

A Writer's Guide

August 2002

Wilmette Public Schools District 39
615 Locust Road
Wilmette, Illinois 60091



PROOFREADING MARKS

new paragraph

¶

reverse order

(~~ran~~ quickly)

insert

The apple ^{is} red.

check punctuation

①

don't capitalize

~~B~~

capitalize

b

check spelling

(wer) *sp*

place in a new location

(on the door) →

close up

computer

delete

e

space

She | s

move right

┐

move left

└

press return or enter

↵

indent or tab

→

wrong word (ww)

(their) ww

word choice (wc)

(said) wc

A Writer's Guide

Wilmette Public Schools District #39
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"The difference between the right word and the almost right word is the difference between lightning and a lightning bug."

Mark Twain

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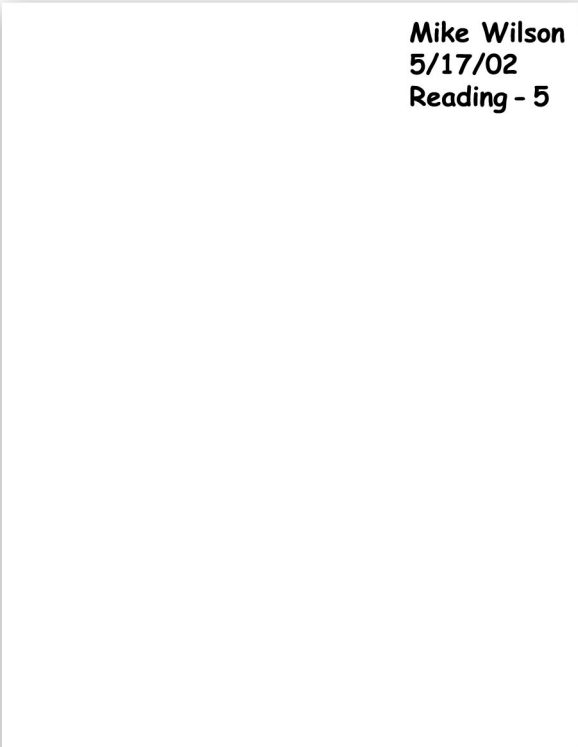
TAKE OWNERSHIP OF YOUR WORK!

Use the following heading on all of your work.

In the upper right hand corner, write your first and last name, the date, subject, and class period.

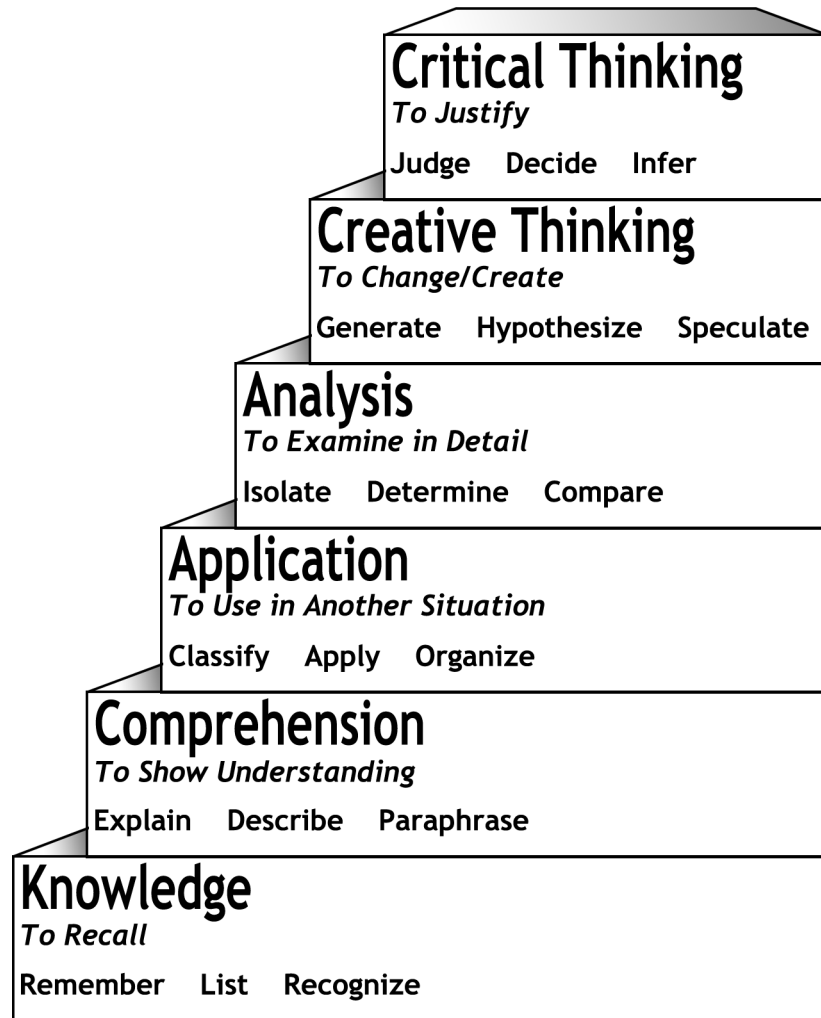
correct format

First and Last Name
Date (month/day/year)
Subject - Class Period



Mike Wilson
5/17/02
Reading - 5

Step Into Thinking



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Other Learning Process Verbs

Critical Thinking	Creative Thinking	Analysis
interpret test critique conclude defend refute estimate use criteria dispute evaluate speculate	extend design reconstruct reorganize modify develop write propose imagine brainstorm determine categorize	show predict solve think of build choose scramble stage devise
		contrast relate experiment differentiate distinguish interview separate formulate analyze identify take away take apart
		modify research choose dissect specify deduce divide order combine
Application	Comprehension	Knowledge
collect summarize use construct relate prioritize role-play write notate brainstorm group	make list develop derive find discuss build create explain code	group restate summarize show construct manipulate illustrate rewrite identify regroup demonstrate
		explain discover define listen read uncover demonstrate experiment
		describe examine find identify show observe tell

THE WRITING PROCESS

Prewriting

- set a purpose
- identify the audience
- determine the organizational framework

Drafting

- allow your ideas to take shape in sentence/paragraph form
- maintain a focus on your topic
- include specific details and examples to support your ideas
- write as many drafts as necessary before going on to the next stage

Revising

- rewrite and revise for organization, sentence structure, and word choice
- add and/or delete information
- structure what you have written
- clarify thinking
- collect more information if necessary

Editing

- proofread and refine for mechanics, spelling, and grammar
- peer edit and/or have a student/teacher conference
- retain control and ownership of your own writing

Publishing/Sharing

- read the final product to a friend or the class
- give your work to a teacher
- display final product
- send or give the final product to intended audience

WRITING GENRES

Persuasive Essay: argues a position using facts and opinions to convince the reader

- usually uses third person point of view
- includes separate introduction and conclusion
- clearly states issue and position
- discusses all reasons stated in introduction
- uses examples and specific details for support
- uses second order reasoning to elaborate upon ideas
- uses a variety of transition words and sentences
- prioritizes reasons

Expository Essay: organization of factual information to explain a topic

- uses third person point of view
- includes separate introduction and conclusion
- clearly states topic
- discusses all subtopics stated in introduction
- uses facts and specific details for support
- uses second order reasoning to elaborate on ideas
- uses a variety of transition words and sentences

Narrative Essay: tells a story

- uses first person point of view
- includes separate introduction and conclusion
- follows a plot line (a beginning, a middle, and an end)
- includes feelings and physical reactions
- uses time ordered transition words
- follows chronological order
- covers a relatively short period of time

WRITING GENRES, continued

Descriptive Essay: describes a person, scene, situation, or idea

- maintains first or third person point of view throughout writing
- uses adjectives and adverbs
- includes sensory details (sight, smell, taste, touch, sound)
- incorporates figurative language (simile, metaphor, personification, imagery, hyperbole)
- uses active verbs whenever possible

Compare/Contrast: measures one subject against another

- states all topics being analyzed
- discusses both similarities and differences
- uses specific details and examples for support
- prioritizes information
- evaluates the extent of similarities and differences

Cause and Effect: makes a connection between a result and the preceding events

- states general topic
- discusses multiple causes or effects when applicable
- uses second order reasoning to elaborate upon ideas
- evaluates the overall impact of the relationship

Character Sketch: description of a real or fictional person

- describes character's physical appearance
- explains character's feelings about people, places, and situations
- introduces character's personal background
- examines character's goals and desires
- illustrates events that may have shaped character's personality and attitude

WRITING GENRES, continued

Short Story: a brief tale which follows a logical plot line

- introduces setting (time and place)
- describes or implies mood
- creates well-developed characters
- establishes a clear conflict
- builds to a climax
- resolves conflict

Science Lab: written account of a scientific experiment or demonstration

- states a problem or poses a question
- provides research information when possible
- lists materials
- explains procedures
- states hypothesis
- describes observations
- draws a conclusion

Business Letter: formal correspondence

- includes writer's address and the date
- includes the recipient's address
- uses a proper greeting (Dear Mr. Estevado:)
- begins with an introductory paragraph to state purpose of writing
- discusses ideas/information in body paragraphs
- concludes with a question posed or a possible solution and suggestions for next contact
- includes a proper closing (Sincerely,)
- provides space for signature below closing
- includes full name of writer below signature space

PLOT LINE

Plot

Plot is the series of actions and events around which a story revolves. These actions and events are sequenced in chronological order—facilitating logical progression of the story from start to finish. A plot line is composed of five basic elements: exposition, rising action, climax, falling action, and resolution. Each individual part works in conjunction with the others to contribute to the meaning of the story and to develop the story's theme.

Exposition/Introduction

The exposition provides initial exposure to the story. It describes the setting, introduces many of the characters, and provides any necessary background information.

Rising Action

The rising action is the central part of the story. In this section, the characters face problems and obstacles which build toward the climax. Because characters are not always able to resolve conflicts on the first try, the rising action also features a rise in tension.

Climax

The climax highlights a turning point in the action. It is the most intense part of the story and the peak towards which all the action has been building.

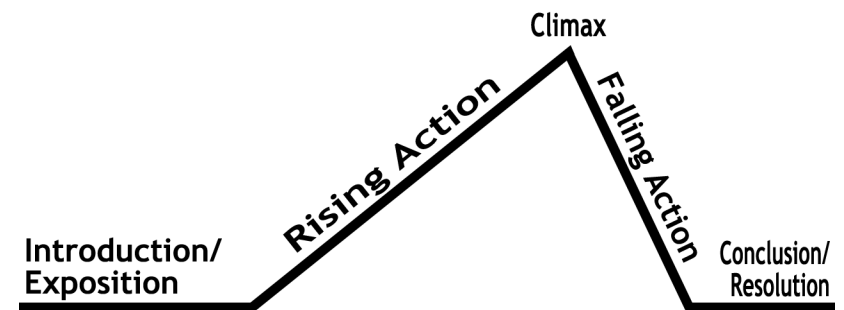
Falling Action

The falling action immediately follows the climax. This part of the plot encompasses a “winding down” of actions and dialogue, which helps draw the story to a close.

Resolution/Conclusion/*Denouement*

The resolution brings the story to an end. Often times, it allows the characters to find a solution for their problems; other times, it simply concludes the story in a fitting manner.

Diagram of the Plot Line



WRITING EVALUATION CHART

	<i>Absent</i> 1	<i>Developing</i> 2	<i>Adequately Developed</i> 3	4	<i>Fully Developed</i> 5	6
FOCUS						
Degree to which main idea/theme or point of view is clear and maintained	Unclear; lack of focus; insufficient length	Confusing; focus attempted but main point unclear or shifts	Under-promise, overdeliver, overpromise, under-deliver; two or more positions without unifying statement	Bare bones; position topic clear; main points clear	Generally previewed	All main points are specified and maintained
SUPPORT						
Degree to which main point/elements are elaborated and/or explained by evidence and detailed reasons	No support; unrelated list of events	Attempted; unrelated list of events	Some points elaborated; may be a list of related specifics; most are general	Some second-order elaboration; some are general	Most points elaborated	All major points elaborated with specific second-order support
ORGANIZATION						
Degree to which logical flow of ideas and explicitness of the plan are clear and connected	No plan; insufficient writing	Attempted but plan is unclear	Weak paragraphing; includes one sentence paragraphs	Some cohesion and coherence plan is clear	Most points connected; coherent and cohesive	All points connected and signaled with transitions and/or other cohesive devices

	<i>Absent</i> 1	<i>Developing</i> 2	<i>Adequately Developed</i> 3	4	<i>Fully Developed</i> 5	6
INTEGRATION						
Degree to which all features have been combined to achieve the assigned task	Does not present most or all features; insufficient writing	Attempts to address assignment; confusion	Partially developed; some or one feature not developed	Essentials present	Features present, but not all equal	All features evident and equally developed
CONVENTIONS						
Use of conventions of standard English. Usage, sentence construction, spelling, punctuation/capitalization, paragraph format	Many errors, cannot read, confused meaning; problems with sentence construction; insufficient length			No major errors; one or two minor errors		

Publish Like a Pro

Rules for Making Your Work Look Professional

Type a single space after all punctuation.

Fonts designed for a computer are proportional. This means that the letter “m” takes up less space than the letter “i.” The width of the space was also designed to be the appropriate width for that font. Therefore, it is unnecessary to type extra spaces after punctuation marks. Extra spaces create unsightly “holes” in the text.

Choose appropriate and readable fonts for main text.

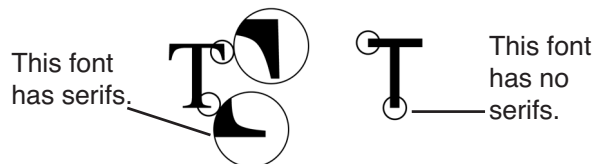
The main text in your document, also called body text, is the text which is used in most of your writing for a project. This is the text that readers will see the majority of the time as they read your work.

Choose a **serif** font for your body text when your final copy will be printed on a page. Each character in a serif font is designed with short lines stemming from the upper and lower ends of the strokes of each character. These fonts are easy to read when printed on paper.

Times, Georgia, and Palatino are serif fonts.

Choose a **sans serif** font for the body text of your work when your final copy will be displayed on a computer screen or other electronic display. *Sans* is the French word for “without.” Sans serif fonts are fonts without serifs. These fonts are easy to read on a computer screen.

Helvetica, Trebuchet, and Arial are sans serif fonts.



Choose a display font for creative purposes and when it is appropriate to use an informal style. Display fonts are decorative fonts for use in headlines, section headers, graphics, informal title pages, and other situations which call for a creative touch. However, display fonts are often difficult to read; therefore, your main text should not use a display font.

Incorrect Use of a Display Font

When your reader has a great deal of text to read, a display font is usually not the best choice. This display font is called “Old English.” It is very difficult to read.

Correct Use of a Display Font

The header above only contains a few words and uses the display font to draw attention to this section. This display font is called “Jester.”

Choose an appropriate point size for your work.

Font size is measured in points. One point is the size of a single pixel on your computer screen. On a Macintosh computer, 72-point type is approximately 1 inch tall when printed. For formal writing, set the font size at 12 points for body text and no larger than 14 points for text on the title page.

Choose only two contrasting fonts.

Many font choices are available. However, selecting too many fonts on a single page can make a page look cluttered and unprofessional. It is best to use only one font, but it is acceptable to choose two fonts for a project.

- one serif + one sans serif
- one serif + one display (display not used for body text)
- one sans serif + one display (display not used for body text)

Correct “widows” and “orphans” in your writing.

When a paragraph ends and leaves less than seven characters on the last line, this is called a widow. Characters can be letters or punctuation marks.

Call me Ishmael. Some years ago — never mind how long precisely — having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen and regulating the circulation.

from *Moby Dick* by Herman Melville

This is a widow.

When the last line of a paragraph ends at the top of the next column or on the following page, this is called an “orphan.”

This is an orphan.

I love to sail forbidden seas, and land on barbarous coasts. Not ignoring what is good, I am quick to perceive a horror, and could still be social with it—would they let me—since it is but well to be on friendly terms with all the inmates of the place one lodges in. By reason of these things, then, the whaling voyage was welcome; the great flood-gates of the wonder-world swung open, and in the wild conceits that swayed me to my purpose, two and two...

from *Moby Dick* by Herman Melville

To correct a widow or an orphan, it may be necessary to rewrite a sentence. If possible, you may be able to correct the problem by changing the font, point size, or line spacing of your text.

Use “all caps” very rarely.

It is difficult to read words in “all caps” (all capital letters). Instead, try another method to emphasize important words or phrases.

- use bold type
- choose a different font
- increase the point size of the text

Use underlining and italics appropriately.

Underlining has two appropriate uses:

- in place of italics when handwriting
- when typing a URL (www.cnn.com)

Do not underline words to add emphasis; instead, use bold or bold italics. If you wish to set a header apart from a list, draw a line under the text to create a horizontal rule.

My Favorite Fruits

- apples
- oranges
- kiwis
- bananas

My Favorite Vegetables

- carrots
- snow peas
- broccoli
- green peppers

Never use the space bar to align text.

When creating an outline, indenting a paragraph, aligning items in a list, or any other time you need to format text, always use tabs. Since most tabs are set every one-half inch, it may be necessary to adjust the tabs in your document. Adjusting tabs will require you to learn this feature of your computer applications. Check your manuals, use online help, or experiment with settings until you are able to correctly set your tabs. Often, text may look aligned on the screen, but will look misaligned on the printed page.

Correct

- III. Conserving Wildlife
 - A. Breeding of zoo animals
 - B. Animals in the wild
 - 1. Bison of Europe
 - 2. Geese of Hawaii

Incorrect

- III. Conserving Wildlife
 - A. Breeding of zoo animals
 - B. Animals in the wild
 - 1. Bison of Europe
 - 2. Geese of Hawaii

Use hyphens and dashes correctly.

The three types of “dashes” are the hyphen (-), the en dash (–), and the em dash (—). The en dash is the same width as a capital N; the em dash is the same width as a capital M.

The hyphen is used to break words at the end of a line (between syllables) and to connect words that function as a single concept.

one-half toll-free x-axis e-mail

The en dash connects words or numbers related by duration. Create an en dash using option + hyphen (Mac); Alt + 0150 (Windows), **–** (HTML).

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The em dash is most often used to add an additional thought to a sentence. Create an em dash using shift + option + hyphen (Mac); Alt + 0151 (Windows); **—** (HTML).

All three of them—Katy, Jennifer, and Sue—play soccer well.

There is no need to type two hyphens (--) in place of an em dash or an en dash.

Evaluating Internet Sources

Since the Internet is full of so much information from so many authors, it is very important to carefully consider your sources. It is a good idea to be skeptical about the information you find and to ask yourself questions about its reliability.

Is the information reliable?

Find out how the author learned the information. If the author has found information through research, then the research procedure and sources should be indicated. A college professor who has provided both her findings and an entire bibliography and endnotes to support her conclusions would be a likely source of reliable information.

Is the information accurate?

If facts are presented and numbers are reported, they should be backed by research, and the conclusions should make sense. A student who has posted a web page on a topic that interested them may have used excellent sources, but may have reported false conclusions.

What are the author’s credentials?

Begin by looking for an author’s name and considering the source of the web site. An author who is a professional or researcher in a field would likely present more credible information than a hobbyist or an amateur.

Is the information current?

Information presented on a web page may have been accurate at the time of the page’s publication, but the facts may have changed since then. A neighborhood’s crime statistics could be very different now from the information reported on a web page which is seven years old.

Is the information presented fairly?

Information used for purposes of research should be presented in a balanced and unbiased way. A company that wants to sell you its product will likely present only positive information and skip any negative facts.

Is the information adequate?

Some web pages provide minimal facts while others cover information in depth. A web site which provides only a basic timeline is less adequate than a site which provides a timeline which links to articles for each timeline event.

Is the web site well organized?

Some web authors take the time to present information in an organized manner and make it easy for users to find their way around. A web site which is organized logically allows you to research more effectively and efficiently.

PARTS OF SPEECH AT A GLANCE

PART OF SPEECH DEFINITION/FUNCTION EXAMPLES

NOUN	Nouns name people, places, and things. In a sentence, they can act as subjects, objects of the preposition, direct objects, predicate nominatives, and more.	<ul style="list-style-type: none"> • alligator • George Washington • school • Paris
PRONOUN	Pronouns take the place of nouns in sentences and perform the same functions.	<ul style="list-style-type: none"> • it • his • hers • I
VERB	Verbs join with nouns to complete a thought. Action verbs tell what a subject is doing. Linking verbs connect the subject and the predicate of a sentence.	<ul style="list-style-type: none"> • jump • dance • is • were
ADJECTIVE	Adjectives describe nouns. They help answer the following questions: Which one? What kind? How many?	<ul style="list-style-type: none"> • funny • small • five • loud
ADVERB	Adverbs describe verbs, adjectives, and other adverbs. Often times, they end with the letters “/y.” In a sentence, adverbs tell when, where, why, how, and to what extent.	<ul style="list-style-type: none"> • quickly • happily • soon • yesterday
PREPOSITION	Prepositions specify locations and relationships. They are always part of a phrase with a noun or a pronoun object.	<ul style="list-style-type: none"> • at • to • in • around
CONJUNCTION	Conjunctions join words or groups of words.	<ul style="list-style-type: none"> • and • but • nor • either
INTERJECTION	Interjections are words or phrases used to express strong emotion or surprise. Often times, an exclamation point or a comma is used to separate interjections from the rest of a sentence.	<ul style="list-style-type: none"> • Wow! • Oh, no! • Hey! • Hooray!

Adapted with permission from: *Write from the Start*.
The Highland Park High School Guide to Effective Writing, ©1996.

CAPITALIZATION

FIRST WORDS

1. Capitalize the first word of every sentence.

The police officer answered the call.

2. Capitalize the first word of a direct quotation.

Adam said, “The next train is due in two hours.”

3. When a quotation is interrupted, it is called a divided quotation. Capitalize the first word of the second part of a divided quotation only if it starts a new sentence.

“Close the door,” Jane said. “It is getting cold.”

“Close the door,” Jane said, “because it is getting cold.”

4. When writing an outline, capitalize the first word in each line and all proper nouns.

I. Things to be considered

A. Large cities

1. Los Angeles

2. New York City

B. Small cities

5. In the greeting of a letter, capitalize all the important words.

To Whom It May Concern: Dear Mrs. Jones,

6. In the closing of a letter, capitalize only the first word.

Yours truly,

7. Capitalize the first word in most lines of poetry.

**A word is dead
When it is said,
Some say.
I say it just
Begins to live
That day.**

- Emily Dickinson

PROPER NOUNS

8. Capitalize the names of persons and also the initials or abbreviations that stand for those names.

George M. Franklin, Jr. Lauren Jones

9. Capitalize all words referring to the Deity and to religious scriptures.

God Exodus 20:1–2

10. Capitalize major words in geographical names.

continents	Europe
bodies of waters	Lake Michigan
land forms	the Smoky Mountains
political units	Illinois
	Chicago
public areas	Yellowstone National Park
roads and highways	Route 55
	Lake Avenue

11. Capitalize all the important words in the names of organizations, institutions, business forms, and government bodies.

Wilmette Junior High School American Red Cross

12. Capitalize the names of historical events, documents, and periods of time.

World War I United States Constitution Dark Ages

13. Capitalize the names of months, days, and holidays, but not the names of seasons unless they have a year.

June Labor Day winter Spring 2003

14. Capitalize and italicize the names of ships, trains, and aircraft. Capitalize brand names of cars.

Spirit of St. Louis Titanic Ford

15. Capitalize the brand names of business products.

Mars candy bars Camay soap

16. Capitalize the names of planets.

Saturn Jupiter Mars

17. Capitalize names of sections of the country, but do not capitalize directions of a compass.

a trip through the South walk east two blocks

PROPER ADJECTIVES

18. Capitalize proper adjectives derived from names of sections of the country or the world. Do not capitalize adjectives derived from words indicating directions.

a Southwestern restaurant a western route

19. Capitalize the names of languages, races, nationalities, religions, and the adjectives derived from them.

French food Caucasian American art Judaism

ABBREVIATIONS

20. Capitalize the abbreviations BC (before Christ), BCE (before common era), AD (*Anno Domini*, in the year of the Lord), and CE (common era).

Columbus landed in the New World in 1492 CE.

21. Capitalize the abbreviations A.M. and P.M. (a.m. and p.m. are also acceptable, but be consistent).

The train leaves at 8:00 A.M.

TITLES

22. Capitalize titles used with names of persons and abbreviations representing those titles.

Dr. Ann Lathrop Mr. James Goodman

23. Do not capitalize titles used as common nouns.

He will be the president of the club this year.

Note: “President” is capitalized when used as a title.

President Lincoln

24. Capitalize titles of important people.

The Governor will give an important speech today.

25. Capitalize words such as mother, father, uncle, and aunt when used as names and not preceded by a possessive pronoun (his, her, their) or an article (a, an, the).

Has Mother left yet? I met the father of my best friend.

26. Capitalize the pronoun *I*.

Did you receive the gift I sent?

27. Capitalize the first word, the last word, and all important words in titles.

Gone With the Wind West Side Story

Formatting Titles

Italics, Underlining, Quotation Marks in Titles

Italics

Use italics for books, magazines, pamphlets, newspapers, plays, movies, television programs, works of art, names of ships, long musical compositions, and computer applications.

book
newspaper
play
painting
musical composition
movie
television show
pamphlet
magazine
computer application

The Adventures of Tom Sawyer
Chicago Tribune
Romeo and Juliet
Mona Lisa
A Night on Bald Mountain
Snow White and the Seven Dwarfs
Jeopardy
How to Control Your Allergies
Sports Illustrated
AppleWorks

Underlining

Use underlining rather than italics for the above list when using handwriting.

Quotation Marks

Use quotation marks for poems, songs, short stories, magazine articles, and chapters.

short story
poem
article
song
chapter

“The Lottery”
“The Raven”
“Creating the Writer’s Attitude”
“America the Beautiful”
“Colonial America”

Punctuation

Commas

WITH CONJUNCTIONS

1. Use commas to separate words or phrases in a series.

The towering mountain looked cold, gray, and threatening.

Jack had two dogs, one cat, and a parakeet.

After the beach party, we found sand in our clothing, in our hair, and even in our shoes.

2. If all items in a series are joined by *and* or *or*, do not use commas to separate them.

Have you read A Christmas Carol or David Copperfield or The Pickwick Papers?

3. Use a comma before *and*, *but*, *or*, *nor*, *for*, and *yet* in a compound sentence.

Their team was good in football, but they were even better in baseball.

Note: If the sentences on either side of the conjunction are short, and it will not affect the meaning of the sentence, you may omit this comma.

4. Use a comma between two adjectives if the sentence still makes sense when you reverse the order of the adjectives and insert *and*.

Use the comma because the reversal makes sense.

The German shepherd is an intelligent, versatile dog.

The German shepherd is a versatile and intelligent dog.

Do not use the comma when the reversal *does not* make sense.

Several large pieces of the puzzle were missing.

Large and several pieces of the puzzle were missing.

Note: Never use a comma to separate an adjective from the noun following it.

WITH QUOTATION MARKS

5. Use a comma to separate the speaker from a quotation.

Jill said, "It's a beautiful day."

"It's a beautiful day," Jill said.

"It's a beautiful day," Jill said, "and I want to spend it in the sun!"

WITH INTRODUCTORY PHRASES, CLAUSES, AND WORDS

6. Use a comma after introductory words.

Yes, there will be a test on Friday.

Therefore, you should begin to study now.

7. Use a comma after a participial phrase (a phrase beginning with an *-ed* or *-ing* word) or an adverbial clause at the beginning of a sentence.

Forced onto the sidelines with an injury, the quarterback was frustrated.

When the bell rang, the class was excused.

8. Use a comma to set off words of direct address.

Carol, would you take this to the office?

Would you take this to the office, Carol?

9. Use commas to set off parenthetical expressions or transitional phrases.

To tell the truth, I did not like the movie.

We should, in my opinion, change the schedule.

WITH PHRASES & CLAUSES WITHIN A SENTENCE

10. Use commas to set off an adjective clause in the middle of a sentence.

A designer dress, which is Hannah's style, is often too expensive.

Note: Do not use a comma when the adjective clause completes the sentence.

The teacher handed out tests which were printed on yellow paper.

11. Use commas to set off appositives or appositive phrases.

Have you ever been to Los Angeles, the City of Angels?

WITH DATES AND LETTERS

12. Use commas to separate items in dates and locations.

The meeting began on September 13, 2002, in Chicago, Illinois.

13. Use a comma after the salutation of a friendly letter and the closing of any letter.

Dear Uncle Sam, Sincerely yours, Yours truly,

Semicolons

1. Use a semicolon to separate two closely related independent clauses (simple sentences) in a compound sentence.

Jim wanted to go to the White Sox game; his younger brother wanted to see the Cubs play.

2. Use a semicolon between independent clauses joined by words such as: *for example, for instance, that is, besides, accordingly, moreover, nevertheless, furthermore, otherwise, therefore, however, consequently, instead, or hence.*

Richard Nixon became President in 1968; however, in 1973 he became the first President to resign.

3. Use semicolons to separate items in a series if the items contain commas.

Their tour will take them to New Orleans, Louisiana; San Francisco, California; and Chicago, Illinois.

Colons

1. Use a colon after the salutation in a business (formal) letter.

Dear Sir: Dear Governor Smith:

2. Use a colon between hour and minutes when writing time.

11:30 A.M. 5:30 P.M.

3. Use a colon only after an independent clause to direct attention to a list or a quotation.

A List:

Mary's grocery list contained the following items: sugar, flour, butter, and eggs.

A Quotation:

Consider the words of John F. Kennedy: "Ask not what your country can do for you; ask what you can do for your country."

4. A colon may be used to emphasize a word, phrase, clause, or sentence that explains, summarizes, or adds impact to the main clause.

He has been a student longer than anyone else: his entire life.

I try to live an honorable life: I am honest, kind, and devoted to my family and friends.

Quotation Marks

DIRECT QUOTATIONS

1. Use quotation marks to enclose a speaker's exact words.

"Does anyone know the homework assignment?" asked Jack.

Note: Do not use quotation marks around indirect quotations. An indirect quotation reports someone's ideas without using that person's exact words.

Jack said that he wasn't feeling well.

2. When a quotation consists of several sentences, put quotation marks only at the beginning and ending of the whole quotation, not around each sentence in the quotation.

Kathy answered loudly, "No, I will not be able to go to her party. I planned to go to the movies with my friends. I'm sorry, but I made these plans weeks ago."

3. When writing dialogue (conversation), begin a new paragraph each time there is a change in speakers.

"Tim, do you already have plans after school? If not, do you want to come over to my house?" asked John.

"No, I don't have any plans. I'll call my mom to get permission," Tim replied.

"Ask her if you can stay for dinner too!" requested John.

PERIODS AND COMMAS WITH QUOTATIONS

4. When the quotation is a statement, place the comma inside the quotation marks.

"We have math together first period," said Tommy.

5. If a quotation is interrupted with a tag line (*he said* or *she replied*), use commas to set off the tag line.

"When I was a little girl," she began, "there was always plenty to do."

QUESTION MARKS AND EXCLAMATION POINTS

6. If a quotation is a question or exclamation, place the question mark or exclamation point inside the quotation marks.

"What time is it?" asked Allison.

"Leave me alone!" complained Joe.

7. If the question mark or exclamation point does not belong to the quotation, place it outside the quotation marks.

Who said, "Give me liberty or give me death"?

I was outraged when she said, "Pick that up yourself"!

QUOTATION WITHIN A QUOTATION

8. Use single quotation marks to enclose a quotation within a quotation.

"I said, 'The quiz will cover Unit 1 in the literature book'," repeated the teacher.

"What famous speech begins with the line, 'Four score and seven years ago...?'" asked Alicia.

Apostrophes

POSSESSIVE NOUNS

1. Use an apostrophe to indicate that a noun is possessive.

Tom's boat the lawyer's desk

2. If the noun does not end in -s, add -'s.

Thank you for refunding the children's money.

3. If the noun is singular and ends in -s, add -'s.

Lois's sister spent last year in India.

Note: If pronunciation would be awkward with the added -'s, some writers use only the apostrophe. Either use is acceptable.

4. If the noun is plural and ends in -s, add only an apostrophe.

Both diplomats' briefcases were stolen.

5. To show joint possession, use -'s (or -s') with the last noun only; to show individual possession, make all nouns possessive.

Have you seen Joyce and Greg's new camper?

Bill's and Lisa's opinions of the movie couldn't have been more different.

Note: In the first sentence, Joyce and Greg jointly own one camper. In the second sentence, Bill and Lisa individually have different opinions.

6. If a noun is a hyphenated compound noun, use -'s (or -s') with the last element.

Her father-in-law's sculpture won first place.

PRONOUNS

Use -'s to indicate that an indefinite pronoun is possessive.

This diet will improve almost anyone's health.

Note: Do not use an apostrophe in the possessive pronouns: its, whose, his, hers, ours, yours, and theirs.

Each area has its own conference room.

CONTRACTIONS

Use an apostrophe to mark contractions. In doing so, the apostrophe should be placed where the letter or letters from the word have been omitted.

do not = don't we are = we're

It's a shame that Mark won't go to the party.

We're leaving for vacation tomorrow.

PLURALS

Use an apostrophe and -s to form the plurals of letters, numbers, signs, and words referred to as words.

We've heard enough maybe's.

Your o's look like a's.

Note: When adding -s to the years in a decade, an apostrophe does not need to be used.

the 1990s the 1950s

Hyphens

1. The dictionary will tell you whether to treat a compound word as a hyphenated compound, one word, or two words. If the compound word is not in the dictionary, treat it as two words.

hyphenated compound = cross-examine

one word compound= notebook

two word compound = looking glass

2. Hyphenate the written form of compound numbers from twenty-one to ninety-nine.

There were fifty-six signers of the “Declaration of Independence.”

3. Hyphenate fractions used as adjectives.

Two-thirds of the cake was left after the party.

4. When two or more words function together as an adjective before a noun, connect them with a hyphen. Generally, do not use a hyphen when such compounds follow the noun.

Elvis was a well-known entertainer.

After his television campaign, Pat Hobbs will be well known.

5. If a word must be divided at the end of a line, use these guidelines:

- a. **Divide words between syllables.**
- b. **Never divide one-syllable words.**
- c. **Never divide a word so that a single letter stands alone at the end of a line or fewer than three letters begin a line.**
- d. **When dividing a compound word at the end of a line, either make the break between the words that form the compound or put the whole word on the next line.**

6. Do not put a space before or after the hyphen or dash when typing or word processing.

HUNDREDS OF WAYS TO SAY SAID

abjured	besought	consented
accused	bleated	consoled
acknowledged	blew up	contended
acquiesced	blubbered	contested
added	blurled	continued
addressed	blustered	contradicted
admitted	boasted	contributed
admonished	boomed	cooed
advised	bragged	counseled
advocated	breathed	countered
affirmed	broke in	coughed
agreed	cackled	crabbed
alleged	cajoled	cracked
allowed	calculated	craved
alluded	called	cried
announced	caroled	criticized
answered	cautioned	croaked
apologized	challenged	crooned
appealed	chanted	cross-examined
appeased	charged	cursed
approved	chatted	cussed
argued	chattered	debated
articulated	cheered	decided
asked	chided	declaimed
assented	chipped in	declared
asserted	chirped	decreed
assumed	choked	defended
assured	chortled	delivered
attested	chuckled	demanded
averted	cited	demurred
avouched	claimed	denied
avowed	coaxed	denounced
babbled	comforted	described
baited	commanded	determined
bantered	commented	dictated
bargained	communicated	directed
barked	complained	disclaimed
bawled	conceded	disclosed
began	concluded	discussed
begged	concurred	disrupted
believed	condescended	divulged
belittled	confessed	drawled
bellowed	confided	droned
berated	confirmed	echoed
beseched	confuted	elaborated

emphasized	hinted	mocked	purred	revealed	stormed
enjoined	hissed	mourned	pursued	roared	stressed
enjoyed	hollered	mouthed	put in	rumbled	struggled
enumerated	hooted	mumbled	quavered	ruled	stuttered
enunciated	howled	murmured	queried	sanctioned	submitted
equivocated	imitated	mused	questioned	sang	suggested
estimated	imparted	muttered	quibbled	sang out	surmised
exaggerated	implied	nagged	quipped	scoffed	swore
exclaimed	implored	narrated	quoted	scolded	sympathized
exhorted	imported	nodded	quoth	scorned	tantalized
explained	indicated	noted	railed	screamed	taunted
exploded	inferred	objected	rambled	screeched	tattled
exposed	informed	observed	ranted	sermonized	teased
expounded	insinuated	offered	raved	shouted	testified
expressed	insisted	orated	reaffirmed	shrieked	thought
extolled	instructed	ordered	reasoned	shrilled	threatened
faltered	insulted	panted	reassured	shrugged	told
feared	interjected	perceived	recalled	sighed	twitted
foretold	interposed	persisted	reciprocated	sizzled	urged
frowned	interpreted	persuaded	recited	slurred	uttered
fumed	interrogated	pestered	recommended	smiled	vaunted
gagged	interrupted	petitioned	recounted	smoldered	ventured
gaspd	intimated	pipd up	referred	snapped	voiced
giggled	intimidated	pleaded	refuted	snarled	voluteered
gloated	intoned	pledged	regretted	sneered	vowed
goaded	itemized	pointed (out)	reiterated	snickered	wailed
granted	jabbered	pondered	rejoined	sniffed	wanted to know
greeted	jeered	pouted	related	snorted	warned
grinned	jested	praised	relented	sobbed	wavered
groaned	joked	prayed	remarked	solicited	went on
growled	joshed	preached	remembered	soliloquized	wept
grumbled	judged	predicted	reminded	soothed	whimpered
grunted	lamented	proceeded	remonstrated	specified	whined
guessed	laughed	proclaimed	renounced	speculated	whispered
guffawed	lectured	prodde	repeated	spelled	whistled
gulped	lied	profaned	replied	spoke	whooped
gurgled	lisped	professed	reported	spurted (out)	wondered
gushed	listed	promised	reprimanded	sputtered	worried
haggled	made known	prompted	requested	squawked	wrangled
hastened to add	magnified	pronounced	resolved	squeaked	yearned
hastened to say	maintained	prophesied	responded	squealed	yelled
hedged	marveled	proposed	restated	stammered	yelped
held	mentioned	protested	resumed	started	yowled
hemmed and hawed	mimicked	proved	retorted	stated	
hesitated	moaned	publicized	returned	stipulated	

SPELLING RULES

1. **I before E except after C** - Use *i* before *e* except after *c* or when sounding like *ay*, as in *neighbor* or *weigh*.

I before E...relieve, believe, sieve, niece, fierce

E before I...receive, deceive, sleigh, freight, eight

Exceptions...seize, either, weird, height, foreign, leisure

2. **Dropping the silent E** - When adding an ending to a word that ends with a silent *e*, drop the final *e* if the ending begins with a vowel.

amaze + -ing = amazing

love + -able = lovable

If the ending begins with a consonant, keep the final *e*.

late + -ly = lately

state + -ment = statement

Note: If the silent *e* is preceded by another vowel, drop the *e* when adding any ending.

argue + -ment = argument

true + -ly = truly

3. **Dropping the final Y** - When adding an ending to a word that ends in *y*, change the *y* to *i* when it is preceded by a consonant.

easy + -est = easiest

crazy + -est = craziest

This rule does not apply to *-ing*, however.

worry + -ed = worried

worry + -ing = worrying

If the final *y* is preceded by a vowel, keep the final *y*.

play + -er = player

employ + -ed = employed

4. **Doubling Final Consonants** - If a final consonant is preceded by a single vowel and the consonant ends a one-syllable word or a stressed syllable, double the consonant when adding a suffix beginning with a vowel.

dip + -ed = dipped

set + -ing = setting

However, this rule does not apply to words of one syllable that end in a consonant preceded by two vowels.

feel + -ing = feeling

peel + -ed = peeled

5. **Adding an S or ES** - Add *-s* to form the plural of most nouns; add *-es* to singular nouns ending in *-s*, *-sh*, *-ch*, and *-x*.

box + -es = boxes

boss + -es = bosses

church + -es = churches

dish + -es = dishes

Ordinarily, add *-s* to nouns ending in *-o* when the *-o* is preceded by a vowel.

radio + -s = radios

video + -s = videos

Add *-es* when it is preceded by a consonant.

hero + -es = heroes

tomato + -es = tomatoes

To form the plural of a hyphenated compound word, add the *-s* to the chief word; add the *-s* to the chief word even if it does not appear at the end.

editors-in-chief

mothers-in-law

6. **Adding Prefixes and Suffixes** - Generally, adding a prefix to a word does not change its spelling. Ironically, the word *misspelling* is one of the most often misspelled words in the English language.

re- + build = rebuild

dis- + approve = disapprove

mis- + spell = misspell

ir- + regular = irregular

When adding *-ly* to a word ending in *-l*, keep both *-l*'s. When adding *-ness* to a word ending in *-n*, keep both *-n*'s.

careful + -ly = carefully

sudden + -ness = suddenness

finally + -ly = finally

thin + -ness = thinness

Adapted from: *A Writer's Reference*. Diana Hacker, © 1999.

WHAT YOU WILL FIND WHEN USING A DICTIONARY AS A RESOURCE

Have you ever noticed that when you look a word up in the dictionary, there are several other symbols and abbreviations that accompany the definition? Each of these components provides valuable information about the word. Below, you will find a sample dictionary entry as well as a list of the important parts it contains.

autograph (ô€ŧ´ graf) *n.* [<Gr. *autos*, self + *graphien*, write] a person's own signature or handwriting: The boy asked the celebrity for his autograph.

Guide Words: There are two guide words at the top of each page in the dictionary. They inform you of the first and last words that appear on that page.

In the example above, the guide words on the page might be “**autobiography**” and “**average**,” as “**autograph**” falls alphabetically between the two.

Entry Word: All words in the dictionary are listed in alphabetical order and are shown in boldface type. By looking at the entry word, you can learn its proper spelling, its need for capitalization, if any, and the proper way to divide it into syllables.

In the example above, the entry word is “**autograph**.”

Pronunciation: Immediately following the entry word, the pronunciation is usually located in parentheses. It highlights the syllable that needs to be accented or stressed, and it spells the word in a manner which guides its pronunciation.

In the example above, the pronunciation is listed as “(ô€ŧ´ graf).”

Part of Speech: After the pronunciation, there is an abbreviation for the part (or parts) of speech of the entry word.

In the example above, the word “autograph” is a **noun (n)**.

Word History: The etymology, or origin, of the word tells you the language source from which it came.

In the example above, the abbreviation “**Gr.**” shows that the word “**autograph**” was derived from the Greek language. This entry goes further to illustrate the root words from which the entry word was built.

Definition: The definition tells you what a word means. If an entry word has more than one definition, the dictionary will number each one. It is important to read through all the meanings that are provided to determine the one that best suits your purpose.

In the example above, the definition of autograph is “**a person's own signature or handwriting.**”

Illustrative Example: A sentence or phrase is often provided to illustrate one (or more) of the meanings of the entry word.

In the example above, “**The boy asked the celebrity for his autograph,**” is the illustrative example.

Inflected Forms: At the end of the entry, other possible forms of the word are listed.

Although no inflected forms are listed in this entry, one possibility would be “**autographs.**”

THUMBING THROUGH A THESAURUS

Banish boring words! Resist repetitive phrasing!

A thesaurus can introduce you to a variety of language tools.

A thesaurus is useful when a writer wishes to expand his or her vocabulary. Sometimes the words in a thesaurus are listed alphabetically; other times, an index is needed to locate the appropriate page number. Each entry word is grouped along with its synonyms (a collection of words that share the same meaning) thereby offering the writer a multitude of choices for conveying ideas. As writers, you want to be sure to read through all the options very carefully. This will help you to select the synonym which best expresses your thoughts. In many thesauri, labels for the part of speech and antonyms (words with meanings that are opposite of the entry word) are listed in each entry as well. By using a thesaurus, you will spice up your writing with strong words, powerful language, and creative appeal!

Thesaurus Magic

Transforming Dull Words Into Dazzling Alternatives

<u>GOOD</u>	<u>VERY</u>	<u>THING</u>
beneficial	exceedingly	object
valuable	emphatically	article
excellent	notably	detail
divine	reemarkably	affair
advantageous	uncommonly	circumstance
profitable	surpassingly	occurrence
marvelous	highly	possession
extraordinary	decidedly	belonging
prime		
worthy		
<u>STUFF</u>	<u>NICE</u>	<u>GO</u>
fabric	pleasing	leave
cloth	agreeable	depart
material	enjoyable	withdraw
nonsense	attractive	vanish
items	genteel	disappear
pieces	proper	evaporate
selection	tasteful	exit

ABBREVIATIONS/INITIALIZATIONS

Abbreviations use periods, but initials are **usually** written without periods after the letters.

Ave.	Avenue
AKA	also known as
ASAP	as soon as possible
Blvd.	Boulevard
CEO	Chief Executive Officer
cont.	continued
Dr.	Doctor/Drive
<i>e.g.</i>	for example <i>exempli gratia</i> in Latin
<i>et al.</i>	and others <i>et alii</i> in Latin
<i>etc.</i>	and so forth <i>et cetera</i> in Latin
FYI	for your information
<i>i.e.</i>	that is <i>id est</i> in Latin
IOU	I owe you
MIA	missing in action
Miss	title for an unmarried woman
Mr.	title for a man
Mrs.	title for a married woman
Ms.	title for a married or unmarried woman
RSVP	please reply <i>répondez s'il vous plaît</i> in French
St.	street
VIP	very important person

FREQUENTLY CONFUSED WORDS

accept, except

Accept means “to receive.”

Please accept this pencil.

Except means “but” or “excluding.”

Everyone is ready except Alan.

affect, effect

Affect [verb] means “to influence.”

Your present behavior may affect your future.

Effect [verb] means “to accomplish.”

Studying can effect a change in your grades.

Effect [noun] is the result of an action.

The direct effect of studying may be higher grades.

all ready, already

All ready means “prepared.”

Are seventh graders all ready for eighth grade?

Already means “previously.” It describes an action that is completed.

By sixth grade, Josh already had decided to become an astronaut.

all right

All right means “everything is satisfactory.”

Always use two words for all right.

It is all right to cry when you are sad.

Note: *Alright* is nonstandard. Use *all right* in your writing.

a lot, allot

The word *lot* means “a group of” or “a plot of ground.”

Informally, *a lot* means “much” or “many.”

We saw the entire lot of used books.

Grandpa owns a lot on Lee Street.

Students see their teachers a lot.

Note: *Alot* is not a word.

Allot means “to distribute.”

The teacher will allot each of us the same number of books.

are, our

Are is a verb of being. It is the plural of *is*.

You are being smart when you study.

Our is a possessive pronoun that means “something belonging to us.”

Our school is one of the best in Illinois.

between, among

Between indicates only two.

Between you and me, books are more exciting than movies.

Among indicates more than two.

Carla was listed among the six winners.

board, bored

Board is a piece of wood or lumber or a group of decision makers.

Jason cut the board into two sections.

The Board of Education meets on Monday night.

Bored means “not interested.”

Kelly never gets bored when she reads adventure stories.

can, may

Can is used for ability. *May* is used for permission.

Can you ski down the advanced slope without falling?

May I help you?

capital, capitol

Capital means “a city,” “an upper case letter,” or it “refers to money.”

What is the capital of Illinois?

Begin the sentence with a capital letter.

The company acquired capital to expand its business.

Capitol means “a building.”

Our capitol building is made of white limestone.

The Capitol is located in Springfield, Illinois.

chose, choose

Chose is the past tense of the verb *choose*.

Joan chose a red scarf.

Choose is used for present and future tense.

Will you choose pizza or spaghetti for lunch?

cloths, clothes

Cloths is the plural of cloth.

Father used soft cloths to wax the car.

Clothes are what you wear.

Before going to bed, I select my clothes for the next day.

coarse, course

Coarse means “rough” or “crude.”

Big grains of sand are coarse.

Course means “path of action.”

The course he chose led him to the river.

could have

Could have suggests a possibility.

You could have earned 100% on the test if you had not made so many spelling errors.

Note: *Could of* is never correct.

desert, dessert

Desert means “dry, arid land.”

The Arizona desert is filled with cacti.

Dessert means “a sweet treat at the end of a meal.”

My family had ice cream for dessert last night.

Hint: You always want extra dessert, so use an extra *s*!

fewer, less

Use *fewer* with plural words.

Fewer students ride bicycles today than ten years ago.

Use *less* with singular words.

Chicago has less sunshine than Dallas.

forth, fourth

Forth means “forward.”

The announcement will come forth tomorrow.

Fourth comes after third.

Are you the fourth student to finish the book?

good, well

Good is always used as an adjective.

I feel good when my answers are correct. (“I feel good” means “I feel happy.”)

Fresh water tastes good.

Good work is always rewarded.

Well can be used as an adverb, a predicate adjective, and an interjection.

She plays the piano well. (adverb)

When you are healthy, you feel well. (When used as an adjective, *well* usually refers to a person’s health.)

Well, you look nice in your red jacket! (interjection)

hear, here

Hear is what you do with your ears.

Sit quietly, and you will hear the chirp of a little bird.

Here means “this place.”

Your journal is not here.

its, it's

Its is a possessive pronoun.

My kitten is chasing its tail.

It's is a contraction of *it is*.

It's snowing outside.

Note: Use *it's* when you can say *it is*.

Use *its* when *it is* does not make sense.

knew, new

Knew is the past tense of know.

Jenny knew the correct answers for the test.

New means “not old.”

Do you like to wear new shoes?

lay, lie

Lay means “to place or put down” and will have a direct object. The past tense is *laid*.

You may lay your papers on my desk.

The hen will lay an egg tomorrow.

The student laid the books on the shelf.

Note: *Layed* is not a word.

Lie means “to recline” and will not have a direct object. The past tense is *lay*.

Before you fall asleep, you should lie down.

They lay in the sun for three hours yesterday.

leave, let

Leave means “to depart.”

If you leave for school on time, you will not be late.

Let means “to permit.”

Please let me use your pencil.

led, lead

Led is the past tense of the verb lead.

She led the class in singing the school song.

Will you lead us in singing a song?

Lead is a heavy metal.

There is no lead in the pencil.

let's, lets

Let's is the contraction for *let us*.

Let's go to the library after lunch.

Lets means “allows.”

My sister lets me use her book.

loose, lose

Loose means “free, not close together.”

She wiggled her loose tooth.

Lose means “to cease or stop having.”

Did you lose your assignment?

passed, past

Passed is the past tense of the verb “pass.”

We passed your house on the way to school.

Past means “earlier than the present time.”

Dad told me stories from the past.

principal, principle

Principal means “highest in rank.”

The principal is the head of a school.

Principal also means “very important.”

The principal reason for learning is to improve life.

A *principle* is a rule of conduct, a law, or a main fact.

In science we learned about the principle of gravity.

quiet, quite

Quiet means “not noisy.”

Please be quiet!

Quite means “entirely or actually.”

Your picture is not quite finished.

regardless

Regardless means “not to take into consideration.”

Regardless of your performance on the test, you will pass the course.

Note: *Irregardless* is nonstandard. Use *regardless*.

stationary, stationery

Stationary means “in a fixed position.”

The bike in the exercise room is stationary.

Stationery is writing paper.

Mother writes on purple stationery.

than, then

Than is a conjunction and is used in comparisons.

John is taller than his sister.

Then is an adverb or conjunction indicating “at that time” or “next.”

First we ate lunch, and then we went to school.

that, which, who, whom, whose

That may refer to animals, people, or nonliving objects.

The coat that belongs to Sara is here.

John is the boy that I met yesterday.

Which refers to nonliving objects or to animals and should never refer to people.

The book which you read is a classic.

Who refers to people.

Runners who stretch regularly seldom get injured.

Who is used as the subject of a verb.

Who ordered a pepperoni pizza?

Whom is used as the object of a preposition or as a direct object.

She is the girl to whom I gave a pencil.

Whose is the possessive form of *who*.

Whose parents will drive us to the mall?

Who's is a contraction for *who is* or *who has*.

Who's going to the weekend dance?

their, there, they're

Their is the possessive form of *they*.

Their school is the best school of all.

There is an adverb meaning "place."

I saw your dog over there.

They're is the contraction for *they are*.

They're going to the library.

threw, through

Threw means "hurled" or "thrown."

Janet threw the ball to the pitcher.

Through means "in at one side and out the other."

He walked through the doorway.

to, too, two

To means "toward," "in the direction of," or "destination."

Doris rides her bicycle to school.

Too means "also" or "very."

David likes to read, too.

The soup is too hot.

Two is the number 2.

Two of her friends write poetry.

weather, whether

Weather implies such things as temperature, humidity, and wind.

No one likes stormy weather.

Whether means "alternative" or "doubt."

Diane had to decide whether to write her essay on the computer or by hand.

were, wear, where

Were is the plural past tense of the verb *to be*.

My friends were surprised by my clothes.

Wear is what you do with clothes.

I like to wear a blue sweater.

Where means "at" or "in what place."

Where did you store your books?

which, witch

Which is a pronoun meaning "the particular one or ones."

Which fruit do you like best?

Witch is a person you see at Halloween with a pointed black hat and broomstick.

First graders made a Halloween witch.

your, you're

Your is the possessive form of the pronoun *you*.

Your poem about music is my favorite one.

You're is the contraction for *you are*.

You're ready to write your own story.

TWENTY-FOUR WAYS TO VARY A SENTENCE

SMART STARTS

1. Begin with an adverb clause, using such words as *when, if, since, as, because, after, before, etc.*

After the race was won, I celebrated.

Before you can answer the questions, you must read the material.

2. Start with an introductory word, such as *no, well, why, wow, oh, maybe, etc.*

Wow, my new bike is beautiful!

No, I don't feel that way.

3. Begin with an adverb, such as *actually, surely, carefully, somehow, directly, certainly, etc.*

Actually, I prefer to read before I go to sleep.

Certainly, I'll go with you to the dance.

4. Begin with a parenthetical expression, such as *to tell you the truth, for instance, for example, however, therefore, on the other hand, etc.*

However, I am upset about the news.

To tell you the truth, I really don't like most vegetables.

5. Start with a predicate adjective.

Quiet was the wind before the storm.

Blue is the sky when the rain subsides.

6. Start with a prepositional phrase.

Near the fence, the tulips grew.

From the roof, we could see the ships.

7. Start with a gerund (a noun ending in *-ing*) or gerund phrase.

Seeing is believing.

Biting one's tongue really hurts.

8. Start with an infinitive or infinitive phrase.

To begin is the hardest part of writing this paper.

To open a document, double click with your mouse.

9. Start with a participial phrase or a participle.

Considering all aspects, the Governor vetoed the bill.

Angered, the General Assembly voted to override the veto.

10. Start with *There* or *It*.

There are sixteen people on our team.

It is difficult to explain the way I feel.

11. Begin the sentence with a noun clause.

That this report is carelessly written cannot be denied.

How you speak reflects your education.

SENTENCE REPERTOIRE

12. Write a declarative sentence to make a statement.

The library has many books.

We have math for homework today.

13. Write an exclamatory sentence to show emotion.

What a time we had at the carnival!

We did it!

14. Write an imperative sentence to give a command in which the subject is the “understood you.”

Consider these facts.

Pick up after yourself.

15. Write an interrogative sentence to ask a question.

Would you like some candy?

Are you going to the game?

COMPOUND AND COMBINED CONSTRUCTIONS

16. Write a sentence with a compound subject.

The workers and their foreman demanded higher wages.

Frogs and toads are amphibians.

17. Write a sentence with a compound predicate.

Down the street, the band marched and played.

Mom listened and offered advice.

18. Write a compound sentence.

The program was presented by the gymnastics squad, and the audience applauded their efforts.

You should spend more time studying; you should spend less time on the phone.

19. Combine sentences by using an appositive.

Mr. Jones spoke with us. He is the social worker.

Mr. Jones, the social worker, spoke with us.

ALTERNATIVE ARRANGEMENTS

20. Use a participial phrase or participle after the word modified.

The Governor, considering all aspects, vetoed the bill.

The General Assembly, angered, voted to override the veto.

21. Write appositive adjectives after or before a noun.

Fast and straight, the ball sailed over the plate.

Caring and concerned, the nurse helped the boy to his feet.

22. Write a sentence with an adjective clause modifying the subject.

The tower, which was built in 1895, has not been remodeled.

Our dog, which had previously belonged to my aunt, was getting bigger.

23. Write the sentence in inverted order.

Down the street came the parade.

From the cave emerged the bears.

24. Write a sentence in the passive voice.

The house was built in 1954.

Prizes were awarded to the winners.

TRANSITIONAL WORDS AND PHRASES

TO INTRODUCE AN EXAMPLE

as an example	for instance
as an illustration	in brief
as you know	or the like
besides (that)	to illustrate
for example	

TO INDICATE TIME AND ORDER OF IMPORTANCE

above all	lastly
adjacent	later on
adjacent to	mainly
after	meanwhile
afterward	more often than not
again	next
as	now
at last	nowadays
at the same time	originally
before	previously
best of all	respectively
during	secondly
finally	so far
first	soon
first of all	then
formerly	thirdly
for the time being	to begin with
from then on	until
hence	until then
immediately	up to now
in the meantime	when
last of all	while

TO INDICATE A CONTRAST

although	nonetheless
although this may be true	notwithstanding
but	on the contrary
despite this	on the opposite side
even so	on the other hand
however	otherwise
in contrast	still
instead	the fact remains
just the same	the opposite of
meanwhile	though
more or less	whereas
nevertheless	yet

TRANSITIONAL WORDS AND PHRASES, continued

TO INDICATE ANOTHER ASPECT

actually	as it were
admittedly	assuredly
again	besides
also	by chance
and	by the way
and furthermore	certainly
and so on	clearly then
apparently	equally important
as a matter of fact	finally
as a rule	first
as has been noted	for the most part
as I have implied	further
as I have said	furthermore
as I see it	in addition
as it happens	incidentally
indeed	next
in fact	occasionally
in the second place	of course
likewise	similarly
more often than not	strange as it seems
moreover	then

TO INDICATE CAUSE AND EFFECT

accordingly	in effect
admittedly	in fact
all in all	in other words
anyway	in reality
as a result	in short
at any rate	in turn
because	nonetheless
best of all	notwithstanding
better yet	obviously
clearly	overall
consequently	since
conversely	so
definitely	therefore
if any	thereupon
in any case	thus
in any event	to sum up
in any way	wherefore
in conclusion	whereupon

TO INDICATE A JUDGMENT

after all	generally speaking
at best	granted
at least	I believe
do you think that	I feel sure
for all that	if necessary
for this purpose	if you ask me
fortunately	in general
frankly	in my opinion
in truth	so to speak
I suppose	still
I think	strange to say
it is said	strictly speaking
it is true	surely
it must be admitted	that is to say
naturally	theoretically
needless to say	to be sure
no	to repeat
no doubt	to say the least
not only that	to tell the truth
obviously	to this end
of necessity	true enough
on the whole	undoubtedly
ordinarily	unfortunately
perhaps	unquestionably
personally	without a doubt
personally, I believe	with this view in mind

TRANSITION FROM PARAGRAPH TO PARAGRAPH

Transitions help the words of a paper flow more smoothly. Not only do they join ideas within paragraphs, they also help segue from paragraph to paragraph. Although there are many ways to transition from paragraph to paragraph, the following sample presents a possible format for you to follow.

Possible Format:

relevant transitional word or phrase + phrase summarizing main topic of paragraph 1 + phrase introducing main topic of paragraph 2

Sample:

Essay topic:	Chicago: A magnificent city to visit!
Topic of Paragraph One:	History
Topic of Paragraph Two:	Architecture
Topic of Paragraph Three:	Entertainment

relevant transitional word or phrase (**while**) + phrase summarizing main topic of paragraph 1 (**history**) + phrase introducing main topic of paragraph 2 (**architecture**)

Transition sentence from paragraph one to paragraph two:

While tourists flock to Chicago to catch a glimpse into its “gangster” history, they also visit the city to admire its diverse architecture.

Transition sentence from paragraph two to paragraph three:

Despite the fact you could spend all day enjoying Chicago’s charming architecture, you must set aside time to visit some of the local places that give “life” to the windy city!

PLAGIARISM

What is plagiarism?

Copying the ideas or words of another person, or plagiarism, is against the law. This is a dishonest practice which must be avoided. Sometimes your writing is a combination of your ideas and other sources. If you use someone else's words or ideas, you must give them credit by citing the source in the bibliography. If you don't, you are guilty of plagiarism.

How to avoid plagiarism

There are three simple techniques you can use to avoid plagiarizing:

- paraphrasing
- summarizing
- quoting

PARAPHRASING

When you paraphrase, you must restate the source's meaning using your own words. Following the original writer's sentence structure and just rewriting it with synonyms is not acceptable; it is plagiarism. To avoid plagiarizing when paraphrasing, set the source aside, write from memory, and consult the source later to check for accuracy. Refer to the sample below.

Original Passage

Caspers Wilderness Park was closed to minors in 1992 after the family of a girl, severely mauled there in 1986, won a suit against the county. The award of \$2.1 million for the mountain lion attack on Laura Small, who was five at the time, was later reduced to \$1.5 million.

Written by Reyes and Messina

Acceptable Paraphrase

Reyes and Messina report that in 1992 Caspers Wilderness Park was placed off-limits to minors because of an incident that had occurred there some years earlier. In 1986, five-year-old Laura Small, was seriously injured by a mountain lion. Her family sued the county and eventually won a settlement of \$1.5 million.

SUMMARIZING

To summarize means to record only the general idea of large amounts of material in fewer words by capturing the original author's key ideas. A summary is typically one-third the length of the original piece, except when you are summarizing a novel.

Acceptable Summary of Original Passage

Minors were banned from Caspers Wilderness Park in 1992 after a young girl was attacked and severely injured by a mountain lion in 1986.

QUOTING

To quote means "to record a sentence or passage in its original wording and punctuation." When quoting another writer, you must use quotation marks, and you must cite the source in a bibliography.

Note: Avoid using too many quotations in your paper.

Use quotations instead of your own words:

- when language is especially vivid or expressive
- when exact wording is needed for technical accuracy
- when words of an important authority lend support to your argument

Acceptable Quoting of Original Passage

Reyes and Messina, two reporters, cited an incident of a mountain lion attack whereby, "Caspers Wilderness Park was closed to minors in 1992 after the family of a girl, severely mauled there in 1986, won a suit against the county." Her family eventually won a settlement of \$1.5 million.

OUTLINING

An outline is used as the plan of organization for a written paper and can serve as a table of contents. A rough outline is a flexible list of ideas and possible subtopics.

Outlines may be in either topic or sentence form. A sentence outline uses complete sentences. A topic outline uses words or phrases.

STEPS TO A TOPIC OUTLINE:

- Write a title.

Zoos

- Every heading in the outline is a noun or a phrase. Capitalize only the first word of each entry unless the entry contains a proper noun or adjective. Do not use punctuation at the end.

- III. Conserving wildlife
 - A. Breeding of zoo animals
 - B. Returning of animals to the wild
 - 1. Bison of Europe
 - 2. Geese of Hawaii
 - C. Care of zoo animals
 - 1. Re-creation of natural habitats
 - 2. Feeding
 - 3. Veterinary aid

- Single-space each line within a Roman numeral and double space between Roman numeral sections.

- II. Promoting Research
 - A. Study of animal organisms
 - B. Study of animal behavior

- III. Conserving wildlife

- No new subdivision should be started unless there are two or more points to be listed in that new division. Therefore, for every **I**, there must be a **II**; for every **A**, there must be a **B**; for every **1**, there must be a **2**; and for every **a**, there must be a **b**.

- III. Conserving Wildlife
 - A. Breeding of zoo animals
 - B. Return of animals to the wild
 - 1. Bison of Europe
 - 2. Geese of Hawaii

- Indent each division of an outline.

- III. Conserving Wildlife
 - A. Breeding of zoo animals
 - B. Return of animals to the wild
 - 1. Bison of Europe
 - 2. Geese of Hawaii

- Topics that are subdivided should be parallel in form and content. If subtopic A is expressed as a noun, then B and C should also be expressed as nouns. Making the subdivided topics parallel also means that they should be balanced in importance.
- “Introduction” and “conclusion” should never be used as headings. Each heading should reflect the content of a part of the paper.
- Categories should not overlap.
- The outline needs to be revised continuously to emphasize the main ideas of your paper.

SAMPLE TOPIC OUTLINE

Zoos

- I. Educating the public
 - A. Displays
 - B. Tours
 - C. Lectures
 - D. Attractions
- II. Promoting research
 - A. Study of animal organisms
 - B. Study of animal behavior
- III. Conserving wildlife
 - A. Breeding of zoo animals
 - B. Return of animals to the wild
 - 1. Bison of Europe
 - 2. Geese of Hawaii
 - C. Care of zoo animals
 - 1. Re-creation of natural habitats
 - 2. Feeding
 - 3. Veterinary aid

FORM AND FORMAT OF THE BIBLIOGRAPHY

The final bibliography should be an alphabetical list of all works cited in your paper. Do not include those works that you consulted but did not use in writing the paper.

BOOKS

1. Full name of the author (last name, first name, and middle name, if given), followed by a period.
2. Title (and subtitle), italicized and capitalized, followed by a period.
3. If there is a subtitle, place a colon (:) between the title and subtitle, and a period after the subtitle.
4. Edition, if given, followed by a period.
5. Place of publication, followed by a colon.
6. Publisher, followed by a comma.
7. Latest copyright date, followed by a period.
8. Number of the volume, if more than one, followed by a period.

Note: Use n.a. (not available) when information is not available.

A book with one author

Post, Neil. <i>The Joys of Adolescence</i> . New York: Delacarte Press, 1992.

A book with two authors will list the full name of the first author (last name first), followed by the full name of the second author (first name first), followed by a period.

Man, Frank and Joel Smith. *Remote Control*. New York: Times Books, 1978.

A book with three or more authors will list the full name of the first author (last name first), followed by a comma and the words *and others* (or *et. al.*), followed by a period.

Wilson, John, and others. *A History of the United States from 1920 to the Present*. New York: Viking Press, 1993.

A book with no author's name given begins with the title.

Webster's Biographical Dictionary.
Springfield, MA: G.C. Merriam Co., 1991.

A book with an editor is entered under the editor's name (last name, first name), followed by the abbreviation for editor (ed.), followed by a period.

Lowe, Carl, ed. *Television and American Culture*.
New York: H.W. Wilson Company, 1991.

A collection of works by a single author (collector) begins with the full name of the author or collector (last name first) followed by a comma and the abbreviation for editor (ed.).

Untermeyer, Louis, ed. *Modern Poetry*.
New York: Harcourt, Brace, and World, Inc., 1993.

A selection from a book begins with the full name of the author of the selection (last name first), followed by a period; next, the title of the selection is put in quotation marks and capitalized. A comma is placed before the final quotation mark. The title of the book is then capitalized and italicized, followed by a period. The full name of the editor for the book (first name first) is then listed followed by a comma and the abbreviation (ed.), followed by a period.

Anderson, Sherwood. "Sophistication," *Great Short Stories*. Wilbur Schramm, ed. New York: Harcourt, Brace and Company, 1997.

Note: If several selections are used, list the page numbers as follows: 217-227; 235-240; 251-254.

For a book in a series include the series name, neither underlined nor enclosed in quotation marks, and the series number, if given, before the publishing information.

Wright, Louis B. *The Cultural Life of the American Colonies*. The New American Nation Series. New York: Harper & Brothers, 1997.

PERIODICALS MAGAZINES

1. Full name of the author (last name first) if given, followed by a period. (If no author is listed, begin with the title of the article.)
2. Title of the article (in quotation marks and capitalized); period should be within the quotation marks.
3. Name of the periodical (italicized).
4. Date of the issue (day, month, year), followed by a colon. (Abbreviate all months except May, June, and July.)

5. Pages that the article covers, followed by a period.

Periodical article with an author (signed)

Sidey, Tom. "The Big Dry." *Time* 4 July 1988: 12-15.

Periodical with no author listed (unsigned)

"A Raid That Went Awry." *U.S. News and World Report* 13 June 1995: 36-42.

NEWSPAPERS

1. Name of the author (last name first) if given, followed by a period. (If no author is listed, begin with the title of the article.)
2. Title or headline of the article (in quotation marks and capitalized), with a period placed inside the quotation marks.
3. Name of the newspaper (italicized).
4. Date of the issue (day, month, year), followed by a colon. (Abbreviate all months except May, June, and July.)
5. Number of the section (if the paper has more than one), followed by a period.

News article with an author (signed)

Watson, Jerome R. "U.S. Envoy to Mexico Recalled."
Chicago Sun Times 29 June 1994: 2-3.

A news article without a listed author (unsigned)

"Kennedy Warned of Dallas Danger." *Chicago Tribune* 4 Dec. 1963: 13.

ENCYCLOPEDIAS OR REFERENCE BOOKS

1. Author of article, if given, last name first.
2. Title of the article (in quotation marks and capitalized), with a comma placed inside quotation mark. (If article is unsigned, begin with title of article.)
3. Name of the encyclopedia (italicized), followed by a period.
4. Latest copyright date followed by *ed.*

An unsigned article in an encyclopedia

"Kennedy, John Fitzgerald,"
Encyclopedia Americana. 1990 ed.

OTHER SOURCES

SIGNED PAMPHLET

Treat a pamphlet as you would a book.

Grayson, George W. *The North American Free Trade Agreement*. New York: Foreign Policy Association, Inc., 1995.

PERSONAL INTERVIEW

Brooks, Sarah. Personal interview. 15 Oct. 1996.

Note: If you spoke to your interviewee by phone, cite the entry as "telephone interview" rather than "personal interview."

TELEVISION/RADIO INTERVIEW

Jackson, Jesse. Interview by Marshall Frady.
Frontline. Public Broadcasting System. 30 April
1996.

ONLINE

1. Full name of the author (last name first), if given, followed by a period.
2. Title of the article used in quotation marks and capitalized. The period goes inside the quotation marks.
3. *Online* in brackets.
4. Online address, underlined, followed by a comma, followed by the date: day, month, year, followed by a period.

Warren, Earl. "The Warren Report." [Online]
Available <http://users/southeast.net/~cheryl/warren.html>, 26 May 1997.

ONLINE ENCYCLOPEDIA

Note: Follow the online citation with addition of the encyclopedia title.

Yeats, Patricia. "Africa." *Britannica Online*. [Online]
Available <http://www.eb.com>, 29 March 2001.

CD-ROM (Encyclopedia)

1. Full name of the author used (last name first), followed by a period.
2. Title of the article used in quotation marks and capitalized. The comma goes inside the quotation marks.
3. Title of the encyclopedia capitalized and in italics, followed by a period.
4. Version used, if given, followed by *CD-ROM* followed by a period.
5. City of publication, followed by a colon.
6. Publisher, followed by a comma.
7. Year of publication, followed by a period.

Patterson, James T. "J.F. Kennedy," *The New Grolier Multimedia Encyclopedia*. 6.0 CD-ROM. Danbury: Grolier Electronic Publishing, Inc., 1997.

CD-ROM

1. Full name of the author used (last name first), followed by a period.
2. Title of the article used in quotation marks and capitalized. The comma goes inside the quotation marks.
3. Version used, if given, followed by *CD-ROM* followed by a period.

4. City of publication, followed by a colon.
5. Publisher, followed by a comma.
6. Year of publication, followed by a period.

Bacculus, Brian. "Blue Whale," *Treasures of the American Museum of Natural History*. CD-ROM. New York: The Voyager Company, 1996.

SAMPLE BIBLIOGRAPHY PAGE

BIBLIOGRAPHY

Anderson, Sherwood. "Sophistication." *Great Short Stories*. Wilbur Schramm, ed. New York: Harcourt, Brace and Company, 1997. 217-227.

"Kennedy, John Fitzgerald." *Encyclopedia Americana*. 1980 ed.

"Kennedy Warned of Dallas Danger." *Chicago Tribune* 4 Dec. 1963. sec. 3:13.

Patterson, James T. "J.F. Kennedy." *The New Grolier Multimedia Encyclopedia*. 6 CD-ROM. Danbury: Grolier Electronic Publishing, Inc., 1997.

"A Raid That Went Awry." *U.S. News and World Report* 13 June 1988. 36-42.

Sidey, Tom. "The Big Dry." *Time* 4 July 1997, 12-15.

----. "U.S. Envoy to Mexico Recalled." *Chicago Sun Times* 29 June 1988: 31.

Untermeyer, Louis, ed. *Modern Poetry*. New York: Harcourt, Brace, and World, Inc., 1978.

Warren, Carl. "The Warren Report." [Online] Available <http://users.southeast.net/~cheryl/warren.html>, 26 May 1997.

Yeats, Patricia. "Kennedy, John Fitzgerald." *Britannica Online*. [Online] Available <http://www.eb.com>, 29 March, 2001.

WHAT IS A RESEARCH PAPER?

The research paper is an in-depth analysis of a specific topic:

- based upon information from several sources (books, magazines, computer files, or interviews).
- organized according to a specific format.
- limited to a relatively narrow phase of a subject and based on a thesis statement.
- presented in an original way.

STEPS FOR WRITING THE EIGHTH GRADE RESEARCH PAPER

1. Choose a subject and consider your audience.
2. Do background reading in encyclopedias, books, computer files, or periodicals in order to formulate a hypothesis. Be sure there are materials (sources) about your subject available.
3. Narrow the topic to a manageable scope.
4. Write a thesis statement based upon your hypothesis.
5. Develop a rough outline of main topics to be covered.
6. Do in-depth research to gather information and take notes. Notes must be written in your own words by summarizing, paraphrasing, or giving examples. You also may quote statements directly.
7. Copy bibliographic information on source cards accurately. These source cards will be needed for the bibliography and endnote pages.
8. Code the source and note cards to your rough outline.

9. Develop your rough outline into a final topic or sentence outline. Begin to add subtopics and details to the main topic.
10. Write a rough draft that includes an introductory paragraph, body, and conclusion.

WHAT IS MEANT BY NARROWING A TOPIC?

To limit a subject, consider how much information is available and how long the paper will be.

Too broad: *The Vietnam War*

Narrowed: *The Effects of Agent Orange on United States Vietnam Veterans and Their Families*

Too broad: *The Chicago Fire*

Narrowed: *Causes of the Chicago Fire*

WHAT IS A THESIS STATEMENT?

- It is the main idea or purpose of a research paper.
- It expresses a conclusion on a debatable topic.
- It shows the subject has been narrowed sufficiently.
- It often appears as the first sentence of the paper, but it may be anywhere within the introduction.

Topic: *The Causes of the Hindenburg Disaster*

Thesis: The Hindenburg Disaster was the result of a combustible hydrogen leak ignited by some natural source of electricity.

Topic: *The Controversy Surrounding the Assassination of John F. Kennedy*

Thesis: The assassination of John F. Kennedy was the result of a conspiracy consisting of Lee Harvey Oswald and a second and third gunman.

WHAT IS AN INTRODUCTORY PARAGRAPH?

The introductory paragraph introduces the main idea of the paper and includes the thesis statement. It describes the content of the paper to the reader. This paragraph also reflects the organization of the paper.

WHAT IS A CONCLUDING PARAGRAPH?

The last paragraph of the research paper should stress the importance of the main idea of your paper, but in a new and interesting way. Try including a quotation or an anecdote to avoid repeating what you have already said.

OUTLINING

The outline is the plan of organization for a written paper and serves as a table of contents. The rough outline is a flexible list of ideas and possible subtopics. Plan to change and/or rearrange the rough outline as you accumulate more information.

The formal outline may be either a topic or sentence outline. In a topic outline each entry is a phrase, whereas in a sentence outline each entry is a complete sentence. In both outlines, entries should be grammatically parallel in structure.

STEPS TO TOPIC OUTLINE

- Write the title.
- Next, write the thesis statement at the top of the outline.
- Every heading in the outline is a noun or a phrase. Capitalize only the first word of each entry unless the entry contains a proper noun or adjective; do not use punctuation at the end.
- Single-space each line within a Roman numeral and double space between Roman numeral sections when typing either kind of outline.
- Topics that are subdivided should be parallel in form and content and should be balanced in importance.
- If you divide a topic, **you must have at least two subdivisions**. You cannot divide anything into only one part.
- Introduction and conclusion should never be used as headings. Each heading should reflect the content of a part of the paper.
- Categories should not overlap.
- The outline needs to be revised continually to emphasize the main ideas of your paper.

SAMPLE TOPIC OUTLINE

The Controversy Surrounding the Assassination of John F. Kennedy

Thesis: The assassination of John F. Kennedy was the result of a conspiracy consisting of Lee Harvey Oswald and a second and third gunman.

- I. Assassination
 - A. Location
 1. Book depository
 2. Grassy knoll
 - B. Others affected
 1. Governor Connally
 2. Jacqueline Kennedy
- II. The Warren Commission
 - A. Members
 1. Chairman
 2. Other members
 - B. Findings
 1. Single gunman
 2. No conspiracy
- III. Physical evidence
 - A. Timing
 1. Shots fired
 - a. 1.66 second pause
 - b. 0.59 second pause
 2. Weapons
 - a. .28 caliber rifle
 - b. Rifle found behind book depository
 - B. Location
 1. Snipers
 - a. Acoustic evidence
 - b. Eyewitness
 2. Pictorial evidence
 - a. Photographs
 - b. Films

STEPS TO SENTENCE OUTLINE

The sentence outline includes a complete sentence for each entry and makes a declarative statement (no questions are allowed). In general, the Roman numerals and upper case letters of the outline will introduce sentences that later become the topic sentences for the major paragraphs of the paper. Arabic numerals and lower case letters provide examples and specific details that may appear within the development of a paragraph. In the following example, Roman numeral I sets up what could be an introduction for the paper, but only Roman numeral II is fully developed.

Sample Sentence Outline

Bilingual Education Programs and Their Impact on American Society

Thesis: A transitional bilingual education program effectively meets the academic needs of the American immigrant by encouraging English proficiency while also valuing the immigrant's unique cultural identity.

- I. Bilingual education programs are playing a crucial role in American society due to the high immigration rate into America.
- II. Immersionist and transitional bilingual programs are based upon a number of goals.
 - A. The programs share two basic goals.
 1. Both programs emphasize first and foremost the importance of learning English.
 2. Both programs improve scholastic achievement of minority-language children.
 - B. Transitional programs emphasize several additional goals.
 1. They break social barriers between ethnic groups.
 2. They encourage the development of multilingualism.
 3. They enhance respect for their immigrant culture.

Note: Your teacher will determine the format required for the eighth grade research paper. When typing either kind of outline, remember to single-space each line within a Roman numeral and double-space between Roman numeral sections.

HOW DO I BEGIN?

- Investigate a variety of sources on the topic of your choice. This background information should help you decide from which angle you wish to focus your research.
- Make a *rough outline* of three or four main topics you plan to cover in your paper. Assign each main topic a Roman numeral. These may change somewhat as your research progresses. The Roman numerals of these topics will be used to code note cards.

Note: If you find information that is interesting, but does not support your main topic, change one of the main topics, or do not use it.

- *Source cards (bibliography cards)* must contain the essential information needed for the bibliography and for endnotes. Assign each card an Arabic numeral in the upper right-hand corner. For example, the first source you use (book, periodical, etc.) will be labeled 1, the second source 2, and so forth.
- *Note cards* - Use 3-inch x 5-inch cards. Take notes in your own words, having only one reference source. Each card should refer to only one of your main topics. Put the source card number on the right side of the note card and the Roman numeral from your outline on the left side of the note card.

I.A.1.a. (Refers to outline)

8

Research has supported a conspiracy consisting of Lee Harvey Oswald, and a second and third gunman.

“It would have been physically impossible for Mr. Oswald to have fired all four of the shots at President Kennedy.”

(page number if given)

As your research evolves, take the time to group together all of the cards with the same Roman numeral. Add the subtopics and details to the note cards according to your outline.

- Endnote citations are used to explain, illustrate, or evaluate statements in the main text.

They are used to:

1. Give credit for statistics, figures, definitions, illustrations, or diagrams.
2. Give credit for an original idea or unusually interesting opinion or interpretation that you have put in your own words.
3. Give credit for a direct quotation.

Note: You must include at least four endnotes from at least three different sources in your eighth grade research paper. Endnotes must be numbered consecutively within the text.

Endnotes are listed on a separate page preceding the bibliography and will supply information about the author, title, publisher, and page references, if given.

- Quotations of four or fewer lines should be incorporated into the body of the paper and surrounded by quotation marks. The endnote number, however, must still be placed at the **end** of the quotation.
- Use ellipsis or three periods “...” to indicate that some words have been omitted from the original quotation. They should be placed within the quotation any place where a word or words have been omitted.

- Block quotations of more than four lines are set off from the body of the paper by indenting each line one inch. Block quotations do not require quotation marks, but do require an endnote number. An endnote is designated by using an Arabic numeral in superscript.

President Kennedy was first struck by a bullet which entered at the back of his neck and exited through the lower front portion of his neck, causing a wound which would not necessarily have been lethal. The President was struck a second time by a bullet which entered the right rear portion of his head, causing a massive and fatal wound.⁴

- A *bibliography* is a listing of all references that were consulted in the preparation of your paper. The bibliography cards (source cards) are used to supply the required data.

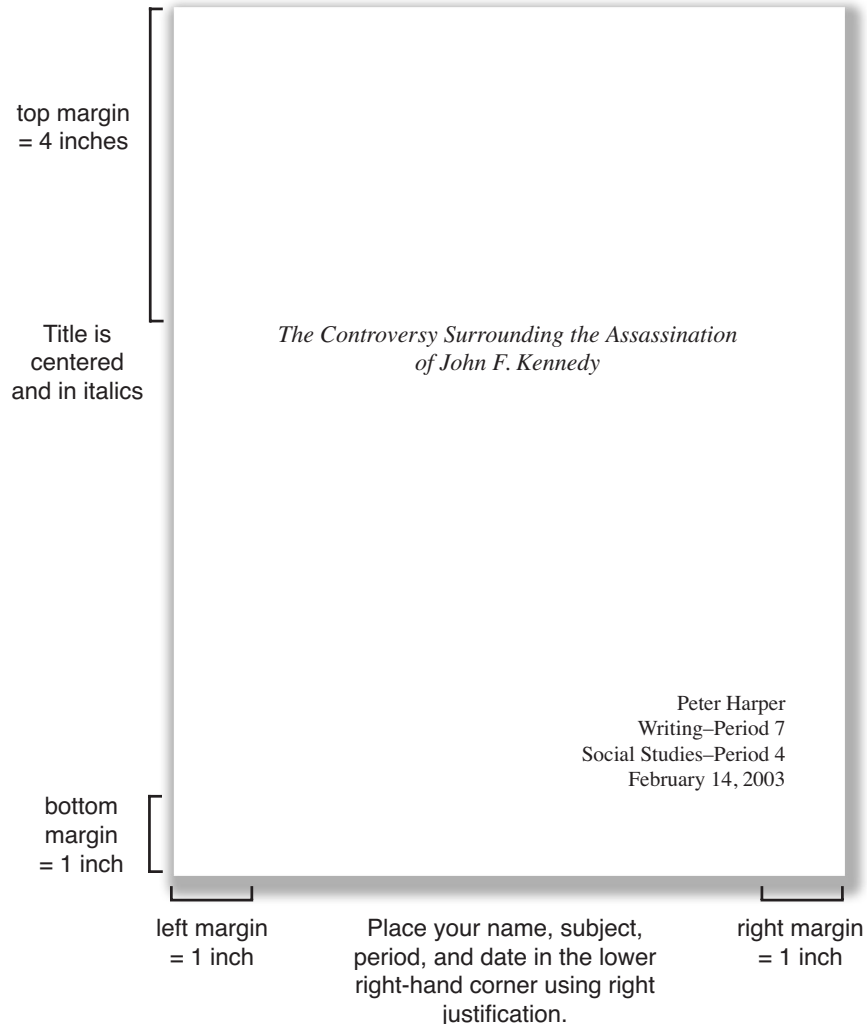
Note: The eighth grade research paper must include: at least one encyclopedia, two books, and a combination of at least three magazines, newspapers, pamphlets, and electronic sources.

- The research paper should be written in formal language and in third person. Do not use contractions.
- *Note cards and source cards* must be turned in with your research paper in order to get credit. Be sure you have an index card on top containing *your name, social studies period, and language arts/writing period*. Fasten the note cards and source cards with a rubber band or store them in an index card box.
- Allow yourself sufficient time to write, revise, edit, and type the final copy.

IMPORTANT FINISHING TOUCHES

- Your research paper should be four to eight typed pages. You may use either 1.5 or 2.0 spacing.
- The final copy should be arranged in the following order:
 1. Title page
 2. Outline with title and thesis statement
 3. Text
 4. Maps, graphs, charts (if any)
 5. Endnote page
 6. Bibliography page
- Begin numbering on the second page of the text with the number two. **Do not** number the title page, outline, endnotes, bibliography, maps, graphs, or charts.
- The italicized title of the paper should appear three times: title page, outline page, and first page.

SAMPLE TITLE PAGE



FORM AND FORMAT FOR AN ENDNOTE

Endnoting is a method of documenting research material. You may document a key word, several words, a single sentence, or even a full paragraph.

Placement: An endnote number is usually set at the end of the sentence (following all punctuation) and is in superscript. Do not put a period after the raised number. An endnote is placed on a separate page at the end of the paper, preceding the bibliography page. Entries on the endnote page should be listed in the order in which the quoted material appears in the paper.

Spacing: Tab endnotes in one half inch from the left margin. Put the endnote number in superscript, and type the reference. Single space within each entry, but double space between each entry. Only the first line of each entry is indented.

Numbering: Number endnotes consecutively throughout the paper, beginning with 1. For every endnote number in the paper, there must be a corresponding endnote reference.

FORM OF ENTRIES

First note reference: The first time you endnote a source in your paper, provide a complete reference, including all the publishing data. Subsequent references will require minimal information.

BOOKS

1. Name(s) of author(s) (**first name first**), followed by a comma.
2. Title of work, italicized (or if only one section of a book is cited, enclose the chapter title in quotation marks, followed by a comma, and then the main title).
3. Name(s) of editor(s), or translators, if any (first name first), followed by *ed.* or *trans.*, followed by a comma.

4. Edition used (if not the first edition), followed by a comma.
5. Volume number (if there is more than one), followed by a comma.
6. Place of publication, colon, publisher, comma, and date of publication, all within parentheses.
7. Page number(s) cited, followed by a period.

Book with a single author

¹Neil Post, *The Joys of Adolescence* (New York: Delacarte Press, 1992) 17.

Book with two authors

²Frank Man and Joel Swerdlow, *Remote Control* (New York: Times Books, 1994) 163.

Book with three or more authors

³John Wilson and others, *A History of the United States from 1920 to Present* (New York: Viking Press, 1993) 1.

Book with no author given

⁴*Webster's Biographical Dictionary* (Springfield, MA: G.C. Merriam Co., 1991) 5.

Book with an editor

⁵Carl Lowe, ed., *Television and American Culture* (New York: H.W. Wilson Company, 1991) 115.

Collection of works by a single author (collector)

⁶Louis Untermeyer, ed., *Modern Poetry* (New Cultural Life of the American Colonies, 1607-1763, The New American Nation Series (New York: Harper & Brothers, 1997) 1.

Selection from a book

⁷Sherwood Anderson, "Sophistication," *Great Stories*, Wilbur Schramm, ed. (New York: Harcourt. 1997) 217

Book in a series

⁸Louis B. Wright, *the Cultural Life of the American Colonies, 1607-1763*, The New American Nation Series (New York: Harper & Brothers, 1997) 1.

PERIODICALS

Periodical article with an author (signed)

⁹Tom Sidey, "The Big Dry," *Time* 4 July 1997: 12.

Periodical article with no author (unsigned)

¹⁰"A Raid That Went Awry," *U.S. News & World Report*, 13 June 1995: 36.

Article in a newspaper (signed)

¹¹Tom Sidey, "U.S. Envoy to Mexico Recalled," *Chicago Sun Times*, 29 June 1994: 31.

Article in a newspaper (unsigned)

¹²“Kennedy Warned of Dallas Danger,”
Chicago Tribune 4 Dec. 1963, sec. 3:13.

Signed pamphlet

¹³George W. Grayson, *The North American Free Trade Agreement* (New York: Foreign Policy Association, Inc., 1993) 71.

Encyclopedia article

¹⁴“Kennedy, John Fitzgerald,” *Encyclopedia Americana* 1980 ed.

OTHER SOURCES

Personal interview

¹⁵Sarah Brooks, personal interview, 15 Oct. 1996.

Television/Radio interview

¹⁶Jesse Jackson, interview by Marshall Frady, *Frontline*, Public Broadcasting System, 30 April 1996.

CD-ROM (Encyclopedia)

¹⁷James T. Patterson, “J.F. Kennedy,” *The New Grolier Multimedia Encyclopedia*. 6.0 CD-ROM. Danbury: Grolier Electronic Publishing, Inc., 1997.

Online

¹⁸Carl Warren, “The Warren Report.” [Online] Available <http://users.southeast.net/~cheryl/warren.html>, 26 May 1997.

Subsequent references (after first note): Once you have completely identified a work in a full first note reference, use shortened forms for subsequent references. The most important consideration is that the reader recognizes the work being cited.

Generally, you need only cite the author’s last name and the page number(s). If you cite more than one work by an author, you must also include the title in subsequent references. For articles without authors, you may cite a shortened version of the title, as long as the reader can easily recognize the reference. This method of citation applies to CD-ROM and online references.

Examples (These correspond to the first note reference examples cited earlier.)

²⁶Sidey 12.

²⁷Man and Smith 168-169.

²⁸“Kennedy Warned” 13.

Examples

²⁹Sidey 12.

³⁰Sidey 12.

³¹Sidey 14.

If the same source is cited but the page number is different, add the page number after the source cited. If you cite two or more works by the same author, include the author’s last name, comma, a shortened form of the title in quotation marks, and the page number followed by a period.

Examples

³²Sidey, “The Big” 12.

³³Sidey, “U.S. Envoy” 31.

SAMPLE ENDNOTE PAGE

ENDNOTES

¹Louis Untermeyer, ed., *Modern Poetry* (New York: Harcourt, Brace, and World, Inc., 1993), 170-171.

²Untermeyer 170.

³"Kennedy Warned of Dallas Danger," *Chicago Tribune* 4 Dec. 1963, sec. 3:13.

⁴James T. Patterson, "J.F. Kennedy," *The New Grolier Multimedia Encyclopedia*. 6.0 CD-ROM Danbury: Grolier Electronic Publishing, Inc., 1997.

⁵Sherwood Anderson, "Sophistication," *Great Stories*, Wilbur Schramm, ed. (New York: Harcourt, 1997) 217.

⁶"Kennedy, John Fitzgerald," *Encyclopedia Americana* 1980 ed.

⁷Tom Sidey, "The Big Dry," *Time* 4 July 1997:12.

⁸"A Raid That Went Awry," *U.S. News and World Report*, 13 June 1995:36.

⁹Carl Warren, "The Warren Report." [Online] Available <http://users.southeast.net/~cheryl/warren.html>, 26 May 1997.

¹⁰Tom Sidey, "U.S. Envoy to Mexico Recalled," *Chicago Sun Times* 29 June 1988:31.

¹¹Sidey, "The Big Dry" 12.

¹²Sidey, "U.S. Envoy" 31.

¹³Anderson.

FORM AND FORMAT OF THE BIBLIOGRAPHY

The final bibliography should be an alphabetical list of all works cited in your paper. Do not include those works that you consulted, but did not use in writing the paper.

FORM OF ENTRIES

1. The content of a bibliographic entry and the order in which the information is given are identical to that on the bibliography or source card.
 - a. Author's last name, first name, followed by a period and one space.
 - b. Title of work (italicized), followed by a period and one space.
 - c. Place of publication, followed by a colon and one space.
 - d. Publisher, followed by a comma and one space.
 - e. Copyright date, followed by a period.
2. Page numbers are given only when you used a section of a book (*e.g.*, short story or preface). Give the page numbers for the entire section at the end of the entry, followed by a period.
3. For more than one work by the same author, the author's name need not be repeated. Type three hyphens and a period in place of the author's name.
4. If the work cited has more than one author, the first author's name is written last name first, but the names of subsequent authors are listed first name first. For books with three or more authors, cite only the first author's name, listing the others as "and others."
5. If the work cited has an author and an editor, give the author's name, the title of the work, and the editor's name followed by *ed.*

6. To cite an anthology, begin the entry with the name of the editor (last name first), followed by a comma and the abbreviation *ed.* Alphabetize by the editor's last name.
7. If the work cited has no author or editor, begin with the title and alphabetize by the first word of the title.

FORMAT OF BIBLIOGRAPHY PAGE

1. Arrange all entries in alphabetical order by author's last name or, if there is no author, by title.
2. Double space between entries, but single space within the entry if the information requires more than one line.
3. Begin each entry at the left margin, but indent all subsequent lines one-half inch.
4. Do not number the entries; omit call numbers.
5. These are your sources, listed in alphabetical order. Do not number them. When a title begins with *a*, *an*, or *the*, alphabetize by the next word.

SAMPLE BIBLIOGRAPHY PAGE

BIBLIOGRAPHY

Anderson, Sherwood. "Sophistication." *Great Short Stories*. Wilbur Schramm, ed. New York: Harcourt, Brace and Company, 1997. 217-227.

"Kennedy, John Fitzgerald." *Encyclopedia Americana*. 1980 ed.

"Kennedy Warned of Dallas Danger." *Chicago Tribune* 4 Dec. 1963. sec. 3:13.

Patterson, James T. "J.F. Kennedy." *The New Grolier Multimedia Encyclopedia*. 6 CD-ROM. Danbury: Grolier Electronic Publishing, Inc., 1997.

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Sidey, Tom. "The Big Dry." *Time* 4 July 1997, 12-15.

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Warren, Carl. "The Warren Report." [Online] Available <http://users.southeast.net/~cheryl/warren.html>, 26 May 1997.

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