an edition, is it authoritative? Does the source document its own sources in a trustworthy manner?

**HOW was the source produced?** Does it have a recognized publisher or sponsoring organization? Was it subjected to a process of vetting (careful and critical examination by experts), such as a peer review, through which authorities in the field assessed its quality?

**WHERE did you find the source?** Was it cited in an authoritative work? Was it among the results of a search you conducted through a scholarly database or a library's resources? Did you discover it through a commercial search engine that may weight results by popularity or even payment such as Google?

**WHEN was the source published?** Could its information have been supplemented or replaced by more recent work?

<b>Examples of Credible Sources:</b>	<b>Examples of Non-Credible Sources</b>
<ul style="list-style-type: none"><li>• Most Government Websites (.gov)</li><li>• Most Educational Websites (.edu)</li><li>• Most Newspapers</li><li>• Most Magazines</li><li>• Databases (such as infoohio.org)</li><li>• Some Organization Websites (.org)</li></ul>	<ul style="list-style-type: none"><li>• Most commercial Websites (.com)</li><li>• Wikipedia</li><li>• eHow.com</li><li>• Yahoo Answers</li><li>• Personal blogs</li><li>• Social Media (Twitter/Facebook)</li><li>• Ask.com</li></ul>



# MLA Paper Writing

## Format

When you write your paper, be sure to follow these specific guidelines, unless your teacher tells you otherwise. Although there are other ways to format papers (APA, Chicago, etc.), Holy Name uses MLA (Modern Language Association) format for all papers. This is the most widely used paper writing format. It is your responsibility to be sure the following standards are followed. **Refer to the glossary for terms you do not understand or to the appendix for examples of the terms.** Finally, all formal papers must be typed.

**Font** – For all papers, use Times New Roman font in 12 point size.

### **Title/Cover pages**

*Heading-* When no cover page is required, this will be considered the first page of your report. In the upper left hand corner, double-space the following items: your name, teacher, subject, and date (Day Month Year). Make sure to use 1” margins at the top and left side.

*Cover page with picture* - Center picture and title. Place your name, teacher, subject, and date (Day Month Year) in the lower right hand corner.

*Cover page without a picture* - Center the title about 1/3 of the way down the page. Center your name, teacher, subject, and date 2/3 from the top of the page.

**Margins** – Use 1” margins for all pages.

**Spacing** - All work is to be double-spaced.

**Page Numbers/Header** – Put your last name and the page number in the upper right corner of every page, ½” from the top.

To achieve this in MSWord 2007 or 2013: Under “Insert” choose “Page Number.” From the dropdown menu, choose “Top of Page.” Then choose “Plain Number 3.” The header should appear. Type your last name in front of the page number. Highlight and convert font to Times New Roman.

**Works Cited/ Bibliography** – At the end of your typed paper, a complete list of all books, Internet sources and other resources used in your paper will be listed alphabetically, starting with the author’s last name, at the end of the paper. These citations are listed in MLA format. Follow the Introduction to MLA guide and refer to the sample in the appendix to see how to cite correctly.

# Prewriting

Writing is a process. Many teachers will ask you to do prewriting assignments in order to get your ideas and research down and organized. The following are general definitions and formats for prewriting. You may also choose to use a graphic organizer for ideas (See “Graphic Organizers” in Appendix).

**Rough Outline** – Before you take notes in an organized way, you have to have some idea of what you want to say in your report. Prepare a rough outline to guide you when taking notes. This will become your working outline, which will include major topics and subtopics. As you work, your teacher may require additional information or make changes to your working outline. Eventually, as you gather more complete information, you will make a final outline that will be included with your report.

**Bibliography Cards** - Prepare a working Bibliography on 3 x 5 note cards. Place the source number in the upper right corner; follow proper bibliography form for the source (refer to “Introduction to MLA Bibliography / Work Cited Forms”). If you are required to include annotations, you may choose to do this on the back of the bibliography card.

**Notecards** – Read and take notes on 3x5 notecards. Be sure to use a separate notecard for each note written. In the upper left-hand corner of the cards write the topic in your rough outline. As you gather more information from your sources, you will find new topics or subtopics you will want to use. Place the name of the topic or subtopic in the upper left hand corner.

In the upper-right hand corner of the card, write the number of the source as indicated on the bibliography card. Write the page number where you found the information in the lower right-hand corner of the card.

Always take notes in your own words. Either paraphrase the information or use direct quotes. Credit must be given in- text citations whenever you use a direct quote or someone else’s idea by paraphrasing only your original ideas or ideas considered common knowledge, are not given credit. Failure to do so could result in a charge of plagiarism.

**Final/Formal Outlines** – When you have finished taking notes, put them together to form your final outline. Prepare the outline in an organized and logical sequence. Arrange them in the order in which you will use them. Decide the order of the topics and sub-topics. Putting them in order like this will help you determine whether you have enough information or if you need more material. You will probably end up changing this outline while writing your paper. This formal outline may be written as a phrase or sentence outline.

# In-text Citations

When writing research papers, it is necessary to give credit to the author for any direct quote or borrowed idea.

MLA (Modern Language Association) documentation style is one tool writers can use to identify sources. This style uses parenthetical citations (parentheses) at the end of a direct quote or information that is paraphrased. The information in the parentheses is brief, usually identifying the author and page. Detailed information about the resources can then be located by finding the author's name in the list of "Works Cited" at the end of the paper.

Remember you must cite sources in parentheses in the text, each time you borrow an idea or exact words of someone else. **Each citation must match an entry on your "Works Cited" page.**

1. Cite paraphrased information/the author is **not** identified in the sentence – Put the author's name and page number at the end. This is the most commonly used citation. Note that the period follows the ( ).

Although the baby chimp lived only a few hours, Washoe signed to it before it died (Davis 42).

2. Cite paraphrased information/the author is identified in the sentence - end with a page number when the author's name is stated in the text.

Herbert Norfleet states that the use of video games by children improves their hand and eye coordination (45).

Starting the sentence with the author's name, sends a signal to the reader when the borrowed idea begins and when it ends. Only the page number is necessary since the author's name is identified in the sentence. Here is another example that is properly introduced:

- 3a. Cite quoted material – begin with the author's name and end with a page number. If the **quote is fewer than four lines**, place it in quotation marks and include it in the text. Although the format for citing quotations and paraphrasing is generally the same, note the difference between citing quoted material.

One source explains that video games can improve a child's hand and eye coordination. "The mental gymnastics of video games and the competition with fellow players are important to young children and their development physically, socially, and mentally" (Norfleet 45).

- 3b. Cite quoted material that is longer than four lines – indent that quote one inch from the left margin and omit the quotation marks. This is known as a **block quote** and does not require quotes. Also note that a sentence with a colon (:) usually precedes the long quotation. These long quotes are usually only used for 10+ page papers.

James Horan, evaluates Billy the Kid like this:

The portrait that emerges of (the Kid) from the thousands of pages of affidavits, reports, trial transcripts, his letters and his testimony is neither the mythical Robin Hood nor the stereotyped adenoidal moron and pathological killer. Rather Billy appears as a disturbed young man, honest, loyal to his friends, dedicated to his beliefs, and betrayed by our institutions and the corrupt, ambitious, and compromising politicians of his time (158).

4. Cite two or three authors who have written on the same topic.  
Include the author's last names and page number separated from the other author's by semi-colons.

Global warming is a problem that faces everyone on the face of this earth (Smith 13; Barnes 87; Jones 121).

5. Cite a source written by three or more authors.  
Include one author's last name followed by et al. and page number

The study was extended for two years, and only after results were duplicated on both coasts did the authors publish their results (Doe et al. 137).

6. Cite two or more sources by the same author.  
Abbreviate the titles and then include the pages.

Flora Davis reports that a chimp at the Yerkes Primate Research Center "had combines words into sentences that she was never taught" (*Eloquent* 67).

7. Cite information where the author is not given.  
You use whatever is the first item (usually a title) within your citation on your Works Cited Page. Either use the complete title or use a short form of the title in parentheses.

The UFO reported by the crew of a Japan Air Lines flight remains a mystery, Radar tapes did not confirm the presence of another craft ("Strange Encounter" 26).

8. Cite a title of a magazine article and page number when no author is given.

One bank showed a decline in the number of saving accounts opened during the month of March ("Selling" 123).

9. Cite nonprint sources by introducing the source in the text (speeches, song lyrics, compact disc information, TV, etc.)

Mrs. Mary Louise Hickey said in her phone interview that her great grandmother took part in the Underground Railroad.

10. Cite a speech, interview, or lecture

Include the person's name in your paragraph and use no citations.

11. Cite an organization as the author

Include the name of the organization in your paragraph followed by a page number in parentheses.

When several facts in a row are in one paragraph and they all come from the same page of a source, use one citation to cover them all. Place the citation after the last fact, but be sure to let your reader know with a phrase such as "According to...."

Don't wait more than a few lines to let your reader know where your information came from. The citation must be in the same paragraph as the fact. Remember to give citations for paraphrased information as well as quotations.

12. Cite Shakespeare

Since there are many different editions of Shakespeare's plays, it is not helpful to use the normal citation style of author and page number inside a paper. First in parentheses include the official MLA abbreviation for the title of the play (easily found on the internet). Next list the act, scene, and line numbers then close the parentheses. Use regular, not Roman, numerals.

First admits this worry to himself, "Our fears in Banquo / Stick deep"  
(Mac. 3.1.48-49) and begins to plot murder.

13. Cite the Bible

There are also many editions of the Bible. First in parentheses include the version of the Bible in italics. Next list the official MLA abbreviation for the book of the Bible (easily found on the internet) and the passage numbers.

We feel this way "for all have sinned" (*New Jerusalem Bible*, Rom. 3.23).

# Works Cited Page

When you were gathering your material, you may have used a “working bibliography,” a list of sources that you read but didn’t necessarily use when writing your paper. However, now that you have actually written your paper and have seen which sources you did use, you have to include the “Works Cited” page at the end of your report. See the appendix for an example of a completed “Works Cited” page.

1. This should be on a separate page at the end of your paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
2. Center the words “Works Cited” on the page. It should be 12 pt. font, TNR like the rest of your paper. It **SHOULD NOT** be bolded, italicized or underlined.
3. Be sure to list only the sources you referred to in your paper.
4. List the entire source, not just the page number.
5. Put your list of sources in alphabetical order by the author’s last names. If there is no author, use the first main word in the title.
6. When citing more than one book by the same author, place in alphabetical order by title, and instead of retyping the name place three hyphens. They stand for exactly the same name as in the preceding entry.

Dickens, Charles. *A Christmas Carol*. Macmillan, 1962.

---. *David Copperfield*. Edited by James K. Robinson, Norton Critical ed., Norton, 1977.

7. Follow the same format as the MLA citation entries. **Be sure to indent the second and subsequent lines of each entry and double-space the entire page. But DO NOT skip spaces in-between entries.**
8. If annotations are required, note what information was helpful to you when writing your paper. Indent the first line five spaces and follow the normal page margin for the remainder of it.

# Introduction to MLA Citations

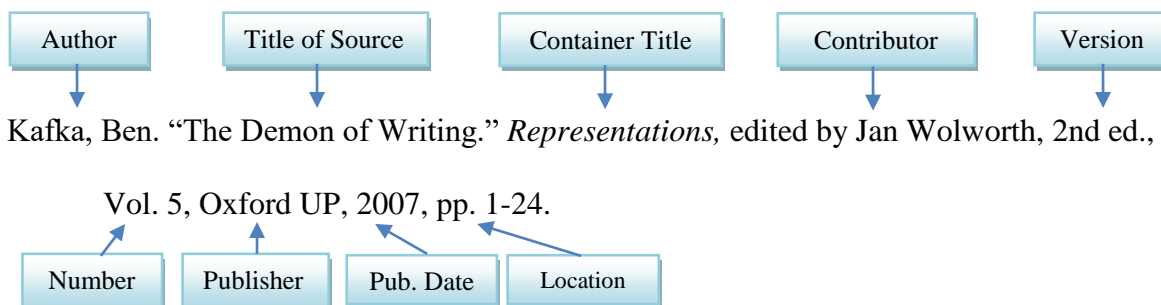
The following demonstrates how to approach citing your resources for your MLA Works Cited Page using the **8<sup>th</sup> Edition of MLA**. For any type of citation (whether it's a book, webpage, or YouTube video), you look for the following core elements. If your source does not have an element, you simply omit it from the citation. Please note the punctuation used after each of the elements is in red.

CORE ELEMENTS
1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

When you have a source, you simply begin asking “Who is the author?” “What is the title of the source?” etc. until you are done with all elements. If your source had all the core elements, the final product would look like this:

Author. “Title of Source.” *Container Title*, Other contributors, Version, Number, Publisher, Publication date, Location.

Kafka, Ben. “The Demon of Writing.” *Representations*, edited by Jan Wolworth, vol. 128, no. 1, Oxford UP, 2007, pp. 1-24.



# 1. Author.

## **Basic Format**

Last name, First name.

The author's last name is usually right by the title in a work. Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work. End with a period.

## **One Author**

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

## **Two Authors**

Dorris, Michael, and Louise Endrich. *The Crown of Columbus*. HarperCollins Publishers, 1999.

## **Three Authors**

Burdick, Anne, et. Al. *Digital Humanities*. MIT P, 2012.

## **Editor (No Author)**

Nunberg, Geoffrey, editor. *The Future of the Book*. U of California P, 1996.

## **Translator (No Author)**

Sullivan, Alan, translator. *Beowulf*. Edited by Sarah Anderson, Pearson, 2004.

## **Pseudonyms**

@persiankiwi. "We have report of large street battles in east & west of Tehran now-#Iraelection." *Twitter*, 23 June 2009, 11:15 a.m., [twitter.com/persiankiwi/status/2298106072](https://twitter.com/persiankiwi/status/2298106072).

## **No Author**

*Beowulf*. Translated by Alan Sullivan and Timothy Murphy, edited by Sarah Anderson, Pearson, 2004.

# 2. Title of Source.

## **Basic Format**

"Smaller Work." *Larger Work*.

In the citation, the title follows the author. This is usually prominently displayed in the work, often near the author. Titles are given in the citation in full exactly as they are found in the work, except you always capitalize the first word of a subtitle of a work no matter what. If the source is a smaller part of a larger work you place it in quotation marks. If the source is self-contained and independent, it is italicized.

O'Connor, Jr., Thomas H. *The Disunited States*. Dodd, Mead, and Co., 1972.



### A Smaller Work within a Larger Work

Goldman, Anne. "Questions of Transport: Reading Prime Levi Reading Dante." *The Georgia Review*, vol. 64, no. 1, 2010, pp. 69-88.

### Subtitle

Joyce, Michael. *Othermindedness: The Emergence of Network Culture*. U of Michigan P, 2000.

### Essay, Story, or Poem within a Collection/Anthology

Orwell, George. "Why I Write." *A Collection of Essays*. Harcourt Books, 1981, pp. 211-15.

### Article in Periodical, Textbook, or on a Website

Block, Joshua. "Teaching Towards Consciousness." *Edutopia*, George Lucas Educational Foundation, 2016, [www.edutopia.org/blog/teaching-toward-consciousness-joshua-block](http://www.edutopia.org/blog/teaching-toward-consciousness-joshua-block)

### Entire Website

Block, Joshua. *Edutopia*. George Lucas Educational Foundation, 2016, [www.edutopia.org/home](http://www.edutopia.org/home)

### A Normally Independent Work within a Collection

Euripides. *The Trojan Women*. *Ten Plays*, translated by Paul Roche, New American Library, 1998, pp. 457-512.

## 3. Title of Container,

### Basic Format

*Title of Container*,

When a source being documented forms a part of a larger whole, the larger whole is the container that holds the source. The title of the container is italicized and followed by a comma, since the information that comes next describes the container. This could be a book that is a collection, periodical, television series, website which contains articles/postings, etc.

Bazin, Patrick. "Toward Metareading." *The Future of the Book*, edited by Geoffrey Nunberg, U of California P, 1996, pp.153-68

### Two Containers

A container can be nested in a larger container like Russian nesting dolls. A journal could appear in a database, a book of short stories could appear on *Google Books*, a television series may be watched on Netflix, etc.

"Under the Gun." *Pretty Little Liars*, season 4, episode 6, ABC Family, 16 July 2013. [Hulu, www.hulu.com/watch/511318](http://Hulu.com/watch/511318).

“Goldman, Anne. “Questions of Transport.” *The Georgia Review*, vol. 64, no. 1, 2010, oo, 69-88. *JSTOR*, [www.jstor.org/stable/41493188](http://www.jstor.org/stable/41493188).

## 4. Other Contributors,

### Basic Format

Place names of people who are credited in the source as contributors after the container title if their participation is important to your research. Precede each name (or group of names) with a description of the role. Common descriptions: adapted by, directed by, edited by, illustrated by, introduction by, narrated by, performance by, translated by.

Chartier Roger. *The Order of Books*. Translated by Lydia G. Cochrane, Stanford UP, 1994.

### Many Contributors

Include the ones most relevant to your project. Simply list them after each other.

“Hush” *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Gellar, season 4, episode 10, Mutant Enemy, 1999.

## 5. Version,

### Basic Format

If the source carries a notation indicating that it is a version of a work released in more than one form, identify the version in your entry. This goes after the Container title.

Cheyfitz, Eric. “The Frontier of Decorum.” *The Poetics of Imperialism*. Expanded ed., U of Pennsylvania P, 1997.

### Books

Common book versions include revised edition, second edition, expanded edition, annotated edition, updated edition, etc.

Newcomb, Horace, editor. *Television: The Critical View*. 7th ed., Oxford UP, 2007.

### Other Media

Scott Ridley, director. *Blade Runner*. 1982. Performance by Harrison Ford, director’s cut, Warner Bros., 1992.

Schubert, Franz. *Piano Trio in E Flat Major D 929*. Performance by Wiener Mozart-Trio, unabridged version, Deutsch 929, Preiser Records, 2011.

## 6. Number,

### Basic Format

If the source you are documenting is part of a numbered sequence, indicate the volume or number.

Wellek, Rene. *A History of Modern Criticism, 1750-1950*. Vol.5, Yale UP, 1986.

### Book Volume

Indicate volume number us the abbreviation *vol.*

Rampersand, Arnold. *The Life of Lanston Hughes*. 2<sup>nd</sup> ed., vol. 2, Oxford UP, 2002.

### Journal

Indicate volume and issue number. Abbreviate number using *no.*

Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200.

## 7. Publisher,

### Basic Format

The publisher is the organization primarily responsible for producing the source or making it available to the public.

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

### More Than One Publisher

If more than one organization seems equally responsible, cite each of them and separate with a /

*Manifold Greatness: The Creation and Afterlife of the King James Bible*. Folger Shakespeare Library / Bodleian Libraries, U of Oxford, 2016, manifoldgreatness.org.

### Books

Look on the title page. If no publisher's name is there, look on the copyright page.

Lessig, Lawrence. *Remix: Making sart and Commerce Thrive in the Hybrid Economy*. Penguin Press, 2008.

## Websites

Look at the copyright notice at the bottom of the home page. If not there, look in the “About” section of the website.

Harris, Charles “Teenie”. *Women in Paisley Shirt behind Counter in Record Store*. *Teenie Harris Archive*, Carnegie Museum of Art, Pittsburgh, teenie.cmoa.org/interactive/index.html#date08.

## Films/Television

Cite the organization that had the primary overall responsibility for it.

Kuzui, Fran Rubel, director. *Buffy the Vampire Slayer*. Twentieth Century Fox, 1992.

# 8. Publication date,

## Basic Format

Include the date of publication after the publisher. If the date contains a month, abbreviate the month (21 Feb. 2014).

Busser, Anne, et al. *Book of Insects*. Time-Life Books, 1994.

## Book with More Than One Publication Date

Sometimes a book will include all its previous publications on the copyright page. Include the most recent one.

Ellison, Ralph. *Invisible Man*. Vintage Books, 1995.

## Other Sources with More Than One Publication Date

For example, if an online article was previously published in a print form, cite the date that is most meaningful or most relevant to your use of the source. If you found it online, use the online date.

Deresiewicz, William. “The Death of the Artist.” *The Atlantic*, 28 Dec. 2014, www.theatlantic.com/magazine/archive/2015/01.

# 9. Location

## Basic Format

Include the location of your source after the publication date.

Goldman, Anne. “Questions of Transport: Reading Prime Levi Reading Dante.” *The Georgia Review*, vol. 64, no. 1, 2010, pp. 69-88.

## Print

Use page numbers to indicate location. Include page number (preceded by *p.*), or range of page numbers (preceded by *pp.*) after the publication date.

Adichi, Chimamanda Ngozi. "On Monday of Last Week." *The Thing around Your Neck*, Alfred A. Knopf, 2009, pp. 74-94.

## Web Source

Include the URL in full. You do not need to type *http://* before it.

Block, Joshua. "Teaching Towards Consciousness." *Edutopia*, George Lucas Educational Foundation, 2016, [www.edutopia.org/blog/teaching-toward-consciousness-joshua-block](http://www.edutopia.org/blog/teaching-toward-consciousness-joshua-block)

# Additional Formatting Rules

**Capitalization and Punctuation:** Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.

## **Author's Names**

- Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:
- *Do not* list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr.," with the suffix following the first or middle name and a comma.

## **Common Abbreviations in MLA**

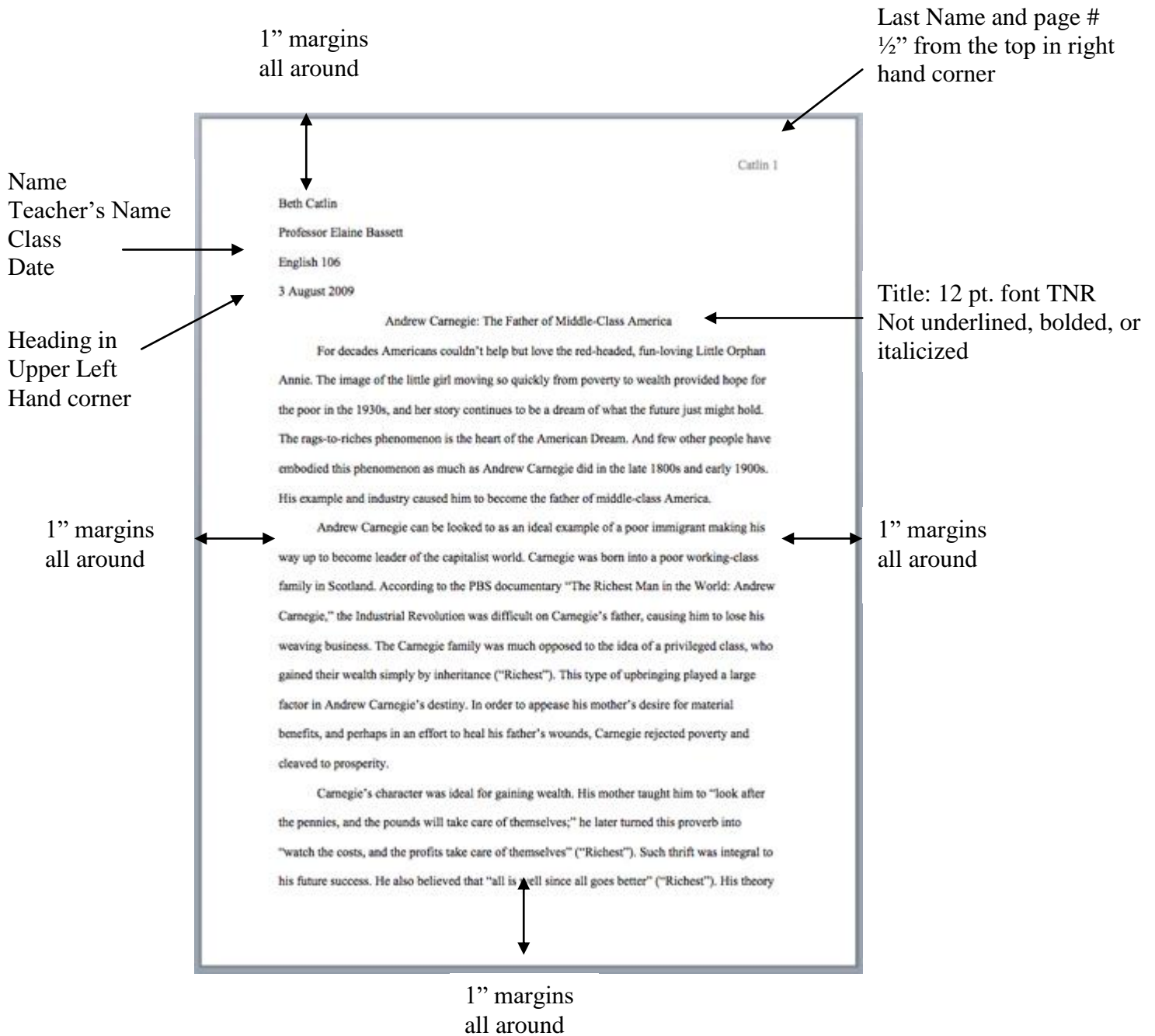
ch.	chapter	p., pp.	page, pages
dept.	department	par.	paragraph
ed.	edition	qtd. in	quoted in
e.g.	for example	rev.	revised
et al.	and others	sec.	section
etc.	and so forth	trans.	translation
i.e.	that is	U	University
no.	number	UP	University Press
P	Press	vol.	volume

# APPENDIX

In this section, you can find samples and helpful resources to help you during the writing process. The appendix includes:

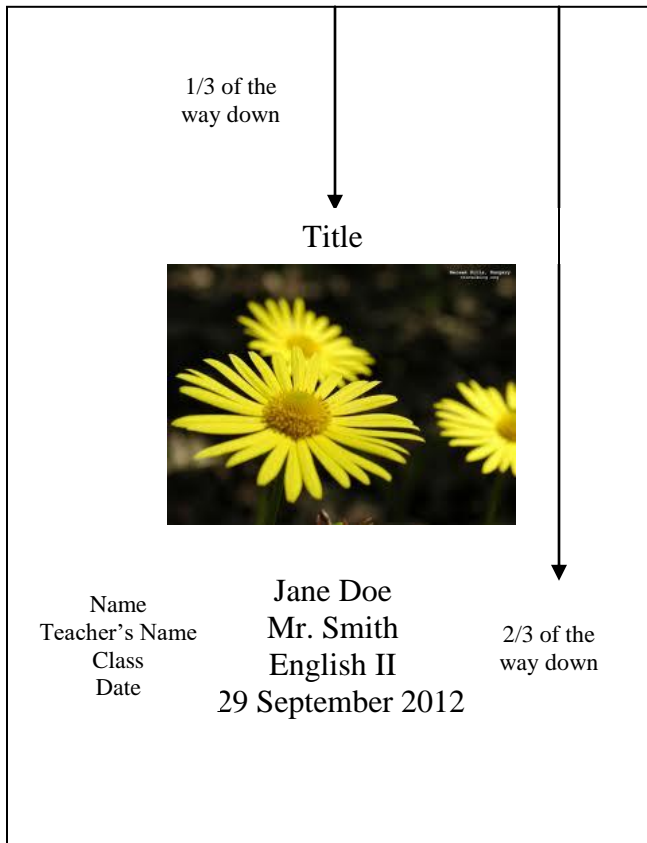
- Sample MLA First Page without Cover Page
- Sample Cover Pages
- Sample Note Cards
- Sample Final/Formal Outline
- Sample Graphic Organizers
- MLA 8<sup>th</sup> Edition Practice Template
- Sample Works Cited Page
- Sample Annotated Works Cited Page
- Common Proofreader's Marks
- Common Transition Words and Phrases
- Common Word Choice Mistakes
- Quick Reference Proofreading Checklist

# Sample First Page without Cover Page



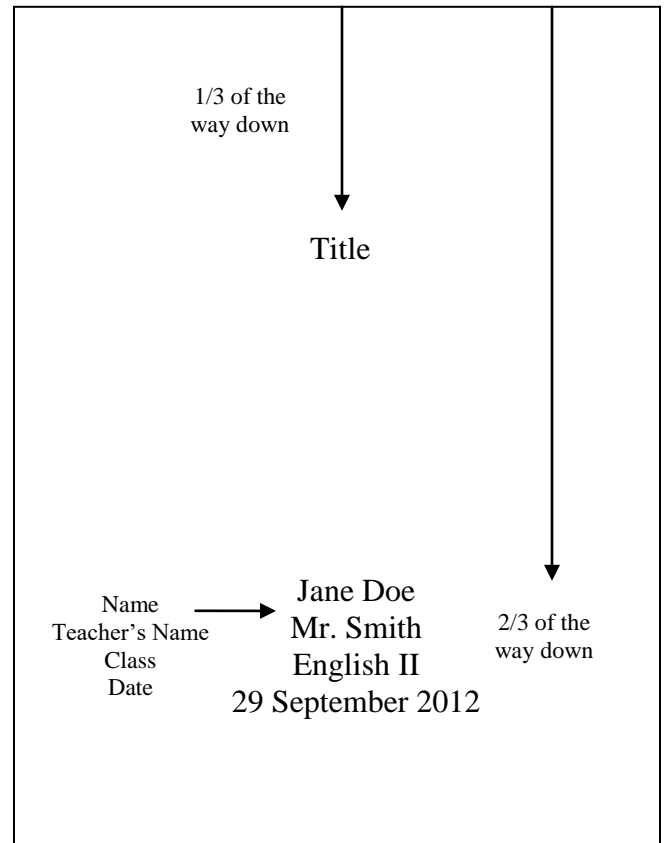
# Sample Cover Pages

Sample Cover Page with Picture



All Items Centered

Sample Cover Page without Picture



All Items Centered



# Sample Note Cards

## Bibliography Cards

Book #1

1
Author (Last name first). Title. City where book published: Publisher, copyright date.

Book # 2

2
Author (Last name first). Title. City where book published: Publisher, copyright date.

## Information Note Cards

1-1
Topic
Notes
Page number

Book #1  
Or Source  
1<sup>st</sup> note card

1-2
Topic
Notes
Page number

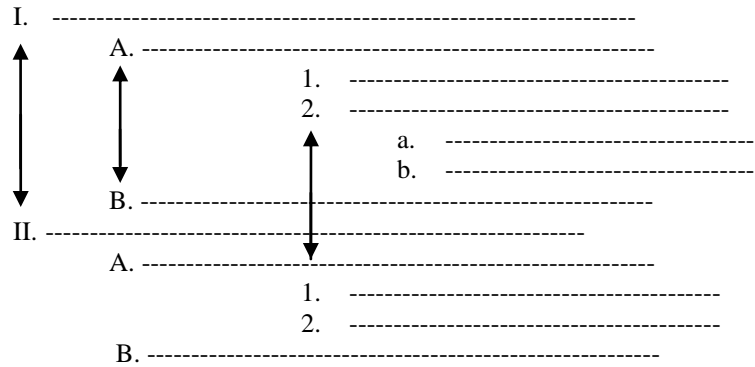
Book #1  
Or Source  
2<sup>nd</sup> note card

2-1
Topic
Notes
Page number

Book #2  
Or Source  
1<sup>st</sup> note card

# Sample Final/Formal Outline

Both must follow a special numbering system:



(make sure numbers and letters lineup)

## Student Example Final/Formal Outline for Research Paper

- I. Introduction
- II. Background Information
  - A. Location of Mt. Everest
  - B. Geography of the Surrounding Area
  - C. Facts about Mt. Everest
    - 1. Height of the mountain
    - 2. How the mountain was named
      - a. Peak XV
      - b. Joloungma (Tibetan name)
      - c. Sagarmatha (Nepalese name)
    - 3. The number of people who have climbed Everest to date
- III. Major Explorers
  - A. Sir Edmund Hillary
    - 1. First to reach the summit (1953)
    - 2. Led a team of experienced mountain climbers who worked together
  - B. Tenzing Norgay and the Sherpas
    - 1. Norgay was an experienced climber and guide who accompanied Hillary
    - 2. Sherpas still used to guide expeditions
  - C. Rob Hall
    - 1. Leader of the failed 1996 expedition
    - 2. Led group of (mainly) tourists with little mountain climbing experience
- IV. The Impact Expeditions have had on Mt. Everest and Local Community
  - A. Ecological Effects
    - 1. Loss of trees due to high demand for wood for cooking and heating for tourists.
    - 2. Piles of trash left by climbing expeditions
  - B. Economic Effects
    - 1. Expedition fees provide income for the country
    - 2. Expeditions provide work for the Sherpas, contributing to the local economy.
  - C. Cultural Effects
    - 1. Introduction of motor vehicles
    - 2. Introduction of electricity
- V. Conclusion

# Sample Graphic Organizers

## Causality Chain

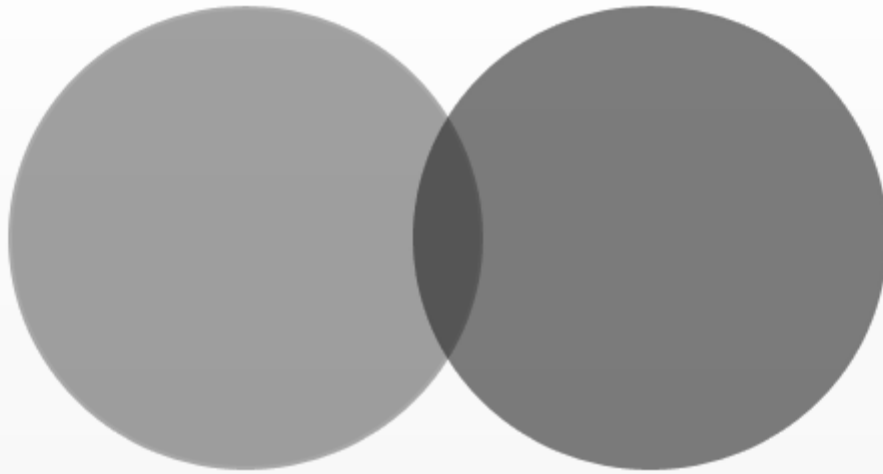
Need to explain a complex series of events? Linking them together in a causality chain can help you understand how to get to get from Point A to Point B ... or Z.

## Cause + Effect

Causes	Topic	Effects
Cause 1		Effect 1
Cause 2		Effect 2
Cause 3		Effect 3
Cause 4		Effect 4

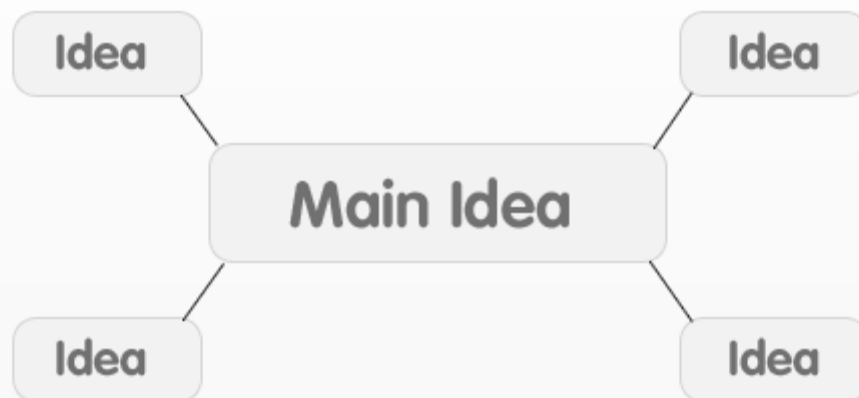
Need to understand why something happened, and why it was important? Making a list of causes can help you form an argument about why an event occurred, while making a list of effects can help make a case for why it mattered. Bring the two together and you've got the makings of a solid paper.

## Compare / Contrast



Need to analyze the similarities and differences between two (or more) things? Drawing up a Venn Diagram can help you see -- literally -- which areas overlap and which areas don't.

## Connections



Need to make connections between related concepts? Drawing a simple cluster diagram can help you start brainstorming ideas ... or play "six degrees of separation."

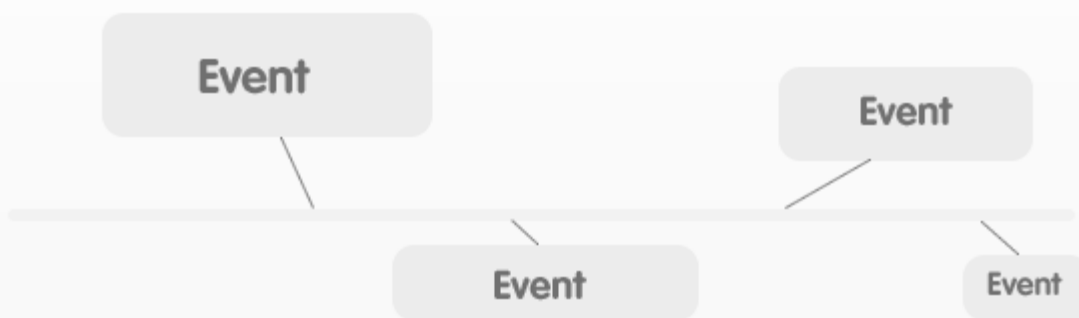
## 5 W's

🔍 Topic: \_\_\_\_\_

Who?	
What?	
When?	
Where?	
Why? ★	

Need to explain an event? Categorizing by the famous 5 W's can help to clarify. Don't forget that the most important W is always Why?

## Timeline



Need to understand a story better? Charting major events on a simple chronological timeline can help to sort out the plot. Just don't try doing this for Catch-22... you'll end up with less of a timeline than a timespiral.

# MLA Practice Template

1	Author.
2	Title of source.
CONTAINER 1	
3	Title of container,
4	Other contributors,
5	Version,
6	Number,
7	Publisher,
8	Publication date,
9	Location.
CONTAINER 2	
3	Title of container,
4	Other contributors,
5	Version,
6	Number,
7	Publisher,
8	Publication date,
9	Location.

From *MLA Handbook* (8th ed.), published by the Modern Language Association ([style.mla.org](http://style.mla.org)).

# Sample MLA Works

## Cited Page

Title Centered; 12 pt.,  
TNR; NO BOLD,  
ITALICS, or  
UNDERLINE

1"

1/2"  
Doe 8

Lastname  
and Page #

Works Cited

Austen, Jane. *Mansfield Park*. Edited by Kathryn Sutherland, Penguin Books, 2014.

---. "To Cassandra Austen." *Jane Austen's Letters*, edited by Deirdre Le Faye, 3<sup>rd</sup> ed., Oxford UP, 1995, pp. 25-28.

Brophy, Elizabeth Bergen. *Women's Lives and the Eighteenth-Century English Novel*. U of South Florida P, 1991.

1" 1"

Copeland, Edward. "Money." *The Cambridge Companion to Jane Austen*, edited by Copeland and Juliet Master, Cambridge UP, 1997, pp.131-48.

"Heavy, *Adj.*<sup>1</sup> and *N.*" *Oxford English Dictionary*, Oxford UP, 2015, [www.oed.com/view/Entry/85246?rskey=ale80M&result=1](http://www.oed.com/view/Entry/85246?rskey=ale80M&result=1).

Hinnant, Charles H. "Jane Austen's 'Wild Imagination': Romance and the Courtship Plot in the Six Canonical Novels." *Narrative*, vol. 14, no. 3, 2006. Pp. 294-310. *JSTOR*, [www.jstor.org/stable/20107392](http://www.jstor.org/stable/20107392).

Johnson, Claudia L. "*Mansfield Park*: Confusions of Guild and Revolutions of Mind." *Mansfield Park*, by Jane Austen, edited by Johnson, W.W. Norton, 1998, pp. 459-76.

1"

All  
Double-  
Spaced;  
No  
Spaces  
skipped  
in-  
between  
entries

# Proofreader's Marks

PROOFREADERS' MARK	DRAFT	PROOFREADERS' MARK	DRAFT
○ Delete space	art work	( ) Insert parentheses	arrives May 6 (tomorrow)
# Insert a space	It was here.	— Insert underscore	a <u>very</u> heavy package
✓ OR / Delete a word	numbers are <del>not</del> correct	✓/ Delete underscore	He's <del>always</del> on time.
^ Insert a word	It <sup>is</sup> simple.	¶ Start a new paragraph	¶ Provide quality service.
↷ Transpose	recommen <del>d</del> n	no ¶ Remove paragraph break	no ¶ This is true.
↶ Move as shown	They are <del>not</del> here.	ss [Single space	ss [ This is the most useful information.
^ OR / Insert a letter	refres <sup>h</sup> ments are provided	ds [Double space	ds [ Those are manufactured at our headquarters.
✓ OR / Delete a letter and close up	necess <del>ar</del> y items	+1l <sup>st</sup> Insert one line space	+1l <sup>st</sup> Cost: dependent upon quantity
✓ OR / Change a letter	<sup>a</sup> ffect	-1l <sup>st</sup> Delete one line space	-1l <sup>st</sup> The requirements are specified.
✓ OR / Change a word	less <sup>e</sup> more than <del>one</del> <sup>two</sup>	⌊ Indent two spaces	⌊ Computer technology
○ Add on to a word	direct <sup>ly</sup> to you	⇒ Move to the right	⇒ \$4500 ⇒
^ Insert a comma	pencils, pens, and paper	[ Move to the left	[ Turn off the power.
○ Insert a period	Mr. Frazer	✓ Raise above the line	✓ 4 x 10 <sup>6</sup>
∩ Insert an apostrophe	the auditor's records	^ Drop below the line	^ CO <sub>2</sub>
” Insert quotation marks	The <sup>“</sup> easy jog <sup>”</sup> was really a ten-mile run.	..... Stet (don't change)	..... He <del>already</del> left.
= Insert a hyphen	full =time job	= Align horizontally	= Re: Cost Analysis
— Insert a dash or change a hyphen to a dash	She's here <sup>—</sup> finally!	Align vertically	To: Mr. Smith From: Ms. James
○ Spell out	⑤ people		
/ Use lowercase letter	First <del>Q</del> uarter		
≡ Capitalize	Wilbury <u>a</u> venue		



# Common Transitional Words and Phrases

## **To Add:**

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

## **To Compare:**

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

## **To Prove:**

because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

## **To Show Exception:**

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

## **To Show Time:**

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

## **To Repeat:**

in brief, as I have said, as I have noted, as has been noted

## **To Emphasize:**

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

## **To Show Sequence:**

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

## **To Give an Example:**

for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

## **To Summarize or Conclude:**

in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently

# Common Word Choice Mistakes

**Accept:** (verb) to receive willingly, to approve, to agree

**Except:** (preposition or verb) exclusion or leave out

**Ad:** An advertisement

**Add:** to combine, join, unite or to find a sum

**Advice:** (noun) suggestion or recommendation

**Advise:** (verb) to suggest

**Affect:** (verb) to change

**Effect:** (noun) result

**Ate:** Past tense of verb [to eat].

**Eight:** number 8.

**Buy:** (verb) to purchase.

**By:** next to something, by way of something.

**Bye:** Used to express farewell. Short for [goodbye].

**Choose:** (verb) to make a choice or selection.

**Chose:** past tense of the verb [to choose].

**Choice:** (noun) choosing; selection.

**Cite:** to mention something or to quote somebody as an example or proof.

**Site:** the location of an event or object; A website

**Sight:** ability to see, a thing that can be seen.

**Decent:** kind, tolerant, respectable, modest

**Descent:** family origins or ancestry; Also the process of coming or going down

**Dissent:** (verb or noun) disagreement with a prevailing or official view

**Desert:** (verb) to leave or abandon; (noun) waterless land with no vegetation and covered with sand.

**Dessert:** sweet food served after the meal.

**Ensure:** to make sure

**Insure:** to hedge against loss

**Four:** number 4

**For:** to indicate the object, aim, or purpose of an action or activity

**Here:** in, at, or to this place

**Hear:** to perceive (sound) by the ear

**Its:** possessive of it  
**It's:** contraction of it is

**Knew:** past simple of the verb [to know]  
**New:** recently created.

**Know:** (verb) to be familiar with someone or something.  
**Now:** at the present time or moment.  
**No:** negative reply, refusal or disagreement.

**Lose:** (verb) be deprived of or cease to have or retain  
**Loose:** (adj) not firmly or tightly fixed in place; (verb) set free; release

**Off:** away, at a distance in space or time.  
**Of:** belonging to or connected with someone or something

**Peace:** freedom from war and violence.  
**Piece:** a part of something

**Then:** refers to time or consequence  
**Than:** used to compare or contrast things

**There:** place or position  
**Their:** possessive word that shows ownership of something.  
**They're:** contraction meaning "they are"

**To:** preposition (I went to school) or part of an infinitive (to go, to work).  
**Too:** also (I like you too) or in excess (That is too much).  
**Two:** number 2

**Wander:** to walk aimlessly or without any destination.  
**Wonder:** (noun) feeling of surprise and admiration; (verb) desire to know.

**Weather:** the atmospheric conditions in area, with regard to sun, cloud, temperature, wind and rain  
**Whether:** introduces indirect question involving alternative possibilities

**Where:** to, at or in what place.  
**Were :** past tense of the verb [to be]  
**Wear :** to have clothing, glasses, etc. on your body.

**Write :** (verb) To form letters, words, or symbols on a surface (like paper) with a pen or pencil.  
**Right :** morally good, proper. Also opposite of left.

# Quick Reference Proofreading Checklist

- ✓ DO NOT use contractions – SPELL THEM (do not, it is, will not)
- ✓ DO NOT use abbreviations (&, w/, b/c, etc.) – SPELL THEM
- ✓ DO NOT use first person (I, me, my, us, we, our)
- ✓ DO NOT use the word “YOU” - - EVER! Use he or she, him or her, the reader, people – make sure your pronouns agree
- ✓ DO NOT use rhetorical questions: “How hard would it be to omit rhetorical questions?”
- ✓ DO NOT use exclamation points !!!!
- ✓ DO NOT use the words “get” or “got”
- ✓ DO NOT use actual numbers – SPELL THEM under 101 - (fifty schools, ten million)  
you can use actual numbers when using a percent %, a dollar amount \$, or a date/year
- ✓ DO NOT confuse singular subjects and plural pronouns: “A **person** has **their** =**WRONG**”
- ✓ DO NOT confuse their and there, lose and loose (see “Common Word Choice Mistakes”)
- ✓ DO NOT begin sentences with SO, AND, BUT, WELL, OR
- ✓ DO NOT repeat “Due to the fact” over and over
- ✓ DO NOT use slang (instead, upgrade your vocabulary)
- ✓ DO NOT use the following: kinda, kind of, should of, sorta, a lot
- ✓ DO NOT say: “In this paper you will read,” or “As you have read above”
- ✓ also remember that **cannot is one word** and **at least is two words**

## Do Have...

- ✓ Times New Roman, 12pt. font
- ✓ 1” margins: top, bottom, left, right
- ✓ your last name and page number ½” inch in upper right corner of every page
- ✓ heading in upper left corner with a military date (number month year)
- ✓ double spacing throughout paper (including the heading)
- ✓ a creative title
- ✓ a MINIMUM of five sentences in every paragraph
- ✓ one tab indent to begin each paragraph
- ✓ your thesis statement will always be the last sentence of your introduction paragraph and the first sentence of your conclusion

# Glossary of Terms

**Analyze** – Break into separate parts, discuss, examine or interpret each aspect.

**Annotation** – Notes often added to text to offer more information or further explanation of details. These notes are often used in historical research.

**Annotation** – Notes often added to text to offer more information or further explanation of details. These notes are often used in historical research or as a form of note-taking while reading literature.

**APA documentation style** – APA stands for American Psychological Association. APA format is a style of documenting sources, often used by colleges especially for graduate work.

**Argument** – Choose a side of a topic and give reasons or cite evidence in support of that idea

**Argumentative Essay** – See “Persuasive Essay.”

**Audience** – To whom you are writing

**Bibliography** – A list of books, articles, etc., referred to by the writer of the paper.

**Character sketch** – Description of a person including how the subject looks, sounds, and acts.

**Chicago style documentation** – The Chicago Manual of Style is a style of documenting sources, often used by colleges especially for graduate work.

**Compare** – Examine two or more issues. Identify similarities.

**Comparison Essay** – Shows how two things are alike or related.

**Container**–The third item in an MLA citation. A word used to reference a larger work that a smaller work is within.

**Contrast** – Show differences. Set in opposition.

**Contrast Essay** – Shows how two things are different even though the subjects may have something in common.

**Define** – Explain the exact meaning. Determine the precise limits of the term to be defined. Definitions are usually short.

**Describe** – A detailed account. Make a picture with words. List characteristics and qualities.

**Descriptive Essay** – Each paragraph in a descriptive essay focuses on one part of the whole picture using specific, vibrant words to give the reader a clear picture.

**Direct Quote** – Stating an author or speaker’s exact words.

**Discuss** – Consider, debate or argue the pros and cons of an issue. Compare and contrast.

**Et al** – A Latin expression meaning “and others”. This expression is often used in a bibliography to indicate there is more than one author.

**Evaluate** – Offer an opinion or cite the opinion of an expert. Include evidence to support the evaluation.

**Explain** – Make an idea clear. Show how a concept is developed. Give reasons for an event.

**Expository Essay** – Also known as a “How To” essay. Exposes or explains information about a subject often supplying directions or “how-to” information.

**Formal Writing** – Objective writing with a formal audience such as teachers or employers. This type of writing usually persuades your audience that your opinion and interpretation on the subject is valid, interesting, and supported. This is the most common type of writing you will do at St. Paul.

**Illustrate** – Give concrete examples. Explain clearly by using comparisons or examples.

**Informal Writing** – Subjective writing usually written to friends and family.

**Informative Essay** – Tells the reader about one specific topic. The first paragraph introduces the topic. The body gives the rest of the information about the topic.

**In-text citations** – These citations or references occur within the research paper. In MLA, they are used after paraphrasing or directly quoting other people’s ideas in your paper. They are usually represented by the author’s last name and page number in parenthesis. EXAMPLE: (Miller 36)

**Justify** – Proof or reasons for decisions or conclusions, be convincing.

**Lab Report** – Used to report your findings during a laboratory assignment. Usually requires creating a working hypothesis, discussing your laboratory procedure, recording your collected data, analyzing results, and discussing conclusions on your findings.

**List** – Enumerate, write an itemized series of concise statements.

**MLA style documentation** – MLA stands for Modern Language Association. MLA format was developed as a tool to efficiently document sources. It is frequently used by high schools and universities.

**Outline** – Describe main ideas, characteristics, or events. (Does not necessarily mean write a Roman numeral/letter outline.)

**Paraphrasing** – Taking another person’s ideas and restating them in your own words.

**Parenthetical Citations** – Citations or references identifying the works utilized within the body of the research paper. References are noted by using parentheses around source information within the paper; thus allowing the source to be readily identified in the works cited page.

**Personal Narrative** – A story of events that really happened to you. Tell the beginning, middle, and ending of your story.

**Persuasive Essay** – Used when you have a major point to make. Begin with a clear thesis statement and have each paragraph offer a different reason to support your opinion.

**Plagiarism** – Taking another person’s ideas or words without giving the author proper acknowledgement.

**Play** – A type of creative writing that is written to be acted out. Dialogue tells the story. Stage directions are written in parentheses.

**Poem** – A type of creative writing in which the writer conveys experiences, ideas, or emotions in a vivid and imaginative way. In a rhymed poem, sounds are repeated at the ends of some lines. Unrhymed poems create feelings using rhythm, figurative language, and imagery.

**Primary Source** – An original source of information.

**Prove** – Support with facts, especially facts presented in class or in the text.

**Purpose** – Why a writer is writing. It can be to persuade, inform, entertain, etc.

**Quick-Write** – This is usually an informal, timed response (usually 5-15 minutes). A teacher will give you a question, quote, or topic and you will be asked to reflect or answer in the time allotted.

**Reaction Paper** – see “Reflection Paper”

**Reflection Paper** – Also known as Reaction or Response papers; cites your reactions, feelings, and analysis of an experience or work in a more personal way than in a formal research or

analytical essay.

**Response Paper** – see “Reflection Paper”

**Relate** – Show connections between ideas or events. Provide a larger context.

**Research Report** – Gives information about a topic. A variety of primary and secondary sources will be used.

**Secondary Source** – This source shares information that has been gathered from primary sources.

**Story** – Stories can be fiction or non-fiction. Stories include a setting, characters, problem, rising action, climax, falling action, and resolution.

**Summarize** – A brief, condensed account. Include conclusions. Avoid unnecessary

**Summary** – Short piece of writing that restates the main idea of a reading selection or piece of research.

**Trace:** Show order or progress of a subject or event.

**Transitions** – Words or phrases that connect or tie ideas together.

**Works Cited** – A list containing all the sources used in your paper. The term works cited has similar meanings to bibliography but is more inclusive. Bibliography means “books” where as works cited, an updated term, implies a broader range of sources such as Internet sites, television programs, films, etc.



## Works Cited

- Lester Sr., James D. and James D. Lester Jr. *The Research Paper Handbook*. Good Year Books, 1992.
- Levin, Gerald. *The Macmillan College Handbook*, 2<sup>nd</sup> ed., Macmillan Publishing, 1991.
- MLA Handbook*. 8th ed., MLA, 2016.
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