

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.

St. Paul Writing Handbook

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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.
- 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 (i.e. can't, won't, wouldn't, you're, etc.)
- Can use abbreviations (LOL, L8R, U, YOLO, 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 employers/school officials

Interpreting Teacher Expectations

Throughout your time at St. Paul, you may be confused by a writing assignment from a teacher. Although each teacher has different expectations, at St. Paul 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.

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 have to make sure that the information you find comes from a **credible source**. A credible source is simply a source you can trust and has reliable information. The following are some questions to ask yourself when evaluating if a source is credible or not.

1. Is there any evidence that the author of the Web information has some authority in the field about which she or he is providing information? What are the author's qualifications, credentials and connections to the subject?
2. With what organization or institution is the author associated? Is there a link to the sponsoring organization, a contact number and/or address or e-mail contact? A link to an association does not necessarily mean that the organization approved the content.
3. Does the author have publications in peer reviewed (scholarly and professional) publications, on the Web or in hard copy? (If an author does not have peer reviewed articles published, this does not mean that she or he does not have credible information, only that there has been no professional "test" of the author's authority on that subject.)
4. Are there clues that the author is biased? For example, is he or she selling or promoting a product? Is the author taking a personal stand on a social/political issue or is the author being objective? Bias is not necessarily "bad," but the connections should be clear.
5. Is the Web information current? If there are a number of out-of-date links that do not work or old news? What does this say about the credibility of the information?
6. Does the information have a complete list of works cited, which reference credible, authoritative sources? If the information is not backed up with sources, what is the author's relationship to the subject to be able to give an "expert" opinion?
7. On what kind of Web site does the information appear? The site can give you clues about the credibility of the source.

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

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.), St. Paul 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: 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 research 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 ten spaces 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, trail 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 semicolons.

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 more than three 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.
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 volumes by using the title, volume and page number.

In a letter to his Tennessee Volunteers, General Jackson praised the men for doing such good work (Papers 2: 315-318).

11. Cite a speech, interview, or lecture

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

12. 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.

13. 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.

14. 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.

Dickins, Charles. *A Christmas Carol*. New York: Macmillan, 1962. Print.

Dickens, Charles. *David Copperfield*. A Norton Critical Edition. Ed. James K. Robinson. New York: Norton, 1977. Print.

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 format the most commonly used citations. If you do not believe your format is here refer to the Online Writing Lab from Purdue University and click on the MLA Citation Guide. This is the most comprehensive citation guide and is widely used among teachers. This can be found at <http://owl.english.purdue.edu>

General 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*.
- **Medium:** For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.
- **URLs:** *Writers are no longer required to provide URLs for Web entries.* However, if your instructor or publisher insists on them, include them in angle brackets after the entry and end with a period. For long URLs, break lines only at slashes.
- **Databases:** If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.
- **Author 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.
- **Titles:** Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

Books

BASIC FORMAT:

Lastname, Firstname. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

BOOK WITH ONE AUTHOR

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

BOOK WITH TWO OR THREE AUTHORS

Howell, Michael and Peter Ford. *The True Story of the Elephant Man*. New York: Dodd, Mead, and Co., 1981. Print.

BOOK WITH MORE THAN THREE AUTHORS OR EDITORS

Busser, Anne, et al. *Book of Insects*. San Francisco: Time-Life Books, 1994. Print.

BOOK WITH NO AUTHOR'S NAME GIVEN

Dictionary of Education. New York: MacGraw-Hill Co., 1945. Print.

BOOK THAT IS EDITED

Assassination: Robert F. Kennedy. Klagsburn, Francis, and David Whitney., ed. New York: Cowels Educational Corp., 1968. Print.

AN EDITION OF A BOOK

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed. New York: Pearson/Longman, 2004. Print.

Parts of Books

ANTHOLOGY

Mack, Mary ed. *The Noble Anthology of Works*. New York: W. W. Jester and Co., 1956. Print.

ESSAY IN A COLLECTION/ANTHOLOGY

Agree, James. "Analysis." *Reading for Rhetoric*. Caroline Schrodes, Clifford Johnson, and James R. Wilson. Ed. New York: MacMillan, 1967. Print.

ENCYCLOPEDIA ARTICLE WITHOUT AUTHOR

"St. Louis." *Encyclopedia Britannica*. 1975: Vol. 21, p. 201. Print.

ENCYCLOPEDIA ARTICLE WITH AUTHOR

Schooler, B. D. "South Coloma City." *Taylor's Encyclopedia*. 1984: Vol. 2, 367. Print.

AN INTRODUCTION, PREFACE, FORWARD, OR AFTERWORD.

Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*. By Kenneth Burke. 1935. 3rd ed. Berkeley: U of California P, 1984. xiii-xliv. Print.

Magazines and Newspaper Articles

Basic Format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

MAGAZINE ARTICLE WITH NO AUTHOR

"An Ultimate Fitness Program." *Esquire*. May 1865: 175. Print.

MAGAZINE ARTICLE WITH AUTHOR

Rosenbaum, Daniel. "The Strange Case of Dr. Nance." *Time*. 10 Dec.1994: 89-91. Print.

NEWSPAPER ARTICLE WITH NO AUTHOR

"France Signs the Peace Pact." *Los Angeles Times*. 20 Jan. 1984: p.1, c.3. Print.

NEWSPAPER ARTICLE WITH AUTHOR

Cozer, Tom. "Curtain Going Up." *The Fort Worth Journal*. 24 Jun. 1988: 1D-2D. Print.

PAMPHLET WITH NO AUTHOR

American Lung Association. *10 Ways to Quite Smoking*. Washington D.C.: 1985. Print.

Electronic Sources

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes: Author and/or editor names (if available)

- Article or Page name in quotation marks (if applicable)
- Title of the Website, project, or book in italics.
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date (usually found at bottom of page or in "About" section of website).
- Take note of any page numbers (if available).
- Medium of publication.
- Date you accessed the material (Day Abbreviated Month Year)
- Abbreviated URL if required by teacher (not required by MLA).
- If the publisher name or publishing date is not given, use "n.p." if no publisher name is available and "n.d." if no publishing date is given.

BASIC FORMAT:

Last name, First name. "Web Page Name." *Website Name*. Publisher, Publishing or Posting Date. Medium. Access Date. Abbreviated URL.

Smith, George. "Hermeneutics." *Literary Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006. <<http://owl.english.purdue.edu>>

AN ENTIRE WEBSITE WITH AUTHOR

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Sept. 2008. Web. 20 May 2008. <<http://owl.english.purdue.edu>>

AN ENTIRE WEBSITE WITH NO AUTHOR

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.

ONLINE DATABASE

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect, EBSCOhost) and other subscription services just as you would print sources. Since these articles usually come from periodicals, be sure to consult the appropriate sections of the Works Cited: Periodicals page, which you can access via its link at the bottom of this page. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science* 29 Apr. 2005: 642-44. *EBSCO*. Web. 5 Mar. 2009.

E-MAIL

Hemmerlein, Donna. "Tips for Writing Research Papers." E-mail to the author. 14 Jan. 1999.

(Do not include the author's e-mail address)

DIGITAL FILES (PDFs, MP3s, JPEGs)

Determine the type of work to cite (e.g., article, image, sound recording) and cite appropriately. End the entry with the name of the digital format (e.g., PDF, JPEG file, *Microsoft Word* file, MP3). If the work does not follow traditional parameters for citation, give the author's name, the name of the work, the date of creation, and the medium of publication. Use *Digital file* when the medium cannot be determined.

Beethoven, Ludwig van. *Moonlight Sonata*. Crownstar, 2006. MP3.

Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project. *Framework for Success in Postsecondary Writing*. CWP, NCTE, and NWP, 2011. PDF file.

ONLINE VIDEO

"The L-Team." Williams College Libraries. *YouTube*. 2007. Web. 27 Aug. 2009.

Other Sources

PLAY

Shakespeare, William. *Romeo and Juliet*. Act II Scene ii.

PUBLISHED INTERVIEW

Gaitskill, Mary. Interview with Charles Bock. *Mississippi Review* 27.3 (1999): 129-50. Print.

RECORDED FILMS OR MOVIES

Ed Wood. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

GOVERNMENT PUBLICATION

United States. Congressional Quarterly Service. Congress and the Nation: A Review of Government. Washington: GPO, 1985.

LECTURE OR ADDRESS

McClain, John D. "Can You Count to Ten?" OCEA Convention. Cleveland 8 Oct. 1999.

SOUND RECORDING

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

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 Notecards
- Sample Final/Formal Outline
- Sample Graphic Organizers
- Sample Works Cited Page
- Sample Annotated Works Cited Page
- Common Proofreader's Marks
- Common Transition Words and Phrases
- Common Word Choice Mistakes

Sample First Page without Cover Page

The diagram illustrates the layout of a sample first page without a cover page. It includes annotations for margins and formatting requirements.

Annotations:

- 1" margins all around:** Indicated by arrows pointing to the top, bottom, left, and right margins of the page.
- Last Name and page # 1/2" from the top in right hand corner:** Points to the text "Catlin 1" in the top right corner.
- Name Teacher's Name Class Date:** Points to the student information on the left side of the page.
- Heading in Upper Left Hand corner:** Points to the title "Andrew Carnegie: The Father of Middle-Class America".
- Title: 12 pt. font TNR Not underlined, bolded, or italicized:** Points to the title.
- 1" margins all around:** Indicated by arrows pointing to the left and right margins of the text block.

Page Content:

Catlin 1

Beth Catlin
Professor Elaine Bassett
English 106
3 August 2009

Andrew Carnegie: The Father of Middle-Class America


For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the costs, and the profits take care of themselves" ("Richest"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Richest"). His theory

Sample Cover Pages

Sample Cover Page with Picture

1/3 of the way down	
↓	
Title	
	
↓	
Name Teacher's Name Class Date	Jane Doe Mr. Smith English II 29 September 2012
2/3 of the way down	



All Items Centered

Sample Cover Page without Picture

1/3 of the way down	
↓	
Title	
↓	
Name Teacher's Name Class Date	Jane Doe Mr. Smith English II 29 September 2012
2/3 of the way down	



All Items Centered

Sample Note Cards

Bibliography Cards

Book #1

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

Information Note Cards

Topic	1-1
Notes	
Page number	

Book #1
Or Source
1st note card

Topic	1-2
Notes	
Page number	

Book #1
Or Source
2nd note card

Book # 2

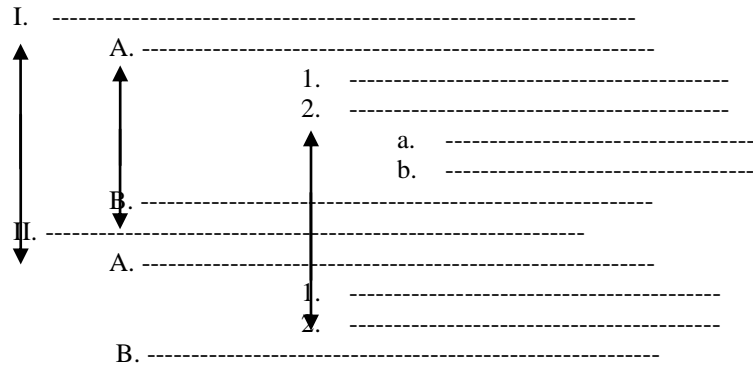
Author (Last name first). Title. City where book published: Publisher, copyright date.	2
---	---

Topic	2-1
Notes	
Page number	

Book #2
Or Source
1st note card

Sample Final/Formal Outline

Both must follow a special numbering system:



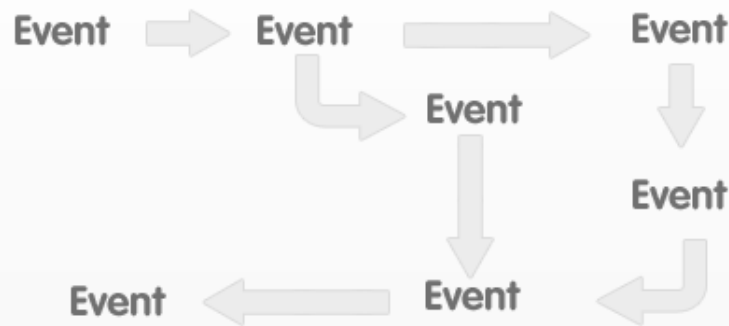
(make sure numbers and letters lineup)

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 from Point A to Point B ... or Z.

Cause + Effect

Causes

Cause 1

Cause 2

Cause 3

Cause 4

⇒ Topic ⇒

Effects

Effect 1

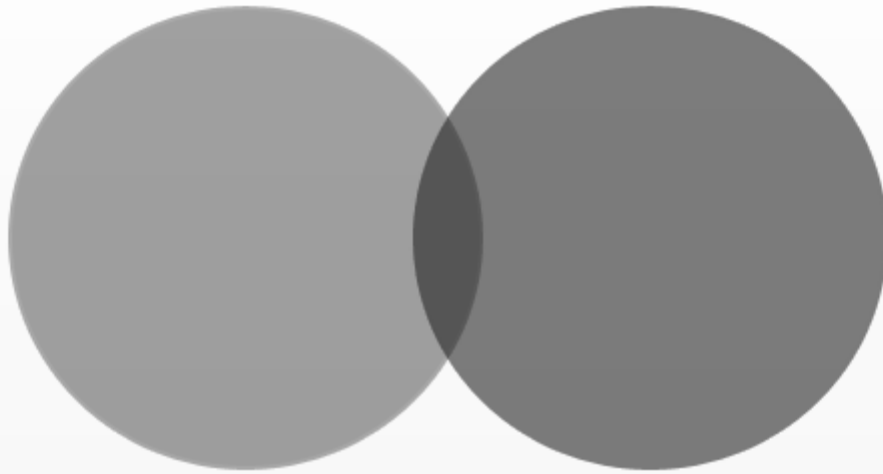
Effect 2

Effect 3

Effect 4

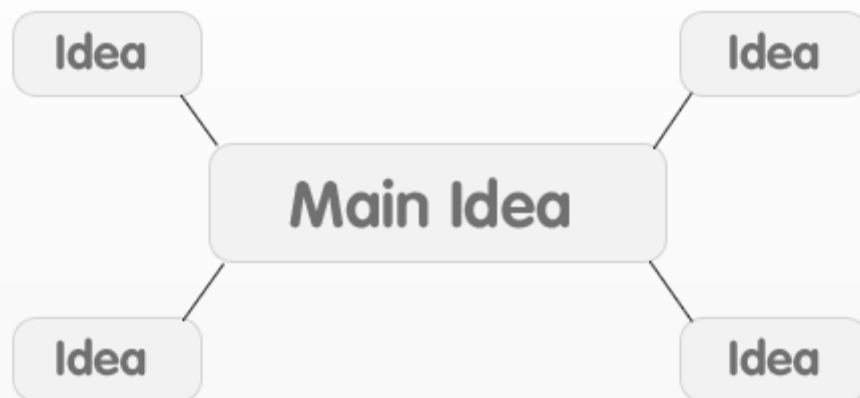
Need to understand why something happened, and why it was important? Making a list of causes can help you form an argument about why an event occurred, while making a list of effects can help make a case for why it mattered. Bring the two together and you've got the makings of a solid paper.

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."

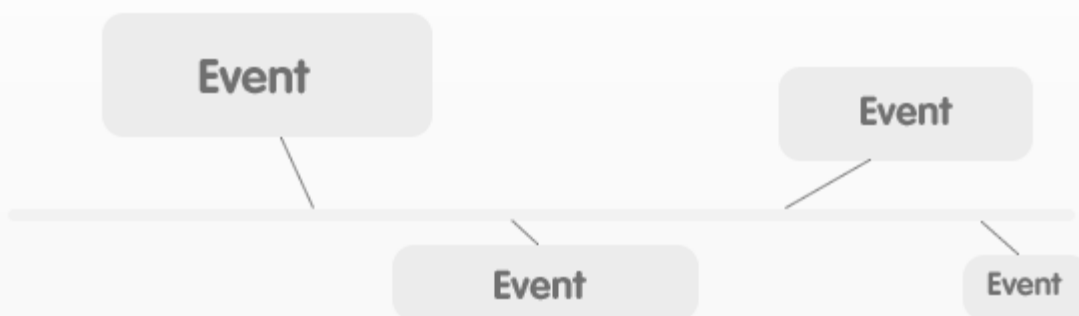
5 W's

🔍 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.

Cited Page

St. Paul Writing Handbook

Sample Annotated Works

Cited

1"

1"

1"

1/2"

Beck 7

Works Cited

Anderson and Cooley. *South Bend and the Men Who Have Made It*. South Bend, IN: The Tribune Printing Company, 1901. Print.

This illustrated book contains historical, descriptive, and biographical information about South Bend and Mishawaka. As a reference tool, the book is easy to use and gives an overview of the location.

Baker, George A. *The St. Joseph-Kankakee Portage*. South Bend, IN: Northern Indiana Historical Society, 1985. Print.

This publication tells the location and use of the St. Joseph/Kankakee Portage by Marquette, Lasalle, and the French Voyageurs.

Carmony, Donald F. *A Brief History of Indiana*. Indianapolis, IN: Indiana Historical Bureau, 1966. Print.

This historical booklet contains information about Indiana from 1679 to 1966. The appendix gives information about the populations, environment, industries, and agriculture of Indiana.

Proofreader's Marks

PROOFREADERS' MARK	DRAFT
○ Delete space	art work
# ^ Insert a space	It was here.
✓ OR / Delete a word	numbers are not correct
^ Insert a word	is simple.
↺ Transpose	recommended
↻ Move as shown	They are not here.
^ OR ^ Insert a letter	refresments are provided
⌈ OR ⌋ Delete a letter and close up	necessary items
✓ OR / Change a letter	effect
✓ OR / Change a word	less more than two one
○ Add on to a word	directly to you
^ Insert a comma	pencils, pens and paper
⊙ Insert a period	Mr. Frazer
∩ Insert an apostrophe	the auditor's records
“ ” Insert quotation marks	The easy jog was really a ten-mile run.
= Insert a hyphen	full-time job
— — Insert a dash or change a hyphen to a dash	She's here finally!
○ Spell out	5 people
/ Use lowercase letter	First Quarter
≡ Capitalize	Wilbury avenue

PROOFREADERS' MARK	DRAFT
() Insert parentheses	arrives May 6 (tomorrow)
— Insert underscore	a very heavy package
✓ Delete underscore	He's always on time.
¶ Start a new paragraph	¶ Provide quality service.
no ¶ Remove paragraph break	no ¶ This is true.
ss [Single space	ss [This is the most useful information.
ds [Double space	ds [Those are manufactured at our headquarters.
+1 l# Insert one line space	Cost: dependent upon quantity
-1 l# Delete one line space	The requirements are specified.
≡ Indent two spaces	Computer technology
⇒ Move to the right	\$4500 ⇒
[Move to the left	[Turn off the power.
✓ Raise above the line	4 x 10 ⁶
^ Drop below the line	CO ₂
.... Stet (don't change)	He already left.
= Align horizontally	Re: = Cost Analysis
Align vertically	To: Mr. Smith From: Ms. James

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

Eat : to put food into the mouth, chew it and swallow it.

It : the thing, animal or situation which has already been mentioned.

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.

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.

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.

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.

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.

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” whereas works cited, an updated term, implies a broader range of sources such as Internet sites, television programs, films, etc.

Works Cited

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