

MLA

L'ANSE CREUSE
PUBLIC SCHOOLS'
STYLE MANUAL

APA

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Introduction

Just as constructing a house requires a plan, tools, materials, and people willing to work, so does writing a paper. Few people sit down and simply produce a polished piece of writing. The processes of thinking about and researching your topic, writing multiple drafts, asking others for suggestions and critiques, revising, and proofreading are all essential steps. Over the course of your high school career and into college and work, you will be asked to write. This manual was compiled to assist you, considering what your needs as a student writer are, and what tools we can provide.

In this manual you will find a section devoted to how to cite sources of information properly. Although there are many different methods of citation, teachers at L'Anse Creuse High School require two of the more common styles used in Michigan colleges, those of the Modern Languages Association (MLA) and the American Psychological Association (APA). Each has published an extensive style manual. The examples here, though, are meant to be a quick reference, so they are brief. Use these as a reference tool when you are writing papers; you may always refer to the actual manuals for more information.

To help you understand what those marks on your graded papers mean, please review the section on Correction and Proofreading Symbols. Those marks are signals to show what you need to improve in your writing, so it is vital that you understand what they mean.

The last section of this manual provides examples of correct letter form, information on outlining, and techniques for taking notes and constructing note cards .

The Writing Lab staff hopes that this Style Manual will be a worthwhile tool to aid you in constructing ever better papers.

L'ANSE CREUSE HIGH SCHOOL PLAGIARISM POLICY

DEFINITION OF PLAGIARISM

According to The Random House Dictionary of the English Language, plagiarism is “the appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one’s original work.” These three types of plagiarism are equally dishonest:

WORD-FOR-WORD PLAGIARISM

This includes:

- a. the submission of another student’s work as one’s own;
- b. the submission of work from any source that is not properly acknowledged by some type of reference in the paper itself and a works cited page;
- c. the submission of any part of another’s work without proper use of quotation marks.

PATCHWORK-QUILT PLAGIARISM

As our grandmothers used to put together large quilts out of scraps of cloth, a student may attempt to pass off as an original paper one that is stitched together from phrases and sentences taken from his sources. If he does not include quotation marks around all such “borrowings,” he is committing plagiarism. Mere rearrangement of phrases into a new pattern does not confer originality.

UNACKNOWLEDGED PARAPHRASE

An author’s discovery of fact or his original interpretation of a fact is as much his property as his exact words are. Restatement by means of paraphrase does not remove the necessity of giving credit to the original source(s).

The development of intellectual honesty is a primary goal of a high school education. Plagiarism—besides being dishonest in itself—defeats this purpose. When detected, it will be severely punished, usually by an **F** on the paper. When undetected, punishment is nevertheless certain in the intellectual corruption of the plagiarizer (Sears 38-39).

Works Cited

Sears, Donald A. Harbrace Guide to the Library and the Research Paper. New York: Harcourt, Brace and Co., 1960.

Stein, Jess, ed. The Random House Dictionary of the English Language. New York: Random House, 1967.

PLAGIARISM POLICY PROCEDURES

I. Level One

Between teacher and student:

- A. If plagiarism is suspected, the teacher asks for proof.
 - 1. Student must provide sources or photocopies.
 - 2. Student must provide rough draft(s), including computer draft(s).
- B. If proven, the teacher informs parents of the penalty.
 - 1. Rough draft stage: possible rewrite
 - 2. Submitted final copy:
 - a. Research paper: in composition class: course failure or ten-week marking period failure
 - b. All other classes: at a minimum, assignment failure
- C. If the student does not provide materials to adequately determine whether or not plagiarism has occurred, the teacher must then proceed to Level Two.

II. Level Two

Involve the administration and parents:

- A. Contact student's parents and corresponding administrator.
- B. Update the administration and parents.
- C. Confer, if necessary, with parents, in the presence of an administrator.
- D. Elicit a judgment from the administrator.

Three steps to avoid plagiarizing

1. Use internal citations within the paper when quoting, paraphrasing, and summarizing information taken from a source.
2. Use a works-cited or references list at the end of the paper.
3. Paraphrase the information taken from a source that is not considered common knowledge.

How to write a paraphrase

A paraphrase takes the words and ideas of the original author and puts them in simpler form. Often, it is longer than the original material. It is followed by an internal citation.

1. Prewriting

- a. Read the selection once to get the central meaning.
- b. Look up any words you do not understand.
- c. Reread the selection at least twice more. Think of simple words to substitute for any long or difficult ones.
- d. Make a copy of the source and highlight passages you intend to quote, paraphrase or summarize.

2. Writing

- a. Follow the same order that the writer uses in presenting the ideas.
- b. Put the material into your own words. Shorten long sentences. Use simple vocabulary.
- c. Add an internal citation following the paraphrase; it should contain the last name of the author and the page number for the information paraphrased.

3. Revision

- a. Check your paraphrase to be sure that it expresses the ideas of the original. Accuracy is very important. Revise as necessary.
- b. Proofread your revised paraphrase for errors in spelling, grammar, usage, and punctuation. It is especially important that names and unfamiliar terms have been spelled correctly and that numbers are accurate (Littell 233).
- c. Have a partner proofread your paraphrase and compare it to the original.
- d. Submit copies of your original sources with paraphrased sections highlighted.

How to write a summary

Unlike the paraphrase, the summary cuts a selection down to about one-third of its original length. Its purpose is to condense without sacrificing the basic meaning of the original.

1. Pre-Writing

- a. Read the selection carefully. Can you find a key sentence that states the writer's main point? A topic sentence may summarize a whole paragraph.
- b. Note the important ideas, the order in which they occur, and the way the writer has connected them. You may want to write these ideas in your own words.

2. Writing

- a. Omit unnecessary details, examples, anecdotes (little stories that illustrate a point), and repetitions.
- b. Rephrase the material. You may retain some of the key words or technical language of the original, but the bulk of the summary should be your words.
- c. End your summary with an internal citation (last name of author and page number(s) from which information is summarized).

3. Revision

- a. Read your first draft. Does it include all the important ideas of the original? Have you omitted the unnecessary or repetitious details?
- b. You may need to revise. Your final summary should be about one-third the length of the original. It should give the essential information in a way that the reader can use without referring to the original.
- c. Proofread your summary for errors (Littell 239).
- d. Have a partner proofread your summary and compare it to the original text for any exact duplication of wording and phrasing. Make those corrections/changes.
- d. Submit copies of your original sources with paraphrased sections highlighted.

Work-Cited

Littell, Joy, ed. Building English Skills. Evanston: McDougal, Littell & Co., 1985.

Survey of University Writing Styles

October 1998

The MLA style is the choice of liberal arts colleges in Michigan while science, engineering and often education departments favor the use of APA format. L'Anse Creuse students intending to pursue a university education in the areas of science, engineering and perhaps education should become familiar with the APA method. Liberal arts areas such as English, social studies, and the arts, should continue using the MLA style.

Most importantly, however, what students must understand is the need to avoid plagiarism by accurately paraphrasing, quoting or summarizing, within the paper, the language, ideas, and thoughts of another author, and by including a Works Cited in whatever style is required.

Macomb Community College

All English classes follow the procedures outlined in the MLA Handbook. Most other departments use MLA, with a few professors using APA's Publication Manual.

Michigan State University

Michigan State University does not have a formal policy. The important issue is that the students use some form of notation, and the final choice of style is up to the professor. The teacher education program, however, uses APA, and the English department favors MLA.

Oakland University

English and business classes use MLA, while the history department prefers to use Kate Turabian's style manual with foot or endnotes. In chemistry, the professor determines the style to be used.

University of Detroit-Mercy

Again, the need for students to use some form of citation is most important. The English department and humanities use MLA style, while nursing, psychology and the sciences use APA.

University of Michigan

The choice of style of citation is professor-specific.

Wayne State University

English and other liberal arts use MLA style, while education, engineering, medicine, and other sciences use the APA style.

MLA

Section Two

MLA: Modern Language Association

English and social studies classes most often use MLA citation style

Works-Cited: *MLA Style*

The “Works-Cited” list contains all the material cited in the paper and is the final page of the paper. Begin each entry flush with the left margin. Additional lines of the same entry should be indented one half inch. Double space both within and between entries. Alphabetize the entire list starting with the author’s last name or, when no name is available, the title. If you include other works, but have not referred directly to them in the body of your paper, then the list should be entitled “Works Consulted,” and this may include cited material as well (Gibaldi Fifth Ed. 107-109).

To cite sources not included in the following examples, consult the MLA Handbook for Writers of Research Papers.

BOOKS: MLA Handbook for Writers of Research Papers, Chapter 5

Books by a *single* author [5.6.1] (Gibaldi Sixth Ed. 147)

Adams, William. Afro-American Authors. Boston: Houghton Mifflin Co., 1976.

Book by a single author, translated from another language [5.6.13]

Freud, Sigmund. Moses and Monotheism. Trans. Katherine Jones. New York: Random House Vintage Books, 1967.

Book by *two or three* authors [5.6.4] (154-5)

Wallack, Rose, and Austin Steiner. Theory of Poetry. Cambridge, MA: Harvard University Press, 1949.

Book with *more than three* authors (“et al.” means “and others”) [5.6.4] (154-5)

Addams, Susan, et al. Why Fame Is Not the Ultimate Goal. Redding, CA: Brown Publishing House, 1994.

Short story from a collection [5.6.7] (158)

Hemingway, Ernest. “Big Two-Hearted River, Part 1.” In Our Time. New York: Charles Scribner's Sons, 1958: 177-92.

An anthology or a compilation [5.6.7] (158-9)

Besides including the original publication information (author, title, dates, page numbers, etc), add the name of the translator, editor or compiler, followed by a comma and the abbreviation trans., ed. or comp. to this entry (158).

Gunn, Giles, ed. Literature and Religion. New York: Harper, 1971.

ENCYCLOPEDIAS & REFERENCE BOOKS

Signed encyclopedia article [5.6.8] (160-1)

Put the author first. “If the encyclopedia or dictionary arranges articles alphabetically, you may omit volume and page numbers.” (160). For familiar reference books, “list only the edition and year of publication” (161).

Chiappini, Luciano. “Este, House of.” Encyclopedia Britannica. 1974 ed.

Unsigned encyclopedia article [5.6.8] (160-1)

Place the title, in quotes, at the beginning of the entry where you would have listed an author had one been identified.

“A Vocational Education.” Encyclopedia Americana. 1950 ed.

Signed article in reference book [5.6.8] (161)

Provide complete publication information for lesser known sources (161).

Rose, Marjory. “Waffles for Breakfast.” Famous Welsh Recipes. Edited by
Lloyd Alexander, Vol. 4. New York: Amalgamated Cookbooks, 1991.

MAGAZINES

A signed magazine article [5.6.7] (158-9)

(Use plus symbol to indicate that pages are continued after the last page given.)

Frank, Michael. “The Wild, Wild West.” Architectural Digest Dec. 1993: 180-189+.

An unsigned magazine article [5.6.7] (158-9)

“The Decade of the Spy.” Newsweek 7 Mar. 1994: 26-27.

An article from a scholarly journal with continuous pagination, volume number [49], year, and page numbers included [5.6.7] (158-9)

Smitherman-Donaldson, Geneva. “Opinion: Toward a National Public Policy on Language.”

College English 49 (1987): 29-36.

NEWSPAPERS [5.7.5] (Gibaldi 185)

In brackets [], add the name of city where the paper is from if it is not part of the newspaper's title. Omit all articles in the title of the newspaper (a, an, the). Be sure to include the section and page number and use the plus symbol [+] means the article is continued on additional pages (Gibaldi 185).

Signed newspaper article

Everett, David. "Metro Crash Kills 9: Worst Crash in Airport's History." Detroit Free Press 5 Mar. 1987: A1+.

Unsigned newspaper article

"Divorce After 60 Poses Special Problems." Detroit Free Press 4 Mar. 1987: B1.

Newspaper editorial with no author listed

"Fight Against Root Causes of Violence." Editorial. USA Today 23 July 1991: A10.

Newspapers with numbered sections

Telingator, Sue. "Theater Therapy." Chicago Tribune 12 July 1991, sec. 2:3.

OTHER SOURCES

Art work reproduced in books and journals [5.8.6] (Gibaldi 201)

Wyeth, Andrew. Hay Ledge. 1957. Detroit Institute of Arts. The Art of Andrew Wyeth. Ed. Wanda M. Corn.

San Francisco: The Fine Arts Museum. 1973: 31.

Art work actually viewed

Wyeth, Andrew. Hay Ledge. Detroit Institute of Arts.

Television or radio program [5.8.1] (Gibaldi 194)

Following the episode title, program title, series name, and network name, provide the "call letters and city of the local station (if any)" and finish with the date the program was shown or aired (194). Provide other important information as needed.

"Whales, the Giant Water Mammals." Wild Animals of the Sea. Discovery Channel. 12 Oct. 1995.

Film or video recordings [5.8.3] (Gibaldi 198)

Films, videocassettes, and DVDs all begin with the title, underlined, and must include the director (dir.), distributor, and the year of release. You may also include other information you consider important such as the names of the writer, performers, or producer (prod.). This information is usually included between the title and the distributor. However, if you are citing the contribution of a particular individual, you must begin with that person's name.

Rebel Without a Cause. Dir. Nicholas Ray. Perf. James Dean, Sal Mineo, and Natalie Wood.

Warner Brothers, 1955.

Sevareid, Eric. CBS News. New York: CBS-TV 11 Mar. 1995; Media Services Videotape, 1995-142.

Nashville: Vanderbilt U., 1995.

Thompson, Paul. "How to Do CPR." Lecture on Videotape. VHS-MSU 160. Lansing: Michigan State U., 1992.

Interview, broadcast [5.8.7] (Gibaldi 202)

Nader, Ralph. Interview with Ray Suarez. Talk of the Nation. Natl. Public Radio.

WBUR, Boston. 16 Apr. 1998.

Interview, personal

Southall, Patricia. Personal interview. 2 May 2000.

Interview, published

Hanks, Nancy. Interview. U.S. News and World Report 7 Oct. 1974: 58-60.

Sound recording on compact disk or tape [5.8.2] (Gibaldi 196)

List the artist, the title of the recording, the manufacturer, and the year of issue. If not recorded on compact disk, indicate the medium before the manufacturer's name - Audiocassette, Audiotape or LP for "long playing" record (196).

Berlioz, Hector. Symphonie Fantastique. op. 14. Cond. Georg Solti. Chicago Symphony Orchestra.

Audiocassette. London, 1968.

"Chaucer: The Nun's Priest's Tale." Canterbury Tales. Narrated in Middle English by Robert Ross. LP.

Caedmon, 1971.

ELECTRONIC PUBLICATION [5.9]

Certain cautions should be observed when you use the Internet as a source. You need to use sources whose origin you can verify. These include specific print sources, such as Time or Newsweek, as well as sites in the education <.edu> or government <.gov> domain that are also reliable. However, electronic bulletin boards, personal web pages, and similar sources may not be verifiable. It is your responsibility to use trustworthy, credible sources.

The purpose of any citation is to let the reader know where the writer of the paper found his information and how this information can be located again. You, the writer, must identify each source, whether it be a printed source (book, magazine, etc.) or an electronic publication (material you found with a computer). Electronic sources are generally not as stable as print sources. They are frequently updated, revised, changed or deleted. Therefore, more information must be provided so others can locate your original source. **It is required that you make a printed copy of any electronic source you use.** This safeguards you if the material is later deleted from the database, website, etc.

Publication date: Because electronic sources can be easily changed, you need to include the date “assigned to the document in the source as well as the date on which the researcher accessed the document. If the work originally had a print existence, it may be necessary to give the date of the original print publication, if provided, along with the date of electronic publication and the date of access, for the document may have been different at each stage” (Gibaldi 178).

URLs: The fifth edition of the MLA Handbook advises using URLs (uniform resource locator – network address) in citations as the easiest way to locate an online publication. It is important to be accurate with these addresses and to provide other identifying information that will help the reader find the information should the address change. Enclose URLs in angle brackets. If a URL must be divided between two lines, break it only after a slash; do not introduce a hyphen at the break or allow your word-processing program to do so. Give the complete address, including the access-mode identifier (http, ftp, gopher, telnet, news) and, after the first single slash, any relevant path and file names.

Example

<http://www.princeton.edu/~lancelot/>

A teacher who requires that you submit a printout of your source, may allow you to end the URL after the first single slash (e.g. www.nytimes.com/). Check with your teacher. You may also stop after the first single slash if the reader can locate your source from this address. It is possible, however, that this shortened URL may not lead the reader back to your source. At this point in your research, you need to stop and play detective. Close your source and then try to retrieve it using the shortened URL and any search options you see. If you can reach your source, the shortened URL will be acceptable. If not, continue trying further path names in the URL until you reach your source. Then use that version of the URL in your “Works Cited.”

From: MLA.org website

How do I document sources from the Web in my works-cited list?

"The MLA guidelines on documenting online sources are explained in detail in the sixth edition of the [MLA Handbook for Writers of Research Papers](#) (2003) and in the second edition of the [MLA Style Manual and Guide to Scholarly Publishing](#) (1998). What follows here is a summary of the guidelines that cover the World Wide Web. For the complete MLA recommendations on Web sources, please see one of the books mentioned above.

Sources on the Web that students and scholars use in their research include scholarly projects, information databases, the texts of books, articles in periodicals, and personal sites. Entries in a works-cited list for such sources contain as many items from the list below as are relevant and available. Following this list are sample entries for some common kinds of Web sources.

1. Name of the author, editor, compiler, or translator of the source (if given), reversed for alphabetizing and, if appropriate, followed by an abbreviation, such as *ed.*
2. Title of an article, poem, short story, or similar short work in the Internet site (enclosed in quotation marks). Or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks), followed by the description *Online posting*
3. Title of a book (underlined [[Should I use underlining or italics?](#)])
4. Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as *Ed.*
5. Publication information for any print version of the source
6. Title of the Internet site (e.g., scholarly project, database, online periodical, or professional or personal site (underlined [[Should I use underlining or italics?](#)]) or, for a professional or personal site with no title, a description such as *Home page*
7. Name of the editor of the site (if given)
8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number
9. Date of electronic publication, of the latest update, or of posting
10. For a work from a subscription service, the name of the service and—if a library or a consortium of libraries is the subscriber—the name and geographic location (e.g., city, state abbreviation) of the subscriber
11. For a posting to a discussion list or forum, the name of the list or forum
12. The number range or total number of pages, paragraphs, or other sections, if they are numbered
13. Name of any institution or organization sponsoring the site (if not cited earlier)
14. Date when the researcher accessed the source
15. URL of the source or, if the URL is impractically long and complicated, the URL of the site's search page. Or, for a document from a subscription service, the URL of the service's home page, if known; or the keyword assigned by the service, preceded by *Keyword*; or the sequence of links followed, preceded by *Path*."

("How Do I Document")

Scholarly Project

Victorian Women Writers Project . Ed. Perry Willett May 2000. Indiana U. 26 June 2002 <<http://www.indiana.edu/~lettrs/vwwp/>>.

Information Database

Thomas: Legislative Information on the Internet . 19 June 2001. Lib. of Congress, Washington. 18 May 2002 <<http://thomas.loc.gov/>>.

Greenblatt, Alan. "Obesity Epidemic." The CQ Researcher Online 13.4 (2003). The CQ Researcher 31 Jan. 2003: 73-97. CQ Electronic Library. L'Anse Creuse High School Media Center Harrison Township, Michigan. 3 Nov. 2004 <www.cqpress.com>.

Personal Site

Lancashire, Ian. Home page. 28 Mar. 2002. 15 May 2002 <<http://www.chass.utoronto.ca:8080/~ian/>>.

Homan, William, M.D. Home page Roux en Y Gastric Bypass – RNY or Runy HomanMD.Com. 2000 -2004. "Bariatric Weight Loss Surgery for the Treatment of Obesity – RNY or RUNY – Roux en Y Gastric Bypass." 7 Nov. 2004 <http://www.homanmd.com/RouxENY_Gastric%20Bypass.htm>.

Book

Nesbit, E[dith]. Ballads and Lyrics of Socialism. London, 1908. Victorian Women Writers Project . Ed. Perry Willett. May 2000. Indiana U. 26 June 2002 <<http://www.indiana.edu/~lettrs/vwwp/nesbit/ballsoc.html>>.

Article in a Journal

Sohmer, Steve. "12 June 1599: Opening Day at Shakespeare's Globe." Early Modern Literary Studies 3.1 (1997): 46 pars. 26 June 2002 <<http://www.shu.ac.uk/emls/03-1/schmjuli.html>>.

"The Manly Mammary." Discover 21 (Jan. 2001): 30. InfoTrac OneFile. Michigan Electronic Library. L'Anse Creuse High School Media Center, Harrison Township, MI. 30 Sept. 2004 <<http://web7.infotrac.galegroup.com/>>.

Article in a Magazine

Levy, Steven. "Great Minds, Great Ideas." Newsweek 27 May 2002. 20 May 2002 <<http://www.msnbc.com/news/754336.asp>>.

Lessner, Richard. "Marriage Amendment Gate." The Washington Times 14 Dec. 2003. WashingtonTimes.com. 24 Sept. 2004 <<http://www.washingtontimes.com/functions/print.php?storyID=20031213-114938-6394r>>.

Work from a Library Subscription Service

Youakim, Sami. "Work-Related Asthma." American Family Physician 64 (2001): 1839-52. Health Reference Center. Gale. Bergen County Cooperative Lib. System, NJ. 12 Jan. 2002 <<http://www.galegroup.com/>>.

"Plastic Surgery." Gale Encyclopedia of Science, 2nd Ed. 6 Vols. Student Resource Center. Gale Group 2004. L'Anse Creuse High School Media Center, Harrison Township, MI. 30 Sept. 2004 <<http://galenet.galegroup.com>>.

Work from a Personal Subscription Service

"Table Tennis." Compton's Encyclopedia Online. Vers. 2.0. 1997. America Online. 4 July 1998. Keyword: Compton's.

"Marriage." Def. 1 MSN Encarta Dictionary. 5 Oct. 2004 <<http://Encarta.msn.com/dictionary>>.

("How Do I Document?")

Works-Cited Reminders

Alphabetize the entire document by the last name of the author, when available, or by the title. Skip articles (a, an, and, the) and prepositions and only alphabetize by the first main word (like a noun or verb) in the title of the article. Alphabetize numerals as if they were spelled out.

- MLA uses hanging indents. This means that the first line is flush (even) with the margin and all subsequent lines are indented by tabbing or spacing over five spaces.
- Double-space all entries; no extra space (return or enter) is needed between entries.
- Except prepositions and articles, uppercase the first letter of words in titles/headlines (even if not done so in the original article). Place titles in quote marks.
- Use the autoformat function to turn off the automatic hyperlink feature before you begin typing. Or, turn the hyperlink function off after you have typed by highlighting the hyperlink and then doing a right click to select hyperlink and turn it off.

Works-Cited

(model of a Works-Cited using web sources only)

- Abrams, Jim. "Gay Marriage Issue Motivates Conservatives." Associated Press. Yahoo! News. 18 Oct. 2004. 18 Oct. 2004 <<http://news.yahoo.com/news?tmpl=story&cid>>.
- Bush, George. Remarks. "President Calls for Constitutional Amendment Protecting Marriage." Roosevelt Room, the White House, Washington, D.C. 24 Feb. 2004. 29 Sept. 2004 <www.whitehouse.gov/news/releases/2004/02/print/20040224-2.html>.
- "California Suspends Gay Marriages." BBC News UK Edition. 12 Mar. 2004. 24 Sept. 2004 <<http://news.bbc.co.uk/1/hi/world/americas/3503870.stm>>.
- "The Case for Gay Marriage." The Economist 26 Feb. 2004. Economist.com. 30 Sept. 2004 <www.economist.com/opinion/>.
- Jost, Kenneth. "Gay Marriage." CQ Researcher 13 (5 Sept. 2003): 721-748. L'Anse Creuse High School Media Center, Harrison Township, MI. 30 Sept. 2004 <<http://www.cqpress.com>>.
- Kurtz, Stanley. "Beyond Gay Marriage." The Weekly Standard: The Road to Ployamory 8 (4 Aug. 2003). The Weekly Standard. 30 Sept. 2004 <<http://www.weeklystandard.com/>>.
- Lessner, Richard. "Marriage Amendment Gate." The Washington Times 14 Dec. 2003. Washingtontimes.com. 24 Sept. 2004 <<http://www.washingtontimes.com/functions/>>.
- "Marriage." Def. 1 MSN Encarta Dictionary. 5 Oct. 2004 <<http://Encarta.msn.com/dictionary>>.
- "Massachusetts Court Rules Ban on Gay Marriage Unconstitutional." CNN.com. Law Center. 4 Feb. 2004. 24 Sept. 2004 <<http://www.cnn.com/2003/LAW/d11/18/samesex.marriage.ruling/>>.
- Skolnick, Arlene. "Marriage." Microsoft Encarta Online Encyclopedia 2004. 5 Oct. 2004 <<http://encarta.msn.com/>>.
- "Vatican Fights Gay Marriages." CNN.com/World. 31 July 2003. 24 Sept. 2004 <<http://cnn.com/2003/WORLD/europe/07/31/vatican.gay.marriages/>>.
- Young, Cathy. "Opening Marriage: Do Same-Sex Unions Pave the Way for Polygamy?" Reason 35 (Mar. 2004): 18. Student Resource Center. Gale Group 2004. L'Anse Creuse High School Media Center, Harrison Township, MI. 25 Oct. 2004 <<http://galenet.galegroup.com>>.

INTERNAL CITATION

MLA Style

You **must** cite all material that you take from a source. Direct quotations, paraphrases of the author's ideas in your own words, and brief summaries of a paragraph, page, or article **must all** be cited within your paper. The final page should be a more detailed listing of the "**Works-Cited.**" The following is a synopsis of how to cite using the MLA style. Refer to the MLA Handbook for Writers of Research Papers for further information.

There are four variations for an internal citation.

1. Author's name and page number

The **two key facts to remember for most internal citations** are the last "name of the author (or editor, translator, or narrator)" and the page number of the source, placed in parenthesis following the paraphrase, summary, or quotation, and, if the internal cite is placed at the end of a sentence, it should be followed by the end punctuation being placed outside of the parentheses (Gibaldi 238-239, 241).

Example

The code hero was developed in many works, both stories and novels (Baker 47).

Used with a **quotation** in the body of the paper, the citation is placed AFTER the quotation marks which close the quotation, and BEFORE the end punctuation of the sentence.

Example

Sometimes the reader can be misled, even by such a simple statement as, "He felt that he had left everything behind, the need for thinking, the need to write, other needs. It was all in back of him" (Hemingway 179).

The exception to the rule above is if you use an **extended quotation** (four typed lines or more), indent the entire quotation one inch from the left margin, double-space, and place the citation at the end, AFTER the end punctuation (Gibaldi 241). In this case no quotation marks are needed since the text is set off by the indentation.

Example

Art is not an abstraction or a luxury or part of the social veneer: it is as real as any book that inspires, as potent as the energy in a dancer's leap that makes us think, wonder, create, and ignite our spiritual core. . . .Art reflects the essence of our common humanity, our sense of who we were, who we are becoming, what we will be. (Alexander 210)

2. Author, title, and page number:

If more than one work by the same author is cited in the paper, use the author's last name, insert a comma followed by the title of the work, and the page number. In the example below, a **shortened form of the title** of the source, The Old Man is used. The complete title of this book, The Old Man and the Sea, is used in the Works-Cited. Shortening a title is never done in a Works-Cited entry.

Example

At this point, Santiago was fighting two battles: one with the fish and a second against his own body. "I'm tired than I have ever been," thought the old man, yet he did not rest" (Hemingway, The Old Man 89). Sometimes the reader can be misled, even by such a simple statement as, "He felt he had left everything behind, the need for thinking, the need to write, other needs. It was all back of him" (Hemingway, "Two-Hearted" 179).

3. Title and page number

There are two instances where the internal citation should contain the title instead of the author of the work from which a passage is being quoted. The first occurs if the paper refers to more than one work by the same author, so the title of the work is used to avoid confusion.

Example

Sometimes the reader can be misled, even by such a simple statement as, "He felt that he had left everything behind, the need for thinking, the need to write, other needs. It was all in back of him" ("Two-Hearted River" 179).

The second situation where a title is used in an internal citation occurs if no author is given for the source. In the example below, a shortened form of the title of the source, "Divorce After 60," is used. The complete title of this newspaper article, "Divorce After 60 Poses Special Problems," is used in the Works-Cited page.

Example

As a University of Michigan professor of social work recently noted, "Many women are reluctant to confide feelings and experiences to their adult children. Some fear they will damage the father-child relationship" ("Divorce After 60" B-1).

4. Page number only

You can often include the author's name in the text of the paper, as part of the introduction to the quotation. In such cases, only the page number needs to be placed in parentheses.

Example

In his Autobiography, Benjamin Franklin wrote that he prepared a list of thirteen virtues (135-137).

The Prevention of School Violence

(Model of Internal Citation MLA Style)

As a result of a desensitized youth and an overall decline in the interest for morality, many people have lost sight of the problems facing the world they live in. Among these problems, a very frightening one is school violence. After the most recent and shocking events that have occurred in the past few years, like the tragedies at Columbine and Jonesboro, many people are starting to see school violence as a real problem. It is a fact that by the time a child reaches the end of elementary school, he/she has seen eight-thousand murders within all media (“What Can Schools Do?” 39). As a result of cases like this, children are seeing reasons to bring weapons to school instead of lunch boxes and to call in bomb threats as a new way to skip class. School violence has multiple causes, and many effects, but there are also just as many ways to prevent these horrible acts from occurring.

In almost every case, there is a significant reason as to why a child is prone to violent behavior. Statistics show that an adolescent child spends about 3.5 hours alone a day. This is eleven fewer hours that children spend with their parents, when compared to the 1960s (“What Can Schools Do?” 38). Because of this, children are forced to turn to other sources for support. Instead of having his father as a role model, an adolescent may look to a television action star. This can push a child towards violence, even if he/she just seeks to imitate that character. If children do not receive the attention they crave from their parents, they will do what they feel they need to do in order to draw attention to themselves. To some kids who never learned any better, abusing another child might seem like the best way to make their parents take notice. Often, children that are abused attempt to abuse others to stop the pain that they are feeling. Abusive parents often have abusive children, so maybe that is a major cause for violence among children and violence in schools . Although abusive parents are bad, they can sometimes do more than parents that are never there to take care of their children. If parents are not around to notice the problem, their children may slowly grow out of control and become full of rage.

While finding out the causes for personal problems that may cause violent behaviors is vital, once those people are identified, help is needed. Teen suicide has risen about three hundred percent since the 1960s, and depression among children has risen nearly one hundred percent since the 1950s (“What Can Schools Do?” 39). Children are feeling they have nowhere to turn for love and support. This may be why so many children turn to violence as a way of life. It is very hard for schools to have the time and/or personnel to watch after the mental state of every child. If schools ever wanted to use a psychologist to talk to kids, he/she would need to see ten students a day to even see every student once a year. That is ludicrous. A once-a-year chat with a troubled child will probably do less good than it was intended to do. Even more outrageous than this, fifty-percent of schools in the state of California still do not even have guidance counselors. With no one for children to talk to, it is hard to tell the difference between a child who intends to plant a bomb in the school and a child who simply likes to

listen to Marilyn Manson (“What Can Schools Do?” 40). Worn out expressions like, “I’m going to kill you!” are beginning to become grounds for expulsion in schools. A student from L’Anse Creuse North said: “‘When I hear people say, “I’m going to kill you,” it makes me nervous. Sometimes you’re not sure if it’s a fight or two best friends playing around’”(DeFrank A6).

Students readily admit that they are afraid of violence happening in school. Between the years of 1989 and 1995, the number of students that were recorded as fearing an attack in school climbed from six to nine percent. Also, another survey found that five percent of students feared being attacked so much that they actually stayed home from school on many occasions (MacLellan 3). The effects of school violence are so out of hand that students do not even feel that it is safe to go to school anymore.

There are other effects of school violence besides fear. In fact, some of the effects of school violence can prove to be gruesome and disturbing. Families can lose loved ones, and friends may have seen their peers be struck down too soon. Some effects of school violence have hit close to home for L’Anse Creuse High School. Because of all of the recent tragedies, students at the school have been forced into a rule which states they may bring backpacks to school, but may not wear them in the hallways during school hours (Betts 1). Also, another new rule states that any student involved in any type of physical assault will be charged with expulsion for up to 180 school days (Betts 1). Many other new laws have followed in an attempt to keep schools safe.

Many schools have tried to institute some new policies regarding violence prevention; one such policy is a zero-tolerance policy. Zero-tolerance means that all offenses are punished severely, no matter what the consequences (“Zap Zero Tolerance” 1). This means that if students so little as get into an insignificant fist fight, they may be punished with expulsion. These policies were thought to scare students away from petty crimes and assaults, but did not work as well as planned. “With the new laws passed by the Legislature, students need to stop and think about how they treat each other. I know that it seems easier said than done, but it’s really not that hard of an issue to follow” (Smith 2). If students cared about one another, school violence would not be such a problem. There are many consequences for the children who commit these violent acts, but what about the children who are the victims? In many cases, school violence can lead to serious injury or even death. The violent children are punished, but the victims pay an even greater price. Families are destroyed and friendships are ended much too quickly because these violent children decide that it is up to them to control another person’s fate.

Another policy schools are using to prevent violence is the introduction of mandatory school uniforms. This plan seemed to be a very good idea when it was brought up to the school boards. In his 1996 State of the Union Address, President Clinton said, “‘If it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear uniforms’” (Smith 1). All of these new rules have good intentions, but may, in fact, make students more upset than they may have already been. Not many students are in favor of school uniforms, but most students would probably opt to wear a uniform if they felt it would save their life.

(This essay and been edited and parts have been omitted.)

Brian Southall, Class of 2000

WORKS-CITED

- Betts, Christie. "Backpack Rules Change Causes Headaches for Students." The Macomb Daily Online Edition 17 Nov. 1999. 29 Mar. 2000 <<http://www.zwire.com/news/newsstory.cfm?newsid=20626&BRD=988&PAG=461>>.
- Cloud, John. "What Can Schools Do?" Time 3 May 2000: 38-40.
- Corradini, Deedee. "Making Schools Safe for Kids." USA Today May 1999: 48-49.
- DeFrank, Frank. "Students, Teachers Rally to Spread Anti-Violence Message." Macomb Daily 3 Mar. 2000: A6.
- Fonda, Daren. "The Issue: Violence." Life Sept. 1998: 56.
- Kalb, Claudia. "Schools on the Alert." Newsweek 23 Aug. 2000: 42-44.
- MacLellan, Thomas M. "Making Schools Safe." NGA Center for Best Practices. 23 Aug. 1999: 1-20.
- Skiba, Russ, and Reece Peterson. "Zap Zero Tolerance." Education Digest Apr. 1999: 24-30.
- Smith, Beth. "The Aftermath of Nationwide School Violence Has Local Districts Picking Up the Pieces." The Macomb Daily Online Edition 17 Nov. 1999. 29 Mar. 2000 <<http://www.zwire.com/news/newsstory.cfm?newsid=20627&BRD=988&PAG=461>>.
- Southall, Patricia. Personal interview. 2 May 2000.
- "Teaching Conflict Management Skills and Undertaking Peer Mediation Programs." Promising Strategies for Schools 31 Mar. 2000 <<http://www2.ncsu.edu:8010/ncsu/cep/PreViolence/moreconflic.html>>.

(Model Works Cited page for the research paper, "The Prevention of School Violence." Note that it has been alphabetized by first letter ignoring any beginning A, An, or The.)

CITING THE LITERARY ESSAY

MLA Style

Literary essays require some special forms of citation because of quotations from the sources: plays, poetry, and fiction. The following highlights from the MLA Handbook for Writers of Research Papers provide correct forms for the most common citations. More unusual situations may be covered in that handbook.

PLAYS

If you quote dialogue between two or more characters in a play, indent. Begin each part of the dialogue with the appropriate character's name indented one inch from the left margin and written in all capital letters: HAMLET. Follow the name with a period, and start the quotation. Indent all subsequent lines in that character's speech an additional quarter inch (or three spaces). When the dialogue shifts to another character, start a new line indented one inch (or ten spaces) from the left margin. Maintain this pattern throughout the entire quotation. For the other aspects of formatting, follow the recommendations below for quoting prose and poetry.

Example

Stephen Vincent Benet introduces two of his main characters in The Devil and Daniel Webster at a key event in their lives. Jabez Stone and his new wife Mary exchange expressions of wonder at their new status:

JABEZ. Mary.

MARY. Mr. Stone.

JABEZ. Mary.

MARY. My husband.

JABEZ. That's a big word, husband.

MARY. It's a good word. (Applebee 416)

Divisions (act, scene, canto, book, part) of classic verse plays and poems do not need page numbers in citations. Instead, separate these divisions with periods between their numbers; for example, “Odyssey.9.16” refers to Book 9, line 16, of Homer’s Odyssey. Use arabic numerals (7) instead of roman numerals (VII) for division and page numbers. Even if your source does not use them, change to arabic numerals for volumes, parts, books, and chapters. For citations of acts and scenes in plays, too, use arabic numerals (Romeo and Juliet 3.1), unless your instructor requires roman (Rom. III.i) (Gibaldi, 5th ed., 222).

Example

In Shakespeare’s Romeo and Juliet, Juliet foreshadows the destructive results of prejudice:

JULIET. Go ask his name.—If he be married,
My grave is like to be my wedding bed.
NURSE. His name is Romeo, and a Montague,
The only son of your great enemy.
JULIET. My only love, sprung from my only hate!
Too early seen unknown, and known too late!
Prodigious birth of love it is to me
That I must love a loathed enemy. (1.5.150-7)

RELIGIOUS WORKS [6.4.8]

“When included in parenthetical references, the titles of the books of the Bible and of famous literary works are often abbreviated (1 Chron. 21.8, Rev. 21.3, Oth. 4.2.7-13, FQ 3.3.53.3). Follow prevailing practices for the other abbreviations (“Troilus” for Chaucer’s “Troilus and Criseyde,” “Nightingale” for Keat’s “Ode to a Nightingale,” etc.)” (Gibaldi, 6th ed., 254).

Example

In one of the most vivid prophetic visions in the Bible, Ezekiel saw “what seemed to be four living creatures,” each with the faces of a man, a lion, an ox, and an eagle (New Jerusalem Bible, Ezek. 1.5-10). John of Patmos echoes this passage when describing his vision (Rev. 4.6-8).

Notice that the punctuation practices of applying underlining and quotation marks to titles do not apply to the names of sacred writings including all books and versions of the Bible.

POETRY [3.7.3]

An internal citation for a verse quotation set off from the text follows the last line of the quotation; internal citations that will not fit on the line should appear on a new line, flush with the right margin of the page. When only one poem is being discussed and the poem's author and title are mentioned in the paper, include just the poem's line numbers in the internal citation. If two or more poems are being compared, include the author or poem name, as appropriate, along with the numbers of the lines.

“If you quote part or all of a single line of verse . . . put it in quotation marks within your text. You may also incorporate two or three lines this way, using a slash with a space on each side (/) to separate them” (Gibaldi, 6th ed. 111).

Examples

In the poem “Oranges,” Soto concludes with a vivid description: “I was making a fire in my hands” (56).

Like Anne Sexton’s poem “Young,” Soto’s poem “Oranges” includes rich detail: “Fog hanging like old / Coats between the trees” (Soto 45-46).

When you quote more than three lines, begin the quotation on a new line. “Unless the quotation involves unusual spacing, indent each line one inch . . . from the left margin and double-space between lines, adding no quotation marks that do not appear in the original (Gibaldi 112).

Example

Audre Lorde’s “Hanging Fire” empathizes with the multitude of questions and complaints that are part of adolescent life:

Nobody even stops to think
about my side of it
I should have been on Math Team
my marks were better than his
why do I have to be
the one
wearing braces
I have nothing to wear tomorrow
will I live long enough
to grow up (24-33)

A line that is too long to fit within the right margin should be continued on the next line and the continuation indented an additional quarter inch (or three spaces).

Example

Walt Whitman declares, in “Song of the Open Road,”

Henceforth I whimper no more, postpone no more, need

nothing,

Done with indoor complaints, libraries, querulous criticisms,

Strong and content I travel the open road. (5)

You may reduce the indentation of the quotation to less than one inch (or ten spaces) from the left margin if doing so will eliminate the need for such continuations. If the spatial arrangement of the original lines, including indentation and spacing within and between them, is unusual, reproduce it as accurately as possible.

Example

e. e. cummings concludes the poem with this vivid description of a carefree scene, reinforced by the carefree form of the lines themselves:

it's

spring

and

the

goat-footed

balloonMan whistles

far

and

wee (16-24)

When a verse quotation begins in the middle of a line, the partial line should be positioned where it appears in the original poem and not shifted to the left margin.

Example

In her poem “Luxury,” Nikki Giovanni questions what that concept means:

living

in a materialistic society

luxury

to some would be having

more than what you need (1-5)

**Model Body Paragraph from an Essay on William Shakespeare's
Romeo and Juliet**

Romeo and Juliet are mostly at fault for their deaths, but they are not responsible for their parents' feud. After Romeo and Juliet "fell in love at first sight," they decided to get married the next morning. Juliet was committing herself to Romeo too quickly. ". . . Or if thou wilt not, be but sworn my love, / And I'll no longer be a Capulet" (2.2.37-38). She is saying that she is willing to give up her name for him. She was also speaking of marriage too soon, saying, ". . . If that thy bent of love be honorable, / Thy purpose marriage, send me word tomorrow" (2.2.157-158). They kept the marriage a secret so they wouldn't get in trouble. After Romeo and Juliet's deaths, their parents decided to end the feud.

Carissa Mercier, Class of 1997

**Model Body Paragraph from a Literary Essay on Mark Twain's
Adventures of Huckleberry Finn**

Throughout the novel, Huck is known as somewhat of a liar. He is continuously lying to get himself out of trouble, while sometimes the lying gets him into trouble. One night during Huck and Jim's adventure, Huck takes the canoe and tries to find a place to tie up the raft since it is so foggy. Before Huck knows it, the strong currents cause Jim and the raft to float away (78). After an exhausting night of looking, Huck gives up and falls asleep. When Huck wakes up, he sees the raft float by and quickly gets on before Jim wakes up. Jim finally does wake up and immediately starts questioning the whereabouts of Huck. Huck lies to Jim by telling him that he had been on the raft all night, and that he must have dreamt the whole thing (79-82).

At first Jim does not believe him, but soon Huck gets Jim to think, ““Well, den, I reck’n I did dream it, Huck; but dog my cats if it ain’t de powerfulest dream I ever see’” (83). Huck then asks Jim what all the branches and leaves are doing on the raft. Jim then realizes that Huck is lying to him and says to Huck, ““En when I wake up 'n fine you back ag’n, all safe en soun’ de tears come, en I could ‘a’ got down on my knees en kiss yo’foot I’s so thankful. En all you wuz thinkin’ ‘bout wuz how you could make a fool uv ole Jim wid a lie’” (83-84). It is at that moment that Huck realized how much of a friend Jim was to him, and how much he had hurt him by lying. Huck then vowed never to lie to Jim again, saying, ““. . . I wouldn’t done that one if I’d a knowed it would make him feel that way’” (84). This scene shows a change in Huck. While Huck does find it humorous while lying to Jim, he realizes afterwards how wrong it was of him to make a fool out of his friend. This incident also shows Huck’s innocence. Even though Huck is telling Jim a lie, he is merely doing it for the fact that he is still a child, and found what he did funny. Huck never thought about the fact that his lying may hurt someone who cares for him.

Liz Woodall, Class of 2001

Section Three

APA STYLE

**APA style of citation is most often used
in science classes.**

*The American Psychological Association (APA) advocates a style different from that of the MLA. This style is commonly used in science and math. Check with your individual teacher to determine if a title page is required for your class. You **must cite** all material that you take from a source, be it a book, magazine, lab report, Internet source, film, CD-ROM, or other source. Direct quotations, paraphrases of the author's words and ideas in your own words, and brief summaries of a paragraph, page or article **must all be cited** within your paper. The final page of your paper should list all the sources used in your paper and be titled "References."*

REFERENCES

APA Style

The date of publication is important when using APA style because of the critical nature of timeliness to scientific and mathematical essays. If the date is not available, use "n.d." (no date) for the entry. Each reference should include author (last name and first initial), year of publication in parentheses, title (underlined and only proper nouns are capitalized) and publishing information. Every source referred to in your paper must appear on this list. Alphabetize the references by author, and double space each entry; treat any numbers as if they are spelled out and alphabetize them. Type the first line of each entry at the left hand margin, and indent the following lines five to seven spaces. Leave a single space after every period within the cite (Publication Manual, 1997, pp. 174-176).

BOOKS

Books by a single author:

Adams, W. (1976). Afro-American authors. Boston: Houghton Mifflin Co.

Book by a single author, translated from another language:

Freud, S. (1967). Moses and monotheism (K. Jones, Trans.). New York: Random House Vintage Books. (Original work published in 1939)

Book by two or more authors:

Wallack, R., & Steiner, A. (1949). Theory of poetry. Cambridge, MA: Harvard University Press.

Applebee, A., Bermudez, A., Blau, S., Caplan, R., Elbow, P., Hynds, S., Langer, J., &

Marshall, J. (2000). The language of literature. Evanston, IL: McDougal Littell.

Article or chapter in an edited book:

Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception.

In H.L. Pick, Jr., P. van den Broek, & D. C. Knill (Eds.), Cognition:

Conceptual and methodological issues (pp. 51-84). Washington, DC:

American Psychological Association.

ENCYCLOPEDIAS AND MULTIPLE VOLUME BOOKS

Signed encyclopedia article: Give the author, year, title of the article (no quotation marks), title of the encyclopedia (underlined), place and publisher.

Chiappini, L. (1974). Este, house of. Encyclopedia Britannica. (Vol. 10, pp. 33-42).

Chicago: Encyclopedia Britannica.

Unsigned encyclopedia article: Begin with the title of the article.

A vocational education. (1950). Encyclopedia Americana. (Vol. 20, pp. 20-25).

Chicago: Encyclopedia Americana.

Sadie, S. (Ed.). (1980). The new Grove dictionary of music and musicians (6th ed.,

Vols. 1-20). London: Macmillan.

MAGAZINES

If author of article is given: The entry for a magazine article should consist of the author; date of publication (year, month, day); complete title of the article with no quotation marks and only the first word and proper nouns capitalized; name of the magazine and volume number (underlined and capitalized as it appears in the periodical), and inclusive page numbers (Publication Manual, 1997, p. 185).

Begley, S. (1982, October 4). A healthy dose of laughter. Newsweek, 74.

An article from a journal: Cite as you would a magazine, except precede the page numbers by p. or pp.

Masgood, E. (1997, Spring). Cloning technique reveals legal loophole. Nature, pp. 7-9.

NEWSPAPERS

An unsigned newspaper article: Include the p. or pp. to reference newspaper page numbers (Publication Manual, 1997, pp. 176, 186).

Oil rigs off Cape may aid fishing yields. (1973, August 1). Cape Cod News, p. 3.

OTHER SOURCES

Interviews, personal communication, e-mail: Do not include these in the reference page; list them only as internal citations (Publication Manual, 1997, 173-174, 176).

Single episode from a television series:

Restak, R. M. (1989). Depression and mood (D. Sage, Director). In J. Sameth

(Producer), The mind. New York: WNET.

ELECTRONIC PUBLICATIONS

Material accessed from a periodically published (magazines, newspapers, books) database on CD-ROM which also can be found in print should follow the reference directions as if the print form were used (Publication Manual, 1997, p. 218):

McNamee, M. (1993, July 19). The slippery slopes of Clinton's jobs summit.

Business Week, 35.

Material accessed from a periodically published database on CD-ROM with no printed source: Your citation should include name of the author (or title if no author was given). The date is always second. Next include the title (if an author was named) and, immediately after the title, the publication medium in brackets. There is no period between the title and the brackets. Include the title of the database (underlined), and the name of the producer and distributor (Publication Manual, 1997, pp. 218-221):

Example with author

Smith, J. (1991). Acid Rain [CD-ROM]. Multimedia Encyclopedia, v. 1.5. Grolier, Inc.

Example without author

Acid rain. (1991). [CD-ROM]. Multimedia Encyclopedia, v. 1.5. Grolier, Inc.

Internet and online databases: For the most up-to-date information, visit APA's web site:

<http://www.apastyle.org/elecsource.html>. Services like the Electronic Library need to be accessed through a computer at the high school or someplace that subscribes to the service. When using material with publication information **where the printed source differs from the on-line source**, include the name of the author, date, title of article, title of full work underlined, publishing medium in brackets. Then include a statement listing the date the article was retrieved and follow that by the address. There is no punctuation after the web address (Publication Manual, 1997, p. 222):

Gola, H. (1998, April 17). Thousands turn to creatine to build muscle -- despite

concerns about its long term effects. New York Daily News. Retrieved

November 3, 1999, from the Michigan Electronic Library: <http://www.mel.org>

Online NewsHour: The world's doctor. (1998, September 29). [On-line] Retrieved

October 5, 1998, from: www.pbs.org/newshour/bb/health/

[july-dec98/who_9-29.html](http://www.pbs.org/newshour/bb/health/july-dec98/who_9-29.html)

Reference Citation

APA Style

1. Author's name and date:

Place the author's last name, year of publication and page number(s) of the source, **separated by a comma**, in parenthesis following the quote, paraphrase or summary. End punctuation for the sentence should follow the citation. The date is required only the first time the internal cite is used in the paragraph, unless it would cause confusion. Use both names if the reference is to a work by two authors. If the work is by three to five authors, list all authors on the first internal cite and just the first author's last name followed by "et al." on subsequent cites within *that* paragraph. For cites with six or more authors, use just the first last name listed followed by "et al." (Publication Manual, 1997, p. 169). *Note:* APA says, "When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text" (Publication Manual, 1997, p. 97). Often articles lack a listed author, in those cases, use either the "first few words of the reference entry" as the title, in quotes, or the title of the book or publication, underlined (Publication Manual, 1997, p. 171). Since L'Anse Creuse strictly adheres to its policy of checking for plagiarism, all available page references must be included in internal citations. Electronic sources that lack formal or computer generated page numbers should be manually numbered; those numbers should be included in the internal citation and reference page. **It is a LCHS requirement that a copy of all sources must be turned in with the final paper.**

Example

The Bureau of Land Management often sacrifices wildlife and the environment to benefit miners and ranchers (Coniff, 1990, p. 1).

Example

Zero-tolerance means that all offenses are punished severely, no matter what the consequences (Skiba & Peterson, 1999, pp. 24-25).

2. Title and date:

If the author's last name is not given, a shortened form of the title of the source, "Oil Rigs," and the year of publication, separated by a comma, are used.

Example

The western end of the Gulf of Mexico contains the world's most extensive offshore oil-drilling facilities ("Oil Rigs," 1973, p. 5).

3. Title, date, and page number:

When citing a *direct quotation*, use the last name, date, and page number separated by commas and with a period after the “p.” or “pp.” as appropriate (Publication Manual, 1997, p. 173).

Example

“ . . . WHO [World Health Organization] has 4,500 employees around the world and an annual budget of roughly one billion dollars” (Dentzer, 1998, p. 332).

4. Personal communication:

If the material is from a personal communication such as a letter, memo, e-mail or a message on an electronic bulletin board, give the initial and the last name of the communicator, “personal communication,” separated by commas, and as exact a date as possible. Personal communications are not included in the References page (Publication Manual, 1997, 174).

Example

The science club will meet on December 4 to discuss new uses of neon (D. Burns, personal communication, September 18, 1993).

The Prevention of School Violence

(Model of Internal Citation APA Style)

As a result of a desensitized youth and an overall decline in the interest for morality, many people have lost sight of the problems facing the world they live in. Among these problems, a very frightening one is school violence. After the most recent and shocking events that have occurred in the past few years, like the tragedies at Columbine and Jonesboro, many people are starting to see school violence as a real problem. It is a fact that by the time a child reaches the end of elementary school, he/she has seen eight-thousand murders within all media (Cloud, 1999, p.39). As a result of cases like this, children are seeing reasons to bring weapons to school instead of lunch boxes and to call in bomb threats as a new way to skip class. School violence has multiple causes, and many effects, but there are also just as many ways to prevent these horrible acts from occurring.

In almost every case, there is a significant reason as to why a child is prone to violent behavior. Statistics show that an adolescent child spends about 3.5 hours alone a day. This is eleven fewer hours that children spend with their parents, when compared to the 1960s (Cloud, 1999, p. 38). Because of this, children are forced to turn to other sources for support. Instead of having their father as a role model, an adolescent may look to a television action star. This can push a child towards violence. If children do not receive the attention they crave from their parents, they will do what they feel they need to do in order to draw attention to themselves. To some kids who never learned any better, abusing another child might seem like the best way to make their parents take notice. Often, children that are abused attempt to abuse others to stop the pain that they are feeling. Abusive parents often have abusive children, so maybe that is a major cause for violence among children and violence in schools. Although abusive parents are bad, they can sometimes do more than parents that are never there to take care of their children. If parents are not around to notice the problem, their children may slowly grow out of control and become full of rage.

As well as the amount of violence in schools, teen suicide has risen about 300% since the 1960s and depression among children has risen nearly 1000% since the 1950s (Cloud, 1999, p. 39). Children are feeling they have nowhere to turn for love and support. This may be why so many children turn to violence as a way of life. It is very hard for schools to have the time and/or personnel to watch after the mental state of every child. If schools ever wanted to use a psychologist to talk to kids, he/she would need to see ten students a day to even see every student once a year. That is ludicrous. A once-a-year chat with a troubled child will probably do less good than it was intended to do.

Even more outrageous than this, fifty-percent of schools in the state of California still do not even have guidance counselors. With no one for children to talk to this makes it hard to tell the difference between a child that intends to plant a bomb in the school or a child that simply likes to listen to Marilyn Manson (Cloud, 1999, p. 40). Worn out expressions like, "I'm going to kill you!" are beginning to become grounds for expulsion in schools. A student from L'Anse Creuse North said: "'When I hear people say, 'I'm going to kill you,' it makes me nervous. Sometimes you're not sure if it's a fight or two best friends playing around'" (DeFrank, 2000, p. A6).

Another reason for an increase in school violence is the availability of and access to guns. In the 1996-97 school year, the U.S. Department of Education reported that over 6,000 students were expelled for carrying guns to school (Fonda, 1998). That is also only the number of students that were caught. Thousands more could be bringing guns to school every day. With all of these aspects in mind, it is obvious that there are many causes for school violence, which also means that there are many consequences as well.

Between the years of 1989 and 1995, the number of students that were recorded as fearing an attack in school climbed from six to nine percent. Also, another survey found that five percent of students feared

being attacked so much that they actually stayed home from school on many occasions (MacLellan, 1999, p. 3). The effects of school violence are so out of hand that students do not even feel that it is safe to go to school anymore.

Many schools have even tried to institute a zero-tolerance policy. Zero-tolerance means that all offenses are punished severely, no matter what the consequences (Skiba & Peterson, 1999, p. 1). This means that if students so little as get into an insignificant fist fight, they may be punished with expulsion. These policies were thought to scare students away from petty crimes and assaults, but did not work as well as planned. “With the new laws passed by the Legislature, students need to stop and think about how they treat each other. I know that it seems easier said than done, but it’s really not that hard of an issue to follow” (Smith, 1999, p. 1). If students cared about one another, school violence would not be such a problem. There are many consequences for the children who commit these violent acts, but what about the children who are the victims? In many cases, school violence can lead to serious injury or even death. The violent children are punished, but the victims pay an even greater price. Families are destroyed and friendships are ended much too quickly because these violent children decide that it is up to them to control another person’s fate.

Accompanying these new laws is the option to introduce mandatory school uniforms. This plan seemed to be a very good idea when it was brought up to the school boards. In his 1996 State of the Union Address, President Clinton said, ““If it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear uniforms”” (Smith, 1999, p. 1). All of these new rules have good intentions, but may in fact make students more upset than they may have already been. Not many students are in favor of school uniforms, but most students would probably opt to wear a uniform if they felt it would save their life.

It is hard to actually prevent violence without looking at the underlying causes that are involved. All of the boys involved in shootings last year had three similar traits: they felt out of place with family and classmates (sometimes because of wrongly treated mental illness), they had buried themselves into a violent subculture of entertainment, and they all had easy access to guns (Cloud, 1999, p. 40). An example can be found within the 1997-1998 school year, more than one million students brought a gun into their school (MacLellan, 1999, p. 3). There are ways to prevent these situations. The first thing to do is to start at home.

School violence can be understood better with the knowledge of its causes, effects, and prevention methods. Once all aspects of school violence are understood, the number of violent incidents will slowly fall and eventually become obsolete. School violence will probably always be a problem as long as troubled kids have no one to turn to. Parents need to make sure to be involved with their children’s lives and make sure they know what is right and what is wrong. School violence can be prevented if the violent children learn that there are other ways for them to get help and to solve their problems. Yes, there are many causes, and just as many consequences, but there will always be many ways of prevention available to attempt to stop this surge in violence. No single attempt can be strong enough to totally stop school violence, but with strategy and community involvement, school violence may one day be a thing of the past (MacLellan, 1999, p. 3). Hopefully, in time, everything that can be done to solve this problem will be done, and children will be able to go to school in peace, without bars on their windows and metal detectors at their doors.

Essay by Brian Southhall (**Parts of this essay have been omitted.**)

(The following is the model references page for the research paper, “The Prevention of School Violence.” Note that it has been alphabetized by first letter ignoring any beginning A, An, or The.)

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Section Four

RESOURCES

Five Types of Writing

Type One: Capture Ideas

Writing that has no correct answer--or if there is a correct answer, it's okay to guess.
One draft.

Type Two: Respond Correctly

Writing that makes a point--has a correct answer or content.
One Draft.

Type Three: Edit for FCAs

Writing that is read out loud and reviewed by the author who then asks three critical questions. Does it complete the assignment? Is it easy to read? Does it fulfill the focus correction areas? **One Draft.**

Type Four: Peer Edit for FCAs

Writing that is Type Three writing and has been read out loud and critiqued by another.
Two Drafts.

Type Five: Publish

Writing that is publishable, that can go outside the classroom without explanation or qualification. **Multiple drafts.**

For All Types

For all types, skip lines. For types One and Two, label the type on top left-hand side of paper. For types Three and Four, list focus correction areas on top left-hand side.

(Collins inside back cover)

SAMPLE LETTER IN BLOCK FORM

209 Foster Dr.
Cleveland, Ohio 44109
December 14, 1998

(Heading: your address and the date)

Mr. Leo Kenney
3488 Briar St.
Grandville, MI 49565

(Inside address)

Dear Mr. Kenney:

(Salutation)

My name is Jeanne Wakatsuki. I am a Japanese American. During the last

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.....

My life before we were sent to the internment camp

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.....
.....

While my family and I lived at Manzanar,

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.....

The reason I am writing to you, Mr. Kenney, is because

.....
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.....

Sincerely yours,
Jeanne Wakatusuki

(Complimentary close)
(Signature)

SAMPLE LETTER IN MODIFIED BLOCK FORM

(Heading: your address and the date)

209 Foster Dr.
Cleveland, Ohio 44109
December 14, 1998

Mr. Leo Kenney *(Inside address)*
3488 Briar St.
Grandville, MI 49565

Dear Mr. Kenney: *(Salutation)*

(1/2 inch indent) My name is Jeanne Wakatsuki. I am a Japanese American. During the last

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My life before we were sent to the internment camp

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While my family and I lived at Manzanar,

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The reason I am writing to you, Mr. Kenney, is because

.....
.....
.....

(Complimentary close)
(Signature)

Sincerely yours,
Jeanne Wakatusuki

CHARACTERISTICS OF A GOOD OUTLINE

- ◆ *All parts of the outline should relate to the thesis statement.*

Thesis statement: The language of television advertising is specialized to appeal to various audiences.

INCORRECT

- I. Prime time audiences
- II. Images of children on TV
- III. Women (daytime)
- IV. Women (prime time)
- V. Radio jingles
- VI. News-watching audiences

CORRECT

- I. Prime time audiences
- II. Women (daytime)
- III. Women (prime time)
- IV. News-watching audiences

- ◆ *The outline should cover the subject.*

INCORRECT

- The future of private education
- I. Men's colleges
 - II. Co-ed schools
 - III. Four-year colleges

CORRECT

- The future of private education
- I. Men's institutions
 - II. Women's institutions
 - III. Co-ed institutions
 - IV. Four-year colleges
 - V. University and graduate programs

◆ ***The outline should be in logical, appropriate sequence.*** In general, you should end with your most interesting and strongest evidence. There are several ways to accomplish this.

◆ ***Move from basic conditions to more complicated issues.***

Adequacy of public health services

- I. Public's use
- II. Facilities
- III. Doctor's role
- IV. Government policy

Argument for control of handguns.

- I. Are easily purchased
- II. Are not used by sportsman
- III. Figure largely in murders committed each year

◆ ***Move from smallest to largest or from largest to smallest.***

Hunting Regulations

- I. Local
- II. State
- III. National

The painting of Edgar Degas

- I. General techniques
- II. Subject matter
- III. "The Absinthe Drinker"

◆ ***Use chronological development.***

The John Birch Society

- I. Founding
- II. Early history
- III. Development
- IV. The Society today

OUTLINE IN COMPLETE SENTENCE FORM

Introduction

Thesis: School violence has multiple causes and many effects, but there are also just as many ways to prevent these horrible acts from occurring.

- I. School violence has multiple causes.
 - A. The problem may originate in the family.
 1. Children spend more time alone.
 2. Without parental support, adolescents may turn to television for role models.
 3. Abused children often become abusers.
 - B. Schools do not have the personnel to help troubled children.
 1. Few psychologists are available within a school building.
 2. Many schools have no guidance counselors to help students.
 - C. Another reason for an increase in school violence is the availability of guns.
- II. School violence has many effects.
 - A. The number of students fearing an attack has increased.
 - B. Some schools impose cumbersome backpack rules to insure safety.
 1. Students who bring guns no longer have a place to hide them.
 2. Students and teachers feel safer with this policy.
 - C. Many schools have tried to institute a zero tolerance policy for violent behavior.
 1. One strike and you are out policies may work for some districts.
 2. Every offense is punished in the same way with this type of system.
 - D. Some schools have introduced mandatory school uniforms.
- III. There are ways to prevent school violence.
 - A. One method to prevent violence is to start at home.
 1. Parents need to provide advice and support to children.
 2. Parents should monitor closely what their children watch.
 - B. Administrators could use a combination of approaches in the school.
 1. They could ban the use of backpacks for students.
 2. Metal detectors could be added to schools.
 3. The introduction of peer mediation could help prevent violence.
 4. Districts could provide alternative schools for violence-prone children.
 5. More school counselors could be added to service the needs of more students.

Conclusion.

TOPIC OUTLINE

Introduction

Thesis: School violence has multiple causes and many effects, but there are also just as many ways to prevent these horrible acts from occurring.

- I. The causes of school violence
 - A. Inadequate parents
 - 1. Insufficient parental time for children
 - 2. The adoption of television characters as role models
 - 3. The transition of abused to abuser
 - B. Understaffed schools
 - 1. Few psychologists available
 - 2. Many schools have no guidance counselors
 - C. Available guns
- II. The effects of school violence
 - A. An increase of fear among students
 - B. The imposition of cumbersome backpack rules
 - 1. Removes hiding places for weapons
 - 2. Provides feelings of safety
 - C. The institution of a zero tolerance policy
 - 1. Only one chance
 - 2. Only one punishment
 - D. The introduction of mandatory school uniforms
- III. The prevention of school violence
 - A. At home
 - 1. Parental advice and support
 - 2. Parental supervision
 - B. In the school
 - 1. No backpacks in hallways
 - 2. Metal detectors at entrances
 - 3. Peer mediation between students
 - 4. Alternative schools for violence-prone children
 - 5. Additional counselors for students

Conclusion

Note: Within each division, words, phrases, or clauses must be grammatically the same, or parallel.

NOTECARDS

Reduction in Fights (*Key idea caption-not article title*) (*source: author's last name, or article title*) H

As a result of peer mediation, a school that had 40 fights the prior year had only one this year. Ninety conflicts were broken up by peers.

P (*paraphrase*)

(*page numbers of original source*) 44

National Action Plan (*Key idea caption*) (*source*) E

In 1998, 60 mayors met with Attorney General Janet Reno to devise a plan to combat school violence. Some recommendations will require federal or local laws, others include approaches parents can use both at home and in their children's schools.

S (*summary*)

(*page numbers of original source*) 2

Uniforms/Clinton (*caption*) (*source*) P

“In Clinton's 1996 State of the Union Address, he said, ‘If it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear uniforms.’”

[When quoting a quote, begin with your double quote marks, and then place single quote marks around the article's quoted text. End the quote with a double quote mark.]

Q (*quote*)

(*page number of original source*) 1

Notecards should include:

- Keyword captions specific to the notecard in the upper left; **this is NOT the article's title**
- The letter from the casebook article and/or the author's last name or article title) which refers to specific source in upper right -- ask your instructor which she/he prefers.
- Actual page number found on the pages of the source. Place this number in lower right corner.
- In the lower left corner of the note card, place the identification of the type of note taken:
 - P -- for paraphrase
 - S -- for summary
 - Q -- for a direct quotation
 - C -- for combination of a Q & P

MANUSCRIPT FORM

FCAs

Researched, accurate content 60 pts.

Essay format (intro, body, conclusion) 25 pts.

Complete sentences 15 pts.

Lillian Gish

December 14, 1998

Band, 1st hour

Play Your Own Tune (*title of paper*)

During the course of clarinet history,

..... (double space)

.....

FCAs

Researched accurate content 60 pts.

Essay format (intro, body, conclusion) 25 pts.

Complete sentences 15 points

Lillian Gish

Dec. 14, 1998

Band, 1st. hour

Play Your Own Tune

During the course of clarinet history,

.....

(Write on every other line.)

Rules to Remember:

Be sure to write in cursive.

Use blue or black ink.

Write on every other line.

Write on the front side only.

CORRECTION AND PROOFREADING SYMBOLS

Awk	Awkward writing. Rewrite the passage marked to make the phrasing smoother and more effective.
BW	Better word. Find a better word.
Cliché/Trite	These are worn-out comparisons or expressions. Substitute a more direct or more original expression.
CF	Comma fault. Revise the sentence marked by changing the comma to a semicolon or a period, or by inserting an appropriate conjunction, or by rephrasing the sentence to show the relationship between ideas.
Dead	Deadwood. Nonessential words fill out sentences without adding meaning. Eliminate them.
Div	Division of word. When dividing a word at the end of a line, check a dictionary for correct division into syllables.
DM	Dangling modifier. Revise the sentence so that the expression marked is clearly related to the word it is intended to modify.
Frag	Sentence fragment. The construction marked is not a complete sentence. Add what is missing, or attach it to the sentence to which it relates in meaning.
MM	Misplaced modifier. The modifier marked in the sentence is in a place which makes meaning unclear. Move the modifier closer to the word it should modify.
NC	Not clear. Meaning is confusing or unclear.
Not//	Not parallel. Correct faulty parallel structure of words, phrases, clauses or sentences.
Pro Ref	Pronoun reference. Change vague, ambiguous or distant pronoun references so that the pronoun clearly refers to the noun that it replaces.
Pn	Punctuation needed or incorrect.
Red	Redundant. Eliminate words that repeat ideas in a sentence.

¶	New paragraph needed because a new topic has been introduced.
No ¶	No new paragraph needed.
RO	Run-on sentence. Use punctuation, conjunctions, or other means to join or separate the parts of a run-on sentence.
Sp	Spelling. Correct the spelling of the word marked, referring to a dictionary if necessary.
SV Agr or Pro Agr	Subject/verb agreement or pronoun agreement. Make the pronoun, verb, or demonstrative adjective marked agree in form with the word to which it is related: its antecedent if it is a pronoun, its subject if it is a verb, its noun if it is a demonstrative adjective.
Tense	Tense of verb. Correct the form of the verb marked, or make the tense of the verb consistent with others in the sentence or paragraph.
Voice	Voice of verb, passive or active. Eliminate passive voice for more forceful writing; if you use passive voice, have a good reason for it.
Wordy	Compress the passage by replacing the wordy expressions with more compact and exact ones.
WW	Wrong word. A wrong word could be a grammatical error or incorrect diction.

The Write Site: Copy Editing and Proofreading Symbols

	Proofreader Mark	Mark in Margin	Mark in Text
delete mark			Take out out.
insertion mark			Inset an "r".
insert space			This is two words.
close up space			This is on e word.
insert apostrophe			Proofreaders Marks.
capitalize			read this sentence.
stet			Disregard this mark.
paragraph			Start a new paragraph here. Next
insert period			Need a period here.
lowercase letter			Do not capitalize Here.

Glossary

Access date	Date when the material was first opened in an on-line resource.
Anthology/compilation	A collection of literary pieces from more than one source.
Cross-reference	A list or an entry that refers from one part of an essay or book to another.
Et al.	“And others.” This abbreviation usually indicates more than three authors, editors, or compilers.
Home page	A location or address on the World Wide Web.
Internal citation	The author’s last name and a page reference that is enclosed in parentheses to acknowledge the source of another author’s words or ideas quoted, paraphrased, or summarized, within a paper. A full reference may be found on the Works Cited list.
Paraphrase	To put the words or ideas of another person into your own words. A paraphrase makes a selection simple, but it does not necessarily make it shorter.
Summary	The main points of a passage without supporting details.
URL	Uniform Resource Locators, the address for the web site needed to cite on-line sources.
Works Cited	The last page of an essay that contains a list of the sources of information for a paper.

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