

*Mayfield Secondary School*

*Writing Handbook*

*and*

*Style Guide*





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## ACADEMIC INTEGRITY

*Plagiarism* is a deliberate deception whereby you submit the words or ideas from another source claiming they are your own without fully acknowledging the source.

This form of cheating exists in many forms:

- *repeating as your own, someone else's sentences, more or less verbatim;*
- *paraphrasing another person's argument as your own line of thinking; (Gibaldi 66).*

Other forms of academic dishonesty include:

- *submitting as your own, without the approval of the course teacher, any work that you and another student have written together;*
- *cheating in any form on tests or examinations*
- *allowing another to copy your work;*
- *preparing work for another student and allowing that student to submit it as his or her own.*
- *submitting the same essay to more than one course teacher.*

Obviously, some references do not need credit because they are regarded as common knowledge.

For instance, “unsurprising definitions in a dictionary can be considered common knowledge, and so there is no need to say ‘according to Webster’ ...

Similarly, the date of Picasso’s death can be considered common knowledge – few can state it when asked, but it can be found in many sources” (Barnet 109).

**The best advice is “if in doubt as to whether or not to give credit, ... give credit” (Barnet 109).**

Barnet, Sylvan. A Short Guide to Writing About Art. Boston: Little, Brown and Co., 1985.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers Sixth Edition. New York: The Modern Languages Association of America, 2003.

## ANALYZING THE ASSIGNMENT

### What are you being asked to do?

#### Topic:

- *Do you have a choice of assigned topics?*
- *Is the topic one of your own choosing to be approved by the teacher?*
- *Be sure to be original; keep the topic manageable; check on the availability and types of resources you will require.*

#### Expectations:

It is vital that you read over the following:

- *the evaluation criteria;*
- *length required;*
- *distribution of marks;*
- *format of final product (type of written document, seminar, oral or visual presentation)*

#### Due Dates:

- *Check process evaluation dates;*
- *set personal interim due dates;*
- *note final due date in multiple places, the most important being your agenda*

#### Organization:

Have a dedicated folder, portfolio or binder for each major project and include:

- *the original handout of the assignment and all details about dates and marks;*
- *all of your notes (e.g., jot notes, brainstorming, mind maps etc.);*
- *a running reference list including ALL resources along with pertinent information for Reference List*
- *all outlines and drafts.*

## SELECTING APPROPRIATE INFORMATION AND EXAMINING RESOURCES

It is often necessary to skim or scan information when, because of tight timelines, you just cannot read everything you would like.

### **How to Skim or Scan an Article or Essay from a Magazine**

- *Glance quickly through the article or essay.*
- *Read the title, headings, captions, words in bold print, italicized words, etc.*
- *Look closely at any illustrations, charts, graphs, maps, etc.*
- *Read the first and last paragraphs.*
- *Read the first sentence of other paragraphs.*

### **How to Skim or Scan a Book**

- *Skim the table of contents for any relevant sections to your topic.*
- *Flip or glance through the book from cover to cover.*
- *Flip through a second time. Look for chapter headings, summaries, questions, vocabulary lists, indexes, etc.*
- *Look at the book jacket. Is there a summary of the contents?*
- *Look at the preface or introduction if it has one. Does the author express a particular point of view or bias?*
- *Read the opening and closing paragraphs of selected chapters. They often contain summaries of the chapters.*

### **Do not take everything you read or discover at face value.**

- *Anyone can write a book, a magazine article, or a newspaper column.*
- *You must investigate which perspective the author of your source is adopting, and come to your own conclusions about the points the author suggests.*

### **The Internet poses the same problem.**

- *On the Internet, anyone is free to publish information or opinions. (i.e., hence Wikipedia is not considered a reliable source.)*
- *You must decide if the information is correct and accurate.*

### **Before Using a Web Site, consider the following:**

- *Who wrote the site? Is it a government organization, sponsored by a corporation, or a personal site?*
- *What does the site say? What links are on the page? Are there pop-up advertisements?*
- *Do you need to register with personal information?*
- *When was the site created? When was it last revised?*
- *Who runs the site?*

## GATHERING AND RECORDING INFORMATION

During your research, be sure to keep track of your sources. Organized notes will save time later when you are writing your paper.

Use a separate sheet of paper or cue card for each source.

**When noting your information, include the following data:**

- *Author (last and first name)*
- *Title of book or article*
- *Publication city*
- *Publisher and publication year*
- *The page number*
- *Retrieval Date*
- *URL*

**\* See Resource Information Form in Appendix.**

**There are many methods of note-taking:**

- **Summarize:** *Condense ideas and supporting arguments in point form using your own words.*
- **Paraphrase:** *Restate the author's main idea in your own words. You still need to cite the author or source, anything borrowed must be acknowledged.*
- **Direct Quotations:** *Copy carefully, and record the author's exact words. Remember, quotations should not be the bulk of your arguments*

**Taking Notes on Regular Size Paper.**

- *Record the information about the source (author, title, city, publisher, date, page number).*
- *Use topic headings to separate information.*
- *Summarize in point form using your OWN WORDS whenever possible.*
- *Be sure to include page numbers and to put quotation marks around direct quotations.*
- *Write on one side of the paper only.*

**Taking Notes on Index Cards**

- *Record the information about the source (author, title, city, publisher, date, and page number) at the top of the cue card.*
- *Write a topic heading for each card.*
- *Include only one point per card.*

## THE LITERARY ESSAY: THE WRITING PROCESS

### STEP ONE: Generate thoughts, ideas and a focus for your topic.

- *Brainstorm*
- *Jot notes*
- *Mind maps*

### STEP TWO:

- *Develop a focus.*
- *Prepare a set of study questions.*
- *Generate a working thesis.*
- *Create visible headings to guide your note taking (these may later develop into your arguments).*

### STEP THREE: Taking effective notes on literature

- *Page reference all notations*
- *Use subheadings for organization: (themes; conflicts; rhetorical devices – symbolism and imagery; character development; other useful quotations).*
- *Support notes with quotations.*
- *When you are making notes for a comparison essay, make connections between the pieces of literature – note similarities and differences within the pieces of literature.*
- *Do not summarize.*

### STEP FOUR: Organize your notes.

- *Create a final thesis statement (see **Thesis Development model** below).*
- *Develop arguments.*
- *Organize all of your points of proof and supporting information (quotations).*
- *Begin your essay outline (see sample outlines).*

### STEP FIVE:

- *First draft.*
- *Include well integrated quotations; (properly placed, formatted and punctuated citations; properly formatted title page and sources cited list).*
- *Edit.*
- *Good copy.*
- *Refer to Appendix for grammar and punctuation tips, and a final checklist.*

## LITERARY ESSAY: THESIS DEVELOPMENT MODEL

To create an arguable and emphatic thesis statement, you must first look at the big picture in terms of the overall impression of your literature and gradually refine your focus.

**For example:**

*Captain Corelli's Mandolin* by de Bernieres

*The subject is*

**W A R**

*Related questions*

**How does war affect the characters?**

**What do the characters learn about themselves?**

*One topic is*

**War and self realization**

*Questioning further*

**Do the characters gain a better understanding of themselves?**

**THESIS**



**War forces characters in *Captain Corelli's Mandolin* to gain a deeper understanding of themselves.**

## SIMPLE LITERARY ESSAY OUTLINE FORM

### **Introduction:**

Opening statement:

Mapping Statement:

Thesis/focus:

### **Argument #1:** Topic \_\_\_\_\_

Topic Sentence:

I i) Detail from work. Proof (quotation/citation)

ii) Explanation of proof

II i) Detail from work. Proof (quotation/citation)

ii) Explanation

III i) Detail from work. Proof (quotation/citation)

ii) Explanation

IV Concluding sentence

### **Argument #2:** Topic \_\_\_\_\_

Topic Sentence:

I i) Detail from work. Proof (quotation)

ii) Explanation

II i) Detail from work. Proof (quotation)

ii) Explanation

III i) Detail from work. Proof (quotation/citation)

ii) Explanation

IV Concluding Sentence

**Argument #3: Topic**

Topic Sentence:

I i) Detail from work. Proof (quotation)

ii) Explanation of proof

II i) Detail from work. Proof (quotation)

ii) Explanation

III i) Detail from work. Proof (quotation/citation)

ii) Explanation

IV Concluding Sentence

**Conclusion:**

Specific statement about what has been written above:

Reworded/restatement of thesis/focus:

Conclusive observation about each of your arguments:

General/memorable closing statement:

## PRINCIPLES OF PARAGRAPH STRUCTURE

“The three principles of paragraph structure are **unity, coherence, and emphasis.**”

**Unity:** Oneness of thought, impression and point of view

- *Stays with one train of thought and one subject.*
- *If you have not stayed on track, delete what does not apply and continue.*
- *Keep your topic sentence and key word(s) in mind and you will create a unified paragraph.*

**Coherence:** The linking and connection of properly arranged ideas

- *Arrange your ideas, facts, or points in a natural order; chronological or spatial.*
- *In some writing, you can lead your readers from the obvious to the obscure (information they already know to the information that you want them to know).*
- *Facts and examples are usually arranged in order of importance – saving the best until last.*

**Emphasis:** Beginning and Ending

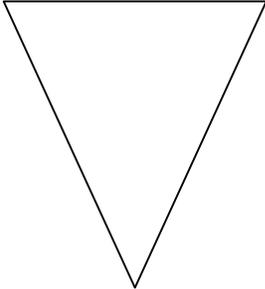
- *Place the most important information and ideas at the beginning and at the end of the paragraph.*
- *Let the reader know at the outset what it is you are writing about, and conclude your paragraph by reinforcing your opening focus.*
- *You should employ purposeful repetition, examples, comparison and contrast.*

Just as transitions between paragraphs are important, so too are links between sentences within a paragraph. Connective words and phrases are essential to a smoothly flowing piece of writing.

**\* See Transitions and Connectives in Appendix**

Tressler and Lewis. Mastering Effective English. Toronto: The Copp Clark Publishing Company Ltd., 1961.

## CHARACTERISTICS OF THE ARGUMENTATIVE ESSAY



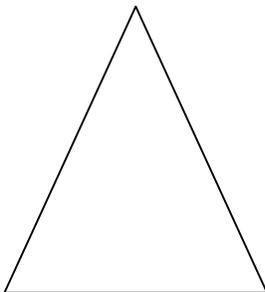
### **Introduction**

- The introduction mirrors an inverted triangle, (deductive paragraph) and follows the format of “wide to narrow;” essentially, the format is general to specific.
- It begins with a prescribed introduction ending in a thesis statement.
- The thesis statement is both claim and support and for the three or more topic sentences in the following three or more body paragraphs.



### **Body**

- The following body paragraphs mirror rectangles.
- Each paragraph should develop one of the arguments that supports the thesis.
- Each paragraph must contain a topic sentence, points that support the topic sentence, quotations from sources to support the argument, transitions or connectives that move the argument smoothly within the paragraph, and a concluding sentence that returns to ideas in the topic sentence.
- Often paragraphs in formal essays are many sentences in length and they form the main focus for the argument. There may be sub-paragraphs to support your main arguments.



### **Conclusion**

- The concluding paragraph also mirrors a triangle, (inductive paragraph).
- This final paragraph moves from specific to general in its format.
- Restate and rephrase the thesis (do not rewrite it word for word as it appears in the introduction).
- The last statements should be broad and optimistic in nature, as it is helpful to leave the reader in an uplifted mood.

## THESIS DEVELOPMENT FOR ARGUMENTATIVE ESSAY

Every essay needs a *thesis*. A thesis tells the reader what you are trying to prove. A thesis is a statement of your idea, argument or point, which you will support with evidence throughout the essay.

### A thesis is:

- *A single, assertive, arguable statement that you will prove throughout the essay.*
- *A clearly stated topic that indicates what the essay will argue and how your analysis will proceed.*

### A good thesis statement should:

- *Be arguable and defensible.*
- *Be clearly stated, concise and specific.*
- *Provide direction for both the reader and the writer.*
- *Serve as a blueprint or schematic for the essay.*

## Guidelines for Formulating a Thesis

### Brainstorm

- *Thinking through an issue or topic helps to clarify your thinking and to be more specific.*

### Ask yourself: How? Why? So What?

- *From your brainstorming ask yourself questions.*
- *From these questions, a thesis is formulated.*
- *Questioning leads you from obvious statements to an arguable claim.*
- *Question and explore further to develop a working thesis.*

Example: Political, social, and ideological changes led the Canadian woman's movement from an emphasis on political issues in the early 1900's to an emphasis on economic issues in the later 1900's.

Example: The attainment of suffrage, an increase in working women, and a greater concern for the lower-class women led the Canadian woman's movement from an emphasis on political rights in the 1900's and 1910's to an emphasis on economic rights in the 1960's and 1970's.

## Where is the thesis located in the essay?

The thesis statement is usually the final sentence of the introduction. Your teacher might advise you to begin the essay with a thesis statement in order to help you focus on its importance as a guide and director of thought. Ask your teacher to clarify.

## ARGUMENTATIVE ESSAY OUTLINE WORKSHEET

The essay outline is a very important stage in the essay writing process. It is here that first decisions and judgements are made about the content of the paper. The outline is the skeleton of the essay. It is done in point form to help you clarify your ideas and thinking to organize them into specific paragraphs.

*NB: This is just a guide. More space may be added if needed.*

### **Introduction:**

|  |
|--|
| Topic sentence:  |
| Background information about your topic:   |
| Briefly introduce your three or more arguments in the order they will appear in the essay: |
| Thesis statement:  |

### **First Supporting Argument:**

|   |
|---|
| Topic Sentence:   |
| Supporting Subtopics. Include page and source references. |
| Concluding Sentence: reinforces the thesis statement.     |

*NB: More than one paragraph for each supporting argument may be added.*

### **Second Supporting Argument:**

|   |
|---|
| Topic Sentence:   |
| Supporting Subtopics. Include page and source references. |
| Concluding Sentence: reinforces the thesis statement.     |

*NB: More than one paragraph for each supporting argument may be added.*

**Third Supporting Argument:**

|   |
|---|
| Topic Sentence:   |
| Supporting Subtopics. Include page and source references. |
| Concluding Sentence: reinforces the thesis statement.     |

*NB: More than one paragraph for each supporting argument may be added.*

**Fourth Supporting Argument:**

|   |
|---|
| Topic Sentence:   |
| Supporting Subtopics. Include page and source references. |
| Concluding Sentence: reinforces the thesis statement.     |

*NB: More than one paragraph for each supporting argument may be added.*

*NB: More than three or four supporting arguments may be added if needed.*

**Conclusion:**

|  |
|--|
| Restate the thesis in new words                                      |
| Summarize three arguments in new words.                              |
| Concluding statement: you should leave the reader with a new insight |

**ARGUMENTATIVE ESSAY OUTLINE SAMPLE**

## Outline – Lincoln's Assassination – A Murder Mystery

## I. Thesis

## II. Lincoln – before the assassination

- A. His premonition of approaching death
  - 1. Dreams
  - 2. Philosophy
  - 3. Conversations
- B. His lack of security protection
  - 1. Unreliable personal bodyguard
  - 2. Lock on theatre presidential box broken
  - 3. Peephole bored through box door undetected
- C. His difficulty in obtaining guests for the performance
  - 1. Grant to be honoured with Lincoln at theatre
  - 2. Grant accepts President's invitation
  - 3. Grant declines invitation
  - 4. Lincoln finds himself without guests

## III. The assassination

- A. A look at the assassin
- B. Motives for murder
- C. The shooting
- D. Stanton's famous last words

## IV. After the assassination

- A. Booth's escape into Maryland
  - 1. Passed through guard post
  - 2. Received medical aid from physician
  - 3. Hidden by southern sympathisers
- B. Stanton's lack of co-operation
  - 1. Refused to give Booth's name to press
  - 2. Disinterested in capture of John Surrat
- C. The accomplices
- D. The trial

## V. Conclusion

## QUOTATION INTEGRATION

In any research paper the writer uses information supplied by others and it appears as:

- *A direct quotation.*
- *An idea or opinion which the writer has put into his own words, ie. paraphrase.*
- *Statistics, figures, definitions, diagrams or illustrations.*

***The bulk of your paper should be your own thoughts and comments. Simply stringing a list of provoking quotations together does not make a strong essay. You need to tell your reader what idea the quotation supports and why it is significant.***

There are many ways to place a quotation within a piece of writing:

- *At the **beginning, middle, or end** of your sentence.*
- ***Divide a quotation** with your own words.*
- ***Reproduce only a word or a phrase** from a quotation as part of your sentence.*

### Short Quotations (3 lines or less)

Short quotations can be incorporated into your text in two ways:

#### **Incorporated:**

- *Introduce the quotation with your own comments in a complete sentence.*
- *The quotation comes next, ending with your subscript number reference and a period.*
- *After the quotation, explain the significance of the quotation in another full sentence.*

#### **Embedded:**

- *The quotation is part of your own sentence.*
- *This method is more useful for very short quotations (a phrase or two), and often involves more sophisticated writing.*
- *The subscript number reference still occurs at the end of the sentence, before the period.*

### Long Quotations (4 lines or more)

- *Introduce the quotation and its context with a full sentence, ending with a colon.*
- *The quotation is indented 2 tabs on both sides of the page and single spaced.*
- *The quotation should end with a subscript number reference and a period.*
- *After the quotation, do not begin a new paragraph. Instead, in two or three sentences, explain the significance of the quotation you have introduced.*

#### **Paraphrase or Summary**

- *Explain the main points or claims of the idea you are summarizing in your own words.*
- *You may introduce your source as part of your sentence, but the subscript number reference still belongs at the end of the sentence before the period.*

## EDITING QUOTATIONS

- Keep the original wording of your quotations, unless you are paraphrasing or summarizing.
- If you must change a quotation for the flow of your essay, be sure you are not changing the meaning!
- You may change a word or verb so your tenses are consistent throughout.

Omit a word, phrase or sentence:

- *indicate the omission with (...)*

If your quotation ends a sentence:

- *You do not need to use (...). Use a period only.*

If you change a word or verb tense:

- *Identify the changed word with square brackets [ ]*

***Do not end your paragraph with a quotation. The strongest statement is one made by you.***

## WRITING GUIDELINES FOR A SCIENTIFIC RESEARCH REPORT

- The formal report presents information in small segments and often reflects the many facets (i.e., not just one position) of a topic.
- Information is presented clearly and concisely using headings and subheadings and bullets along with citations to reference materials.
- The information presented should support subsequent conclusions and recommendations.
- Your document should convey information clearly and coherently (such as numbers, facts or equations), and detail the logical processes you relied upon (i.e., interpretation, analysis, or evaluation) to reach a conclusion.

### General Layout:

- **Margins:** *One inch on all sides (top, bottom, left, right)*
- **Font Size and Type:** *12-pt. font (Times Roman or Courier are acceptable typefaces)*
- **Spacing:** *Double-space throughout the body of the paper; Single-spaced for the title, abstract, references, appendixes, Tables, and Figure captions.*
- **Pagination:** *The page number appears on the top right corner of the paper*
- **Tables:** *Any chart. Numbered as a Table and titled at the top. Referencing citation follows [e.g., Table 1: Speed vs. Time Data (New Physicist, July, 1998)].*
- **Figures:** *Any picture, image, or graphical representation. Numbered as a Figure and titled at the bottom. Referencing citation follows [e.g., Figure 1: Diagram of a Bohr Atom (Di Geussepe et al. 2003)].*
- **General Formatting:** *Spacing, titles, headings, subheadings, dot bullets, bold text, underlining, etc., are to remain consistent and are not to be changed randomly once you start using a particular format.*
- **Writing Style:** *third person narrative targeted towards knowledgeable adults and professionals*
- **Tenses:** *must be consistent throughout*

### Title + Student Name + Date + Teacher Name

- *This information appears on the top of the first page of the report.*
- *The report itself begins immediately beneath – NO COVER PAGE is to be included.*
- *Centered on the top of the page using bold font you are to include: title, author, date, teacher's name*

### Introduction

- *Begins immediately below the title information.*
- *Identify the subject and/or the problem that must be considered.*
- *Provide relevant background information (theory, history, definitions) that the reader will need to follow along; if this cannot be done briefly, create a "Background" heading (see below).*
- *Use complete and proper referencing formats as needed (e.g., APA or MLA).*
- *State the purpose (e.g., a recommendation is to be made) and rationalize the relevance and/or the importance of the report.*
- *Outline the structure of the report by stating the topics that will be covered in the order presented*

**Background (if needed)**

- *If the introduction requires a large amount of supporting information, such as a review of historical literature or a description of a process, then the background material should form its own section.*
- *This is the point where you can show your comprehension of the problem.*
- *This section may include a variety of subheadings that may be reflective of a variety of considerations such as:*
- *Previous research that is relevant to the problem accompanied by complete and proper referencing of information sources.*
- *Data and/or formulas the reader needs to understand the problem.*
- *Historical overviews that gives the remainder of the paper context in present times*

**Body Paragraphs / Discussion**

- *Proposal, progress, and trip reports will focus most on proposed **methods** (how).*
- *Experimental investigation and literary research reports will focus most on **results** (what).*
- *Evaluation, feasibility, and recommendation reports will focus most on **analysis** (why).*
- *Risk-benefit reports include a consideration of costs, risks, benefits, pros, or cons based on researched information with the intent to weigh these factors and make recommendations.*

**Recommendations (if required)**

- *What actions does the report call for?*
- *The recommendations should be clearly connected to the information and results found in the rest of the report.*
- *Make specific reference to points in the paper – your reader should not have to guess at what you mean.*
- *This section may also include plans for how further research should proceed.*

**Conclusion**

- *Based upon the purpose identified in the Introduction, what knowledge comes out of the report?*
- *As you draw a conclusion, you need to explain it in terms of the preceding discussions.*
- *Some repetition of the most important ideas you presented is expected, but you should avoid copying statements exactly.*

**References Cited**

- *Any research that you refer to in the report must also appear in a list of references at the end of the work.*
- *A complete and properly formatted list of references should match your citations in the report exactly.*

## GUIDELINES FOR A SCIENTIFIC LAB REPORT

- The purpose of a scientific lab report is to communicate specific data that has been collected and to discuss what the data means.
- The report must be written clearly and concisely so that the reader may grasp the material quickly and easily.
- The presentation should flow logically from the purpose to the conclusion.
- The layout of the paper must include the following:

- *No cover page is to be included; begin the report immediately below the title heading.*
- *Standard 8½ by 11-inch paper with 1-inch margins on all four sides.*
- *12-point Times New Roman or Courier font.*
- *Double-spaced lines that are flush to the left margin (creating an uneven right margin).*
- *Headings are centred on the page and flow continuously and should not start a new page.*
- *Page numbers should appear in the top right corner and the first page is not numbered.*
- *Any material that was obtained from outside sources must be referenced using APA format.*

### **Title:**

- *20 words-or-less and centred at the top of the page using title case letters.*
- *In the title, indicate exactly what was studied including the **DEPENDENT** and **INDEPENDENT VARIABLES**.*
- *NAME, DATE submitted, and TEACHER'S NAME centred below the title using title case letters.*

### **Introduction:**

- *Describe the **PROBLEM** and state the **RELEVANCE** of the problem to the topic and/or real world.*
- *Describe how the current research will **EXPAND/CLARIFY** present knowledge.*
- *When appropriate, **ADDITIONAL RESEARCH** must be cited using APA referencing format.*
- *State the **PURPOSE** of the research clearly.*
- *State a clear **HYPOTHESIS** (when applicable) with an “**IF...THEN...**” sentence.*

### **Materials and Method:**

- ***NARRATIVE STYLE** using **PAST TENSE**.*
- *Any **APPARATUS** used is mentioned logically as the narrative proceeds – do not list the apparatus.*
- *Any consumable **MATERIALS** used (including sizes, quantities and/or dimensions) are mentioned logically as the narrative proceeds.*
- *Describe how the **DATA** was collected, organized, and processed.*
- *If appropriate, a **FIGURE** may be included that shows the experimental set-up or shows how calculations were done.*
- *Detailed, logical, and reproducible **PROCEDURE**.*

**Results:**

- *TABLES and FIGURES placed in CONTEXT within the report – not included elsewhere in the report.*
- *TABLES completely and properly formatted in a chart-style format*
- *table TITLE at the TOP of table with a detailed title or 12 words-or-less.*
- *FIGURES properly formatted and complete with necessary labels, units, and graphics.*
- *figure TITLE at the BOTTOM of the figure with a detailed title of 12 words-or-less.*
- *-CALCULATION(S), when appropriate, are formatted as Figures.*

**Discussion:**

- *PAST TENSE, NARRATIVE STYLE using logical PARAGRAPHS.*
- *Restate the PURPOSE of the experiment and proceed to INTERPRET the data and explain what it means.*
- *Make reference to significant data found in TABLES and/or FIGURES to support your explanation.*
- *Logical inclusion of answers to “DISCUSSION QUESTIONS” are incorporated into your explanation as part of the narrative.*
- *When appropriate, refer to relevant OUTSIDE RESEARCH and use APA referencing style citations.*
- *Impacts of EXPERIMENTAL ERROR upon the data explained followed by suggested IMPROVEMENTS.*
- *SUMMARY of significant findings and acceptance of HYPOTHESIS (if applicable).*
- *SUGGEST ways to expand upon this research.*
- *Clear, concise, and coherent PRESENTATION.*

**Conclusion:**

- *Restate the PURPOSE of the experiment.*
- *State all SIGNIFICANT FINDINGS.*

**References Cited:**

- *A single list of ALL sources mentioned in the report.*
- *Organized in ALPHABETICAL ORDER by the first letter in the citation.*
- *Each citation follows the APA FORMAT exactly.*
- *QUALITY OF RESOURCES: must be at your grade-level or higher.*

## EXAMPLE OF A FORMAL LAB REPORT

### A MATHEMATICAL CONSIDERATION OF THE SIGNIFICANCE OF THE SURFACE AREA : VOLUME RATIO UPON CELL SIZE

**Jo Shmo**  
**February 30, 2007**  
**Teacher: Mr. R. Hooke**

#### INTRODUCTION

“In the world of cells, bigger is not better” (Burns, 2000, p. 22). One factor that determines how much oxygen a cell needs is its size. In general, the larger the cell, the more oxygen it needs. The cell’s surface must allow oxygen to enter it at a rate sufficient to meet its needs (Curlie, Larry, Moe, & Shemp, 1999). Also, the surface must allow carbon dioxide to exit at an adequate rate (Abbott & Costello, 2001). The purpose of this lab was to investigate the effect that cell size had upon a cell’s surface area to volume ratio using mathematical models found in Curlie et al. (1999). It was hypothesised that if the size of the cell increased, then the ratio of surface area : volume would decrease.

#### MATERIALS AND METHODS

For ease of calculation, a hypothetical cell was considered in the form of a cube. As in Curlie et al. (1999), a cube with a length of 1 mm was used and its surface area (SA), volume (V), and surface area : volume (SA:V) ratio were calculated (see Figure 1 for formulae). Then a cube length of 2 mm was used and the calculations were repeated. The same was done for cubes with lengths of 3 - 8 mm. All data were recorded in Table 1 and the data was then graphed in Figure 2.

$$\text{Surface area} = 6 \times (\text{length} \times \text{width})$$

$$\text{Volume} = (\text{length} \times \text{width} \times \text{height})$$

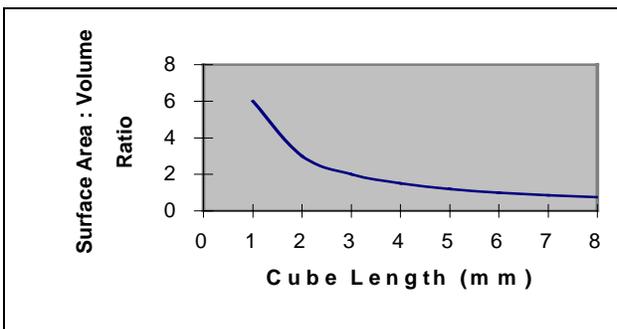
$$\text{Surface area : volume ratio} = \text{surface area} \div \text{volume}$$

**Figure 1:** Formulae used to calculate surface area, volume, and surface area : volume ratio for a cube (Curlie et al., 1999).

#### RESULTS

**Table 1: Surface area : volume data.** As cube length increased, the SA:V ratio decreased.

| Length (mm) | surface area (mm <sup>2</sup> ) | volume (mm <sup>3</sup> ) | SA:V ratio |
|-------------|---------------------------------|---------------------------|------------|
| 0.0         | 0.0                             | 0.0                       | ∞          |
| 1.0         | 6.0                             | 1.0                       | 6.00       |
| 2.0         | 24.0                            | 8.0                       | 3.00       |
| 3.0         | 54.0                            | 27.0                      | 2.00       |
| 4.0         | 96.0                            | 64.0                      | 1.50       |
| 5.0         | 150.0                           | 125.0                     | 1.20       |
| 6.0         | 216.0                           | 216.0                     | 1.00       |
| 7.0         | 294.0                           | 343.0                     | 0.86       |
| 8.0         | 384.0                           | 512.0                     | 0.75       |



**Figure 2:** Change in surface area : volume ratio. As cube length increased, the SA:V ratio decreased.

## DISCUSSION

The data in Table 1 and Figure 2 showed that as the size of a cube increased, its SA:V ratio decreased. Thus, the hypothesis was proven to be correct. Using this as a model, this would mean that as a living cell increases in size, its volume increases faster than its surface area. This change would create a serious difficulty for a growing cell trying to survive because the membrane would be limited in its ability to diffuse materials while the volume could surpass this limitation. It must be inferred that to solve this problem, a cell must divide once it reaches a critical size. This would create a proportionally larger surface area and a proportionally smaller volume. This would allow for the better diffusion of substances across the membrane and throughout the cell. Thus, the cell would survive better.

As this was a mathematical consideration, there were no apparent sources of error. However, Rickles (2001) suggests that the diminishing effect of diffusion upon increasing cell size is best seen in experiments where a strong base is allowed to diffuse into gelatine cubes (containing phenolphthalein indicator) of various dimensions. This would be a good follow-up experiment to conduct. As suggested in one publication (Inane University Department of Cellology, n.d.), a better experiment would be to grow cells to determine their critical size.

## CONCLUSION

The purpose of this activity was to determine the effect that cell size had upon a cell's surface area to volume ratio using mathematical models found in Curlie et al. (1999). It was hypothesised that if the size of the cell increased, then the ratio of SA:V would decrease. This hypothesis was shown to be correct. This suggested that a cell may have a critical size and further study of the critical size limitations using gelatine models and living cells is recommended.

## REFERENCES CITED

- Abbott, B. and Costello, L. (2001). Cell Membrane Involvement in Cell Homeostasis, Caledon: McMaverick Publishing Company.
- Burns, G. [Interview]. (2000, April 1). Big cells go bust. *New Scientist*, 8, 22-24.
- Curlie, I.M., Larry, U.R., Moe, U.B., Shemp, I.B. (1999). Oxygen demands in growing cells, *Journal of Cell Physiology*, 10, 66-68.
- Inane University Department of Cellology (n.d.). Critical cell size in eukaryotes. Retrieved November 31, 2005, from <http://iu.edu/celldepartment/articles/cellphys/05-113>.
- Rickles, D. (2001). Limits to Cell Size. *Scientific American*, 241(3), 150-164.

## MODERN LANGUAGE ASSOCIATION (MLA) STYLE FOR EMBEDDED CITATIONS

### USED INSTEAD OF FOOTNOTES AND ENDNOTES

- *Indicate the source for the quotation in brackets, in the text, before the period in the sentence.*
- *Subscript numbers are not used.*
- *N.B. Remember that quotes should support what you say and not speak for you.*

### **Format and Examples**

Source with an author and page number.

“She needed a room of her own” (Woolf 126).

If no author is available, use the name or title which lists your source in the Reference List:

“Students’ concerns are our first priority” (Changes in Education 32).

If no page number is available, list author only:

“Do kids these days know how to reference properly?” (Smith).

If you use two or more works by the same author, include the date in your reference:

“All art is essentially useless” (Wilde 1886 43).

For plays, list act, scene, and line numbers in arabic numerals:

“To be or not to be, that is the question” (Shakespeare 3.3.67).

## MLA STYLE FOR FOOTNOTES AND ENDNOTES

- *This system of documentation **does not** use parentheses embedded right in your text to cite sources.*
- *A number is placed at the end of the sentence before the period.*
- *The reader need only look for that number at the bottom of the page or at the end of the paper to find complete documentation for that piece of information.*

### Footnotes

When the information for a source is given at the bottom of the page it is called a *footnote*.

- *Number notes consecutively, starting from 1, throughout your essay.*
- *Do not number them by page or designate them by asterisks or other symbols.*
- *Format note numbers as superscript Arabic numerals (i.e. raised slightly above the line, like this<sup>1</sup>), without periods, parentheses, or slashes.*
- *The numbers follow punctuation marks, except dashes.*
- *In general, to avoid interrupting the continuity of the text, place a note number at the end of the sentence, clause, or phrase containing the materials quoted or referred to.*

### Endnotes

When the information for a source is listed on a page at the end of the essay it is called an *endnote*.

- *Number notes consecutively, starting from 1, throughout your essay.*
- *Follow the similar format as a Footnote, but the entries are found on a separate page at the end of the essay.*
- *On the “Endnote” page, you must list every source from which you have quoted, summarized or paraphrased an idea in your essay.*
- *Placed as the last page of your essay: if your essay ends on page 6, your Endnotes is page 7.*
- *Title: Endnotes, centered, not underlined, and in the same format and font size as the rest of your essay.*
- *Double-space between entries; entries themselves are single-spaced.*
- *Tab the first line in only.*
- *Entries ordered numerically by the order in which they appears in the essay.*

## SUBSEQUENT REFERENCES

After fully documenting a work, use a shortened form in subsequent notes. Include enough information to identify the work. The author's last name alone, followed by the relevant page numbers, is usually adequate.

<sup>2</sup> Dickens 345-47.

If you cite two or more works by the same author- for example, Charles Dickens' *Hard Times* and *Bleak House* – include a shortened form of the title following the author's last name in each reference after the first.

<sup>3</sup> Dickens, Times 234.

<sup>4</sup> Dickens, Bleak 455.

Repeat the information even when two references in sequence refer to the same work.

## FORMAT AND EXAMPLES FOR FOOTNOTES/ENDNOTES

***NB: Punctuation is very important. Follow the examples exactly.***

### **BOOK BY A SINGLE AUTHOR:**

Firstname Lastname, Title of Book (Place of Publication: Publisher, Year of Publication) page

David Cressy, Birth, Marriage, and Death: Ritual, Religion, and the Life Cycle in Tudor and Stuart England (New York: Oxford University Press, 1997) 200

### **BOOK BY TWO OR MORE AUTHORS:**

Sander Gilman, et al, Hysteria Beyond Freud (Berkeley: University of California Press, 1993) 195

### **SIGNED ENCYCLOPEDIA ARTICLE:**

Jitendra N. Mohanty, "Indian Philosophy" The New Encyclopedia Britannica: Macropaedia, 15<sup>th</sup> ed. 1987, 56

### **UNSIGNED ENCYCLOPEDIA ARTICLE:**

"Noon," Oxford English Dictionary, 2<sup>nd</sup> ed. 1989, 67

### **MAGAZINE, PERIODICAL, OR JOURNAL ARTICLE:**

Ronald Findley, "Our National Forests: Problems in Paradise," National Geographic Feb. 1994: 306-25.

### **FILM OR VIDEO:**

Titanic, dir. James Cameron, perf. Kate Winslet and Leonardo DiCaprio, Twentieth Century Fox and Paramount Pictures, 1997.

### **ON-LINE ENCYCLOPEDIA ARTICLE:**

Britannica Online, vers. 97.1, 1 Mar. 1997, Encyclopedia Britannica, 29 Mar. 1997 (<http://www.eb.com/>).

### **AN ARTICLE IN AN ONLINE PERIODICAL:**

John Markoff, "The Voice On The Phone Is Not Human, But It's Helpful," New York Times on the Web 21 June 1998, (<http://www.nytimes.com/library/tech/98/06/biztech/articles/21voice.html>).

\*\* For more formats log on to: <http://owl.english.purdue.edu/owl/resource>

## MLA REFERENCE LIST

### ADDITIONAL REFERENCES

This is a list of all of the sources that you **consulted** throughout your research, **but did not cite** within your essay.

### REFERENCE LIST

This is a list of **all of the sources** you used in your research whether it is **cited in your essay or not**.

#### Format:

- *Placed as the last page of your essay, not numbered.*
- *Title: Additional References or Reference List, centered, not underlined, and in the same format and font size as the rest of your essay.*
- *Double-space between entries; entries themselves are single-spaced*
- *Tab second and subsequent lines.*
- *Entries ordered alphabetically by the last name of the author. If no author, then by title. No headings necessary.*

## FORMAT AND EXAMPLES

***NB: Punctuation is very important. Follow the examples exactly.***

| <b>BOOKS</b>          |  |
|-----------------------|--|
| ONE AUTHOR            | Gleick, James. <u>Chaos: Making a New Science</u> . New York: Penguin Books, 1987.   |
| MORE THAN ONE AUTHOR  | Gillespie, Paula, and Neal Lerner. <u>The Allyn and Bacon Guide to Peer Tutoring</u> . Boston: Allyn, 2000.  |
| MORE THAN ONE AUTHOR  | <b>If there are more than three authors, you may list only the first author followed by the phrase et al.</b><br><br>Wysocki, Anne Frances, et al. <u>Writing New Media: Theory and Applications for Expanding the Teaching of Composition</u> . Logan, UT: Utah State UP, 2004. |
| CORPORATE AUTHOR      | American Allergy Association. <u>Allergies in Children</u> . New York: Random, 1998.   |
| NO AUTHOR             | <u>Encyclopedia of Indiana</u> . New York: Somerset, 1993.   |
| <b>PERIODICALS</b>    |  |
| NEWSPAPER OR MAGAZINE | Poniewozik, James. "TV Makes a Too-Close Call." <u>Time</u> 20 Nov. 2000: 70-71.   |
| SCHOLARLY JOURNAL     | Bagchi, Alaknanda. "Conflicting Nationalisms: The voice of the Subaltern in Mahasweta Devi's Bashai Tudu." <u>Tulsa Studies in Women's Literature</u> 15.1 (1996): 41-50.  |

|  | <b>ELECTRONIC SOURCES</b>   |
|--|---|
| WEB SITE                                 | <p><b><u>Name of Site</u>, <u>Date of Posting/Revision</u>, <u>Name of institution/organization affiliated with the site</u> (sometimes found in copyright statements), <u>Date you accessed the site</u> &lt;electronic address&gt;.</b></p> <p><u>The Purdue OWL Family of Sites</u>, 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2006 &lt;<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>&gt;.</p>   |
| ONLINE SCHOLARLY JOURNAL                 | <p>Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." <u>Emerging Infectious Diseases</u> 6.6 (2000): 33 pars. 8 May 2006 &lt;<a href="http://www.cdc.gov/ncidod/eid/vol6no6/wheelis.htm">http://www.cdc.gov/ncidod/eid/vol6no6/wheelis.htm</a>&gt;.</p>   |
| ELECTRONIC SUBSCRIPTION SERVICE          | <p>Grabe, Mark. "Voluntary Use of Online Lecture Notes: Correlates of Note Use and Note Use as an Alternative to Class Attendance." <u>Computers and Education</u> 44 (2005): 409-21. ScienceDirect. Purdue U Lib., West Lafayette, IN. 28 May 2006 &lt;<a href="http://www.sciencedirect.com/">http://www.sciencedirect.com/</a>&gt;.</p>  |
| PUBLICATION IN PRINT AND ELECTRONIC FORM | <p><b><u>Author</u>, "<u>Title of Article</u>," <u>Periodical Name</u> <u>Volume Number</u> (if necessary) <u>Publication Date</u>: <u>page number</u>-<u>page number</u>, <u>Database name</u>, <u>Service name</u>, <u>Library Name</u>, <u>City</u>, <u>State</u>, <u>Date of access</u> &lt;electronic address of the database&gt;.</b></p> <p>Smith, Martin. "World Domination for Dummies." <u>Journal of Despotry</u> Feb. 2000: 66-72. Expanded Academic ASAP. Gale Group Databases. Purdue University Libraries, West Lafayette, IN. 19 February 2003 &lt;<a href="http://www.infotrac.galegroup.com">http://www.infotrac.galegroup.com</a>&gt;.</p> |
| CD-ROM                                   | <p>"World War II." <u>Encarta</u>. CD-ROM. Seattle: Microsoft, 1999.</p>  |
| PERIODICALLY PUBLISHED CD-ROM            | <p>Reed, William. "Whites and the Entertainment Industry." <u>Tennessee Tribune</u> 25 Dec. 1996: 28. <u>Ethnic NewsWatch</u>. CD-ROM. Data Technologies, Feb. 1997.</p>  |
|  | <b>OTHER NON PRINT SOURCES</b>  |
| PERSONAL INTERVIEW                       | <p>Purdue, Pete. Personal Interview. 1 Dec. 2000.</p>   |
| LECTURE OR SPEECH                        | <p>Stein, Bob. Keynote Address. Computers and Writing Conference. Union Club Hotel, Purdue University, West Lafayette, IN. 23 May 2003.</p>   |
| BROADCAST TELEVISION OR RADIO PROGRAM    | <p>"The Blessing Way." <u>The X-Files</u>. Fox. WXIA, Atlanta. 19 Jul. 1998.</p>  |
| RECORDED TELEVISION SHOWS                | <p>"The One Where Chandler Can't Cry." <u>Friends: The Complete Sixth Season</u>. Writ. Andrew Reich and Ted Cohen. Dir. Kevin Bright. NBC. 10 Feb. 2000. DVD. Warner Brothers, 2004.</p>   |
| RECORDED MOVIES                          | <p><u>Ed Wood</u>. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. 1994. DVD. Touchstone, 2004.</p>   |

\*\* For more formats log on to: <http://owl.english.purdue.edu/owl/resource>

## APA REFERENCING STYLE

The following guidelines and examples are from the *Publication Manual of the American Psychological Association*, 5th edition, published by the American Psychological Association (APA). This manual is commonly used in courses in the social and natural sciences.

### GENERAL LAYOUT AND FORMAT OF THE PAPER

- **Margins:** One inch on all sides (top, bottom, left, right)
- **Font Size and Type:** 12-pt. font (Times Roman or Courier are acceptable typefaces)
- **Spacing:** Double-space throughout the body of the paper; single-spaced for the title, abstract, references, appendixes, Tables, and Figure captions.
- **Alignment:** Flush left (creating uneven right margin)
- **Paragraph Indentation:** 5-7 spaces (a normal tab distance)
- **Pagination:** The page number appears on the top right corner of the paper and the first page is not numbered
- **No Cover Page:** On the first sheet of paper, the text of the paper begins immediately below the title of the paper, the author's name, the due date, and the teacher's name.

### EMBEDDED CITATIONS FOR APA STYLE

To give complete and proper credit to the sources of information, **embedded citations** are used as follows:

- *They are placed withing parentheses and placed in close proximity to the quoted or paraphrased information.*
- *If **no date** of publication can be found, "**n.d.**" is placed in parentheses indicating that no date was found.*
- *The embedded citation is placed before the punctuation mark of the sentence.*

### PARAPHRASING OF INFORMATION

If you are summarising or paraphrasing a sequence of ideas from another work, you only have to make reference to the author and year of publication in your embedded citation.

|                       |   |
|-----------------------|---|
| ONE AUTHOR            | APA style is a difficult citation format for first-time learners (Jones, 1998).<br>According to Jones (1998), APA style is a difficult citation format for first-time learners.                           |
| TWO AUTHORS           | Nadel & Zola-Morgan (n.d.) have suggested that infants and young children ...   |
| THREE OR MORE AUTHORS | <i>First citation:</i> In a famous case study of amnesia, Milner, Corkin, & Teuber (1968) describe ...<br><i>Subsequent citations:</i> The results of this study agree with those of Milner et al. (1968) |

|   |  |
|---|--|
| ORGANIZATION OR INSTITUTION AS AN AUTHOR              | According to the American Psychological Association (2000),...<br><i>First citation:</i> (Mothers Against Drunk Driving [MADD], 2000)<br><br>Subsequent citations: (MADD, 2000)  |
| TWO OR MORE WORKS BY THE SAME AUTHOR IN THE SAME YEAR | <b>Use lower-case letters with the year in the in-text citation. [In the Reference Cited list at the end of the paper, use lower-case letters (a, b, c) with the year to order the entries.]</b><br><br>Research by Berndt (1981a) illustrated that...   |
| ELECTRONIC ONLINE SOURCES                             | <b>Along with a publishing or "last updated" date in parentheses, all embedded citations are to identify the author(s) first and format this as shown above. <u>DO NOT</u> include the URL in the parentheses of an embedded citation.</b><br><br>McGuire (2003), as posted on the Environmental Protection Agency's web page, states... |

### DIRECT QUOTATIONS

#### Short Quotations:

**For a direct quotations, you will need to include the author, year of publication, and the page number for the reference (preceded by "p.") when the page number is available.**

According to Jones (1998), "Students often had difficulty using APA style" (p. 199).

"Students often had difficulty using APA style," (Jones, 1998, p. 199), but Jones did not explain why.

#### Long Quotations:

**Place direct quotations longer than 40 words in a free-standing block of typewritten lines. Do not use quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin.**

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help (p. 199).

#### Quoting Electronic Online Sources:

**For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation "para." If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material.**

...as was seen in Nineteenth-Century Europe (Myers, 2000, ¶ 5).

Beutler (2000, Conclusion section, para. 1) claims that this is....

## REFERENCE LIST

In a “References Cited” list at the end of your paper, you must provide the full citation for sources you have referred to in the paper. Only references cited in the body of the paper should appear in this list. Regardless of format (electronic, print, video, etc.), all sources are listed in a single list that is arranged alphabetically by author/host name. Each citation should include everything a reader would need to look up your source:

- **author name(s):** last name(s) first followed by initials;
- **year of publication:** in parentheses;
- **full title of publication:** capitalize only the first word of the title;
- **publication information:** including the title of the periodical or journal (*italicized and spelled out—not abbreviated*) and the volume (*also italicized*) and page numbers.

## FORMAT AND EXAMPLES

***NB: Punctuation is very important. Follow the examples exactly.***

|                                | <b>BOOKS</b>   |
|--------------------------------|--|
| BOOK                           | Brand, M. & Harnish, R. M. (Eds.). (1986). <i>The representation of knowledge and belief</i> . Tucson, AZ: University of Arizona Press.  |
| AN ANONYMOUS BOOK:             | <i>The American heritage dictionary</i> (2nd college ed.). (1991). Boston: Houghton Mifflin.   |
| A CHAPTER IN AN EDITED VOLUME: | <p><b>Note that while the names of the author(s) of the chapters are inverted, the names of the editors of the volumes are not inverted.</b></p> <p>Levine, S. C. (1993). Effects of early unilateral lesions: Changes over the course of development. In G. Turkewitz &amp; D. A. Devenny (Eds.), <i>Developmental time and timing</i> (143-165). Hillsdale, NJ: Erlbaum.</p> |
|                                | <b>PERIODICALS</b>   |
| JOURNAL                        | <p>Hubel, D. H. &amp; Wiesel, T. N. (1979). Brain mechanisms of vision. <i>Scientific American</i>, 241(3), 150-164.</p> <p>Loftus, E. F. (1993). The reality of repressed memories. <i>American Psychologist</i>, 48, 518-537.</p>  |
| MAGAZINE                       | Steinberg, J. A. (1991, March). Putting your business on the map. <i>MacUser</i> , 7, 158-163, 166-167.  |

|   |  |
|---|--|
| BROCHURES, MAPS,<br>AND<br>ADVERTISEMENTS                   | The fitness fragrance by Ralph Lauren [Advertisement]. (2000, April). GQ magazine, pp. 111-112.  |
| NEWSPAPER   | <b>Because no author is listed for this article, the citation begins with the title. If an author had been listed, it would be cited like any journal article (see above).</b><br><br>Clark County schools teaching sign, integrating deaf and hearing students. (1996, January 29). <i>Indiana Daily Student</i> , 4, 12.   |
|   | <b>ELECTRONIC SOURCES</b>  |
| DOCUMENT WITH<br>THE AUTHOR(S)<br>IDENTIFIED                | Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy -- Project update. <i>Telehealth News</i> , 2(2). Retrieved from <a href="http://www.telehealth.net/subscribe/newsletter4a.html">http://www.telehealth.net/subscribe/newsletter4a.html</a>  |
| DOCUMENT CREATED<br>BY AN<br>ORGANIZATION OR<br>INSTITUTION | National Parent Information Network. (n.d.) <i>Character education: The role of parents, teachers, and the community</i> . Retrieved October 18, 2001, from <a href="http://npin.org/library/2001/n00584/n00534.html">http://npin.org/library/2001/n00584/n00534.html</a>  |
|   | <b>OTHER NON-PRINT SOURCES</b>   |
| AUDIO AND VIDEO<br>RECORDINGS                               | <b>The citation begins with the name(s) of the creator(s), producer(s), and/or director(s) followed by the copyright date in parentheses. This is followed by the title of the recording. The citation ends with the name of the distributor.</b><br><br>Jackson, P. [Director]. (2001). <i>The Lord Of The Rings: The fellowship of the ring</i> [DVD]. New Line Cinema.<br><br>Lennon, J. [Creator and producer]. (1971). "Imagine" from the <i>Imagine</i> album [LP]. Capitol Records. |
| INTERVIEWS  | <b>The person being interviewed is cited first followed by the date of the interview. This is followed by the information that is relevant to the publication or broadcast of the interview.</b><br><br>Capote, T. [Interview]. (1983). In G. Johnson (ed.), <i>Southern writers in exile</i> (pp. 117-132). New York: Dodd Publishing Enterprises.<br><br>Updike, J. [Interview]. (1998, July 18). Weekend edition. National Public Radio. Boston: WBUR.                                  |

## GRAMMAR AND PUNCTUATION GUIDE

1. A verb must agree in number with its subject. A singular subject requires a singular verb and a plural subject requires a plural verb.
  - *Two knights or a bishop **is** all you need to win this game of chess.*
  - *A bishop or two knights **are** all you need to win this game of chess.*
2. A pronoun must agree in case and number with its subject.
  - *The principal arranged to hold the meeting in **her** office.*
  - *The teachers shared **their** ideas with the administrator.*
3. Numbers from one to nine are usually written as words: all numbers 10 and over are usually written as numerals.
4. You may use a combination of numerals and words for very large numbers. E.g., *6 million*
5. Use words, not numerals, to begin a sentence.
  - *Four hundred and eighty-seven students attend our school.*
6. **Whereas** is one word.
7. **A lot** and **all right** are two words.
8. Use the words **there** (location), **they're** (contraction for they are), and **their** (plural possessive pronoun) properly.
9. **Its** is the third person, singular, possessive pronoun. (The mousetrap shut on its tail.) Note that there is no apostrophe. **It's** is a contraction for it is. (It's hot in July.)
10. Avoid run-on sentences. If you have many ideas to connect, break them into two, three, or four well-formed sentences – not one long, rambling one.
11. Be sure your verb tense is consistent throughout the paper.
12. When choosing between **whom** and **who** at the beginning of a question, answer the question using he/she or him/her. If your answer is he/she, choose **who**. If your answer is him/her, choose **whom**. When **whom** or **who** appears in the middle of a sentence, look at the verb to determine whether or not it requires a subject.
  - **Whom** are you looking for?
  - Gil is the person **who** sold me this jacket.

## TRANSITIONS AND CONNECTIVES

Using transitional words and phrases improves the coherence of your argument. They connect ideas, show the relationship between ideas, and make sentences flow together and build on one another.

1. Transitions that *add, repeat, or intensify*:

|             |                       |                |              |
|-------------|-----------------------|----------------|--------------|
| to sum up   | further               | finally        | also         |
| furthermore | besides               | again          | nevertheless |
| after all   | in addition           | moreover       | to repeat    |
| indeed      | first, second, etc.   | in fact        | to conclude  |
| another     | as a matter of fact   | in other words | once again   |
| usually     | to put it another way | habitually     | anymore      |

---

2. Transitions that *compare, contrast or contradict*:

|                 |                       |             |               |
|-----------------|-----------------------|-------------|---------------|
| similarly       | as, as if             | regardless  | rather than   |
| like            | unlike                | in spite of | despite       |
| on the contrary | on the other hand     | likewise    | nevertheless  |
| in like manner  | but                   | nonetheless | by comparison |
| however         | yet                   | then again  | as            |
| though          | to put it another way | whereas     | as well as    |
| although        | even when             | in fact     |               |

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3. Transitions that show a *time* or *space* relationship:

|                |                     |            |           |
|----------------|---------------------|------------|-----------|
| before         | earlier             | beside     | now       |
| at first, last | between             | next       | beyond    |
| after that     | then, just then     | across     | soon      |
| over           | after so much time  | in time    | at        |
| later          | the next day, night | while      | from, to  |
| following      | meanwhile           | into       | finally   |
| then           | outside, inside     | eventually | up, down  |
| since          | from then on        | during     | near, far |
| ever since     | beginning, ending   | within     | even when |

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4. Transitions that *limit* or prepare for an example:

|               |              |               |         |
|---------------|--------------|---------------|---------|
| in particular | that is      | unless        | namely  |
| when          | for example  | in case       | such as |
| provided that | for instance | to illustrate | that    |

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5. Transitions that signal *cause* or *result*:

|                       |             |           |              |
|-----------------------|-------------|-----------|--------------|
| because               | thus        | for       | so, so that  |
| for this, that reason | as a result | therefore | consequently |

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6. Transitions that *assert obvious truth* or *grant opposition*:

|                |                 |             |           |
|----------------|-----------------|-------------|-----------|
| no doubt       | of course       | in fact     | doubtless |
| naturally      | granted that    | undoubtedly | surely    |
| conceding that | without a doubt | certainly   |           |

## ESSAY FORMAT AND STYLE CHECKLIST

1. Write in the third person (not first person “I”) and do not address the reader (second person “you”).
2. Use formal language – that means no slang, swear words, or colloquial language, no short forms, no contractions, no abbreviations. Informal language can only be used if you are quoting a source directly.
3. Use the present literary tense. Discuss literature as if it were happening now, in the present tense, and be consistent in your use of tense throughout the essay.
4. Avoid the passive voice: *The story was read by Paul.* Instead, re-word as *Paul read the story.* The active voice is more assertive and convincing in an essay.
5. Refer to authors first by complete name (first name and surname); then refer to author by surname only – NEVER refer to an author by first name.
6. Underline or *italicize* titles of books (not both); use quotation marks when referring to titles of short stories, essays, poems, short plays (not Shakespeare), and articles. If, however, the work is the entire book, then treat the title as any other book. Under no circumstances combine the use of “quotation marks” or *italics* or underlining.
7. Use quotations from the works and document them according to the MLA convention, including: Footnotes, Endnotes, and the Reference List.
8. In any quotation, you may adjust the capitalization of the first word and/or the final punctuation to suit your prose. Do not end a quotation with a semicolon or comma if it makes no sense in the context in which you are using it. You may omit it or replace it with a period or comma, whichever is appropriate.
9. Do not devote most of your conclusion to summarizing your argument (*and therefore this paper has shown...*) Your argument should develop new insight, achieve a wider scope and a sense of satisfaction at the conclusion; it should leave the reader with more to think about at the end.
10. Do not assume the spell and grammar checker in your word processing program will correct all your mistakes, or will even correct them properly. Encourage someone else to proof read your paper before you print out a final copy to be sure that you have caught all typing errors.
11. Font used is 12 point in “CG Times;,” “Times New Roman,” “Ariel,” or “Universal”.
12. Double-space the good copy and type neatly. Use black ink only. Print on one side of the page.
13. All set-off or indented quotations, ( four lines or longer), are to be typed, indented 2 inches from each margin, and single-spaced.
14. Number the pages of the essay, except the first page and the Reference List, in the top right hand corner in Arabic numerals (2-3-4).
15. Every essay paper should have a title page containing the following: a title – your name- the teacher’s name- the course code- the date. This should be included on the first page of your written work.
16. Your work deserves an original title. It should reflect your thesis.
17. Final copy of the essay should have the title page, final draft, Works Cited, Reference List.
18. Staple in the top left-hand corner.

## CAPITALIZATION RULES

1. Capitalize the pronoun I.  
Example: Jennifer and **I** went to the movies yesterday.
2. Capitalize the first letter of the first word of each sentence.  
Example: **L**earning to capitalize correctly will improve your writing.
3. Capitalize the first letter of names of “proper nouns,” people, organizations, and places.  
Example: **J**uan went on a trip to **T**okyo, **J**apan for his company, **G**eneral **M**otors **C**orporation.
4. Capitalize the first letter of “proper adjectives” that are made from the names of people and places.  
Example: I like **M**exican food.
5. Capitalize initials  
Example: My brother's favorite author is **H.G.** Wells.
6. Capitalize the first letter of directions only when they are used to designate actual places, not when they point in a direction.  
Example: When we visited the **S**outhwest, we actually had to drive north.
7. Capitalize the first letter of the names of months and the days of the week.  
Example: My birthday will be on a **F**riday next **J**une.
8. Capitalize the official title of a person (including abbreviations), but only when you use it with the person's name.  
Example: Did Clarissa recommend **D**r. Montoya to you?
9. Capitalize words used as names or parts of names.  
Example: Did **U**ncle **G**eorge call my mom to tell her our grandmother is with **D**ad?
10. Capitalize the first letter of important words in a title of a book, magazine, story, essay, etc.  
Example: I enjoyed Mark's essay, "**T**he **T**ruth **A**bout **B**eing a **G**ood **S**tudent."
11. Capitalize historical events and documents.  
Example: **T**he **E**manipation **P**roclamation was issued during the **C**ivil **W**ar.
12. Capitalize the name of languages, races, nationalities, and religions.  
Example: I learned in **S**panish class that several **H**ispanics are **C**atholic.
13. Capitalize acronyms. (An acronym is a word formed by the first, or first few, letters of words in a long name of an organization.)  
Example: **CARE** is the Cooperative for American Relief Everywhere.
14. Capitalize initialisms. (An initialism is similar to acronym, but a word is not formed from the letters.)  
Example: The Central Intelligence Agency is simply known as the **CIA**.

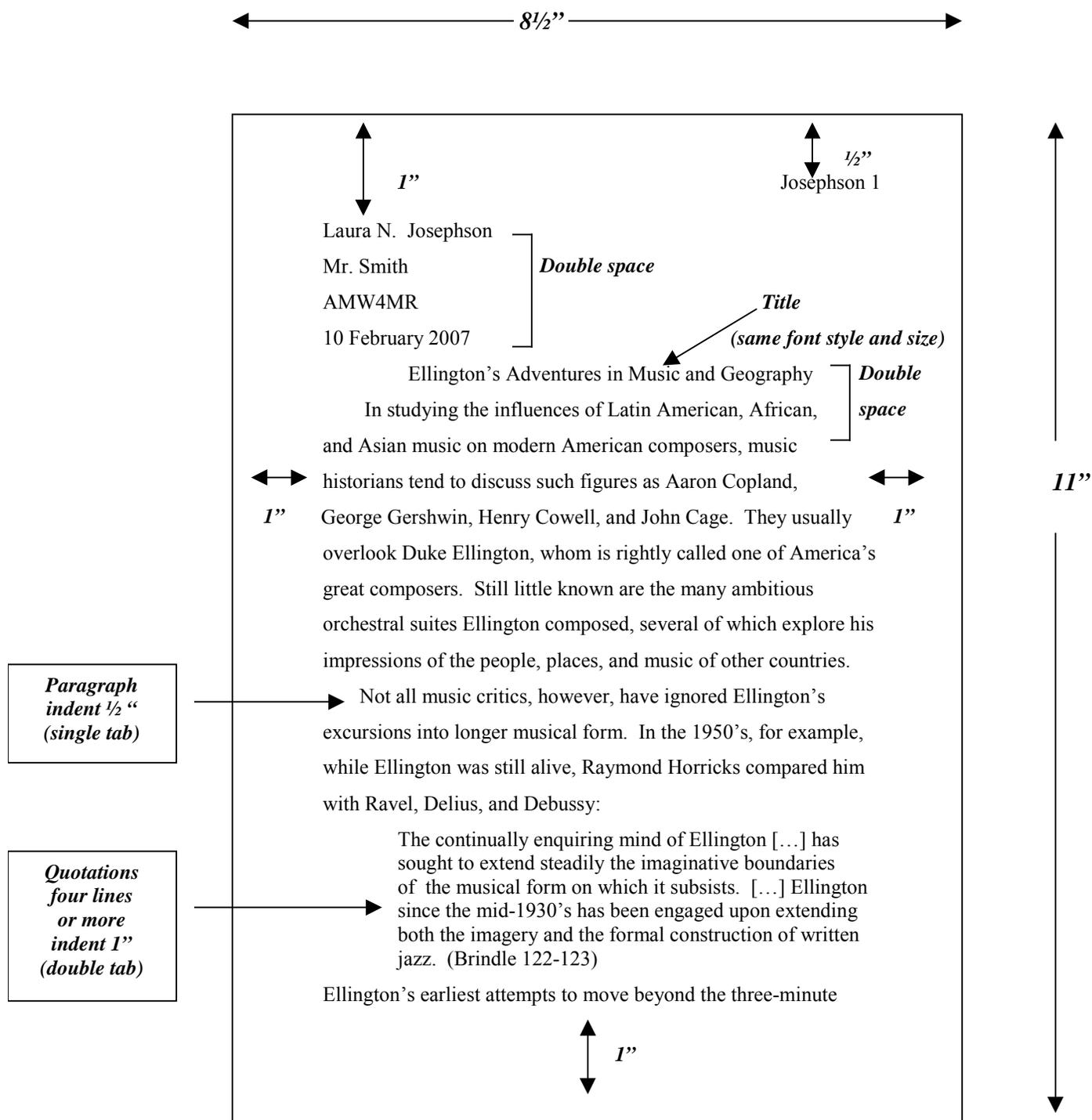
**COVER PAGE FORMAT****A Traditional Cover Page**

- *About one third of the way down the page, centre the title. Your title should be very specific, indicating the actual main point of your paper, not just its overall topic.*
- *Use 12 point font*
- *Capitalize the appropriate first letters, but do not underline, italicize, or use bold or oversize type. If it occupies more than one line, single-space it.*
- *Near the bottom of the page, centre your name, the name and number of the course, your teacher's name, and the due date of the paper.*
- *The final line should be approximately an inch from the bottom of the page.*

Darwin's Theory of Evolution:  
A Challenge to Christian Beliefs

Elizabeth Smith  
Humanities 103  
Prof. T. Wilson  
March 5, 2005

## TITLE PAGE FORMAT



|                                  |
|----------------------------------|
| <b>RESOURCE INFORMATION FORM</b> |
|----------------------------------|

**RESOURCE: fill in accordingly/one per source**

Title (book/article): \_\_\_\_\_

Magazine/Journal/Newspaper Name: \_\_\_\_\_

Encyclopedia/Series Name: \_\_\_\_\_ Volume: \_\_\_\_\_

DVD/CD/Video/Other (specify) Title: \_\_\_\_\_

Author/Editor: \_\_\_\_\_

Publisher/Website: \_\_\_\_\_ City: \_\_\_\_\_

Date published/copyright: \_\_\_\_\_ Pages Used: \_\_\_\_\_

Internet Address: \_\_\_\_\_

Last Updated: \_\_\_\_\_ Date Accessed: \_\_\_\_\_

**RESOURCE: fill in accordingly/one per source**

Title (book/article): \_\_\_\_\_

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