**Roseland School District **

**A Handbook for Writers**



 

**Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This handbook was designed by Roseland District Educators as a writing tool for students. Teachers in the Roseland School Districts have agreed upon the MLA format for all formal essays and reports.**

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**Adjectives for Describing People**

*Personality Traits*

**a**

able

absent-minded

abusive

active

adaptable

adventurous

affirmative

afraid

aggressive

alert

ambitious

angry

annoyed

anonymous

anxious

apathetic

appreciated

appropriate

arrogant

asleep

assertive

athletic

attractive

available

average

awake

aware

awful

**b**

bad

bad-tempered

bashful

beautiful

best

biased

big

bitter

blessed

blonde

blue

bold

boring

brief

bright

brilliant

broad

brunette

brutal

bubbly

**c**

calculating

calm

capable

carefree

careful

careless

catatonic

chaotic

charming

chatty

cheap

cheeky

cheerful

chic

childish

childlike

chilly

classic

classy

clean

clear-headed

clever

closed

clueless

clumsy

coarse

cockeyed

cold

cold-blooded

committed

common

compact

complex

complicated

conceited

confused

conscientious

conscious

conservative

considerate

consistent

contorted

conversational

cool

cooperative

corny

correct

courageous

cowardly

crazy

creative

crisp

critical

cross

cultured

curious

curt

cute

**d**

dangerous

daring

dark

dead

deadly

deaf

dear

deceitful

decent

dedicated

deliberate

delicate

demented

dependent

depressed

desperate

destructive

determined

detestable

devilish

direct

dirty

discreet

disgusting

disobedient

disorganized

distinctive

divine

dogged

dogmatic

domestic

downright

dreadful

drunken

dry

dull

dumb

**e**

eager

easy-going

ebullient

educated

elegant

embarrassed

emotional

emphatic

energetic

enlightened

enterprising

enthusiastic

envious

evil

exacting

excellent

excessive

excited

exciting

explosive

exuberant

**f**

fainthearted

fair

faithful

familiar

famous

fancy

fantastic

fascinating

fashionable

fast

fearless

feeling

feeling

fierce

filthy

fine

finicky

firm

first-class

fit

flipped-out

foolhardy

fortunate

foxy

frantic

free

frenzied

friendly

friendly

funny

furious

fussy

**g**

generous

genial

genius

genuine

gifted

glad

glum

good

good-humored

good-natured

grateful

greasy

great

greedy

gross

grumpy

guilty

gutsy

**h**

happy

hard

hardheaded

hardworking

haughty

healthy

heartless

hefty

helpful

high

holy

home-loving

honest

hospitable

huge

humane

humble

humorous

hungry

hyper

hysterical

**i**

idealistic

ignorant

ill

ill-tempered

imaginary

impartial

important

impossible

impulsive

incapable

incoherent

inconsiderate

independent

indifferent

indiscreet

industrious

inexperienced

infamous

inflexible

innocent

insignificant

intellectual

intelligent

intense

interesting

international

intolerant

intriguing

irascible

irresistible

irritating

**j**

jealous

jolly

joyful

joyous

jumpy

just

**k**

keen

kicking

kind

**l**

laid-back

large

late

lazy

lethargic

liberal

light

likable

lively

lone

lonely

lonesome

long

loopy

loose

loud

lovely

low

loyal

lucky

**m**

mad

magic

magnificent

maniacal

married

matchless

mature

mean

melancholy

menacing

merry

messy

mexican

mighty

mindless

miserable

mistrustful

mocking

modern

modest

moody

moral

moral

musical

**n**

naked

narrow

narrow-minded

natural

naughty

neat

negative

nervous

nice

nifty

nitpicking

normal

**o**

oafish

oblivious

obvious

odd

old-fashioned

open

open-minded

optimistic

orderly

ordinary

outgoing

outlandish

**p**

pampered

partial

passionate

passive

patient

peculiar

pensive

perfect

persevering

persistent

personal

pessimistic

petty

phlegmatic

photographic

placid

plain

plastic

pleasant

pleasing

polite

political

poor

popular

portly

positive

possessive

powerful

practical

prejudiced

pretty

private

progress-minded

progressive

proper

prosperous

protective

proud

psychopathic

puerile

punchy

punctual

pure

purposeful

**q**

quaint

quarrelsome

queenly

quick

quiet

quirky

**r**

radical

ratty

ready

reasonable

rebellious

reckless

reclining

red-faced

refined

reliable

religious

repulsive

reserved

respectful

responsible

revolutionary

rich

righteous

risky

romantic

rough

rude

**s**

sad

sadistic

sarcastic

satisfied

saucy

savage

scary

secret

secure

self-centered

self-confident

self-conscious

self-effacing

selfish

senior

sensible

sensitive

sensual

sentimental

serious

sexy

shaky

shallow

sharp

short

shy

significant

silent

silly

simple

sincere

single

single-minded

skillful

slack

slack jawed

slight

sloppy

slow

sluggish

small

smart

smoky

smug

snobby

snotty

sociable

soft

solid

sour

spaced out

special

speedy

spellbinding

spiteful

spoilt

spontaneous

sporting

square

stable

steady

still

stingy

straight

strange

strong

stubborn

stuck-up

studious

stumped

stupid

stylish

suburban

successful

sufficient

super

superficial

superstitious

sure

sweaty

sweet

sympathetic

**t**

taciturn

tactful

tactless

talented

talkative

tall

terrific

thankful

theological

thick

thin

thoughtful

thrifty

tidy

tight

timid

tolerant

touchy

tough

tricky

trustworthy

typical

**u**

unable

unattractive

unavailable

uncertain

unchanging

unclear

uncomfortable

uncommunicative

uncompromising

unconcerned

unconscious

unemotional

unfortunate

unfriendly

unharmed

uninhibited

unique

unrealistic

unseen

unselfish

unspeakable

unstable

unsure

unusual

unworried

upbeat

upset

**v**

vain

valued

vegetarian

vicious

victorious

**w**

warm

warm hearted

wary

weak

weird

well-informed

well-balanced

well-behaved

well-dressed

well-informed

well-known

wild

wise

witty

wobbly

wonderful

woolly

woozy

working-class

worn out

wrong

**x**

**y**

young

youthful

**z**

zany

zealous

**Others?**

**Strong and Precise Action Verbs**

abandon

abduct

abolish

abuse

accelerate

accuse

achieve

acquire

act

adapt

add

address

adjust

advance

advise

aim

apprehend

approach

arrest

assault

assemble

attack

avert

bang

bar

beat

berate

blast

block

blow

brighten

broke

buck

built

bump

bury

catch

charge

choke

clap

clash

climb

clip

clutch

collapse

collect

collide

command

construct

cram

crash

crawl

creep

cripple

crouch

cut

dance

dart

dash

deck

descend

dig

direct

discard

display

ditch

dive

divert

do

dodge

drag

drain

drape

dress

drill

drink

drip

drop

duel

dunk

ease

edge

eject

elevate

enter

erupt

escape

evacuate

evade

exhale

explode

expose

extract

fade

fake

fall

falter

fan

fast

feed

feel

fight

file

find

finger

fix

flag

flap

flash

flatten

flaunt

flay

flee

flick

flinch

fling

flip

flit

float

flog

flounder

flout

flush

fly

force

fumble

gain

gallop

gather

gesture

get

give

gnaw

gossip

gouge

grab

grapple

grasp

greet

grip

grow

growl

grunt

guide

gyrate

hack

hail

hammer

hang

harass

haul

head

help

hesitate

hide

hit

hitchhobble

hoist

holdhover

hug

hurl

hurtle

hypothesize

ignore

illustrate

imitate

inch

increase

inform

inject

injure

insert

inspect

install

instigate

interview

invade

invent

jab

jam

jar

jeer

jerk

jimmy

jingle

jolt

judge

jump

keel

kick

kidnap

kill

kneel

knife

lash

launch

lead

lean

leap

learn

lecture

left

level

lick

listen

log

lunge

lurch

maim

nick

mangle

manipulate

march

mark

massage

maul

measure

meddle

meet

mimic

mingle

mobilize

mock

model

molest

mourn

move

mumble

murder

muster

mutilate

nab

nag

nail

nick

nip

observe

obtain

occupy

offer

operate

order

organize

oversee

pack

paddle

page

panic

parachute

parade

paralyze

park

pass

pat

patrol

pause

paw

peel

peep

penetrate

perform

photograph

pick

picket

pile

pilot

pin

pinch

pirate

pitch

plan

play

plod

plow

plunge

pocket

poke

polish

pore

pose

pounce

pout

pray

preen

present

preside

primp

print

prod

produce

promptproofread

propel

protect

provide

provoke

prypull

pummel

pump

punch

purchase

pursue

push

question

quit

race

raid

raise

rally

ram

ransack

rape

rattle

ravage

rave

read

record

reduce

reel

refer

relate

relax

relent

repair

repel

report

resist

respond

retaliate

retreat

retrieve

reveal

review

ride

ri[

rise

risk

rob

rock

roll

rub

run

rush

sail

salute

sap

save

saw

scale

scamper

scan

scatter

scavenge

scold

scoop

scoot

score

scour

scoutscrape

scrawl

scream

screw

scrub

scruff

scuffle

scuttle

seal

search

seize

select

sell

sense

serve

set

sever

shake

shape

sharpen

shave

shear

shell

shield

shift

shiver

shoot

shorten

shout

shove

shovel

shun

shutsidestep

sigh

signal

sip

sit

size

skid

skim

skip

skirt

slacken

slam

slap

slash

slay

slide

slug

smack

smear

smell

smuggle

snap

snare

snarl

snatch

snicker

sniff

snitch

snub

snuff

snuggle

soak

sock

soil

solve

spear

spell

spike

spin

splatter

splice

split

spot

spray

spread

spring

spurn

spysqueak

stack

stagger

stamp

stand

start

startle

steal

steer

step

stick

stiffen

stifle

stomp

stop

strangle

strap

strike

strip

stroke

struck

stub

study

stuff

stumble

stun

subdue

submerge

submit

suck

summon

supervise

supply

support

surrender

survey

suspend

swagger

swallow

swap

sway

swear

swerve

swim

swing

swipe

switch

tackle

take

tap

target

taste

taunt

teach

tear

tease

telephone

terrorize

test

thrash

thread

threaten

throw

tickle

tie

tilt

tip

toss

touch

tout

track

train

transcribe

transfer

transfer

translate

trap

tread

treat

trip

trot

trounce

try

tuck

tumble

turn

tutor

twist

type

undo

undress

unfold

unite

untangle

unwind

usher

vacate

vanish

vault

vent

wade

walk

wander

watch

wave

wedge

weed

weigh

whack

whip

whirl

whistle

wield

wigglewithdraw

work

wreck

wrench

wrestle

yank

yell

yelp

yield

zap

zip

**Transitional Words and Phrases**

**Chronological Order/Join Paragraphs**

|  |  |  |  |
| --- | --- | --- | --- |
| additionally | after | afterwards | also |
| always | as soon | before | earlier |
| eventually | finally | first | in addition |
| in conclusion | last | later | meanwhile |
| next | next week | not long after | now |
| preceding | prior to | second | soon |
| then | to conclude | tomorrow | until |
| when | while |  |  |

**Spatial Order/Locators**

|  |  |  |  |
| --- | --- | --- | --- |
| above | adjacent to | among | behind |
| below | beyond | farther | in front |
| in the middle | lowest | nearby | nearest |
| next to | on the left | on the right | opposite |
| outside | there  | under  | underneath |

**Comparison/Similarities**

|  |  |  |  |
| --- | --- | --- | --- |
| also | as though | as well as | by comparison |
| compared to  | either…or | in addition to | in the same way |
| like  | likewise | neither…nor | outside |
| similarly | than |  |  |

**Contrast**

|  |  |  |  |
| --- | --- | --- | --- |
| although | as opposed to  | but | by contrast |
| conversely | despite | either | even though |
| however | if  | in spite of  | instead |
| neither | nevertheless | rather than | still |

**Cause and Effect**

|  |  |  |  |
| --- | --- | --- | --- |
| accordingly | as a consequence | as a result | because |
| because of  | brought about | consequently | due to |
| for this reason | give rise to  | if…then | made possible |
| obviously | owing to  | since | so |
| therefore | this results in thus |  |  |

**Additional Facts/Joining Paragraphs**

|  |  |  |  |
| --- | --- | --- | --- |
| additionally | again | also | and |
| another | besides | finally | first |
| further | furthermore | in addition | initially |
| last | next | summing up | to begin |

**Repetition/Conclusion**

|  |  |  |  |
| --- | --- | --- | --- |
| all this means | in brief | in other words | to close |
| to finish | to repeat | to summarize |  |

**Specific Examples**

|  |  |  |  |
| --- | --- | --- | --- |
| a few of these are | especially  | for example | in particular |
| notably | specifically  |  |  |

**Emphasis**

|  |  |  |  |
| --- | --- | --- | --- |
| absolutely | basically | certain | essentially |
| in fact | indeed | of course | positively |
| surely | unquestionably |  |  |

**Degree**

|  |  |  |  |
| --- | --- | --- | --- |
| best | better | choice | equally |
| first | greatest | least significant  | least important |
| mainly | more important | most important | most significant |
| prime | second | strongest | third |
| weakest |  |  |  |

**Introductory**

|  |  |  |  |
| --- | --- | --- | --- |
| from my point of view | I (dis)agree with | I believe | I maintain that |
| I question whether | In my opinion | it is my belief | it seems to me that |

**Concluding Phrases**

|  |  |  |  |
| --- | --- | --- | --- |
| above | as I have noted | as one can see | for the reasons |
| in any case | in any event | in brief  | in other words  |
| in short | in summation | obviously | on the whole |
| to be sure | to sum up | undoubtedly | unquestionably |
| without a doubt |  |  |  |

**Supporting Opinions**

|  |  |  |  |
| --- | --- | --- | --- |
| again | also | besides | equally important |
| finally | first | further | furthermore |
| in addition | in the first place | last | likewise |
| moreover | next | second | similarly |
| third |  |  |  |

**Introducing Details**

|  |  |  |  |
| --- | --- | --- | --- |
| as evidence | for example | for instance | in fact |
| in support of this |  |  |  |

**Countering**

|  |  |  |  |
| --- | --- | --- | --- |
| although you feel | argue | but | even though |
| however | I doubt | I question | I realize you |
| I understand you | it may be that you | let me explain | maintain |
| nevertheless | on the contrary  | on the other hand | some people believe  |
| state | yet | your idea deserves some merit |  |

***Comma Rules***

**1) Place a comma after each introductory word, phrase, or clause.**

* Finally, he got in his car and drove away.
* Under the new government, every citizen over 21 is allowed to vote.
* Once the parking tickets have been paid, you'll get your license back.

**2) Place a comma on each side of a nonessential element (appositive).**

* My brother, who is younger than I am by five years, likes to work puzzles.

**3) Place a comma before the coordinating conjunction when you combine two independent clauses into a single compound sentence.**

* Her mother holds a doctorate from MIT, and her father teaches at Purdue.

**4) Place a comma after but not before a dependent clause.**

* When the fire alarm sounded, the children paraded out of the school building.
* The children paraded out of the school building when the fire alarm sounded.

**5) Place a comma between items in a series.**

* When you come over tonight, bring your sleeping bag, your pillow, and a few bags of popcorn.

**6) Use commas to set off a direct address.**

* Dad, can you please lend me twenty bucks?

**7) Place a comma between coordinate adjectives.**

* His breath caught in his throat as he watched the tall, stately beauty cross the stage.

**8) Place a comma between the day and the year and after the year, but not between the month and the year when you include a date in a sentence.**

* December 31, 1980, was my 18th birthday, but I celebrated in January 1981.

**9) Place a comma before and after the name of a state when you name a city and state in a sentence. If you include a full address in a sentence, place a comma between each part of the address except for the zip code. No commas should be placed either before or after the zip code.**

* Samuel Clemens, better known as Mark Twain, was born in Hannibal, Missouri, in 1835.
* Mail your payment to us at 416 North Main, Tyler, Texas 75670 before next Friday.

**10) Use a comma to separate a direct quote from a signal phrase such as "he said" or "she replied."**

* "I think you'd better put your hat back on," she said laughing.

**11) Place a comma where a pause is required in order to avoid misreading.**

* My mom says Christina has no sense of humor.   

OR

* My mom, says Christina, has no sense of humor 

**Generic Editing / Revision Checklist**

**\_\_\_\_ 1. My Title** has the **First, Last** and **All Important Words** Capitalized.

**\_\_\_\_ 2.** I started all sentences with **CAPITAL LETTERS.**

**\_\_\_\_ 3.** I put the correct **end punctuation mark (. ! ?)** at the end of all sentences.

**\_\_\_\_ 4.** I used **commas** where needed.

**\_\_\_\_ 5.** I wrote in **paragraph form:**

 \_\_\_\_ I **indented** for each new paragraph.

 \_\_\_\_ Each paragraph **focuses** on **one (1) idea** (topic, time, place, person,

quotation)

**\_\_\_\_ 6.** I did not start a sentence with “**And, So, But, Or,”** unless I had a reason**.**

(I was careful with **“Then”** and **“Because” ! )**

**\_\_\_\_ 7.** I checked the **first word** of **each sentence** for repetition.

**\_\_\_\_ 8.** I took out **repeated words and or ideas**; I tried different words that meant the

same thing.

 **(I used a Dictionaries and/or Thesaurus to double-check!)**

**\_\_\_\_ 9.** I used spelling strategies. (I circled “suspect words” in rough draft; It takes 5

minutes...)

 **(Use a Dictionaries and/or Thesaurus to double-check!**

**\_\_\_\_ 10.** I used **complete sentences** with a **subject** and a **predicate.**

I **checked each sentence** for **run-ons** and **sentence fragments.**

**\_\_\_\_ 11.** My **verbs agree** with their **subjects.**

("He likes ice cream" instead of "He like ice cream".

**Finishing Touches:**

**\_\_\_\_ 12. I used sentences of different lengths. (**Think: short, long, medium...)

**\_\_\_\_ 13.** I included **compound sentences (**two **complete sentences** joined with a **comma**

and a **conjunction).** Some conjunctions are: **and, but, or, so, nor, yet.**

 **Example:** I woke up early, and I saw the rising sun.

**\_\_\_\_ 14.** I used **strong verbs** and **precise nouns**

**\_\_\_\_ 15.** I used **adjectives and adverbs** to describe people, places, things, and actions in

detail.

**6th-8th Grade Egregious Errors List**

**\* If 2 or more of the following errors are made on graded assignments/papers, the assignment will be returned ungraded to the student to be rewritten correctly.**

**Top 10 Errors:**

1. I is always capitalized (~~i~~)
2. a lot is two words (~~alot~~)
3. they’re/their/there and you’re/your
4. its (possessive) , it’s (contraction)
5. because is always written out (~~‘cause~~, ~~b/c~~)
6. good/bad/things/nice/stuff cannot be used in formal essays
7. numbers ten and under need to be spelled out (~~5, 7, 2, 8~~)
8. Capitalization of proper nouns and the beginning of all sentences
9. End punctuation is always used correctly
10. No text language (u, cuz, wuz, 2, ur)

**Other Common Errors to Look For:**

* to/too/two
* who’s/whose
* could have/should have (~~could of, should of~~)
* a/an
* then/than
* contractions should not be used in a formal essay



**The 6 +1 Traits of Good Writing**



**Ideas**
The Ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative–often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white …" They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.

**Organization**
Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

**Voice**
The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something–different from the mark of all other writers–that we call voice.

**Word Choice**
Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

**Sentence Fluency**
Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease.

**Conventions**
Conventions are the mechanical correctness of the piece–spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care. Handwriting and neatness are not part of this trait. Since this trait has so many pieces to it, it's almost a holistic trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. Conventions is the only trait where we make specific grade level accommodations.

**Presentation**
Presentation combines both visual and verbal elements. It is the way we "exhibit" our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well-constructed, the piece will not be inviting to read unless the guidelines of presentation are present. Think about examples of text and presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text.

 “PAARC- Evaluating your Sources” 

When you search for information, you’re going to find lots of it…but is it good information? You will have to determine that for yourself, and the PAARC Test can help. The PAARC Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

**P**urpose: The reason the information exists

* What is the purpose of the information?
* Do the authors/sponsors make their intentions or purpose clear?
* Is the information fact, opinion or propaganda?
* Does the point of view appear objective and impartial?
* Are there political, ideological, cultural, religious, institutional or personal biases?

**A**ccuracy: The reliability, truthfulness and correctness of the content

* Where does the information come from?
* Is the information supported by evidence?
* Has the information been reviewed or referred?
* Can you verify any of the information in another source or from personal knowledge?
* Does the language or tone seem unbiased and free of emotion?
* Are there spelling, grammar or typographical errors?

**A**uthority: The source of the information

* Who is the author/publisher/source/sponsor?
* What are the author’s credentials or organizational affiliations?
* Is the author qualified to write on the topic?
* Is there contact information, such as a publisher or email address?
* Does the URL reveal anything about the author source?

Examples: .com, .edu, .gov, .org, .net

**R**elevance: The importance of the information for your needs

* Does the information relate to your topic or answer your question?
* Who is the intended audience?
* Is the information at an appropriate level (i.e.: not too elementary or advanced for your needs?)
* Have you looked at a variety of sources before determining this is the one you will use?
* Would you be comfortable citing this source in your research paper?

**C**urrency: The timeliness of the information

* When was the information published or posted?
* Has the information been revised or updated?
* Does your topic require current information, or will older sources work as well?
* Are the links functional?

**Documentation**



**A: Plagiarism: “the act of using someone else’s words, ideas, or work and pretending they are your own, without stating where they came from.” (Longman Advanced American Dictionary, p.1096)** Often Plagiarism is unintentional, therefore be very careful when using informational text in your written assignments! Plagiarism is a serious scholarly offense and should be avoided at all costs. **Three or more “important” words copied consecutively will be considered plagiarism.**

 *Example of Plagiarism*: The Roman world was generally peaceful and prosperous. (copied text from History Alive without quotation marks.)

**B: Citing: “Giving the exact words of something that has been written in order to support an opinion or prove an idea; to “quote” something.” (Longman Advanced American Dictionary p.238)**

1. When you choose to write a sentence word for word (in your notes or published pieces)

 you must:

 a. Put quotation marks around the sentence

 b. Include the author’s last name or title of publishing along with the page

number inside of parentheses.

 i. Example: “When the Revolution began both sides adopted the same military strategy, or overall plan for winning the war.” (Hart 93)

**C: Quotations: “Words from a book, poem etc. that you repeat in your own speech or piece of writing.” (Longman Advanced American Dictionary p.1181)**

1. The use of quotations from both primary and secondary sources is an effective writing tool when done properly.
2. Quote only phrases or lines that are particularly interesting or relevant to your argument. Use quotes only to support or emphasize your own ideas.
3. Over-quoting is boring and can influence your reader to believe that you haven’t done your own thinking.

**MLA Guidelines, Format, and Citation**

**General Guidelines:**

* Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
* Double-space the text of your paper
* Center your title. (use Center Justification) Do NOT underline, italicize, bold, or make your title larger.
* Use Times New Roman. The font size should be 12 pt.
* Set the margins of your document to 1 inch on all sides.
* Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
* Create a Header in the Upper Left-hand Corner. List your first and last name, your teacher’s names, the class title, and date (number month year) i.e. 30 August 2013



**Citation: (For more information, see** [**http://owl.english.purdue.edu/owl/resource**](http://owl.english.purdue.edu/owl/resource) **or other current MLA print or web resources.)**

**Basic rules:**

* Begin your Works Cited page on a separate page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text. It should have the same one-inch margins and last name, page number header as the rest of your paper.
* Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
* Double space all citations, but do not skip spaces between entries.
* Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
* List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50. Note that MLA style uses a hyphen in a span of pages.
* Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)
* Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: Gone with the Wind, The Art of War, There Is Nothing Left to Lose.
* Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name.
1. **Books:**

Last name, First name. *Title of Book.* City: Publisher, Copyright year. Medium.

* “Last name, First name” refers to the author of the work.
* Cite the Publisher’s name that appears on the title page
* To locate the copyright year look for the symbol ©.
* Medium refers to Print, Film, or Web Based Source.

**One author:**

Collins, Suzanne. *The Hunger Games*. New York: Scholastic, 2008. Print.

**Two or Three Authors:**

Lorenz, Ralph and Jacqueline Mitton. Titan Unveiled: Saturn’s Mysterious Moon Explored.

Princeton: Princeton UP, 2008. Print.

1. **Journals and Periodicals in Print Form:**

Last name, First name. “Article Title.” *Newspaper/Magazine Title* Date of Publication: page

numbers, Medium.

**Newspaper Article:**

Trejos, Nancy. “Credit Card Restrictions Close to Enactment.” *Washington Post* 20 May 2009.

A1+. Print.

**Magazine Article:**

Bourne, Joel K., Jr. “The End of Plenty.” *National Geographic* June 2009:26-59. Print.

1. **Periodical Publication in an Online Database:**

**Magazine/Newspaper:**

Last name, First name. “Article Title.” *Title of Magazine or Newspaper* Date of Publication:

page numbers. Medium. Date of Access. <URL>

* If there is no page number, write: n pg.

Benefield, Kerry. “Sonoma Valley High Tightens Dress Code.” *The Press Democrat* 20 August

2008: n pg. Web-Based. 15 November 2012. [www.pressdemocrat.com](http://www.pressdemocrat.com)

1. **Web-Based Sources:**

Author/Editor/Compiler. “Title of Work.” *Title of Overall Website*. Version or edition.

Publisher or sponsor of site, Date of publication. Medium. Date of access. <URL>

Spinks, Sarah. “Inside the Teenage Brain: Adolescents and Sleep.” *Frontline*. PBS, 2010.

Web-based. 5 March 2010.

<http: [www.pbs.org/wghb/pages/frontline/shows/teenbrain/from/sleep.html](http://www.pbs.org/wghb/pages/frontline/shows/teenbrain/from/sleep.html)>

“Roman Empire.” *World History: Ancient and Medieval Eras*. ABC-CLIO, 2010. Web-based.

3 March 2010. <http://www.ancienthistory.abc-clio.com>

1. **Films or Video Recordings:**

*Title of Film*. Director. Distributor, Year of release. Medium.

*Dead Poet’s Society*. Dir. Peter Weir. Touchstone, 2006. Film.

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Clinton, Bill. Interview by Andrew C. Revkin. “Clinton on Climate Change.” *New York Times*. New York Times, May 2007. Web. 25 May 2009.

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*GlobalWarming.org*. Cooler Heads Coalition, 2007. Web. 24 May 2009.

*An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Shulte, Bret. "Putting a Price on Pollution." *Usnews.com*. *US News & World Rept*., 6 May 2007. Web. 24 May 2009.