



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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<p>a</p> <p>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</p> <p>b</p> <p>bad bad-tempered bashful beautiful best biased big bitter blessed blonde blue bold boring brief</p>	<p>bright brilliant broad brunette brutal bubbly</p> <p>c</p> <p>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</p>	<p>conscious conservative considerate consistent contorted conversational cool cooperative corny correct courageous cowardly crazy creative crisp critical cross cultured curious curt cute</p> <p>d</p> <p>dangerous daring dark dead deadly deaf dear deceitful decent dedicated deliberate delicate demented dependent depressed desperate destructive determined detestable devilish direct dirty</p>	<p>discreet disgusting disobedient disorganized distinctive divine dogged dogmatic domestic downright dreadful drunken dry dull dumb</p> <p>e</p> <p>eager easy-going ebullient educated elegant embarrassed emotional emphatic energetic enlightened enterprising enthusiastic envious evil exacting excellent excessive excited exciting explosive exuberant</p> <p>f</p> <p>fainthearted fair faithful familiar famous</p>	<p>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</p> <p>g</p> <p>generous genial genius genuine gifted glad glum good good-humored good-natured grateful greasy great greedy gross grumpy guilty gutsy</p>
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<p>h happy hard hardheaded hardworking haughty healthy heartless hefty helpful high holy home-loving honest hospitable huge humane humble humorous hungry hyper hysterical</p> <p>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</p>	<p>interesting international intolerant intriguing irascible irresistible irritating</p> <p>j jealous jolly joyful joyous jumpy just</p> <p>k keen kicking kind</p> <p>l laid-back large late lazy lethargic liberal light likable lively lone lonely lonesome long loopy loose loud lovely low loyal lucky</p> <p>m mad magic magnificent maniacal</p>	<p>married matchless mature mean melancholy menacing merry messy mexican mighty mindless miserable mistrustful mocking modern modest moody moral moral musical</p> <p>n naked narrow narrow-minded natural naughty neat negative nervous nice nifty nitpicking normal</p> <p>o oafish oblivious obvious odd old-fashioned open open-minded optimistic orderly ordinary outgoing outlandish</p>	<p>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</p>	<p>q quaint quarrelsome queenly quick quiet quirky</p> <p>r radical ratty ready reasonable rebellious reckless reclining red-faced refined reliable religious repulsive reserved respectful responsible revolutionary rich righteous risky romantic rough rude</p> <p>s sad sadistic sarcastic satisfied saucy savage scary secret secure self-centered self-confident self-conscious self-effacing selfish senior</p>
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<p>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 spoil spontaneous sporting square stable steady still stingy</p>	<p>straight strange strong stubborn stuck-up studious stumped stupid stylish suburban successful sufficient super superficial superstitious sure sweaty sweet sympathetic</p> <p>t taciturn tactful tactless talented talkative tall terrific thankful theological thick thin thoughtful thrifty tidy tight timid tolerant touchy tough tricky trustworthy typical</p> <p>u unable unattractive unavailable</p>	<p>uncertain unchanging unclear uncomfortable uncommunicative uncompromising unconcerned unconscious unemotional unfortunate unfriendly unharmd uninhibited unique unrealistic unseen unselfish unspeakable unstable unsure unusual unworried upbeat upset</p> <p>v vain valued vegetarian vicious victorious</p> <p>w warm warm hearted wary weak weird well-informed well-balanced well-behaved well-dressed well-informed well-known wild wise witty</p>	<p>wobbly wonderful woolly woozy working-class worn out wrong</p> <p>x</p> <p>y young youthful</p> <p>z zany zealous</p> <p><u>Others?</u></p>
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Strong and Precise Action Verbs

abandon	crouch	flash	hurtle	maul
abduct	cut	flatten	hypothesize	measure
abolish	dance	flaunt	ignore	meddle
abuse	dart	flay	illustrate	meet
accelerate	dash	flee	imitate	mimic
accuse	deck	flick	inch	mingle
achieve	descend	flinch	increase	mobilize
acquire	dig	fling	inform	mock
act	direct	flip	inject	model
adapt	discard	flit	injure	molest
add	display	float	insert	mourn
address	ditch	flog	inspect	move
adjust	divert	flounder	install	mumble
advance	do	flout	instigate	murder
advise	dodge	flush	interview	muster
aim	drag	fly	invade	mutilate
apprehend	drain	force	invent	nab
approach	drape	fumble	jab	nag
arrest	dress	gain	jam	nail
assault	drill	gallop	jar	nick
assemble	drink	gather	jeer	nip
attack	drip	gesture	jerk	observe
avert	drop	get	jimmy	obtain
bang	duel	give	jingle	occupy
bar	dunk	gnaw	jolt	offer
beat	ease	gossip	judge	operate
berate	edge	gouge	jump	order
blast	eject	grab	keel	organize
block	elevate	grapple	kick	oversee
blow	enter	grasp	kidnap	pack
brighten	erupt	greet	kill	paddle
broke	escape	grip	kneel	page
buck	evacuate	grow	knife	panic
built	evade	growl	lash	parachute
bump	exhale	grunt	launch	parade
bury	explode	guide	lead	paralyze
catch	expose	gyrate	lean	park
charge	extract	hack	leap	pass
choke	fade	hail	learn	pat
clap	fake	hammer	lecture	patrol
clash	fall	hang	left	pause
climb	falter	harass	level	paw
clip	fan	haul	lick	peel
clutch	fast	head	listen	peep
collapse	feed	help	log	penetrate
collect	feel	hesitate	lunge	perform
collide	fight	hide	lurch	photograph
command	file	hit	maim	pick
construct	find	hitch	nick	picket
cram	finger	hobble	mangle	pile
crash	fix	hoist	manipulate	pilot
crawl	flag	holdhover	march	pin
creep	flap	hug	mark	pinch
cripple		hurl	massage	pirate

pitch	relent	shake	spin	swing	vault
plan	repair	shape	splatter	swipe	vent
play	repel	sharpen	splice	switch	wade
plod	report	shave	split	tackle	walk
plow	resist	shear	spot	take	wander
plunge	respond	shell	spray	tap	watch
pocket	retaliate	shield	spread	target	wave
poke	retreat	shift	spring	taste	wedge
polish	retrieve	shiver	spurn	taunt	weed
pore	reveal	shoot	spy	teach	weigh
pose	review	shorten	squeak	tear	whack
pounce	ride	shout	stack	tease	whip
pout	ri[shove	stagger	telephone	whirl
pray	rise	shovel	stamp	terrorize	whistle
preen	risk	shun	stand	test	wield
present	rob	shu	start	thrash	wiggle
preside	rock	tsidestep	startle	thread	withdraw
primp	roll	sigh	steal	threaten	work
print	rub	signal	steer	throw	wreck
prod	run	sip	step	tickle	wrench
produce	rush	sit	stick	tie	wrestle
prompt	sail	size	stiffen	tilt	yank
proofread	salute	skid	stifle	tip	yell
propel	sap	skim	stomp	toss	yelp
protect	save	skip	stop	touch	yield
provide	saw	skirt	strangle	tout	zap
provoke	scale	slacken	strap	track	zip
pry	scamper	slam	strike	train	
pull	scan	slap	strip	transcribe	
pummel	scatter	slash	stroke	transfer	
pump	scavenge	slay	struck	transfer	
punch	scold	slide	stub	translate	
purchase	scoop	slug	study	trap	
pursue	scoot	smack	stuff	tread	
push	score	smear	stumble	treat	
question	scour	smell	stun	trip	
quit	scout	smuggle	subdue	trot	
race	scrape	snap	submerge	trounce	
raid	scrawl	snare	submit	try	
raise	scream	snarl	suck	tuck	
rally	screw	snatch	summon	tumble	
ram	scrub	snicker	supervise	turn	
ransack	scruff	sniff	supply	tutor	
rape	scuffle	snitch	support	twist	
rattle	scuttle	snub	surrender	type	
ravage	seal	snuff	survey	undo	
rave	search	snuggle	suspend	undress	
read	seize	soak	swagger	unfold	
record	select	sock	swallow	unite	
reduce	sell	soil	swap	untangle	
reel	sense	solve	sway	unwind	
refer	serve	spear	swear	usher	
relate	set	spell	swerve	vacate	
relax	sever	spike	swim	vanish	

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.

- o Samuel Clemens, better known as Mark Twain, was born in Hannibal, Missouri, in 1835.
- o 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."

- o "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.

- o My mom says Christina has no sense of humor.



OR

- o 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/e~~)
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,)!;

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.

Purpose: 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?

Accuracy: 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?

Authority: 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

Relevance: 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?

Currency: 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.

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

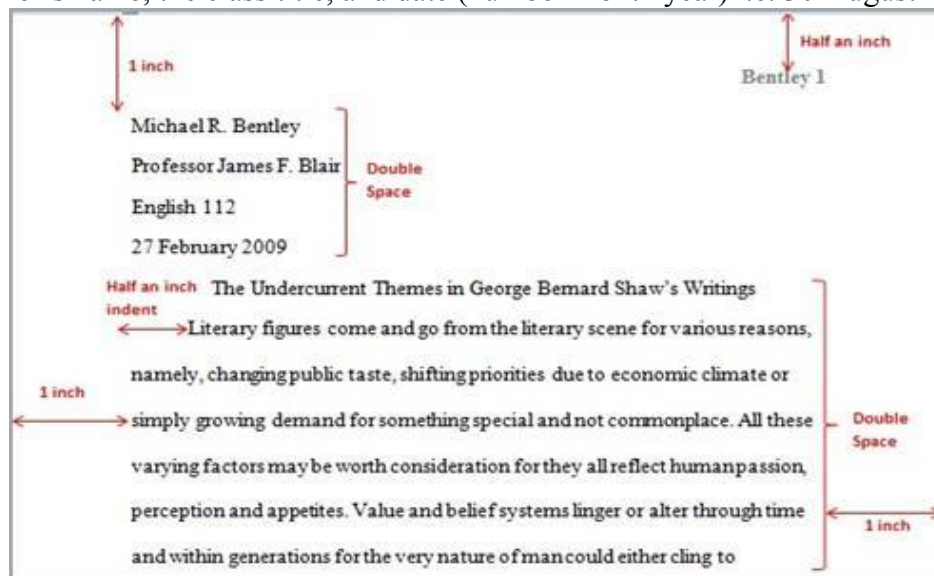
C: Quotations: “Words from a book, poem etc. that you repeat in your own speech or piece of writing.” (Longman Advanced American Dictionary p.1181)

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 name, 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> 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.

2. **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.

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