

# Lake Park High School Style Manual

## INTRODUCTION

*Writing Lancer Style* is a handbook that students can use in almost all classes. For instance, the handbook describes how your teachers expect a presentable paper to look. Once you have turned in a few papers that follow these guidelines, you probably will not have to keep checking the handbook. Some classroom teachers will refer frequently to other sections of this handbook: English and Social Studies teachers will refer to the sections on documenting sources; Science teachers will refer to the section on lab reports.

Another purpose of this handbook is to ensure uniformity and avoid confusion. This should prevent valuable class time from being wasted on review of very basic mechanics.

Finally, you should realize that styles and formats other than the MLA format presented here are equally acceptable. While a great many, but not all, colleges use the MLA format, eventually you may find yourself being asked to follow other styles and formats. Even some Lake Park teachers may ask you to use a modification of some of these guidelines. However, the discipline of learning one style well is a skill that you will find useful. Using this handbook conscientiously will help you develop consistency and accuracy in following one style.

## A WARNING ON PLAGIARISM

Plagiarism is the act of taking, in part or in whole, someone else's (author, teacher, another student, etc.) original ideas and presenting them as your own without appropriately crediting the source. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject to consequences as listed in Lake Park's *Attendance and Behavior Expectations* (loss of all points on the assignment and referral to the Student Services Office).

In word-for-word plagiarism, a researcher repeats the exact words of a source without giving the necessary credit. Paraphrase plagiarism occurs when a researcher says basically the same thing as an original source with just a few words changed. In spot plagiarism, a researcher uses only a source's key words or phrases as his or her own without giving credit. All plagiarism is cheating. In the real world, it is also illegal.

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## MANUSCRIPT FORMATS

### Handwritten Manuscript Format

You should always double space (skip one line) when doing handwritten papers.

Avoid using both sides of the page unless otherwise directed by your teacher.

Use ink (black or blue) unless directed otherwise by your teacher.

Maintain a one-inch margin on the right side of the page (you usually can see the pink margin through from the other side of the page).

### Typewritten Manuscript Format

All formal writing should be typed whenever possible. The following guidelines should be followed for all typed work:

1. Use one-inch margins on all four sides unless you are going to 3-hole-punch or bind the paper; then you may use a 1½" left margin.
2. Do NOT add extra spaces between paragraphs.
3. Double space!
4. Be sure the font you choose is readable.
5. Use 12 point fonts.  
Example: This line is written in a 12 point font.
6. Do NOT use oversized or display fonts within the body of the paper.

## ABBREVIATIONS AND ACRONYMS

A.D.	Anno Domini, in the year of the
Lord	
AIDS	Acquired Immune Deficiency
Syndrome	
A.M. or a.m.	before noon
ASAP	as soon as possible
Ave.	Avenue
avg.	average
B.C.	before Christ
Bld.	Boulevard
°C	Celsius
c.	circa/about (used with dates)
Cir.	circle
cm.	centimeter
Co.	company
cos	cosine
cu.	cubic
dept.	department
ea.	each
ed.	edition
e.g.	for example
etc.	and so forth, etcetera *(avoid
using)	
ex.	example
°F	Fahrenheit
ft	foot
g	gram
gal.	gallon
GNP	Gross National Product
HIV	Human Immunodeficiency Virus
hp	horsepower
Hz	hertz
i.e.	that is
Inc.	Incorporated
I.Q. or IQ	Intelligence Quotient
IRS	Internal Revenue Service
Jr.	junior
K	Kelvin (temperature unit) Kelvin
(temperature scale)	
kg	kilogram
km	kilometer
kw	kilowatt
L or l	liter
lat.	latitude
lb	pound
l.c.	lower case
Ln.	Lane
log	logarithm
long.	longitude
m	meter
mdse.	merchandise
mfg.	manufacturing
mg	milligram
Mgr.	manager
mi.	mile

misc.	miscellaneous
Miss	title of an unmarried woman
Mktg.	Marketing
mL or ml	millimeter
mpg	miles per gallon
mph	miles per hour
Mr.	title of a man
Mrs.	title of a married woman
Ms.	title of courtesy for a woman
oz	ounce
p.	page(s)
P.M. or p.m.	after noon o'clock
pop.	population
POW	Prisoner of War
psi	pounds per square inch
qt.	quart
Rd.	Road
rpm	revolutions per minute
sin	sine
Sr.	Senior (after surname or Sister
<i>religious</i> )	
St.	Saint, Strait, Street
tan	tangent
tbs., tbsp., or T	tablespoon
v	electricity volt
vol.	volume
vs.	versus
wt.	weight
yd.	Yard

ALL STATES - 2 Letters

Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN

Mississippi		MS
Missouri	MO	
Montana	MT	
Nebraska		NE
Nevada		NV
New Hampshire		NH
New Jersey		NJ
New Mexico		NM
New York		NY
North Carolina		NC
North Dakota		ND
Ohio		OH
Oklahoma		OK
Oregon		OR
Pennsylvania		PA
Puerto Rico		PR
Rhode Island		RI
South Carolina		SC
South Dakota		SD
Tennessee		TN
Texas		TX
Utah		UT
Vermont		VT
Virgin Islands		VI
Virginia		VA
Washington		WA
West Virginia		WV
Wisconsin		WI
Wyoming		WY

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## THE APOSTROPHE

Apostrophes are used for contractions to indicate the omission of letters (although contractions are not usually considered appropriate for formal writing).

Examples: Let's (Let us) face it. I don't (do not) care what he wants. I simply can't (cannot) go.

Apostrophes are used to form possessives (ownership).

*Add an 's to show ownership. If the plural noun ends in s, add only an apostrophe.*

a child's blocks                      the girls' track team                      a man's earring

the boys' basketball team                      children's toys                      men's suits

## BRACKETS

Brackets are used before and after material that a writer adds when quoting another writer.

Example: "Sometimes I think it [my writing] sounds like I walked out of the room and left the typewriter running."

*☞ The brackets indicate that the words in my writing are not part of the quotation but were added for clarification.*

Place brackets around an editorial comment.

Example: "Congratulations to the astronomy club's softball team which put in, shall we say, a 'stellar' performance." [groans]

Place brackets around an editorial correction.

Example: “Brooklyn alone has eight percent of lead poisoning [victims] nationwide,” said Marjorie Moore.

Brackets should be placed around the letters sic (Latin for “as such”); the letters indicate that an error appearing in the quote material was made by the original speaker or writer.

Example: “No parent can dessert [sic] his child without damaging a human life.”

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## CAPITALIZATION

Capitalize all proper nouns and all proper adjectives (adjectives derived from proper nouns). The chart below provides a quick overview of capitalization rules. The following information explains specific or special uses of capitalization.

### Capitalization at a Glance

Days of the week ..... Sunday, Monday, Tuesday  
Months ..... June, July, August  
Holidays, holy days ..... Thanksgiving, Easter, Hanukkah  
Periods, events in history ..... Middle Ages, the Renaissance  
Special events ..... the Battle of Bunker Hill  
Political parties ..... Republican Party, Socialist Party  
Official documents ..... Declaration of Independence  
Trade names ..... Oscar Mayer hot dogs, Pontiac Sunbird  
Formal epithets ..... Alexander the Great  
Official titles ..... Mayor John Spitzer, Senator Feinstein  
Official state nicknames ..... the Badger State, the Aloha State  
*Geographical names*  
Planets, heavenly bodies ..... Earth, Jupiter, the Milky Way  
Continents ..... Australia, South America  
Countries ..... Ireland, Grenada, Sri Lanka  
States, provinces ..... Ohio, Utah, Nova Scotia  
Cities, towns, villages ..... El Paso, Burlington, Wonewoc  
Streets, roads, highways ..... Route 66, Interstate 90  
Sections of a country or continent ..... the Southwest, the Far East  
Landforms ..... the Rocky Mountains, the Sahara Desert  
Bodies of water ..... Nile River, Lake Superior, Pumpkin Creek  
Public areas ..... Yosemite, Yellowstone National Park  
Bodies of water ..... Nile River, Lake Superior, Pumpkin Creek  
Public areas ..... Yosemite, Yellowstone National Park

### Capitalization Mechanics

Capitalize the first word in every sentence and the first word in a full-sentence direct quotation.

Example: Hey, remember that kid named Mary who has a little lamb?

Example: Well, last week she said, “Oh, Muttonface, why did you follow me?”

Capitalize the first word in each sentence that is enclosed in parentheses if that sentence comes before or after another complete sentence.

Example: Then Mary took that fuzball right inside the school! (Is that weird or what?)

*☞ Do not capitalize a sentence that is enclosed in parentheses and is located in the middle of another sentence.*

Example: Well, just about everybody (the custodian who wiped up the puddle disagreed) thought the whole thing was a big joke.

Capitalize a complete sentence that follows a colon only if that sentence is a formal statement or a quotation. Also, capitalize the sentence following a colon if you want to emphasize that sentence.

Example: It was Ralph Waldo Emerson who made the following comment: “What you do speaks so loud that I cannot hear what you say.”

Words that indicate particular sections of the country are proper nouns and should be capitalized; words that simply indicate direction are not proper nouns.

Example: Some sparrows stay in the North. (section of the country)

Example: They don’t fly south because they’re lazy. (direction)

Example: In fact, northern Minnesota sparrows are so lazy, they won’t fly on weekends.

Capitalize races, nationalities, languages, and religions.

Examples: African-American Black Catholic Latino German Muslim

Capitalize the first word of a title, the last word, and every word in between except articles (a, an, the), short prepositions, and short conjunctions. Follow this rule for titles of books, newspapers, magazines, poems, plays, songs, articles, films, works of art, pictures, and stories.

Examples: *Going To Meet the Man* *Chicago Tribune*  
“Nothing Gold Can Stay”

Capitalize the name of an organization, an association, or a team and its members.

Examples: Tampa Bay Buccaneers American Indian Movement

Examples: Tucson High School Drama Club Republican Party

Capitalize abbreviations of titles and organizations.

Examples: USA NAACP M.D. Ph.D. A.D. B.C.

Capitalize the letters used to indicate form or shape.

Examples: U-turn I-beam S-curve A-bomb T-shirt

Capitalize words like father, mother, uncle, and senator when they are parts of titles that include a personal name or when they are substituted for proper nouns (especially in direct address).

Example: Hi, Uncle Duane! (Uncle is part of the name.)

Example: My uncle has a new Harley.

Example: Did you know that Senator Proxmire owns a Harley?

Example: The senator, Bill Proxmire, is a cool guy.

☞ *To test whether a word is being substituted for a proper noun, simply read the sentence with a proper noun in place of the word. If the proper noun fits in the sentence, the word being tested should be capitalized; if the proper noun does not work in the sentence, the word should not be capitalized. (Further note: Usually the word is not capitalized if it follows a possessive—my, his, our, etc.)*

Example: Did Mom (Sue) say we could go? (Sue works in this sentence.)

Example: Did your mom (Sue) say you could go? (Sue does not work here; the word mom also follows the possessive your.)

Words such as sociology, history, and science are proper nouns when they are the titles of specific courses, but are common nouns when they name a field of study.

Example: “Who teaches History 202?” (title of specific course)

Example: “It’s the same guy who teaches that sociology course.” (a field of study)

☞ *The words freshman, sophomore, junior, and senior are not capitalized unless they refer to an entire class or are part of an official title.*

Example: Rose is a senior this year, so she’ll be able to attend the Senior Banquet in the spring.

Nouns or pronouns that refer to supreme beings are capitalized. So are the words Bible, the books of the Bible, and the names for other holy books.

Examples: God Him Jehovah the Lord the Savior Allah

Examples: Bible Book of Psalms Ecclesiastes the Koran the Talmud

Do **not** capitalize any of the following:

- a prefix attached to a proper noun,
- seasons of the year,
- a common noun shared by (and coming after) two or more proper nouns,
- words used to indicate direction or position,
- the word god or goddess when referring to mythology, or
- common nouns that appear to be part of a proper noun.

### Capitalize

### Do Not Capitalize

American ..... un-American  
January, February ..... winter, spring  
Lakes Erie and Michigan ..... Missouri and Ohio rivers  
The South is quite conservative. .... Turn south at the stop sign.  
Are you going to the Junior Prom? ..... Only juniors are welcome.  
Duluth Central High School ..... a Duluth high school

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## THE COLON (:)

The colon is used after the salutation in a formal letter.

Example: Dear Sir:

The colon is used between the hour and minute in a statement of time.

Example: 8:01 a.m.

The colon is used to introduce a list and must be preceded by a complete statement. A colon should not be used after an incomplete thought.

Example (Correct Usage): Many students participate in three important activities: the spring play, the musical and the junior-senior prom.

Example (Incorrect Usage): These important school activities are: the musical, the spring play and the junior-senior prom.

☞ *Never use a colon after a verb or a preposition.*

## THE COMMA (,)

☞ *The idea that you put a comma in where you would pause if you were reading aloud is correct only to a point. There are places where you would pause in reading where no comma is necessary, just as commas are necessary some places where you would not pause.*

Use a comma to separate items in a series.

Example: Your report will be reviewed by the vice presidents of Finance, Advertising and Quality Control.

☞ *Notice there is no comma before "and" in that sentence. That's the modern way. The rule used to be you had to put a comma after each item in a series, but today many grammarians say you need one before "and" only to prevent misreading. Check which method your teacher prefers.*

Example: There were flasks filled with various solutions: sodium chloride, sodium nitrate, sugar, and potassium sulfate.

☞ *Without the comma before “and,” the reader might well think one flask was filled with a solution of sugar and potassium sulfate.*

Use a comma to set off long introductory phrases:

Example: Before the first run and before the tests were made on the output, we checked the fuel pressure.

If you have a short introductory phrase, no comma is needed.

Example: “Before yesterday there was not a test.”

Use a comma to prevent misreading:

Example: Before testing, the boiler was dismantled. If written as, “Before testing the boiler was dismantled,” the reader reads, “Before testing the boiler” as an introductory phrase before realizing the phrase was supposed to be just “Before testing.”

Use a comma to set off appositives. Appositives, in grammar, are words or phrases that repeat or clarify the nearby words.

Example: This is Rudy, my valet.

Use a comma to separate a string of adjectives:

Example: The report is a clear, well-designed document.

☞ *No comma is needed to separate the adjectives when they are cumulative — that is, when their sequence can’t be rearranged.*

Example: He wore a dark silk suit and a 20-karat gold bracelet.

Use a comma to set off quotations:

Example: Then she said, “How about the budget?”

Use a comma to set off nonrestrictive clauses. Nonrestrictive clauses are a lot like appositives; they repeat — and usually clarify — what was said.

Example: The two budgets, which had been checked, were approved.

☞ *That says there were only two budgets. Notice the different meaning without the commas.*

Example: The two budgets that had been checked were approved.

☞ *That says that of the many budgets, two were checked and approved.*

Use a comma to set off the day of the month from the year:

Example: September 26, 1989

☞ *Some grammarians say you need a comma after the year in the middle of a sentence; others say it isn’t needed. Check which method your teacher prefers.*

Example: “Meet me on September 26, 1989, in front of the courthouse.”

Use a comma to set off two independent clauses joined by a coordinating conjunction (e.g., but, and, or, for, nor, yet).

Example: I was going, but I changed my mind.

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## THE DASH (—/--) AND THE HYPHEN (-)

The **dash** is used to express an abrupt break in thought.

☞ *If the dash is overused, it loses its effectiveness.*

Example: His last name — if indeed I ever knew it — has escaped me.

☞ *When typing, use the Em dash (—) or two hyphens (--):*

Example (Em dash): ...name — if indeed I ever knew it — has...

Example (two hyphens): ... name -- if indeed I ever knew it --has...

The **hyphen** is a linking mark used in the following ways:

- to divide a word of more than one syllable at the end of the line (*Such divisions must be made between syllables*)
- with compound numbers (forty-one, two-thirds)
- with prefixes and suffixes (self-confidence)
- with a compound adjective when it precedes the word it modifies (the well-known actor)

## THE ELLIPSIS (...)

Use ellipses in direct quotations when words are being omitted. Be sure that the omission of words does not alter the meaning of the quotation.

Example: "He rambled on about the importance of strong writing skills to...one's success."

Use ellipses to indicate an abrupt pause or halting speech in a sentence or to set off a group of words for emphasis.

Example: He would rather not say...and who could blame him...that he is not going to be involved in the project.

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## THE EXCLAMATION POINT (!)

Use an exclamation point with interjections.

Examples: Wow! Hurray! Wonderful!

Use an exclamation point after complete sentences to express extreme pleasure, excitement, enthusiasm or surprise.

Examples: He really did it! You can't mean that! We won!

## ITALICS (UNDERLINING)

Italics is a printer's term for a style of type that is slightly slanted. In this sentence the word *happiness* is typed in italics. In material that is handwritten or typed on a machine that cannot print in italics, each word or letter that should be in italics is underlined.

Example (Handwritten): In The Road to Memphis, racism is a contagious disease.

Example (Typewritten): In *The Road to Memphis*, racism is a contagious disease.

Italics are used to indicate the following titles:

- magazines
- newspapers
- pamphlets
- book-length poems
- plays
- names of ships and aircraft
- books
- radio and television programs
- ballets
- lengthy musical compositions
- operas
- record albums
- CD's
- legal cases
- films

When one title appears within another title, punctuate as follows:

Example (Handwritten): "The Fresh Prince of Bel-Air Rings True" (title of TV program in an article)

Example (Typewritten): "The *Fresh Prince of Bel-Air* Rings True" (title of TV program in an article)

Italics are used to indicate a foreign word that has not been adopted in the English language; it also denotes scientific names.

Example (Handwritten): *deja vu*

Example (Typewritten): *deja vu*

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## THE PERIOD (.)

Use a period after a complete sentence when not an exclamation or a direct question.

Examples: I went there. He went there.

## THE QUESTION MARK (?)

Use a question mark after a direct question.

Examples: What will you wear? With whom will you go?

Do not use a question mark after a polite request.

Example: Will you please pass me the notebook.

## QUOTATION MARKS

The colon and semicolon always go outside the closing quotation mark.

The period and the comma always go inside the closing quotation mark.

The question mark sometimes goes inside, sometimes outside, the closing quotation mark.

Example: He asked her bluntly, "Will you marry me?"

Example: Who was it that said, "I regret that I have but one life to lose for my country"?

Quotation marks are used to enclose the following titles:

- articles
- essays
- short poems
- chapters of books
- songs
- short stories
- episodes of radio and TV programs

### Marking Quoted Material - Quick Guide

1. Quotation marks are placed before and after direct quotations. Only the exact words quoted are placed within quotation marks.

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

2. Quotation marks are placed before and after a quoted passage. Any word or punctuation mark that is not part of the original quotation must be placed inside brackets.

Example: (Original) "First of all, it must accept responsibility for providing shelter for the homeless."

Example: (Quotation) "First of all, it [the federal government] must accept responsibility for providing shelter for the homeless."

☞ *If you quote only part of the original passage, be sure to construct a sentence that is both accurate and grammatically correct.*

Example: The report goes on to say that the federal government "must accept responsibility for providing shelter for the homeless."

3. Single quotation marks are used to punctuate a quotation within a quotation. Double and single quotation marks are alternated in order to distinguish a quotation within a quotation within a quotation.

Example: Sarah said, "I never read 'The Raven' ?"

Example: I said, “Did you hear her say, ‘I never read “The Raven” ’?”

A quotation can be a single word or an entire paragraph. Choose quotations carefully, keep them as brief as possible, and use them only when they are interesting, revealing, or necessary in the development of your text. A paper that is quotation heavy usually indicates that a writer has not done much independent thinking. When you do quote material directly, be sure that the capitalization, punctuation, and spelling are the same as that in the original work. Any changes you make should be clearly marked for your readers.

### Short Quotations

If a quotation is four typed lines or fewer, work it into the body of your paper and put quotation marks around it.

### Long Quotations

Quotations of more than four typed lines should be set off from the rest of the writing by indenting each line 5 spaces and single-spacing the material. Do not use quotation marks.

In quoting two or more paragraphs, indent the first line of each paragraph three spaces. (Leave two spaces after a longer quotation before you cite a parenthetical reference.) Generally, a colon is used to introduce quotations set off from the text.

☞ See, [Citing Sources](#), for more detailed information.

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## THE SEMICOLON (;)

Use a semicolon to separate two closely related main clauses not joined by a coordinating conjunction.

Example: I am not good at telling jokes; I always forget the punch line.

When the clauses of a compound sentence are joined by a conjunctive adverb, a semicolon (not a comma) is used between them. The most common conjunctive adverbs are the following: accordingly, anyway, besides, consequently, furthermore, however, indeed, likewise, moreover, otherwise, nevertheless, still, then, therefore.

Example: Socrates lived in Athens, Greece, in the fifth century B.C.; however, his teachings can be applied to the twentieth century.

☞ Notice the comma after the conjunctive adverb “however.”

A semicolon separates a series of equal elements which themselves include commas.

Example: Our tour included overnight stops in Paris, Texas; Mission, Kansas; and Denver, Colorado.

A semicolon is used instead of a comma between main clauses joined by such coordinating conjunctions as “and” or “but” if either clause includes commas.

Example: While coming down the aisle, Carol lost her contact lens, ran into the usher, and dropped her purse; but she managed to survive the ordeal, find her lens, and see part of the play.

## SPELLING: RULES

**Rule 1:** Write *i* before *e* except after *c*, or when sounded like *a* as in *neighbor* and *weigh*.

Examples: receive perceive relief

Exceptions: Eight of the exceptions are included in this sentence:

Neither sheik dared leisurely seize either weird species of financiers.

When the *ie/ei* combination is not pronounced *ee*, it is usually spelled *ei*.

Examples: reign foreign weigh neighbor

Exceptions: fiery friend mischief view

**Rule 2:** When a one-syllable word (*bat*) ends in a consonant (*t*) preceded by one vowel (*a*), double the final consonant before adding a suffix that begins with a vowel (*batting*).

Examples: sum-summary god-goddess

When a multi-syllable word (*control*) ends in a consonant (*l*) preceded by one vowel (*o*), the accent is on the last syllable (*control'*), and the suffix begins with a vowel (*ing*), the same rule holds true: double the final consonant (*controlling*).

Examples: prefer-preferred begin-beginning  
Examples: forget-forgettable admit-admittance

**Rule 3:** If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.

Examples: state-stating-statement like-liking-likeness  
Examples: use-using-useful nine-ninety-nineteen

☞ *Do not drop the e when the suffix begins with a consonant. Exceptions include judgment, truly, argument, wholly, and ninth.*

**Rule 4:** When *y* is the last letter in a word and the *y* is preceded by a consonant, change the *y* to *i* before adding any suffix except those beginning with *i*.

Examples: fry-fries hurry-hurried lady-ladies  
Examples: ply-pliable happy-happiness beauty-beautiful

When *y* is preceded by a vowel, keep the *y* when adding a suffix.

Examples: play-played joy-joyous

When forming the plural of a word that ends with a *y* that is preceded by a vowel, add *s*.

Examples: toy-toys play-plays monkey-monkeys

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## SPELLING: FREQUENTLY MISUSED WORDS

accept	(v.t.) willingly receive; consent to take Example: Please accept the gift
except	(prep.) leaving out Example: Everyone except Harry went to the concert
advice	(n.) recommendation as to what is to be done Example: Jerry asked for my advice about the repair work
advise	(v.) to give counsel to Example: Please advise Jerry about the repair work
affect	(v.t.) act on; influence or change Example: Linda's comments did not affect my decision
effect	(n.) result Example: Linda's comments had no effect on my decision. (v.) to put into effect Example: The governor's signature effected the law.
a lot	many ( <i>colloq., not acceptable for formal usage, often incorrectly written alot.</i> )
all ready	(adj. phrase) completely prepared Example: Are you all ready for the test?
already	(adv.) before this time; by this time Example: By the time Joe arrived, the class had already finished the discussion.

all right	mistakenly written <i>alright</i>
almost	Avoid using “most” for “almost”
most	Example: Almost anyone would like that music. Example: Most would like that music.
amount	(n.) quantity; applies to that which is referred to by bulk, weight or sum Example: Jim consumes an astonishing amount of food.
number	(n.) total of two or more persons or items Example: Jim consumes an astonishing number of calories.
anyway	adverb meaning “in any case”; mistakenly written <i>anyways</i>
as	(adv.) to the same degree or extent Example: Harry is as young as Teddy.
as	(conj.) in the same manner <i>As</i> is the preferred form to introduce clauses.
like	(prep.) resembling something or someone <i>Like</i> is not a conjunction Example: Beth’s taste in music is like Pete’s.
bad	The adjective <i>bad</i> modifies nouns and pronouns (“bad cold,” “bad idea”), and the
badly	adverb <i>badly</i> modifies verbs (“sang badly,” “played badly”).
bring	(v.) come with or carry (a thing or a person) from another place
take	(v.) carry away; remove Example: Bring your check from home; then take it to the bookkeeper.
capital	Always use <i>capital</i> unless you mean Capitol Hill in Washington, D.C., the building capital in Washington, D.C., or the building (small <i>c</i> usually) where a state legislature assembles. Example: Springfield is the capital city of Illinois, and the state legislature meets in the
capitol building.	
conscience	(n.) sense of right or wrong Example: His conscience kept him from stealing the unlocked car.
conscious	(adj.) aware Example: He was conscious of his responsibility to be honest.
farther	(adj.) additional; at a greater distance Example: It is farther to St. Paul than to St. Louis.
further	(adj.) Although <i>farther</i> and <i>further</i> are similar in meaning, <i>farther</i> usually refers to physical distance and <i>further</i> to abstract relations. Example: I need no further advice on that subject.
fewer	(adj.) small number (refers to items which can be counted). Example: Who has fewer records?
less	(adj.) smaller in size or degree (refers to amounts or qualities). Example: Using less sugar will cut the number of calories in the dessert.
hopefully	(adv.) mistakenly used for “I hope”
imply	(v.) to suggest Example: His remark seemed to imply that he will take the job.
infer	(v.) to draw a conclusion Example: From his haggard appearance, I infer that he is tired.
its	(possessive pronoun) Example: We gave the poodle its weekly bath.
it’s	(contraction)

	<p>Example: Here is your soup. It's hot.  <i>It's</i> always means it is or it has.</p>
lay	<p>(v.t.) lay, laying, laid, laid  Any form of lay indicates to place.  Example: Lay the book on the desk.  Example: He is laying the papers on the table right now.  Example: Yesterday he laid his coat on the bench.  Example: He had often laid his umbrella there.</p>
lie	<p>(v.i.) lie, lying, lay, lain  Any form of lie indicates to recline.  Example: Mother told me, "Just lie in bed: I'll make breakfast."  Example: While I was lying there, I fell asleep again.  Example: Yesterday I lay in bed all day.  Example: Because I have been quite ill this year, I have often lain in bed all day.</p>
lose	<p>(v.) to fail to keep; to fail to win  Example: She tried not to lose her patience with the spoiled child.</p>
loose	<p>(adj.) not attached; not tight  Example: Unless you tie the ribbon carefully, the bow may become loose.</p>
maybe may be	<p>Distinguish between "may be" (a verb phrase suggesting possibility) and "maybe"  (an adverb used in conversation to mean perhaps):  Example: It may be better to take the train than to try to drive into the loop.  <i>Maybe</i> meaning perhaps is appropriate in conversation. In formal writing, use <i>perhaps</i>.  Example: Perhaps the member of the committee would prefer to remain anonymous.</p>
of	<p>mistakenly used for 've in contractions such as would've (<i>See would've</i>)</p>
precede	<p>(v.) to go before  Example: The majorette will precede the band onto the field.</p>
proceed	<p>(v.) to continue  Example: With the majorette leading them, the band will proceed onto the field.</p>
prejudice	<p><i>Prejudice</i> usually is a noun referring to an opinion based on insufficient evidence.  Example: Because of the prejudice of the jurors, the man did not receive a fair trial.</p>
principal	<p>(n., adj.) the chief or head  Example: Mr. Weber was the principal of the school.  Example: Basketball is Jim's principal interest.</p>
principle	<p>(n.) rule  Example: Mr. Heller bases his conduct on the principle that all people deserve respect.</p>
raise	<p>(v.t.) raise, raising, raised  Use raise when something or someone lifts an object.  Example: The mechanic raised the hood of the car to check the engine.</p>
rise	<p>(v.i.) rise, rising, rose, risen  Use rise when someone or something appears to lift itself.  Example: The audience rose to salute the flag.  Example: The soldiers were awake before the sun had risen.</p>
regardless	<p>Using <i>irregardless</i> is never correct.  Example: Regardless of the dangers, Kurt was willing to go on the rafting expedition.</p>
set	<p>(v.i.) set, setting, set, sets  Any form of set indicates placing (an object).</p>

	Example: Set the vase on the desk. Example: Sandy is setting her books on her desk. Example: Yesterday we set the chairs in new arrangements.
sit	(v.t.) sit, sitting, sat, sat Any form of sit indicates occupying a place or remaining inactive. Example: Please sit in the first row. Example: The vase is sitting on the counter. Example: Harry sat in the third row last week. Example: He had sat there many times before.
than	(conj.) in comparison with Example: Mia is younger than Sarah.
then	(adv.) at that time; soon after Example: Then she left for Florida.
to	(inf.) to eat; to sing (prep.) in the direction of; toward
too	(adv.) also; more than enough
two	(adj. n.) one more than one Example: He is too young to understand that he may not have two cookies at bedtime.
their	(pro.) possessive of they
there	(adv.) in that place
they're	contraction for <i>they are</i> . Example: They're taking their CDs over there for Julie's party.
unique	(adj.) one of a kind (sometimes mistakenly used to mean unusual) Example: The scientist examined the cell to find its unique properties. <i>☞ Since unique means one of a kind, phrases such as most unique are illogical. Do not qualify unique.</i>
would've	contracted forms of <i>would have</i> , <i>could have</i> , and <i>should have</i> ; not would of, could of,
could've	should of
should've	Example: If John had known Jeannie would be at the wedding, he would have wanted to be there too.

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## NUMBERS

1. Numbers from one to nine are usually written as words; all numbers 10 and over are usually written as numerals.

Examples: two seven nine 10 25 106 1,079

Exception: If numbers are used infrequently in a piece of writing, you may spell out those that can be written in no more than two words.

Examples: ten twenty-five two hundred fifty thousand

*☞ Numbers being compared or contrasted should be kept in the same style.*

Examples: 8 to 11 years old — or — eight to eleven years old

2. Use numerals to express numbers in the following forms: money, decimal, percentage, chapter, page, address, telephone, ZIP code, time, dates, identification numbers, and statistics.

Examples: 2.39	26.2	8 percent
Examples: chapter 7	pages 287-89	July 6, 1945
Examples: 44 B.C.	A.D. 79	4:30 P.M.
Examples: Highway 36	24 mph	a vote of 23 to 4

Exception: If numbers are used infrequently in a piece of writing, you may spell out amounts of money and percentages when you can do so in two or three words.

Examples: 5'4" 8% 10 in. 3 tbsp. 6 lbs. 8 oz. 90°F

3. Use words to express numbers that begin a sentence.

Example: Fourteen students “forgot” their assignments.

☞ *Change the sentence structure if this rule creates a clumsy construction.*

Clumsy: Six hundred and thirty-nine teachers were victims of the layoff this year.

Better: This year, 639 teachers were victims of the layoff.

4. Use words for numbers that precede a compound modifier that includes another number.

Example: The chef prepared twelve 10-foot sub sandwiches for the picnic.

Example: Each sandwich contained twenty-one 12-centimeter pickles.

☞ *You may use a combination of words and numerals for very large numbers.*

Example: 1.5 million 3 billion to 3.2 billion 6 billion

## SENTENCES: COMMON ERRORS

Effective writing requires using complete sentences. Avoid these common sentence errors when constructing sentences.

### Fragment

A fragment, a group of words punctuated as a sentence, does not express a complete idea.

Fragment: To get ahead of the rush-hour traffic that would clog the road by nine o'clock.

Remedy: To get ahead of the rush-hour traffic that would clog the road by nine o'clock, Mrs. Tobey left home at 6:30.

### Comma Splice

The term “comma splice” means two sentences are incorrectly joined by a comma only.

Error: The students were proud of their school, they believed that both its academic and cocurricular programs were excellent.

Remedies:

1. Replace the comma with a semicolon.

The students were proud of their school; they believed that both its academic and cocurricular programs were excellent.

2. Add a conjunction after the comma.

The students were proud of their school, and they believed that both its academic and cocurricular programs were excellent.

3. Change the statement into two sentences.

The students were proud of their school. They believed that both its academic and cocurricular programs were excellent.

4. Best solution: Subordinate one idea to show a cause-and-effect relationship.

The students were proud of their school because they believed that both its academic and cocurricular programs were excellent.

### Run-on

The run-on is a sentence error that puts two sentences together with no mark between them.

Error: They decided to drive to Milwaukee on Friday afternoon they intended to return on Monday.

Remedies:

1. They decided to drive to Milwaukee on Friday afternoon; they intended to return on Monday.
2. They decided to drive to Milwaukee on Friday afternoon, and they intended to return on Monday.
3. They decided to drive to Milwaukee on Friday afternoon. They intended to return on Monday.
4. They decided to drive to Milwaukee on Friday afternoon and to return on Monday.

### **Style**

Generally speaking, the best writing says the most in the fewest words.

Forms of the verb to be are weak if they are used as main verbs.

Weak: The cold was intense, and we were afraid of frostbite.

Stronger: Because of the intense cold, we feared frostbite.

Avoid the words there and it when they do not add meaning to the sentence.

Weak: It is essential that you know the rules.

Stronger: You must know the rules.

Weak: There were only four players who made the first team.

Stronger: Only four players made the first team.

### **Point of View**

In deciding which point of view to use, consider the intended audience and purpose of the writing.

First person (“I,” “we”) is used in personal writing.

Second person (“you”) should be avoided in formal writing.

Third person (“he,” “she,” “one”) is used in formal writing.

### **Active/Passive Voice**

In a sentence containing active voice, the subject is acting.

Example: Mr. Corso drove the Ferrari to work every Friday.

In a sentence containing passive voice, the subject is acted upon, weakening the sentence.

Example: The Ferrari was driven to work every Friday by Mr. Corso.

*☞ Always rely on active voice and forceful verbs to add strength and emphasis to writing.*

### **Parallelism**

Use the same structure for balancing two or more ideas.

Example (Incorrect Usage): I like fishing, swimming, and to sail.

Example (Correct Usage): I like fishing, swimming, and sailing.

Example (Incorrect Usage): Ed was influenced by his mother and what his teacher said.

Example (Correct Usage): Ed was influenced by his mother and his teacher.

Example (Incorrect Usage): Ken said we cannot leave today but to plan to go on Friday.

Example (Correct Usage): Ken said we cannot leave today but that we can go on Friday.

Example (Incorrect Usage): Aunt Mabel is in good health and active.

Example (Correct Usage): Aunt Mabel is healthy and active.

### **Pronoun Agreement**

Pronouns must agree in number and person with the nouns to which they refer. These words are singular: anyone, each, either, one, neither, none.

Example: Everyone must be sure to have his assignment finished by then.

Example: Kent and Ted never know where their books are.

Example: Neither Kent nor Ted knows where his homework is.

Example: The student who has a job outside school has to plan his or her work schedule carefully.

Sentences such as the one above pose a problem in pronoun reference. To avoid the use of his or her, rewrite the sentence.

Example (Original Sentence): Any student who has a job outside school has to plan his or her work schedule carefully.

Example (Rewritten Sentence): Any students who have jobs outside school have to plan their work schedules carefully.

### **Subject/Verb Agreement**

Subjects and verbs must agree in number.

Example: The color of Patti's eyes is blue.

Example: One of my aunts lives in Wisconsin.

Compound subjects connected by "and" are plural.

Example: The badminton team and the football team were undefeated this year.

☞ *For compound subjects connected by "or" or "nor," the noun closer to the verb determines whether the verb is singular or plural.*

Example: Either Steve or his grandparents are going to visit the Art Institute.

Example: Neither the basketball teams nor the golf team has a .500 record this year.

### **Dangling and Misplaced Modifiers**

Put the modifier close to the word it modifies. Be sure that the modifier has a word to modify.

Example (Incorrect Usage): Careening around the corner at sixty miles an hour, I watched the car with amazement.

Example (Correct Usage): Amazed, I watched the car careening around the corner at sixty miles an hour.

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## **SENTENCES: WRITING A PARAGRAPH**

Each paragraph you write should stand on its own and say something worthwhile. Readers want information; they want to learn something. Readers want to be entertained; they appreciate interesting details and colorful word pictures. Readers want writing that is original; they want writing that has a voice and personality. Here are some tips to help you give your readers what they want:

1. If you haven't already been assigned a topic, select one that interests you (and your reader) and can be covered in one paragraph.
2. For your paragraph, write a topic sentence that clearly states your topic and a specific impression.
3. List the details you plan to cover in your paragraph. Be sure to consider both personal details and details from other sources.
4. Write your paragraph as honestly and naturally as you can. Let your own personality and creativity be your guide, along with (of course) your topic sentence.
5. Use a variety of sentence beginnings, lengths, and types. Don't, however, worry about variety until after you have all your ideas down in writing.
6. Also make sure that your sentences read smoothly and connect well with one another.
7. Once the first draft of your paragraph is complete, check it over to be sure your topic flows clearly from start to finish and that all your sentences belong in the paragraph.
8. If necessary, add a final sentence (a concluding or clincher sentence) to bring your paragraph to a logical stopping point.

9. Proofread your paragraph carefully for usage, punctuation, spelling, and so on.

## TRANSITIONS

### To show location:

above	away from	beyond	near	throughout
across	behind	by	off	to the right
against	below	down	on top of	
along	beneath	in back of	onto	
among	beside	in front of	outside	
around	between inside	into	over	

### To show time:

about	before	later	soon	tomorrow
after	during	meanwhile	then	until
afterward	finally	next	third	when
as soon as	first	next week	till	yesterday
at	immediately	second	today	

### To compare (show similarities):

also	in the same way	likewise
as	like	similarly

### To contrast (show difference):

although	even though	on the other hand	still
but	however	otherwise	yet

### To emphasize a point:

again	in fact	to repeat
for this reason	to emphasize	truly

### To conclude or summarize:

all in all	finally	in summary	therefore
as a result	in conclusion	last	to sum up

### To add information:

additionally	and	equally important	in addition
again	another	finally	likewise
along with	as well	for example	moreover
also	besides	for instance	next

### To clarify:

for instance	in other words	put another way	that is
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## WRITING SCIENCE LABORATORY REPORTS

Scientists employ a method of thinking that uses carefully observed data to make objective conclusions, while avoiding prejudice, superstition and rationalization. Learning science at Lake Park is based on experiments and observations designed to demonstrate this scientific method of thought. In order to succeed in science classes, you must develop skills in performing experiments and recording data. A sample lab report format follows, though requirements for individual teachers may vary.

Title (including lab number)

Purpose: This should be a short paragraph stating exactly what you will accomplish by the experiment, and perhaps, why you are conducting such an experiment. You should always read

the laboratory instructions before attempting to write your purpose. This section may sometimes include an hypothesis.

**Procedure:** This is normally a step-by-step explanation of what you must do in carrying out the experiment. In some classes, since this information is usually published (either in your text or on a handout), you may refer to where this information may be found rather than write it out.

**Data or Results:** This section includes all recorded observations, called data. Measurements, calculations, charts, graphs, and drawings are data. If these are on separate pages, list their titles and page numbers here and include them in logical order at the end of your report.

### **Graphs**

Frequently an investigation will involve finding out how changing one quantity affects the value of another. The quantity that is deliberately varied is called the independent variable. The quantity that changes due to the variation in the independent variable is called dependent variable.

More often than not the relationship between the independent and dependent variable is not obvious from simply looking at the written data. However, if one quantity is plotted against the other, the resulting graph gives evidence of what sort of relationship, if any, exists between the variables. When plotting a graph, take the following steps.

1. Identify the independent and dependent variable.
2. Choose your scale carefully. Make your graph as large as possible by spreading out the data on each axis. Let each space stand for a convenient amount. To avoid a cluttered appearance, you do not need to number every space.
3. Plot the independent variable on the horizontal (x) axis (abscissa) and the dependent variable on the vertical (y) axis (ordinate). Plot each point as a dark dot.
4. Label each axis with the name of the variable and the unit. Using a ruler, darken the lines representing the axis.
5. Title your graph. The title should clearly state the purpose of the graph and include the independent and dependent variables.
6. If the data points appear to lie roughly in a straight line, draw the best straight line you can with a ruler and sharp pencil. Have the line go through as many points as possible with approximately the same number of points above the line as below. Never “connect the dots.” If the points do not form a straight line, draw the best smooth curve possible.
7. All graphs do not go through the origin (O,O). Think about your experiment and decide if the data would logically include (O,O) point.

**Conclusions:** The most important, and perhaps the most difficult part of your write-up, the conclusion, includes your interpretations of what the data mean. Do not restate the data—explain them. You should also include possible reasons for errors and state new problems posed by, or new hypotheses suggested by, the results of your experiment.

**Discussion Questions:** You may need to answer questions at the end of a lab exercise from the text or a handout. Write them in clear, complete paragraphs incorporating the question into each answer.

Finally, remember that laboratory write-ups are a major part of your grade. In order to get a high grade, you must take enough time to do a good job. You are encouraged to ask for help any time you have difficulties with a job. You will be graded on lab format, as well as content, so don't lose the easy points by not using the correct order or format.

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## BIBLIOGRAPHIES AND WORKS CITED

A Bibliography includes all works consulted in completing research.

A Works Cited page includes only those works that have been cited in the parentheses within the text.

If both a Works Cited page and Bibliography page are included, the Works Cited page (which is never longer than the Bibliography page) is inserted before the Bibliography page.

☞ **Remember to use underlining if you do not have the capability of printing italics ([see italics](#)).**

### Books

#### **A single book by a single author:**

Seki, Hozen. *The Great Natural Way*. New York: American Buddhist Academy, 1976.

#### **A single book by more than one author:**

Baran, Paul., and Paul M. Sweezy. *Monopoly Capital: An Essay on American Economic and Social Order*. New York: Monthly Review P, 1966.

#### **A book of more than one volume:**

Hays, William Lee, and Robert L. Winkler. *Statistics: Probability, Inference, and Decision*. 2 vols. New York: Holt, 1970.

#### **A book edited by one or more editors:**

Coats, Alfred W., and Ross M. Robertson, eds. *Essays in American Economic History*. London: Edward Arnold, 1969.

Smith, David Nichol, ed. *The Letters of Jonathan Swift to Charles Ford*. Oxford: Clarendon P, 1935.

#### **An essay or a chapter by an author in an edited collection:**

Svaglic, Martin J. "Classical Rhetoric and Victorian Prose." *The Art of Victorian Prose*. Ed. George Levine and William Madden. New York: Oxford UP, 1968. 268-88.

#### **Play, classical**

Shakespeare, William. *Macbeth*. *Shakespeare: Twenty-Three Plays and Sonnets*. Ed T. M. Parrott. New York: Scribner's, 1953. 828-58.

#### **Series, numbered and unnumbered**

Commager, Henry Steele. *The Nature and the Study of History*. Social Science Seminar Series. Columbus, OH: Merrill, 1965.

Jefferson, D.W. "'All, all of a piece thought': Thoughts on Dryden's Dramatic Poetry." *Restoration Theatre*. Eds. J. R. Brown and Bernard Harris. Stratford-upon-Avon Studies 6. London: Arnold, 1965. 159-76.

#### **A translation:**

Dostoevsky, Fyodor. *Crime and Punishment*. Constance Garnet, trans. New York: Heritage, 1938.

### Encyclopedias

#### **A signed and an unsigned article from an encyclopedia:**

Ewing, J.A. "Steam-Engine and Other Heat-Engines." *Encyclopedia Britannica*. 9th ed. 1980.

"Dwarfed Trees." *Encyclopedia Americana*. 1948.

## **Journals/Magazines/Periodicals**

### **An article from a journal:**

Adkins, Nelson. "Emerson and the Bardic Tradition." *Publications of the Modern Language Association* 72 (1948): 662-67.

### **An article in a popular magazine:**

Levin, Robert J. "Sex, Morality, and Society." *Saturday Review* 9 July 1966: 29-30.

### **Author, anonymous**

"The Talk of the Town." *New Yorker* 29 July 1991: 21-25.

### **Title, within the article's title**

Dundes, Alan. "'To Love My Father All': A Psychoanalytic Study of the Folktale Source of King Lear." *Southern Folklore Quarterly* 40 (1876): 353-66.

## **NewsBank**

### **Printed article**

Chapman, Dan. "Panel Could Help Protect Children." *Winston-Salem Journal* [NC] 14 January 1990.

*NewsBank*, Welfare and Social Problems. 1990. fiche 1, grids A8-11.

## **Newspapers**

### **Newspaper in one section**

Walters, David. "Redefining Art from the Heart of Africa." *Christian Science Monitor* 22 July 1991: 10-11.

### **Newspaper with lettered sections**

Olivas, Michael A. "Mr. Justice Marshall, Dissenting." *Chronicle of Higher Education* 17 July 1991: B1-B3.

### **Newspaper with titled sections**

Telingator, Sue. "Theater Therapy." *Chicago Tribune* 12 July 1991, NEWS: 3.

### **Newspaper editorial with no author listed**

"Fight Against Root Causes of Violence." Editorial. *USA Today* 23 July 1991: 10A.

### **Newspaper article with city added**

Powers, Mary. "Finding Advances Search for Strep Vaccine." *Commercial Appeal* [Memphis] 7 July 1991: C3.

### **Edition listed**

"Ohio Curb on Abortions Is Struck Down." *New York Times* 13 Aug. 1988, natl. ed.: 1+.

### **A signed and an unsigned article in a newspaper:**

Van Matre, Lynn. "Evergreen Rockers; '60s Stars Built to Last." *Chicago Tribune* 12 Jan. 1986, final ed: 13:20.

"Panel Says FDA Not Doing Its Job." *Chicago Tribune* 12 Jan. 1986, final ed.: 8.

## **Other Sources**

### **A government booklet or pamphlet:**

United States. Social Security Administration. *Aid to Families with Dependent Children: 1973*

*Recipient Characteristics Study*. Publication No. (SSA) 77-11777. June 1975.

### **Microfilm or microfiche**

Tuckerman, H.T. "James Fenimore Cooper." Microfilm. *North American Review* 89 (1859): 298316.

**A personal letter or interview:**

Glenn, Senator John. Letter to the author. 20 June 1983.

Herrens, Malcolm B. Telephone interview. 3 February 1980.

**A recording or jacket notes:**

Seeger, Pete, and Arlo Guthrie. *Together in Concert*. Warner, HR 3120, 1975.

**A film, a radio program, or a television program:**

*Tootsie*, With Dustin Hoffman, Jessica Lange, and Teri Garr. Writ. Don McGuire and Larry Gelbart. Dir. Sydney Pollack. A Mirage/Punch Production. Columbia, 1982.

*The Commanders: Douglas MacArthur*. New York: NBC-TV. 17 Mar. 1975.

**Videotape**

Thompson, Paul. "W.B. Yeats." Lecture on Videotape. VHS-MSU 160. Memphis: Memphis State U, 1982.

Sevareid, Eric. CBS News. New York: CBS-TV 11 Mar. 1975. Media Services Videotape 1975-142. Nashville: Vanderbilt U, 1975.

**Maps and Charts**

Wisconsin Territory. Map. Madison: Wisconsin Trails.

**Cartoons**

Trudeau, Garry. "Doonesbury." Cartoon. *Chicago Tribune* 1988, Sec. 5-6.

**Art work**

Wyeth, Andrew. *Hay Ledge*. [1957]. Illustrated in *The Art of Andrew Wyeth*. Ed. Wanda M. Corn. San Francisco: The Fine Arts Museum, 1973. 31.

☞ *Use the form shown above for reproductions in books and journals. If you actually experience the work itself, use the form shown next:*

Wyeth, Andrew. *Hay Ledge*. Private Collection of Mr. and Mrs. Joseph E. Levine.

**Reproductions and photographs**

Blake, William. *Comus*. Plate 4. Photograph in Irene Taylor. "Blake's Comus Designs." *Blake Studies* 4 (Spring 1972): 61.

Michener, James A. "Structure of Earth at Centennial, Colorado." Line drawing in *Centennial*. By Michener. New York: Random, 1974. 26.

**Table, illustration, chart**

Alphabet. Chart. Columbus: Scholastic, 1984.

☞ *Tables or graphs published within works need detailed citation:*

Corbett, Edward P.J. Syllogism graph. *Classical Rhetoric for the Modern Student*. New York: Oxford UP, 1965.

☞ *Because the graph has no title, the descriptive heading should not be placed within quotation marks.*

**Teacher Produced Sources**

**Handouts**

King, Martin Luther Jr. "Letter from Birmingham Jail." from K. Evans, 1992.

## CD-ROMs, Portable Databases & Other Electronic Sources

### CD-ROM (periodical)

Net, Jane. "E-mail Rules." *The New York Times* 15 Nov. 1995, late ed.: B3. *The New York Times OnDisc*. CD-ROM. UMI-Proquest. Jan. 1996.

☞ Name of Author (if available). "Title of article." Publication information for printed source. *Title of Database*. Publication medium (CD-ROM). Name of vendor (if relevant). Electronic publication date.

### CD-ROM (nonperiodical)

Wallechinsky, David. "Olympic Games." *World Book Multimedia Encyclopedia*. 3.20b, CD-ROM. Chicago: World Book, 1996.

☞ Name of author (if given). "Title of part of work." *Title of product*. Edition or release (if relevant). Publication medium (CD-ROM). City of publication: Publisher, Year of Publication.

### SIRS-referenced material (hard copy)

Mann, Charles, et. al. "Genes and Behavior." *Science* 17 June 1994: 1686+. Medical Science, Article 8. *SIRS*. Boca Raton: SIRS, 1995.

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### WWW Sites (World Wide Web)

Clinton, Bill. "The Benefits of Net Day." *Speeches of the President*. 12 Dec. 1996. Online.

<http://www.whitehouse.gov>.

☞ To cite files available for viewing/downloading via the WWW, give the author's name (if known), the full title of the work in quotation marks, the title of the complete work (if applicable) in italics, the full http address, and the date of visit.

### E-mail, Listservs, and Newlist Citations

#### Newsgroup

York, Ian. "Re: Wonder Bread Psychosis." alt.folklore.urban (18 October 1995).

#### Listserv

Bookwoman, Emily. "Re: New history CD-ROM." 5 Nov. 1996. Online. LM\_NET@listserv.syr.edu. 20 Nov. 1997.

☞ Author. "Subject of message." Date of post. Online. Name of listserv@e-mail address of list. Date of access.

#### Personal e-mail

Gibson, Rob. "Fan Mail." E-mail to Madonna. 27 Jan. 1997.

☞ Author of e-mail message. "Subject line of message." E-mail to recipient's name. Date of message.

### A publication on diskette

Reinhold, Walter. *Culture*. Vers. 2.0. Diskette. Cranford: Cultural Resources, 1992.

### Online databases

Galloway, Stephen. "TV Takes the Fall in Violence Poll." *Hollywood Reporter* 23 July 1993: 16. *PTS F and G Indexes*. Online. Dialog. 14 Jan. 1994.

☞ When you cannot find some of the information required — for example, the name of the computer service — cite what is available.

"Time Warner, Inc.: Sales Summary, 1998-1992." *Disclosure/Worldscope*. Online. 4 Jan. 1994.

### An electronic text

Hardy, Thomas. *Far from the Maddening Crowd*. Ed. Ronald Blythe. Harmondsworth: Penguin, 1978. Online. Oxford Text Archive. Internet. 24 Jan. 1994.

### Clip art from computer software

“Bookworm.” Clipart, *Microsoft Publisher*, 1992.

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## WHERE TO GET HELP ONLINE

### Classroom Connect—Citing Internet Resources

<http://www.classroom.net/classroom/CitingNetResources.html>

☞ *In addition to standard formats, Classroom Connect discusses how to cite the graphics, sounds, and video clips students retrieve for use in their multimedia presentations.*

### MLA Citation Guide

<http://www.cas.usf.edu/english/walker/mla.html>

☞ *Janice Walker of the University of South Florida has created a style sheet that addresses the major formats. The sheet has been endorsed by the Alliance for Computers and Writing.*

### MLA Citation Style Handout

<http://www.baker.edu/library/mla.html>

☞ *Very comprehensive and useful for K-12, this handout addresses both print and nonprint and deals specifically with such standard sources as SIRS, Facts on File, NewsFile, and the New York Times Current Events Edition.*

## CITING SOURCES

### Parenthetical References

The *MLA Handbook for Writers of Research Papers* suggests giving credit in the body of your paper rather than in footnotes or endnotes. To give credit, simply insert the appropriate information (usually author and page number) in parentheses after the words or ideas borrowed from another source. Place the parentheses where a pause would naturally occur to avoid disrupting the flow of your writing (usually at the end of a sentence).

Example: At the man’s feet is a sign which reads, “Won’t you help me? I’m cold and homeless and lonely. God Bless You” (Chambers II).

☞ *Place punctuation mark after the parenthetical citation at the end of the sentence.*

### Citing a complete work by one author

Example: In *No Need for Hunger*, Robert Spitzer recommends that the U.S. government develop a new foreign policy to help Third World countries overcome poverty and hunger.

### One author: Citing part of a work

With author in text (only page number in parentheses)

Example: Bullough writes that genetic engineering was dubbed “eugenics” by a cousin of Darwin’s, Sir Francis Galton, in 1885 (5).

Without author in text (author and page in parentheses)

Example: Genetic engineering was dubbed “eugenics” by a cousin of Darwin’s, Sir Francis Galton, in 1885 (Bullough 5).

**Two or more authors** (give the names in the same order that they appear in the Works Cited section)

Example: Students learned more than a full year’s Spanish in ten days using the complete supermemory method (Ostrander and Schroeder 51).

### More than three authors

Example: According to Guerin and others, Huck Finn reflects “those same nightmarish shadows that even in our own time threaten to obscure the American Dream” (149).

**An anonymous work** (the title or a shortened version of it is used)

Example: The *Information Please Almanac* states that drinking water can make up 20 percent or more of a person’s total exposure to lead (572).

**Two or more works by the same author** (give author’s last name — unless it appears in the sentence — the title or a shortened version of it, and the page)

Example: The average person will have taken more than 2,600 quizzes, tests, and exams if he or she finished college (Von Oech, *Whack* 21).

**More than one work in a reference**

Example: Both poet-teachers strongly believe in the benefits of dream writing for beginning writers (Koch 137; Ziegler 34).

**Literary works: Verse, plays, and poems** (cite by divisions — act, scene, book, part, lines — using Arabic numerals unless your teacher prefers Roman numerals)

Example: When she learns that Romeo is a Montague, Juliet explains, “My only lover, sprung from my only hate! Too early seen unknown, and known too late” (1.5.138-139).

☞ *The reference above refers to Act I, Scene 5. Pages 138-139.*

☞ *Use a slash (/) to indicate line breaks in poetry or verse.*

Example: Elizabeth Bishop’s poem “The Fish” contains layer upon layer of specific details:

He was speckled with barnacles,  
Five rosettes of lines  
and infested  
with tiny white sea-lice (16-21).

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## THE IMPORTANCE OF SUPPORT

You have the responsibility of supporting and developing your main points with facts, quotations, and examples. Without this kind of evidence, your readers will not take your writing seriously.

Remember these points:

1. USE FACTS
2. USE QUOTATIONS
3. USE PARAPHRASES
4. USE EXAMPLES
5. ALWAYS GIVE CREDIT TO THE SOURCE!

## OUTLINES

**A sample sentence outline**

Introduction

- I. Paper recycling is a booming business today.
  - A. Industry believes recycling paper makes good sense.
  - B. A large supply of recyclable paper is thrown away by Americans.
- II. Paper recycling is a simple process.
  - A. Paper is collected and sorted.
  - B. Paper is mixed with water and chemicals to form pulp.
  - C. Pulp is dried and new paper is formed.
- III. Some types of paper cannot be recycled presently.
  - A. Equipment cannot handle glossy paper, envelopes, glued papers, etc.
  - B. These types must be sorted out.
  - C. A new technology will make glossy papers recyclable.

Conclusion

### **A sample *topic outline***

#### Introduction

- I. Paper recycling big business
  - A. Industry involved
  - B. Recyclable paper plentiful
  - C. Countries buy wastepaper
- II. Simple process
  - A. Collect and sort paper
  - B. Form a pulp
  - C. Dry pulp to make paper
  - D. New paper used in many ways
- III. Some papers not recyclable
  - A. Glossy, envelopes, glued papers
  - B. Must be sorted out
  - C. New process coming for glossy paper

#### Conclusion

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## **GUIDELINES FOR JUDGEMENT & EVALUATION**

### **Strong Papers**

1. will state the topic and thesis of the paper in an interesting introduction.
2. will develop the thesis thoroughly, will contain only information that is accurate and appropriate to the thesis.
3. will present facts and ideas in logical order, will demonstrate coherence by using transitional words, phrases, and paragraphs.
4. will contain a conclusion that introduces no new ideas and summarizes the thesis.
5. will use and credit a variety of sources.
6. will demonstrate correct use of parenthetical documentation.
7. may contain only a few minor errors in grammar, usage, and mechanics.

### **Average Papers**

1. may not have an interesting introduction.
2. may not fully develop the thesis.
3. may contain one or two errors in paragraphing and organization.
4. may contain a weak conclusion.
5. may not use, credit, or document sources correctly.
6. may display several errors in spelling, grammar, usage, and mechanics.

### **Weak Papers**

1. may not have a clear thesis.
2. may inadequately develop the thesis.
3. may have no order or coherence.
4. may lack a conclusion.
5. may improperly credit and document sources.
6. may have numerous errors in spelling, grammar, usage, and mechanics.

### **Unacceptable Papers**

This type of paper is illegible, provides no documentation, and/or contains an insufficient amount of writing to evaluate.

## **IGAP/ILLINOIS GOAL ASSESSMENT PROGRAM**

### **Writing Assessment Evaluation Features**

**Organization:** This score evaluates the degree to which the composition exhibits a clear structure or plan of development and a logical flow of ideas.

**Support:** This score evaluates the degree to which the main idea/theme or point of view is elaborated and/or explained by evidence and detailed reasons.

**Focus:** This score evaluates the degree to which the main idea/theme or point of view is clear and maintained.

**Integration:** This score is a focused, global judgment of how effectively the paper as a whole uses the features to address the assignment.

For *persuasive* tasks: this score evaluates how clearly and convincingly students explain the position they took.

For *expository* tasks: this score evaluates how clearly and coherently the main point is supported by specific details.

For *narrative* tasks: this score evaluates the extent to which the story is coherently developed through elaboration of actions, participants, and situations.

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## BIBLIOGRAPHY OF SOURCES CITED

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☞ *The Lake Park High School Resource Centers hold several other publications that may be consulted for more detailed information.*

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