



WRITING ESSENTIALS

How to Use this Handbook:

The pages in this handbook are intended to guide you through the writing process during your high school years. You will find specific writing terms and styles defined, common points of struggle clarified, and advice for writing success from both teacher and student perspectives. Please use this handbook. We want you to be successful! Tips from students are included throughout. LBHS students were surveyed and asked about specific writing topics. Consider these candid student perspectives as you think and plan how to write most effectively. You will also find a useful appendix of resources at the end of the handbook.

Table of Contents

Pre-Writing	Page 3
Annotative/Active Reading	
Brainstorming/Starting	
Outlining	
The Prompt	
Writing to Inform	Page 5
Introduction	
Body	
Conclusion	
Formal, academic writing	
Summary vs. Analysis	
Quotation Integration/Embedding	
Thesis Statement	
Transitions	
Common Core Standards for Informational Writing	
Writing a Narrative	Page 10
Elements of a Narrative	
Dialogue Format	
Figurative Language	
Narrative Plot Structure	
Point of View	
Sensory Details	
Thoughts/Internal dialogue	
Common Core Standards for Narrative Writing	
Writing an Argument	Page 12
Audience	
Claim	
Evidence	
Counter-argument	
Logical fallacies	
Qualifiers	
Voice	
Common Core Standards for Argumentative Writing	
Post-Writing	Page 15
Citations/Works Cited	
Plagiarism	
Turnitin.com	
Revision	
MLA Format	

Rubric	
Grammarly	
Writing Lab/Teacher Feedback	
Style and Language	Page 18
Cliches	
Concision	
First, second, and third person pronouns	
Repetition	
Parallel Structure	
Sentence Variety	
Style	
Word Choice	
Grammar and Usage	Page 22
Agreement	
Capitalization	
Commas	
Case	
Fragments and Run-ons	
Modifiers	
Passive Voice	
Pronoun Usage	
Semi-colons, colons, and dashes	
Verb Tenses	
Top 10 Things to Know for English Writing	Page 25
Writing in History/Social Studies Classes	Page 26
6 Cs for Document Analysis	
SPRITE themes	
Claim-Evidence-Reasoning (CER)	
Past Tense & Third Person	
Essay Structure (HOT/TEST/STOP)	
Thesis Statements	
Research Papers & Projects	
Use of Evidence	
Properly cite your sources	
History Teacher Tips	
Writing in Science	Page 34
Writing in Mathematics	Page 35
Writing in Spanish	Page 38
Writing an Email	Page 40
Writing Short Answer Responses.....	Page 41
Resources	
MLA Format.....	Page 42
MLA Works Cited Sample.....	Page 43
Transition Words	Page 44
Academic Integrity and Ethics Policy	Page 46
List of Literary Terms	Page 47
Sentence Opening Sheet.....	Page 50
Depth of Knowledge.....	Page 52
Commonly Confused Words.....	Page 53
Works Consulted.....	Page 56

WRITING IN ALL SUBJECTS

Pre-Writing

- **Annotating/Active Reading:** A good habit to develop is marking up written texts with a pen in hand. While reading, anything that strikes you as surprising, significant, or raises questions should be noted. Whether you highlight, underline, or write in the margins of a text, annotating forces you as a reader to engage with the author. Remember, however, that school issued books cannot be marked up. Many successful students use post-its as a way of actively engaging with their reading. This is a technique that forces you to understand the text on a much deeper level -- and will likely result in a better grade when you are ready to write.



Tips from Students

- I advise underclassmen to annotate written works because it makes it much easier to organize your ideas and plan out your writing.
- Always read the prompt and sources ahead of time. Become extremely comfortable with the material before you have to create an assignment.
- Read the books so that you know what you're writing about.

- **Brainstorming/Starting:** Start by thinking deeply about the writing topic. Quality thought must occur first for a quality written response to follow. Thinking and generating ideas takes time for *everyone*. Thoughtfully brainstorming ideas will help you lay the foundation of a winning essay. Be sure to read through the grading rubric so that you understand the expectations of the assignment. Try to slow down and do the thinking before writing.



Tips from Students

- Make sure your paper is submitted in time. If you have a week to start an assignment, don't wait for the last minute. Spread out the work throughout the week.
- Procrastinating won't work with writing assignments. It takes time to write a good essay, and it will be a deciding factor of your grade. If you don't put the effort in, you won't get the result you hoped for.
- Look back at previous essays to understand mistakes. Looking over work or discussing the work with the teacher helps to figure out the issues of your writing.

- **Outlining:** Most English teachers here at the high school will provide an outline for take home essays. Do your best to not overlook this important guide. An essay outline is the closest thing to a “how to” for what your teacher is hoping you will write.

Tips from Students

- Make an outline for yourself and ask questions. The assignment is less daunting when you have made an outline to follow and you ask questions when you get stuck.
- I would tell incoming freshmen or underclassmen to find your evidence first, then write your essay around it. By doing this, it can be much more time efficient and easier to write the essay in general.
- Organizing well makes an essay so much better.
- Writing is a lot harder without planning first.

- **The Prompt:** Having a thorough understanding of the prompt is the key to success in writing. Carefully read the prompt and highlight or underline key terms and verbs. Decide if the prompt is asking just one question or multiple questions. Ask yourself what you can do structurally in the essay to make sure you address **all** aspects of the prompt. Make a plan for what you need to find out, research, or identify in order to effectively answer the prompt.



Tips from Students

- You should ask the teacher about the expectations for the essay so that you have a clear idea of where to spend your time.
- Model your writing off of the prompt or stick closely with the prompt. I noticed that English teachers grade off of the stuff they want to see, which is in the prompt.

WRITING TO INFORM

- **Introduction:** Pay close attention to your first sentence. A successful start says something useful and does so in an interesting and polished way. A short and direct statement is usually best. Remember, your introduction is an important road map for the rest of your writing. You can let your reader know the topic, why it is important, and how you plan to proceed with the body paragraphs. When structuring an introduction, think about the visual of a funnel. Your sentences should progress from general to more specific. Introduce the topic of your essay and then narrow the focus with each consecutive sentence toward an exacting and specific thesis statement.

Basic Introduction Structure

- Hook/Attention Grabber/Strong Start (Avoid the cliché question start.)
- Background Information (Think 5 W's: Who, What, Where, When, Why?, as well as Title, Author, Genre (TAG))
- Narrow to your essay topic
- Thesis

Tips from Students

- Know how to properly introduce and conclude an essay...those [paragraphs] have the most impact.
- Start strong and interesting. Most teachers don't want to be bored right from the start.

- **Body:** The body of the essay is the place where you analyze language and specifically develop your thesis statement. Body paragraphs should each begin with a clear and direct **topic sentence**. This first sentence is a signal to the reader, announcing the topic of the paragraph. The rest of the paragraph should present quotations and thoughtful analysis that directly involve the prompt. Consult the prompt, the outline (if provided), and the teacher to determine the correct delivery of your paragraphs. Some assignments call for a prescribed structure of the body, while other writing assignments allow for more freedom in paragraph length and structure.

Basic Body Paragraph Structure

- Topic Sentence
- Concrete Detail 1* (This usually includes an embedded quotation with context.)
- Significance* (Think: *How?* and *Why?* is the concrete detail significant.)
- Transition + Concrete Detail 2
- Significance
- Transition + Concrete Detail 3

- Significance
- Summary Sentence

* The number of times you present concrete details and its significance may vary.

Tips from Students

- Try to focus your attention on making your paragraph writing skills better as they are the most difficult part of an essay or writing assignment.
- Don't summarize the story! And don't write "this quote shows"!
- Make every word count.

- **Conclusion:** The conclusion allows you to have the final say on the topic you have analyzed in your paper. An effective conclusion paragraph often goes beyond just restating the thesis and rehashing the main points in your body paragraphs. Consider the broader themes of the prompt, a modern day application of the issue, or a future extension of the topic. When in doubt, be thoughtful and interesting in your conclusion.

Basic Conclusion Structure

- Rephrase your claim/thesis
- Summarize or remind the reader of the main points of your essay.
- End with impact. Extend beyond the prompt and its context and think about broader or unexpected applications.

Tips from Students

- Know how to begin and end essays strong.
- Don't be cheesy in the conclusion.

- **Formal, academic writing:** Remember that your goal in academic writing is not to sound intelligent, but to get your intelligent point across in a clear manner. There is a difference between expressive and impressive language; in high school, you want to *express your ideas* and not try to simply impress your teachers. The most important goal in every paper should be to get your point across as directly as possible. Beware, too, of the opposite problem: writing exactly like you speak to your friends. Statements such as "capitalism is so good" or "the awesome thing about Shakespeare is..." have no place in an academic paper. When in doubt, be

conservative with your word choice. This caution doesn't mean you should write all your sentences in a choppy, robotic style. It just means that you should make sure your teacher isn't distracted from what you are trying to say by how you are saying it.



- **Summary vs. Analysis:** After providing textual evidence or quotes in writing, it is vital that you *thoughtfully* comment on it. To guide your commentary, consider asking yourself, “**How** does this answer the prompt?” and “**Why** is it significant?” Rather than just stating *what* happened in the text, aim to analyze *how* and *why* the quote answers the prompt and has significance. There is a real difference between summary and analysis. Anyone can summarize. Summary simply retells plot while analysis makes some kind of thoughtful, deeper connection.

Tips from Students

- Always ask yourself the question, “So what?” so that your analysis can become better.
- Analysis is key.
- Don't summarize and stay in line with the prompt.
- I would tell an incoming freshman to really elaborate on how their evidence relates to the topic of the essay and help them understand how they should do that rather than just retelling the story with summary.
- Summary versus analysis: know the difference.
- Be concise in plot summary and write twice as much analysis.

- **Quotation Integration/Embedding:** When you include a quotation in your writing, it is always best to embed the quoted material. In order to do this well, begin by providing adequate context before giving the quotation. Consider what information would be helpful for your reader to know before giving the quote. Your language should blend smoothly in with the language of the quoted material. More often than not, less is more when embedding. Quote the most significant portions only. You may have to change pronouns in brackets if needed to enhance the sentence's flow.



Three Methods of Quotation Integration

1. **Quotation Embedding (often the most preferred):** *As a fireman with the mission to eliminate dangerous knowledge, Guy Montag finds it a “pleasure to burn” books (1).*
2. **Full Quotation from Dialogue (used sparingly, if at all):** *Guy Montag asks Clarisse, “Why aren't you in school?” (25).*
3. **Quotation with a Colon Introduction (used sparingly):** *Before awakening to the dystopia surrounding him, Guy Montag accepted and even enjoyed his position as a fireman: “It was a pleasure to burn” (1).*

Tips from Students

- Learning to embed quotes is extremely important as you do it in most history and English classes.

- **Thesis Statement:** A road map for your entire essay, the thesis statement usually is the final sentence of your introductory paragraph. This one sentence tells the reader what to expect in the following body paragraphs. It should directly answer the prompt. Be careful not to write a wordy or awkward sounding sentence.

Example Thesis Statements:

- Ray Bradbury's *Fahrenheit 451* uncovers the dangers of censorship and mindless submission to power.
- Although Huck Finn may not realize it, the Mississippi River serves as a symbol of freedom between lands of chaos, hypocrisy, and destruction.

Tips from Students

- Make sure your thesis is solid and answers the prompt well.

- **Transitions:** In all writing, but especially formal and academic writing, your goal is to convey information clearly and concisely. Transitions help to establish logical connections between sentences, paragraphs, and sections of your writing. Whether single words, quick phrases, or full sentences, transitions function as signals that tell readers how to think about, organize, and react to ideas as they read through what you have written. Transitions signal relationships between ideas—relationships such as: “Another example coming up—stay alert!” or “Here’s an exception to my previous statement” or “Although this idea appears to be true, here’s the real story.” In providing important cues, transitions help readers understand the logic of how your ideas fit together. **(See Page 44 for a list of common transitions.)**



Tips from Students

- Make sure your essays have a logical progression of thought without any sort of awkward transitions and phrasing.
- Read your essay out loud before turning it in. If it sounds weird put in a transition.

The standards for informational writing essentially boil down to. . . .

- **Introduce a topic** in a meaningful way. Be thoughtful about how much information you provide in an introduction. Only include information that is relevant to the themes or ideas forwarded in the prompt.
- **Develop the topic** with well-chosen and relevant quotes, concrete details, or other information and examples appropriate to the prompt.
- Use accurate and varied **transitions** to link the major sections of the text and clarify the relationships among complex ideas and concepts in your writing.
- Use **precise language** and specific vocabulary to manage the complexity of the topic.
- Establish and maintain a **formal style** and tone throughout your writing.
- Write in the **active voice** as often as possible.

WRITING A NARRATIVE

- **Elements of a Narrative:** a clearly defined focus, character descriptions, dialogue, setting description, a strong introduction, interesting details, logical sequence, powerful and focused conclusion.
- **Dialogue Format:** Inserting dialogue is a powerful way to move a story or character forward. Each time the speaker changes, you need to start a new line and indent. Everything any character says needs to be in quotation marks and adhere to the standard rules of punctuation.

Tips from Students

- Characters have to speak to each other. Otherwise the story you tell is going to be boring.

- **Figurative Language:** Figurative language is when you use words beyond their normal, everyday meaning. There are several ways to integrate figurative language in your narrative: similes, metaphors, personification, and symbolism are the most common. **(See Pages 47-49 for definitions of these and other literary devices.)**

Tips from Students

- Be creative and original with how you tell a story.
- Figurative language shows you care about what you are writing.

- **Narrative Plot Structure:** The classic plot structure is as follows: 1) exposition 2) rising action 3) climax 4) falling action, and 5) resolution. Look these terms up if you're unsure of what they mean. Skilled student writers follow this basic structure; however, student writers can manipulate the manner in which each is presented and the length of time and depth for each as well.



- **Point of View:** The narrator's position in relation to the story being told is the point of view. There are first person ("I"), second person ("you"), and third person ("he/she") points of view. Whereas in the limited point of view, the narration sticks closely to one focal character, the objective point of view does not interpret characters' thoughts and feelings for the reader. Omniscient narration is the voice where the narrator knows all and sees all.



- **Sensory Details:** Integrating imagery through strong sensory details is a powerful way to *show* action rather than to just *tell* what is happening. Think about the five senses (sight, sound, taste, smell, touch) and integrate as many of these into your writing as appropriate. Inserting sensory details is a simple and effective technique to enliven your narrative writing.



Tips from Students

- Try to put in at least one sensory detail for each sentence of your narrative.
- Teachers love sensory details when you tell a story.

- **Thoughts/Internal dialogue:** When inserting thoughts or internal dialogue in a narrative, it is best to put them in italics.



The standards for narrative writing essentially boil down to. . . .

- Engage the reader by **setting out a problem, situation, or observation**, establishing one or multiple point(s) of view.
- Create a smooth **progression of experiences or events**.
- Use narrative techniques, such as **dialogue, pacing, description**, and **reflection** to develop experiences, events, and/or characters.
- Use **precise words** and phrases, **meaningful details**, and **powerful language choices** to convey a vivid picture of the narrative.
- Provide a **conclusion that follows from and reflects on what is experienced**, observed, or resolved over the course of the narrative.

WRITING AN ARGUMENT

- **Argument:** Express your point of view on a subject and support it with appropriate evidence. It's important to remember that the argumentative style of writing asks for your sentences to be active, powerful, and memorable. Try to cast an engaging and academic argument.



Tips from Students

- Put your voice into your argument.
- The best arguments sound the most real.

- **Audience:** When you're in the process of writing a paper, it's easy to forget that you are actually writing to someone. Keeping your audience in mind while you write (even if it's just a teacher) can help you make good decisions about what material to include, how to organize your ideas, and how best to support whatever you're arguing. Shifting how you approach a topic according to whom it's being directed can determine whether or not your argument is actually successful.

Tips from Students

- Remember to be engaging. You're writing to a human being.

- **Claim:** a statement indicating *what* you will be arguing. Claim statements typically come at the end of your introduction paragraph and should be clear and complete. For example, although "I agree with Steinbeck's statement" is technically a claim, a more thoughtful claim might read "Although Steinbeck's statement has some merit to it, a better assertion is _____." The claim is like a rudder to a boat; without it, your argument will lack direction.



Tips from Students

- Write and rewrite your claim.
- Make sure that when your essay is done to look back at your claim.

- **Evidence:** It's important that you use the right kind of evidence, that you use it effectively, and that you have an appropriate amount of it. Many high school argumentative prompts ask students to come up with "appropriate evidence." If the prompt uses this language, it is a cue for you to develop evidence that powerfully fits the type of your argument. Typically the best evidence in an argument is specific and can be fact-checked. Evidence that is "made up" is not convincing; think about developing evidence from history, literature, or current events before launching into personal anecdotes or questionable "evidence."




Tips from Students

- The evidence that you choose has to fit with what you are arguing.

- **Counter-Argument:** One way to strengthen your argument and show a deep understanding of the issue you are arguing is to anticipate and address others' objections to your points. By considering what someone who disagrees with your position might have to say about your argument, you show that you have intelligently thought the issue through and understand both sides of the argument.
- **Logical fallacies:** Fallacies are defects that weaken student arguments. By learning to look for them in your own and others' writing, you can strengthen your ability to evaluate the arguments you write, read, and hear. A fallacy is a general flaw in reasoning. There are many different forms of these errors in argumentation. Oftentimes, common sense can determine whether or not there is an error in an argument's reasoning. A quick Google search can be useful in identifying the many forms of logical fallacies.
- **Modes of Persuasion:** ethos, logos, and pathos. *Ethos*, or the ethical appeal, means to convince an audience of the author's credibility or character. Ethos can be developed by choosing language that is appropriate for the audience and topic, making yourself sound fair or unbiased, introducing your expertise, and by using correct grammar and syntax. *Pathos*, or the emotional appeal, means to persuade an audience by appealing to their emotions. Authors use pathos to invoke sympathy from an audience; to make the audience feel what the author wants them to feel. Another use of pathos would be to inspire anger from an audience, perhaps in order to prompt action. *Logos*, or the appeal to logic, means to convince an audience by use of logic or reason. To use logos would be to cite facts and statistics, historical and literal analogies, and citing certain authorities on a subject.



- **Qualifiers:** Qualifiers are words or phrases that are added to another word to modify its meaning, either by limiting it (He was somewhat busy) or by enhancing it (The dog was remarkably small). Qualifiers are often necessary, such as when your evidence or your claim is open to doubt. In such cases, using a qualifier allows you to present your findings with “confident uncertainty,” which reflects a need to be cautious and critical about the argument you are making.
- **Voice:** Voice involves your unique writing style. Your attitude, personality, and character are often brought out in how you choose to write your sentences. Voice is very similar to your own personality; your argument is unique and specific to your own experiences and opinions. 

Tips from Students



- Find a good writing voice similar to your speaking voice.
- Write as if you are talking at the beginning so that lots of ideas flow through your mind.
One can always erase what they do not like.

The standards for argumentative writing essentially boil down to. . . .

- **Introduce a precise claim** and distinguish your claim from alternate or opposing claims
- **Develop claim(s) and counterclaims fairly**, supplying evidence for each while pointing out the **strengths and limitations** of evidence in a manner that anticipates the audience's reaction.
- Use words, phrases, and clauses to **link the major sections of the text**, create cohesion, and **clarify the relationships** between your claim, reasons, and evidence.
- Establish and maintain an **engaging yet formal style**.
- Provide a **concluding statement or paragraph** that follows from and supports the argument presented.

POST-WRITING

Editing, Revising, and Submitting

- **Citations/Works Cited:** Anytime you include information in your writing that you did not create, you must give credit to the source. If you look up information online or quote from a text, you must cite the source of that information. The two steps to this are parenthetical citations within your essay and a Works Cited page at the end of your essay. MLA has certain guidelines for how parenthetical citations should be formatted and for the Works Cited page as well. **(See the Sample Works Cited on Page 43.)** 
- **Plagiarism:** Plagiarism is the deliberate use of another's words, thoughts, or ideas as one's own. If you fail to give proper credit to someone else's ideas because you didn't know you were supposed to or because you didn't know how to do so, you face the same consequences as if you intentionally steal someone else's work. It is your responsibility to understand when and how to acknowledge someone else's contribution. 


You need to cite your source, even if you:

1. put all direct quotes in quotation marks.
2. change the words used by the author into synonyms.
3. completely paraphrase the ideas to which you referred.
4. write a sentence that is mostly made of your thoughts, but contains a reference to the author's ideas.
5. mention the author's name in the sentence.

****When in doubt, give a citation.** (See the LBHS Handbook and/or Page 46 of this handbook for the discipline procedures for the ethics violation of plagiarism.)**

Tips from Students

- I would advise incoming freshmen to definitely not plagiarize and not procrastinate.

- **Turnitin.com:** LBHS uses turnitin.com as the primary method of submitting academic writing assignments. This database is able to scrutinize student papers for similarity to all content found on the internet. Be sure to pay attention to your turnitin.com deadline as late submissions will result in point deductions on the final grade.
- **Revision:** Revision literally means to “see again” and to look at something from a fresh, critical perspective. It is an ongoing process of rethinking the paper you have written. 
Though it may be tempting to just be done with what you've written and to move on to something

else, the best students will do the following: 1) reconsider your arguments, 2) review your evidence, and 3) revive dull, weak words and phrases.



Items Consider for Revision

1. **Focus:** Do you stay on track throughout the entire paper?
2. **Thesis or Claim:** Does it need any updating after re-reading your finished paper?
3. **Balance:** Are some parts out of proportion with others?
4. **Organization:** Does your paper follow a pattern that makes sense? Do you have transitions?
5. **Accuracy:** Are any of your statements misleading? Have you provided enough detail to satisfy readers' curiosity? Have you cited all your information correctly?
6. **Conclusion:** Does the last paragraph tie the paper together smoothly and end on a stimulating note, or does the paper just die a slow, redundant, or abrupt death?
7. **Style:** Read your paper out loud. That's the best way to catch errors and evaluate the flow.

Tips from Students

- Revise, revise, revise.
- Read your essay aloud to yourself.

- **MLA Format:** All of your typed assignments at LBHS should be in MLA format unless otherwise specified. This format applies to the heading, margins, spacing, font and font size, as well as your parenthetical citations and works cited. **(See Page 42 of the handbook for a sample of an MLA formatted paper.)**

Tips from Students

- Memorize the MLA heading and put it on every paper every time.

- **Rubric:** A rubric is a guide listing specific criteria for scoring academic papers. The rubric is what a teacher may use to evaluate your writing and provide you with a grade. Read the rubric (when provided) for the assignment carefully. Before submitting your final copy, read your writing and see if it meets the requirements of each point on the rubric.



Tips from Students

- Know exactly what the teacher's rubric is so you can ensure all the boxes get ticked. It isn't all about writing a nice sounding essay anymore, but rather one meant to prepare you for structured college and workplace level papers.
- The best advice I'd give [underclassmen] would be to really scrutinize the rubrics the teachers give you because you can see all of the points they are going to look for.

- **Grammarly:** Grammarly Premium is an LBHS endorsed tool to screen your writing for grammatical errors. Copy and paste your writing into grammarly in order to receive feedback. Use your best judgement when evaluating the recommended changes. You *should not* blindly accept all suggestions.



- **Writing Lab/Teacher Feedback:** LBHS has a writing lab on campus. Students can submit writing digitally or make an appointment to meet with the writing lab aide. Individualized feedback on writing is instrumental in improving the quality of your writing. Utilize your teacher's available tutorial time and the writing lab to provide yourself with the best opportunities for improvement.



Tips from Students

- Do [your assignment] early so you can get help from the teachers if you need it.
- I would tell [underclassmen] not to be afraid to go in and ask your teachers for help. As a freshman, I wasn't comfortable enough to ask teachers for advice on my essays, but in reality they are extremely happy to help. I would also say to definitely go into the Writing Lab; she helps a lot.

STYLE AND LANGUAGE

1. **Clichés:** The problem with including over-used expressions in your writing is the lack of originality. The use of clichés signals to your teachers that you are unwilling or unable to come up with a fresh or precise statement. In short, it's lazy thinking and writing.

Examples: *The apple doesn't fall far from the tree. Money doesn't buy happiness. Don't judge a book by its cover.*

2. **Concision:** Wordiness is too common in student writing. Many students intentionally pad writing with over-inflated sentences; this causes grades to suffer. Being concise adds clarity and power to what you are trying to say. Begin by asking yourself if everything in your sentence is necessary; if words and phrases are not necessary, consider eliminating them.



Examples:

Original	Revision
In my personal opinion, it is necessary that we should not ignore the opportunity to think over each and every suggestion offered.	We should consider each suggestion.
Do not try to predict future events that will completely revolutionize society because past history shows that it is the final outcome of minor events that unexpectedly surprises us more.	Do not try to predict revolutionary events because history shows that the outcome of minor events surprises us more.

Tips from Students

- Quality is more important than quantity.
- My advice would be to be concise, yet thorough in the way of writing to the requirements of the prompt.
- Be concise and use strong language. More doesn't always mean better.
- Avoid sentence clutter and unnecessary phrases.

3. **First, second, and third person pronouns:** Formal, academic writing should always use third person pronouns. Depending on the prompt, some argumentative responses may



sparingly use first person pronouns (ask you teacher first!). Always avoid second person pronouns in high school writing (it is considered too informal).

4. **Repetition:** One of the final editing moves is to check your writing for repetitive words and phrases. If you can see that you continue to repeat the same words, a quick fix is to look into a thesaurus for synonyms.



Tips from Students

- Repetitiveness is not good.
- Make sure to use lots of different words. Don't repeat the same verb or adjective over and over again in your writing.

5. **Parallel Structure:** Parallel structure is the repetition of the same pattern of words or phrases within a sentence or passage to show that two or more ideas have equal importance. This technique adds symmetry, effectiveness, and balance to your writing. Lack of parallel structure disrupts the rhythm of a sentence, leaving it grammatically unbalanced. Proper parallel structure helps to establish balance and flow in a well-constructed sentence; the alignment of related ideas supports readability and clarity.



Examples:

- "My fellow Americans, ask not what your country can do for you, ask what you can do for your country." -John F. Kennedy
- "For the end of a theoretical science is truth, but the end of a practical science is performance." -Aristotle
- "My fellow citizens: I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors." -Barack Obama
- "One small step for man, one giant leap for mankind." -Neil Armstrong
- "We've seen the unfurling of flags, the lighting of candles, the giving of blood, the saying of prayers." -George W. Bush

6. **Sentence Variety:** When writing paragraphs, a thoughtful writer will look at sentence progression. Both lengths and sentence forms should vary to avoid chopiness and to improve readability. You can rearrange components of your sentence, expand ideas, combine sentences, or subtract content. An easy way to improve variety in sentence delivery is to consider the start of each sentence. The beginning of the sentence is the "power position." Manipulate the content of your sentence to have the most impact and to create interest and dynamics in your writing. (See Page 50 for the S.O.S. method of increasing sentence



variety.) Several options exist when considering constructing sentences beyond the typical “subject-verb-complement” approach:

Method	Original	New Version
Prepositional Phrase	Montag leaves all that he had known in the middle of his crisis.	In the middle of his crisis, Montag leaves all that he had known.
Participial Phrase	Montag remains strong as he leaves all he has ever known.	Leaving all he has ever known, Montag remains strong.
Infinitive Phrase	Montag doesn't know how to face Myrtle without losing her.	To face Myrtle could very well mean to lose her.
Adjective “and” adjective	Montag feels lost and alone as he searches his soul for a way to spread the truth.	Lost and alone, Montag searches his soul for a way to spread the truth.
Subordinate Clause	Montag contemplates reading a book aloud when Mildred's friends are over.	When Mildred's friends are over, Montag contemplates reading a book aloud.

Tips from Students

- You should always use a variety of different words and sentence formats to bring your writing together or else everything will be bland.

7. **Style:** Most high school writing should be written with an academic style. Style, however, can and should shift according to the type of essay you are writing: informational, argumentative, or narrative.



Tips from Students

- Always practice writing formally. This will help in essay writing.
- It is a very different writing style shift when transitioning from middle to high school, where in middle school it was mostly summaries versus in high school we are writing almost all analysis essays.

8. Word Choice: Words are the essential building blocks of your academic writing; the stronger your word choice, the stronger your essay will be. In order to strengthen word choice, you must choose specific and dynamic verbs, nouns, and modifiers.



- **Verbs:** Most importantly, your verbs should carry the greatest weight in your writing. Shy away from relying on linking verbs, most notably forms of “to be.” Instead, choose action verbs that will give life to your writing. Maintain an active voice, not passive. Think about using present tense (just the verb) rather than present progressive tense (“am/are” plus the verb plus “ing”).
 - “To be” verbs: is, are, was, were, be, being, been, become

Passive Voice/Present Progressive Tense	Active Voice/Present Tense
Juliet is approached by Romeo.	Romeo approaches Juliet.
The play is written by William Shakespeare and is about two young lovers that are fighting for love in Verona.	In William Shakespeare's <i>Romeo and Juliet</i> , two young lovers of Verona fight for each other amidst their feuding families.

Tips from Students

- Try not to use “to be” verbs and keep your writing concise.
- I would say that you have to be very specific. You cannot use words like “things” as most teachers will mark you down.
- Make sure your writing isn't bland and boring. Instead of using a simple word like “sad,” replace it. The thesaurus has helped me a lot if I cannot come up with a better word for my sentence.

GRAMMAR AND USAGE

Tips from Students

- Really pay attention to grammar because you will use it everywhere, and you are constantly tested on it through high school. Also, it is on the ACT and SAT.
- Do the grammar assignments and take notes on them because, in the end, they really help with the mechanics and style of your writing.

9. **Agreement:** A verb should agree in number with its subject, and a pronoun should agree in number with its antecedent. Plural subjects require verbs in the plural form, and singular subjects require verbs in the singular form. When using indefinite pronouns such as “everyone” or “every student” or “anyone,” you want to use **singular** verbs and singular pronouns. If your subject or antecedent is not gender specific, you may use “his or her” or “he or she,” or you may simply pick “he” or “she.” “They” or “Their” (plural) are not appropriate pronouns to use when referring to just one person (singular).



Examples: *Every student brought his or her book for the class...Everyone needs to try his or her best...All students can bring their entries to the contest.*

10. **Capitalization:** All proper nouns and beginnings of sentences must be capitalized. Proper nouns name a *specific* person, place, thing, or idea.

11. **Commas:** There are specific rules to follow when integrating commas:

1. Use a comma to separate two independent clauses joined by a coordinating conjunction (FANBOYS). *e.g. The boys went to the game, and they sat in front.*
2. Use a comma to separate items in a series. This includes the item before the “and” (Oxford comma). *e.g. The students, the parents, and the faculty were all in agreement.*
3. Use a comma after introductory information (phrases, subordinate clauses, interjections, forms of address). *e.g. When you arrive, please let me know.*
4. Use a comma when presenting non-essential information (parenthetical expressions, appositives/appositive phrases, nonessential subordinate clauses) *e.g. Roberto, a baseball player, won the scholar-athlete award.*

12. **Case:** There are three types of case in writing: nominative, objective, and possessive. Subjects and predicate nominatives should be in the nominative case, and direct objects, indirect objects, and objects of prepositions should be in the objective case. When a sentence contains a linking verb, use the nominative case for descriptors/identifiers after the verb. Use “who” when dealing with subjects, but use “whom” when dealing with objects.



Examples:

Case	Incorrect	Correct
Nominative	It is me.	It is I.
Objective	Between you and I....	Between you and me...
Nominative	Whom is going to the game?	Who is going to the game?
Objective	Who did you call?	Whom did you call?

- 13. Fragments and Run-ons:** A fragment is an incomplete sentence. In order to be considered a sentence, a group of words must contain a subject and a verb and express a complete thought. A run-on contains what could be two or more sentences punctuated as just one sentence. Contrary to what many assume, a fragment is not always a short sentence, and a run-on is not always a really long sentence. Oftentimes, you may remedy a fragment by attaching it to a complete sentence adjacent to it. With a run-on sentence, you might want to consider subordinating a portion of the sentence (making an independent clause a subordinate one), integrating a semicolon, or breaking up the sentence into two separate sentences.



Examples:

- Fragments: *When we leave...Before the end of the festival....Sitting in the back...*
- Run-ons: *The first day was terrible, he didn't know if he could go back the next....Without knowing it, he had revealed the truth to her she stood, shocked and amazed.*

- 14. Modifiers:** Modifiers are words or groups of words that make the meanings of other words more specific. Modifiers are either adjectives or adverbs in the form of a word, phrase, or clause. When presenting modifiers in your writing, you want to avoid dangling and misplaced modifiers.

Dangling modifiers occur when the word(s) being modified are totally absent from the sentence. Misplaced modifiers occur when a word, phrase, or clause seems to modify the wrong word in a sentence.

Examples:

Original	Revision
Writing for hours, the paper seemed impossible to finish. (dangling modifier)	Writing for hours, the student felt he wouldn't finish the paper.
The book is on my desk that I need for class. (misplaced modifier)	The book that I need for class is on my desk.

15. Passive Voice: Passive voice places the object of a sentence in the subject position. It is often a wordier way of writing and can lack precision and focus.

Examples:

Original	Revision
The metropolis has been scorched by the dragon's fiery breath.	The dragon scorched the metropolis with its fiery breath.
When her house was invaded, Penelope had to think of ways to delay her remarriage.	After suitors invaded her house, Penelope had to think of ways to delay her remarriage.

16. Pronoun Usage: Vague use of pronouns creates ambiguity and confusion. Rather than starting a sentence with “it” or “this,” consider using a more specific noun. You may use pronouns as subjects after you have identified and established what the antecedent (the noun that the pronoun is replacing) is. This is particularly important in your thesis and topic sentences.

17. Semicolons, Colons, Dashes, and Ellipses: A semicolon is used in only two scenarios: 1) to separate two closely related independent clauses in one sentence, and 2) for clarity when presenting items in a series in a sentence that has many commas. A semicolon is not a “super comma” that presents a more dramatic pause. A colon is used to introduce a list or evidence; however, do not use a colon when the list is integrated in the natural flow of a sentence. Dashes can be used in place of commas, parentheses, and colons; however, they are less formal and more intrusive and should be used when writing in an informal or conversational style. The ellipsis is used to indicate omitted material.

Mark of Punctuation	Example
Semicolon	Montag searches for an answer; however, he faces many dead ends.
Colon	Only one thing holds him back from the truth: fear.
Dash	Montag searches—without much help—to find the truth.
Ellipsis	Montag points out that there “must be something in books...something there” (25).

18. Verb Tenses: Your writing should remain in consistent tense. Most of the time in English class, you will be writing in **present tense**. When analyzing literature, it is appropriate to use what is called “literary present tense.” Therefore, all action in a text is referred to in the present tense:

Scrooge **sees** the ghost of Jacob Marley; Romeo desperately **cries** out to Juliet. Past tense is more appropriate for narrative writing and for historical research.

Tips from Students

- Make sure you're consistently using the same tense of words in your writing.

Top 10 THINGS to Know for English Writing

1. **MLA Format:** Typed, double space, 12 point, Times New Roman font. Correctly write your heading, pagination, and spacing. Memorize the format and start with it each time you write.
2. **Third person pronouns (he, she, they, them...) throughout:** Avoid second person pronouns (it's too informal for high school writing). Use first person pronouns when it's appropriate in narrative writing and sparingly in argumentative writing. Consult your English teacher whenever you have questions.
3. **Transitions/flow:** good high school writing is smooth writing. Avoid chopiness by looking at how sentences complement each other.
4. **Sentence variety:** To vary your sentences, think RECS: **R**earrange **E**xpand **C**ombine **S**ubtract. Remember, there is power in concision. Try to always be expressive rather than impressive in your writing. Clear writing is the result of clear thinking. The game of padding papers with unnecessary filler (extra words, phrases, sentences) does not impress LBHS English teachers. Write what you think and don't hide behind big words or over-blown sentences.
5. **Powerful verbs in the present tense:** Use precise and powerful verbs whenever possible. The verb is like an engine to the sentence; it is what makes the sentence go. Dynamic and varied verb choices invigorate writing -- and will quickly improve grades as a result.
6. **Writing process:** planning, drafting, editing, and revising. All good writing takes time. There are no shortcuts. LBHS English teachers are looking for your quality thinking on paper.
7. **Evidence/Quotation embedding:** When you include a quotation in a written response, it is best to embed the quoted material. Your language should blend in with the language of the quoted material. More often than not, less is more. Quote the most significant and important portions. You may have to change pronouns in brackets if needed to aid in the flow.
8. **Summary vs. Analysis:** Anyone can summarize a story. However, a sharp student will explain *how* exactly a specific quote proves a claim to be true. An essay is a "try." You should be trying to convey your ideas. Don't get into the business of telling an English teacher the plot of a book that he/she has been teaching . . . forever.
9. **Sharp, specific insights rather than clichés and bland lines:** Here at the high school, we're always looking for proof of your effort. Are you trying? Do you care? It's too easy to always use the same tired terms and expressions. Showing an English teacher that you care means that you are inserting thoughtful and fresh insights and expressions into your writing.
10. **Proofreading:** Mechanics, spelling, punctuation, grammar. Spell check and other programs often do not pick up common student errors. This is where the human element comes in. Before turning your work in, a simple solution is often to read it aloud to yourself. How does that sentence sound when you say it? Awkward? Make the necessary edit to achieve greater "readability."

WRITING IN HISTORY/ SOCIAL STUDIES CLASSES

- **6 C'S FOR DOCUMENT ANALYSIS:** Primary sources are at the center of the study of history but sometimes it can be difficult to break a document down into usable parts. The 6 Cs is one strategy that helps students to evaluate evidence and consider how to use that evidence. A similar process, referred to as HIPPOS, is used in the AP History classes.

Before Reading - Look at the source information.

- **Citation:** Who created this document? When? Where? Does the identity of the author affect what was created/written/drawn?
- **Context:** What is going on in the world or in the country when the document was created? How do the major issues of the time period affect what is created?



While Reading - Need a Quote, Paraphrase, or Summary to support these steps.

- **Content:** What is the main idea of the document? What is the overall message the document is trying to say? For images - describe what you see.
- **Communication:** Whose point of view is included? Whose point of view is left out and why is it left out? What is the goal of the author? What is the author trying to accomplish with this document?

After Reading - These steps help you blend the document into your writing.

- **Connections:** What else do you know about the topic of the document? Other people, events, eras that the document connects to? Are there documents or specific historical evidence that have similar goals or similar main ideas?
- **Conclusions:** Why is the document important? How does it help us understand the time period, the author, the event better? What is the significance of the document? Why does it matter?

Tips from students

- The 6 C's is a quick, easy way to analyze any type of document given and a way to further your understanding of the content and writing.
- Fully explain where the information came from and why it's relevant to your point. Don't leave anything up to the assumption that the reader knows what you're talking about.
- When looking for sources and writing about them in papers, it is important to provide context for the quote. The reader must understand who is the person who is speaking and why their opinion is valid.

- **SPRITE:** SPRITE is an acronym that guides students in organizing ideas and information from historical eras. These 6 Categories are factors within any event or era in history. Information from these categories can overlap, depending on which perspective you use.



Social - This category covers anything that directly affects people.

When a population and/or a large group of people are affected by an event, it is most likely a social factor.

Examples: Gender Roles and relationships, family and kinship, racial and ethnic constructions, social and economic classes.

Political - This category covers anything that is related to the actions of the government or impacts the government. The actions of rulers, leaders, or governments with each other or against each other would be included in this category. These actions can range from protecting or expanding borders, restructuring of the government system, revolutions, and acts of war. Power - who has it, who wants it, how they try to get it.
Examples: Political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, transregional, and global structures and organizations

Religion - Anything that is a result of religious theology or anything that has impacted religion or was impacted by religion belongs in this category.

Examples: Religions and Belief systems

Intellectual - This category covers anything related to a society's culture: ideas, education, and art. New ways of thinking that aren't related to religion would be included here as well.

Examples: The arts and architecture, philosophies and ideologies

Technology - Any advancement in science, medicine, or weaponry that changes the way a society lives or an army fights would go in this category. Anytime a country progresses as a result of new inventions means that technology is the result.

Examples: Science, technology, inventions

Economic - This category covers any information related to the spending or accumulation of money. Any form of taxes, loans, purchases or any other actions related to the exchange of money or items of value would be included here.

Examples: Agricultural and pastoral production, labor systems industrialization and globalization, capitalism, and socialism

Tips from Students

- SPRITE is a great way to organize your essay. For most sources you can find at least 3 parts of SPRITE that can relate.
- I think the benefit of this is to look at more sides of a topic than the one that immediately comes to mind. Usually you will find that there are at least three angles in SPRITE that apply.
- SPRITE is an extremely helpful acronym when dealing with current events. It helps students connect important current events to specific categories. This therefore leads to a more accurate understanding.

- **CER (CLAIM-EVIDENCE-REASONING):** One aspect of the study of history is the ability to take and defend a position based on evidence. CER scaffolds can help students organize their arguments to ensure that they are explaining their thinking.

Claim - your direct response to the prompt, your assertion on a point, the argument you're making. This should be at least one sentence.

Evidence - provide specific historical evidence that supports your claim. Be as detailed as possible. Depending on the length of the required response, you may need to describe the evidence as well.

Reasoning - explain how or why the evidence supports or proves your claim. What does the evidence mean to your claim? This is the justification that links your claim and the evidence. Ask yourself, "Why does my evidence support my claim? What concept in my subject links my evidence to my claim? What can I include in my reasoning that explains my claim (diagrams, models, etc.)?"

Tips from students

- Using CER is beneficial because it makes it easy to make a clear claim and prove it with evidence. Often people forget to explain the evidence and CER helps students to remember to provide reasoning.
- One tip or trick to help better your writing is to brainstorm first. By using the CER outline you can create an organized outline with notes under each section. After doing this you can then put it all together in a way that makes sense.
- CER is very straightforward and an easy way to structure one's response or essay. This is a really basic structure, but continues to be helpful in pretty much any class.
- Reasoning should be your longest portion.



- **HOT/TEST/STOP:** Organized essays are easier to read and easier to write because everything has a place. Creating order makes it easier to understand your task and to cover all the necessary information. An organized essay is clear, focused, logical, and effective. When all the parts of an essay are in some sort of order, it is both easier for the writer to put the essay together and for the reader to understand the main ideas presented in the essay. This outline format is one method for organizing a clear essay.

Is your introductory paragraph HOT?

- **Hook**—This is the first 1-2 sentences. It should interest the reader and is a chance to show off, but be reasonable. Do not spend too much time on this. And NO QUESTIONS!
- **Overview**—Similar to the hook. These sentences set the stage for your thesis. Provides the historical context for the essay. Explains the overall concept of the essay, 3-5 sentences.
- **Thesis**—The position you will argue and support, your claim. This is definitely the most important sentence in your essay. It should be clear but not short. Well developed thesis statements often include keywords such as “although” to convey a counterclaim and may stretch two or even three sentences in length. The Thesis also introduces the reader to the main points that will support your claim and will be fully developed in your essay. Three or four simplified themes/ categories which will be used in the BODY. It is best to keep these in the same order throughout your essay.

Do the body paragraphs TEST what you know? (This is the body of the essay. You will have one TEST paragraph for each of the Themes/Topics listed in your thesis. Most in-class essays will have 3 TEST paragraphs. Your research papers will have more than that.)

- **Topic Sentence**—This sentence introduces the theme or main point that will be developed and supported in the paragraph.
- **Evidence and Analysis**—Evidence is the specific information and factual details that will support your theme. The analysis is the explanation of how and why your evidence (from the documents and outside information) supports your thesis. These two elements are the heart of an essay.
- **Summary Statement**—This sentence will remind the reader of the relevant sub-points made in this paragraph.
- **Transition**—This sentence finishes off the paragraph and introduces the theme of the next paragraph. The transition and the summary statement can be woven together into a single fluid sentence.



Do you STOP in your conclusion?

- **Summarize the Themes/Main Points**-- This sentence or group of sentences should remind the reader of the main points that were made. Aim for one sentence summarizing each of your main points.
- **Thesis Restatement**-- This sentence should remind the reader of your answer to the question. Restate the thesis in different words than before.
- **Omit New Information**-- Don't introduce new evidence in your conclusion. Put it in the appropriate body paragraph.
- **Perspective**-- Finish your essay with a sentence or two that unifies the essay and/or puts it in historical perspective. You could connect the essay to following historical eras or to the present day. Write it in academic voice and in the third person. Leave a good impression with the reader. Sophisticated writing would link the Perspective with the Hook.

Tips from students

- This gives a format to an entire essay so students can easily keep track of what they need to do. This is a good starting point to build your essay from.
- HOT/TEST/STOP is a useful outline for an effective structure of any essay, whether it be informational or argumentative. It helps you structure your essays so that they are readable pieces of prose.
- When writing an essay, using this tactic can lead to a better flow and give the reader a better understanding.

- **THESIS STATEMENTS:** Your thesis is a roadmap for your reader. It succinctly tells the reader what your claim is and the general topics you will use to prove that claim. It also helps you write a clearly organized paper. You can develop body paragraphs or sections from the topics in your thesis to make sure you cover all your points. By including a counterclaim, you can also demonstrate an understanding of the complexity of the issue. Your thesis can be a single sentence or multiple sentences.

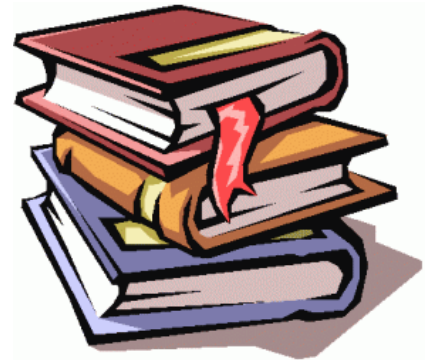
To create a strong thesis statement, combine the following elements:

Y = Claim: Your answer to the prompt, what you are trying to prove, your argument

X = Counterclaim: an alternative argument or a topic that is of lesser importance

A / B / C = Topics/ Categories of Analysis:

The general categories you will use to discuss your argument. These topics or categories become the topics of your body paragraphs/ sections.



- These elements can be rearranged or combined, depending on the prompt and the point you're trying to make.
- Remember to include the counterclaim if it's an argumentative paper!
- "X. However, A, B, and C. Therefore Y." is an easy formula you can use and adapt to ensure you have a strong prompt
 - The New Deal did not succeed in ending the Great Depression (X). However, the New Deal programs did provide jobs to thousands of unemployed citizens (A), as well as creating regulations for financial industries to prevent future problems (B). Therefore, the New Deal was mostly successful in its goals (Y).
 - The crash of the stock market in 1920 was one cause of the Great Depression (X). However, industrial overproduction (A) and the growing wealth inequality of the 1920s (B) were more to blame (Y) for the depth and length of the Great Depression.

Tips from students

- A thesis statement is an essential part of writing an essay because it lays out everything that is going to be in your essay. It also helps the author remember what they need to talk about and keep everything organized.
- Make sure the claim is specific but not detailed. You should be able to write a full paragraph on each topic.
- This helps students create a clearly organized paper. This helps students understand it by putting it into a claim, counterclaim, and topics/categories of analysis. These are the basics of creating a strong thesis statement.

● RESEARCH PAPERS & PROJECTS - TIPS and REMINDERS

- **Re - search! Search and then search again for good sources.** This part should take a while, so start early. There will be dead ends - don't give up!
- **Keep track of your sources!** Consider using note cards with quote/info on one side and the source information on the other side. This will help you create the Works Cited pages.
- **Create an outline or structure for your paper.** How will the topic/body paragraphs be arranged? Where will you put the counterclaim? Which facts work best in which paragraphs?
- **Visit the Writing Lab** to get feedback and catch potential errors.
- **Edit your own paper.** Read through it, read it aloud, fix errors, rephrase awkward sentences. Double check that your evidence is explained and properly cited.

Tips from students

- Make sure you have a plan before you go into research because you can get stuck in the rabbit hole and lose your point pretty quick.
- Researching can take a long time so it is important to give yourself time to find the right information from reliable sources. In addition, visiting the writing lab has helped me with a lot of papers so it is a resource I highly recommend using.
- The outline is IMPORTANT!
- One tip or trick to researching is to use the databases. On beachport all LBHS students are provided with multiple databases which are very helpful when it comes to research.

● USE OF EVIDENCE - TIPS and REMINDERS

- **Blend your evidence** (quote, paraphrase, data, summary) into your own writing. Use the document to prove your thesis. What does the document say? What does that mean in the context of the prompt/thesis? How does the content of the document matter in proving your thesis?
- **Cite the source of the evidence.** Use the author's name and the evidence title in the sentences or include the parenthetical citation at the end of the sentence.
- **Use evidence that matters!** Don't throw in quotes or details as filler. If it doesn't prove your claim or is extraneous to your claim - FIND BETTER EVIDENCE!

Tips from students

- Blending evidence will help the paper flow better and sound more professional.
- Without blending evidence well, it seems incredibly choppy and poorly written, taking away from the actual content within it.
- Use evidence in a meaningful way, don't just restate some boring fact over and over trying to prove a point!
- Make sure your evidence adds to your claim directly
- Add detail and why you used that piece of evidence instead of just summarizing.

- **PROPERLY CITE YOUR SOURCES**

- **Anything which is someone else's work, thoughts, or analysis must be cited.**
 - *Direct quotes, paraphrases, summaries, data*
- **Use proper formatting**
 - MLA Works Cited and Citations:
 - Book: Last name, First name. *Title*. Publisher, year.
 - Website: Last name, First name. "Title of the Article or Individual Page." *Title of the Website*, Publisher, Date of publication in Day Month Year format, URL.
 - In-text citation: (Last Name Page number).
 - APA Works Cited and Citations:
 - Book: Last name, First initial Second Initial. (date published). *Title*. City, State: Publisher.
 - Website: Last Name, First Initial Second Initial. (Year, Month Date Published). *Article Title*. Retrieved from URL.
 - In-text citation: (Last name, Year of publication).

Tips from students

- Citing your sources correctly is very important. After all, no writer wants to be accused of plagiarizing.
- As you work on your project, you should keep track of your sources and write them down, that way you don't need to find them all at the end.
- Use the databases LBHS supplies some databases like Britannica will create your citations for you.
- Plagiarism is very serious and you must properly cite your sources to avoid it.

- **PAST TENSE ONLY:** These events have already happened. They are in the past. It's HISTORY!
- **THIRD PERSON ONLY:** Write in the third person, unless you are explicitly told otherwise. It's not about what you think or how you feel or about your opinion. It's about what you can prove through evidence and analysis. Take yourself out of it. No 'I' or 'we' or 'us'.

Tips from students

- Never include personal opinions in third-person essays.
- A tip for this is to make sure you don't address your audience or talk about yourself - this will force you to stay in third person throughout the essay.
- It's good to look back at your essay periodically and make sure you're being consistent with your tenses.

HISTORY TEACHER TIPS

- Avoid overly generic statements. I.e. “It made the world/country what it is today.”
- Don’t use the URL instead of the proper citation in either the parenthetical or works cited.
- Make sure you address the counterclaim in an argumentative essay.
- Don’t use a question as a hook. “Have you ever wondered about the Enlightenment?” No, I haven’t.
- Find something other than a definition to use as a hook. “Webster’s defines revolution as....” Snore!
- Referring to historical figures by their first names is TABOO – They are NOT your friend!
- Don’t use “In conclusion...” or “This shows...”
- ***COME TALK TO US! WE WANT TO HELP YOU SUCCEED!***

Tips from students

- Use the writing lab!
- Read documents at least twice - once for the big idea, and once to highlight important details.
- Always, I repeat, always do your research beforehand! I cannot emphasize this enough, DO THE RESEARCH BEFORE THE WRITING, NOT WHILE YOU ARE WRITING!
- Read the prompt multiple times so that they don't make a mistake.
- Stay away from cliches as a hook! Be original!



WRITING IN SCIENCE

THE GOAL OF WRITING IN SCIENCE CLASSES IS TO EXPRESS YOUR UNDERSTANDING ABOUT THE DATA, THE PROCESS OBSERVED, OR THE FINDINGS OBTAINED.

You will be asked to...

- **Analyze** the data, process, or findings.
 - Find the trend or relationship in the numbers.
- Provide a **rationale** for the data, process, or findings.
 - Explain why the trend or relationship in the numbers occurs.
- **Justify** your reasoning.
 - Showcase your understanding of the science as it relates to the data, process or findings.
- Example of Biology Writing:
 - Data shows the white flower phenotype frequency decreased by 25% over the ten generations studied. Whereas, the pink flower phenotype increases by 10% and the red flower phenotype increased by 15 %. As the number of white flowers becomes less frequent the in the population, proportionally the pink and red flower numbers increase. One can infer that directional natural selection is occurring due to the percent decrease of recessive white flowers while the dominant red flower percentage increases.

Additional Tips For Science Writing

- Use visuals, annotated sketches, and drawings to help provide an understanding.
- No ambiguous pronouns (Do not use “it” or “they” without clarifying what it actually refers to).
- Don’t just re-state the data - analyze it a meaningful way (add, subtract, find the averages, etc).
- When reporting numerical data, use proper units!! (m, g, m/s, % etc)
- You will not **prove** anything in a high school science lab - but your data may support an idea or concept.

WRITING IN MATHEMATICS

WHEN WRITING IN MATHEMATICS, REMEMBER THE FOLLOWING:

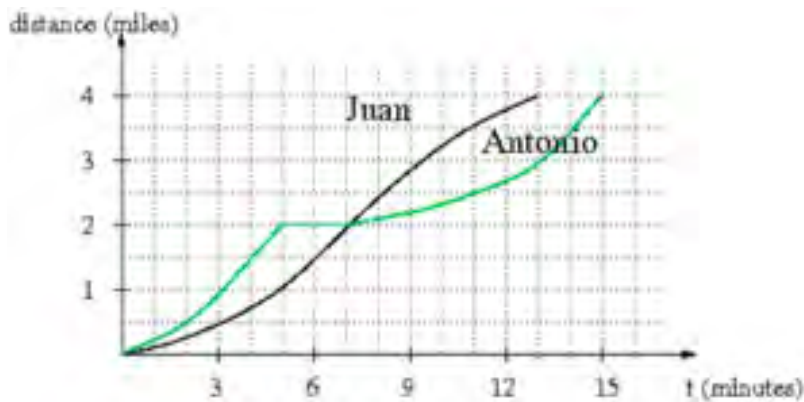
1. **Know your vocabulary.** Understand the definition of a term and let it guide your thought.
2. **Know proper notation.** Communicating clearly in math requires using the correct symbols and notation.
3. **Know when to *simplify* and when to *solve*.**
4. **Use topic sentence language.** Write in legible complete sentences. Neatness counts! If you cannot write a complete sentence, you do not have a complete thought.

Sample Writing

The Bike Race

Part 1: Bike Race

Antonio and Juan are in a 4-mile bike race. The graph below shows the distance of each racer (in miles) as a function of time (in minutes).



1) Who wins the race? How do you know?

Juan wins the race because he completes the four-mile distance after 13 minutes, while Antonio finishes after 15 minutes.

2) **In full sentences**, describe the Antonio's race during the first six minutes. What is happening during the time from the start of the race until the five-minute mark?

In the first five minutes, Antonio completes two miles of the race at a relatively constant rate. Between five and six minutes, Antonio is stopped.

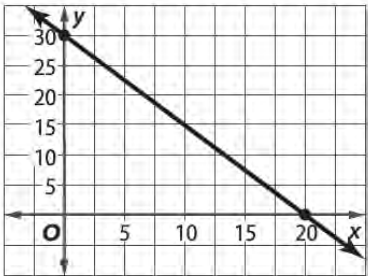
3) Does Juan's **graph** represent a function? Why or why not? Justify your reasoning in full sentences.


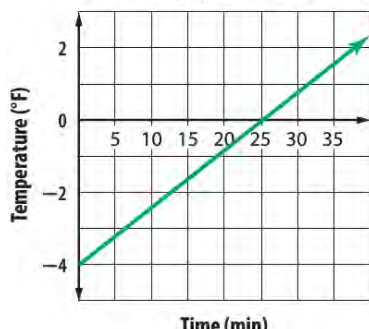
Juan's graph does represent a function. First, it passes the vertical line test. Also, for every input, there is only one output (i.e. Juan cannot be in two different places at the same time.)

Sample Two

Algebra 1 - Unit 2 Lesson 5: Standard Form Graphing

What are x & y intercepts?

	<p>x-intercept:</p> <p>$(20, 0)$</p>	<p>y-intercept:</p> <p>$(0, 30)$</p>
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Graph or Table	X & Y Intercepts																		
<p>1)</p> <p>Descent of Eagle</p> 	<p>x-intercept: $(6, 0)$</p> <p>meaning of x-intercept:</p> <p><i>The eagle reaches the ground after 6 seconds.</i></p> <p>y-intercept: $(0, 20)$</p> <p>meaning of y-intercept:</p> <p><i>The eagle begins its descent from a height of 20 feet.</i></p>																		
<p>2)</p> <table border="1" data-bbox="365 1134 625 1480"> <thead> <tr> <th colspan="2">Draining a Pool</th> </tr> <tr> <th>Time (h)</th><th>Volume (gal)</th></tr> <tr> <th>x</th><th>y</th></tr> </thead> <tbody> <tr> <td>0</td><td>10,080</td></tr> <tr> <td>2</td><td>8640</td></tr> <tr> <td>6</td><td>5760</td></tr> <tr> <td>10</td><td>2880</td></tr> <tr> <td>12</td><td>1440</td></tr> <tr> <td>14</td><td>0</td></tr> </tbody> </table>	Draining a Pool		Time (h)	Volume (gal)	x	y	0	10,080	2	8640	6	5760	10	2880	12	1440	14	0	<p>x-intercept: $(14, 0)$</p> <p>meaning of x-intercept:</p> <p><i>The pool will be empty after 14 hours.</i></p> <p>y-intercept: $(0, 10080)$</p> <p>meaning of y-intercept:</p> <p><i>Before draining, the pool had 10,080 gallons of water.</i></p>
Draining a Pool																			
Time (h)	Volume (gal)																		
x	y																		
0	10,080																		
2	8640																		
6	5760																		
10	2880																		
12	1440																		
14	0																		
<p>3)</p> <p>Increasing Temperature</p> 	<p>x-intercept: $(25, 0)$</p> <p>meaning of x-intercept:</p> <p><i>The temperature increased to 0 degrees Fahrenheit after 25 minutes.</i></p> <p>y-intercept: $(0, -4)$</p> <p>meaning of y-intercept:</p> <p><i>The temperature started at -4 degrees Fahrenheit.</i></p>																		

TEACHER TIPS FOR MATHEMATICS

1. Math is not a spectator sport.

Like a sport, math takes practice for mastery. If you are not willing to be actively involved in the process of learning mathematics, (both inside and outside the classroom), you will have trouble in any math class. Do not be a “wait and copy” student.

2. Be specific with your questions.

Saying “I don’t get it” is not the best way to seek help. When you ask your teacher for help, bring your notes and any attempts you have made on a problem.

3. Regular practice.

Practice, practice, practice. The only way to really learn how to do problems is to work many of them. The more problems you work, the better prepared you will be for the exam. Practice on a regular schedule, not just the night before the exam. One of the best ways to improve your grade is with more and frequent practice.

4. Maximize the homework experience.

“Grade” your homework. Check your answers with the given solutions. Revisit and ask questions on the problems you missed. Homework assignments are given to help you learn the material and develop good reasoning and problem solving skills. Use homework as an opportunity to make mistakes, figure out what you know, and where you have questions. Homework is not just point accumulation.

5. Have the proper attitude.

Persevere. You will not instantly understand every topic that is covered in a math class. Investigate, try a strategy, dare to be right or wrong. Ask questions and listen when others ask questions.

6. Demonstrate mastery.

Mastery in mathematics often means having the ability to demonstrate understanding within a time constraint. If you are having trouble finishing an exam in the allotted amount of time, you need more practice. Techniques for mastering mathematics are very different from any other subject.

7. “What did I miss?”

Teachers have calendars posted online and/or in their rooms. Know what you have missed before you return to class. Have at least one study buddy for the purpose of sharing notes and pertinent information. Be proactive, know your resources and access them.

8. Do not depend on your tutor.

Use class time to ask questions and seek help. Do not wait until the last minute to seek help. Remember your teacher is your primary resource.

9. Taking an exam.

Read directions. Be efficient and show organized work. First work the problems that you know you can do. Second work the problems you are not sure of, then go back and address the remaining problems. Never leave a problem blank. Writing something down is not a guarantee of partial credit, but not writing anything down is a guarantee of no partial credit!

WRITING IN SPANISH

The Top 10 Things to Know for Writing in Spanish

1. Grammar: Spanish teachers want their students to have a solid command of the language like native speakers, both in speaking and writing. While grammar is not the most important outcome of learning Spanish, embrace it and make it part of your learning process from the very beginning, especially for writing successfully.

2. Question and Exclamation marks: Write an upside-down question mark at the beginning of every interrogative statement: ¿Cómo te llamas? Si no hay clase, ¿quieres ir conmigo?. Also, write an upside-down exclamation mark at the beginning of an exclamatory statement: ¡Increíble!, ¡No vayas!, ¡Que bueno!, ¡Fenomenal!

3. Capitalization: Always capitalize the first word of a sentence, proper names, and titles. But DO NOT capitalize days of the week, months and seasons of the year, languages, nationalities, religions, and the first word in geographical names.

4. Accent marks and diacritical marks: Spanish accents can be confusing – and I'm not just talking about the way they pronounce things in Spain. What I am talking about is the written accent marks that go above Spanish letters. In Spanish, accent marks and diacritical marks are important. More often than not, an accent (or lack of it) completely changes the meaning of a word. For example, you definitely don't want to confuse *año* with *ano* and *inglés* with *ingles* or *si* with *sí*. A proper understanding of Spanish accent rules is therefore **essential** if you want to read and write Spanish effectively.

5. The letter H: Unlike English, In Spanish the letter **h** is silent. You will have to memorize the words that contain the letter **h**.

6. Adjective placement and agreement: In Spanish, adjectives must agree with the noun (or pronoun) they describe in gender and in number. This means that if the noun that is described is feminine, the adjective must be feminine, and if that same noun is also plural, the adjective will be feminine AND plural as well. In addition, unlike English, adjectives in Spanish precede (come before) the noun they describe. Examples: *La casa blanca*, the white house, and *las casas blancas*, the white houses.

7. Subject verb agreements: In Spanish, it is essential that verbs agree in form with its subject. In other words, a verb has more than one form and each form matches up with a particular kind of subject. The example below shows that Spanish has six different verb forms while English has just two: *live* and *lives*, whereas Spanish has 6 forms *vivo*, *vives*, *vive*, *vivimos*, *vivís*, and *viven*.

8. To be or not to be, *ser* or *estar*: By far these are two of the hardest verbs to master in Spanish, and I'm not talking about their conjugation but rather their usage. Students of Spanish frequently make the mistake of using one for the other. Make sure to learn how to use them correctly.

9. Infinitives: Infinitive is the name given to the simplest form of a verb (to run, to see etc.) In Spanish, you can easily recognize them by their endings; *-ar*, *-er*, and *-ir*. Example: *hablar*, *comer*, and *vivir*. More often than not, you will see them connected to another verb:

Quiero comer, I want **to eat**. Many Spanish learners erroneously write or say *Quiero como*, which means *I want I eat*. Make sure to leave the verbs in the **infinitive** form when you have a two-verb sentence.

10. Basic lead-in sentences, conjunctions, and transition words: Make sure to memorize them and use them in your writing.

- ❖ **Pienso que....** *I think that...*
- ❖ **Creo que...** *I believe that...*
- ❖ **Me parece que...** *It seems to me that...*
- ❖ **Veo que....** *I see that...*
- ❖ **Oigo que....** *I hear that...*
- ❖ **Me gusta....** *I like. ... (Never, ever YO GUSTO... or ME GUSTO...)*
- ❖ **Me gustaría** *I would like to...*
- ❖ **Hay...** *there is, there are...*
- ❖ **Tengo que....** *I have to...*
- ❖ **Quiero...** *I want...*
- ❖ **...y...** *and*
- ❖ **pero...** *but*
- ❖ **también ...** *also / too*
- ❖ **antes de ...** *before*
- ❖ **después de...** *after*
- ❖ **más ...** *more*
- ❖ **menos ...** *less / minus*

Spanish teacher's pet peeves. The following are common mistakes that drive Spanish teachers crazy.

- ✗ **Me llamo es...** instead of the correct phrase **Me llamo...**
- ✗ **Yo es...** instead of the correct phrase **Yo soy...**
- ✗ **Yo quiero hablo...** instead of the correct phrase **Yo quiero hablar...**
- ✗ **Yo gusto... or Me gusto...** instead of the correct phrase **Me gusta...**
- ✗ **Yo hablar or yo comer or yo vivir...** instead of the correct phrase **yo hablo, yo como, yo vivo.**
- ✗ **Yo sabo...** instead of the correct phrase **Yo sé... (I know...)**

How to Use Proper Email Etiquette When Writing to a Teacher

These are simple tips to consider in order to send a respectful email.

1. Use your lbusd.org email. This marks the message as legitimate and not spam. It also gives the teacher an idea of who is sending the message.
2. Always use subject lines. When filling the subject line, make sure that you mention what the email is for or in regards to. You don't want it to seem like a randomly generated subject and have it end up in your teacher's spam folder.
3. Address your teacher directly. Don't just launch straight into a request. Examples: "Dear Mrs. Benson", "Hi, Mr. Brobeck", "Mrs. Cowles, I hope all's well with you..."
4. Identify yourself. Example: "This is John Jacob Jingleheimer Schmidt from your English 9 class."
5. Be polite: Don't make demands, don't accuse and remember to write please and thank you.
6. Be succinct: Keep your message short and to the point. Your teacher is going to have many email messages to sift through each day. Just get to the point, and politely, respectfully, make your request.
7. Be specific: This may seem to conflict with the previous step, but it needn't be. Make sure you are as clear as possible about what it is you need to ask of your teacher without writing a novel.
8. Do not use your email to argue, and never send an email when angry. You want to be sure that you maintain a professional demeanor.
9. If you're going to have to miss class, offer to bring written proof up front, and ask politely what you will be missing only if it is not already information you can obtain from a website or a peer.
10. Close your email with something polite like "Thank you", "Thank you for your time", "See you in class Wednesday", "Regards", etc. Then re-type your first name
11. Grammar and spell check. Prior to sending your email, be sure that you proofread your message. You shouldn't write your email as though you are texting your friend. Make sure it's got full sentences, proper grammar, and real spelling. Do not use texting abbreviations or slang.
12. Do not write in all capital letters. This is generally interpreted as SHOUTING.

Sample Email:

Subject line: English 9 Interview Assignment

Dear Mrs. Smith,

My name is Gregory Ramirez, and I am in your first period English 9 class. I had a question regarding the interview assignment due on Monday, December 2. Although the directions state that the person whom I interview must be currently active in my field of interest, I was wondering if I could interview someone who is now retired. This person is a family friend and has had many years of work experience. If not, I can find someone to interview who is still active in the field. I appreciate your time and consideration.

**Sincerely,
Gregory Ramirez**

Short Answer Response

When composing a short response to answer a question, it is important that you **always** respond in a clear and thoughtful way. This will ensure that your audience fully understands what you are trying to say. Assume your audience does not know the question being asked. Be sure **not** to include vague pronouns in the topic sentence (first sentence) of your short response. Avoid “it” or “they,” and rather provide the specific noun(s) that are the subject of the topic at hand. Fully develop your response by providing specific examples (evidence) from the text. With that said, avoid solely summarizing and be certain to answer the question with proof of thoughtful critical thinking and analysis. Always pay particular attention to the directions and ask the teacher questions if you are unsure about the length, quotation requirements, or any other expectations for the assignment.

Topic Sentence Example:

Question: What did the society believe in *Fahrenheit 451*?

Incorrect Start: Blind compliance to the ruling power was important to them.

Incorrect Start: They believed blind compliance to the ruling power was the best way to live.

Incorrect Start: Blind compliance.

Correct Start: The society of *Fahrenheit 451* believed in blind compliance to the ruling power.

The correct version presents a clear topic sentence. Now the writer can provide the evidence and analysis to support this position.

Sally Surname

Mr. Teacher

English 9 (3)

02 September 2020

Title Centered with Main Words Capitalized

Use the tab key to indent paragraphs, and do not put extra spaces between paragraphs. Keep the margins set at one inch at the top and bottom and one inch at the left and right. Every line is double-spaced. The title is not bold, underlined, or larger than the font of the paper. Use Times, Times New Roman, or Arial fonts, size twelve only. Double-click at the top of your page and flush right to enter your last name in the header at one-half an inch down from the top. Then, click the “Page Number” icon under the “Insert” tab to enter the page number, which will automatically change as you go to multiple pages.

When proving an argument using passages from a book, type the exact passage from the book, and place it in quotation marks. The page number on which the quote appears is typed after the second double quotation mark, and the page number needs parentheses around it. The period for the sentence with the quotation does not appear until after the second parentheses. The next sentence is a passage from *Writers Inc: A Student Handbook for Writing and Learning*: “The Modern Language Association manual . . . is widely used in the humanities, making it the most popular manual in high school and college writing courses” (259). Notice the use of ellipses (. . .) to show words were omitted from the sentence. However, do not use ellipses for the beginning or ending of your quotations. Embed your quotations by quoting important information from the text and blending it with your language. Using a “consistent format throughout the paper” allows your reader to focus on your writing without being distracted by a poor delivery (260).

- Copy this heading format.
- Entries in alphabetical order.
- Double spaced throughout.
- Indent when going to a second or third line.

Works Cited

Auletta, Ken. *World War 3.0: Microsoft and Its Enemies*. New York: Rand House, 2009.

Freedman, William. "Sylvia Plath's 'Mirror' of Mirrors." *Papers on Language and Literature*. Vol.23, No. 1. Winter, 1987. 56-69.

Oakley, John H. "The Achilles Painter." *The Perseus Project*. Ed. Gregory Crane. Mar. 2000. Tufts U. 14 May 2018. <http://www.perseus.tufts.edu/Secondary/Painter_Essays/Achilles_toc.html>.

Romantic Chronology. Ed. Laura Mandell and Alan Liu. 8 Oct. 1999. Queen's University, Belfast. 21 Aug. 2018. <<http://www.qub.ac.uk/english/shuttle/rom-chrono/chrono.htm>>.

Use, in this order, as many of these items as are relevant and useful for clearly identifying the source document. The list is long not so that you will include all of it in every reference, but because Web page content and format vary so widely.

1. Author or editor's last name, then first name.
2. Title of the article in quotation marks.
3. Web site name, italicized.
4. Edition or version number.
5. Website owner or sponsor if available.
6. Date of publication (DD MM YYYY as in 15 June 2018). If a publication date is not available, use n.d. for "no date."
7. The word *Web* and a period to indicate the publication medium.
8. The date you accessed the site and a period.
9. [If required by your instructor or if it's necessary to find the article, include the URL (uniform resource locator--that is, Web address) of the document <in angle brackets> followed by a period.]

Transition Words:

These show addition, introduction, similarity to other ideas, etc. . .

Addition:

indeed,	further,	as well (as this),	either (neither),	not only (this) but also (that) as well,
also,	moreover,	what is more,	as a matter of fact,	
and,	furthermore,	in addition (to this),	besides (this),	to tell you the truth,
or,	in fact,	actually,	to say nothing of,	
too,	let alone,	much less	additionally,	
nor,	alternatively,	on the other hand,	not to mention (this),	

Introduction:

such as,	as,	particularly,	including,	as an illustration,
for example,	like,	in particular,	for one thing,	to illustrate
for instance,	especially,	notably,	by way of example,	

Reference:

speaking about (this),	considering (this),	regarding (this),	with regards to (this),
as for (this),	concerning (this),	on the subject of (this),	the fact that

Similarity:

similarly,	in the same way,	by the same token,	in a like manner,
equally	likewise,		

Identification:

that is (to say),	namely,	specifically,	thus,
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Clarification:

that is (to say),	I mean,	(to) put (it) another way	in other words,
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Adversative Transitions:

These transitions are used to signal conflict, contradiction concession, dismissal, etc. . .

Conflict:

but,	by way of contrast,	while,	on the other hand,
however,	(and) yet,	whereas,	though (final position),
in contrast,	when in fact,	conversely,	still

Emphasis:

even more,	above all,	indeed,	more importantly,	besides
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Qualification/Concession:

but even so,	nevertheless,	even though,	on the other hand,	admittedly,
however,	nonetheless,	despite (this),	notwithstanding (this),	albeit
(and) still,	although,	in spite of (this),	regardless (of this),	
(and) yet,	though,	granted (this),	be that as it may,	

either way,	whichever happens,	in either event,	in any case, at any rate,
in either case,	whatever happens,	all the same,	in any event,

These transitions signal cause/effect and reason/result, etc. . .

45

ACADEMIC INTEGRITY AND ETHICS POLICY

(Refer to Board Policy 5038)

Honesty and integrity are highly valued as part of both our PRIDE matrix and our expectations of all students at Laguna Beach High School. Rules and policies are designed to teach and reinforce those values during the course of a student's high school experience. Each student is expected to do his or her own work. This includes homework, test taking, class assignments, and the original creation of essays, compositions, term papers, scientific projects, and scientific research. Sharing work with another student during tests, in-class essays or assignments, or on homework is considered to be in violation of our Academic Integrity and Ethics Policy. All ethics violations are reported to the student's teachers, Faculty Committee of the Laguna Beach Scholarship Foundation Committee, and may appear in documents viewed by colleges and universities.

EXAMPLES OF VIOLATIONS INCLUDE (but are not limited to):

- A student looks on another student's paper or talks during an examination
- A student helps another student cheat on an examination, assignment or project by allowing them to view or copy their examination, assignment or project
- A student uses unauthorized materials during an examination or on a paper/project
- A student furnishes either the contents of an examination, or an actual exam from an earlier class period to students taking the exam later
- A student copies another student's homework
- A student turns in another person's work as his/her own
- A student conspires to cheat or help other students cheat on an examination, assignment or project
- A student uses another student's computer or removable storage device
- A student cheats on an examination by preconceived acts, such as stealing an examination
- A student makes changes on graded work, a grade sheet or any school record

List of Literary Terms

Metaphorical Devices/Imagery

1. metaphor: comparison of two seemingly unlike things
2. simile: comparison using “like” or “as”
3. personification: characteristics of humans given to non-humans
4. allusion: reference to a well-known being or event (mythological, biblical, etc.)
5. symbol: a tangible object, place, or person representing an idea
6. imagery: sensory details (sight, sound, taste, smell, touch)
7. archetype: a recurrent image/symbol/motif that touches collective subconscious (universally recognized), an original that has been imitated
8. motif: a recurrent image, idea, or theme in a specific piece of literature
9. synecdoche (suh-nek-duh-kee): a part is made to represent a whole or vice versa

Ironic Devices

1. verbal irony: to say one thing and mean another (sarcasm)
2. dramatic irony: the audience knows, but the character does not
3. situational irony: an unexpected result
4. understatement: making big things seem small
5. hyperbole: exaggeration
6. paradox: a seeming contradiction—usually an extended idea
7. oxymoron: a seeming contradiction—usually short and quick
8. ambiguity: the purposeful presentation of multiple possible meanings

Rhetorical Devices

1. diction: word choice
2. syntax: sentence and phrase structure
3. antithesis: the balancing (juxtaposition) of contrasting ideas
4. parallelism: the repetition of similar syntactical structure
5. point of view: narrative perspective—1st, 2nd, or 3rd person
6. apostrophe: addressing a person or entity not present
7. analogy: an extended comparison of similar things
8. colloquialism: informal diction
9. repetition: multiple instances of a word, phrase, or sentence to emphasize a point

Sonic and Rhythmic Devices, Structure

1. alliteration: the repetition of a consonant sound in the initial position of a word
2. assonance: the repetition of a vowel sound
3. consonance: the repetition of a consonant sound in any position
4. euphony: soft, pleasing sounds
5. cacophony: harsh sounds
6. onomatopoeia: a word whose sound suggests its meaning
7. meter: the rhythm of syllables in a line of verse or stanza in a poem
8. metric feet: a combination of stressed and unstressed syllables (iamb, spondee, anapest)
9. stanza: the grouping of lines in a poem (couplet, quatrain, octave)
10. rhyme scheme: the pattern of end rhyme over the course of a poem, expressed alphabetically (abba cddc)
11. blank verse: unrhymed iambic pentameter (popular with Shakespeare)
12. free verse: poetry without regular rhyme or rhythm

13. heroic couplet: two rhymed lines in iambic pentameter expressing a complete thought

Poetry Types and Terms

1. lyric poetry: short verse stressing emotion, often with musicality
2. narrative poetry: verse that tells a story (e.g. a ballad)
3. epic poetry: a long story in verse
4. canto: division of a long poem (like *chapter* in a novel)
5. English sonnet: a fourteen-line poem with three quatrains and a couplet (abab cdcd efef gg)
6. Italian sonnet: a fourteen-line poem with an octave and sestet (abba abba cdcd cd)
7. epigram: a witty poem or saying
8. epitaph: a memorial poem
9. enjambment: the running over of a sentence from one line or stanza to another
10. refrain: the repetition of a line or phrase at regular intervals (like *chorus* in a song)

Narrative/Plot Terms

1. atmosphere/mood: the feeling or effect of physical environment
2. tone: the author's or speaker's attitude
3. conflict: the interplay of opposing forces
4. comic relief: comic episodes in a dramatic or literary work that offset more serious sections
5. complication: plot reversals
6. epiphany: sudden awareness
7. flashback: an interruption of the chronological sequence (as of a film or literary work) of an event of earlier occurrence; an interruption to insert past events in order to provide background or context to the current events of a narrative.
8. foreshadowing: hints at coming events
9. stream of consciousness: thoughts and feelings recorded as they occur
10. theme: the main idea or "message" in a piece of literature
11. plot: the development of a story
 - a. exposition
 - b. rising action
 - c. climax
 - d. falling action
 - e. resolution (denouement)
12. in media res: beginning in the middle of things
13. omniscience: the narrator/teller knows all about everyone
14. limited omniscience: the narrator/teller knows all about one character
15. epithet: a characterizing word or phrase applied to a person or thing

Character Terms

1. round character: a complex, multi-faceted, unpredictable character
2. flat character: a recognizable "type;" lacks complexity
3. confidant: a character in a drama or fiction, such as a trusted friend or servant, who serves as a device for revealing the inner thoughts or intentions of a main character
4. foil: a character's illuminator through contrast
5. protagonist: a character around which the action is centered
6. antagonist: a person or force working against the protagonist
7. doppelganger: a mysterious double
8. antihero: an ordinary, modern man/woman groping through life
9. characterization: the development of character

- a. direct: when the author directly states a character's traits
- b. indirect: when the author gives a character's words, actions, reactions, etc.

Literary Movements

1. Renaissance: 14th-17th century, rebirth of humanism
2. Neoclassicism: the Restoration—18th century, order and reason
3. Romanticism: 18th-19th century, imagination over reason
4. Modernism: 20th century, breaking tradition
5. Realism: late 19th-early 20th century, facing facts, practicality rather than imagination
6. Existentialism: mid 19th-20th century, humans are inadequate to explain our complex world
7. Magical Realism: 20th century, begins real, then transitions to fantasy-like
8. Expressionism: 20th century, objectifies the inner experience

Literary Genres

1. tragedy: starts good, turns bad, hero destroyed
2. comedy: starts bad, turns good, her triumphs
3. farce: crude, often obscene
4. melodrama: excessive appeal to emotions
5. bildungsroman: a novel about a young person's maturation and philosophical development (coming of age)
6. allegory: persons and things equated with meanings beyond the narrative
7. satire: improving human conditions through exaggeration, comedy
8. novel: extended fictional narrative
9. novella/novelette: longer than a short story, a short novel
10. short story: a brief fictional narrative
11. parody: ridicule of a serious work by exaggerated imitation
12. essay: a prose discussion of a limited topic
13. myth: traditional story explaining natural phenomena or cultural practice
14. didactic literature: seeks to instruct
15. poetry: literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm
16. prose: ordinary written or spoken language
17. memoir: a historical account or biography written from personal knowledge
18. parable: a simple story used to illustrate a moral or spiritual lesson

Essay Terms

1. hook: an initial attention getter
2. claim/thesis: a statement or theory that is put forward as a premise to be maintained or proved
3. topic sentence: the focus of a paragraph, refers back in some way to the thesis
4. structure: the format of the essay, includes the introduction, body, and conclusion
5. expository/informational essay: the presentation of information, facts, and ideas
6. persuasive essay: intended to convince the reader
7. narrative essay: tells a story
8. literary criticism: analyzes and comments on literature

Sentence Opening Sheet

Directions: Fill out this chart in order to analyze your sentence **openings**, **lengths**, and **verb choices**. By focusing on the start of your sentences, you will be able to increase the variety and dynamics of your sentences throughout your writing piece.

Step One: Fill out the chart.

1. The first column is just signifying what number sentence you are analyzing on that line.
2. The second column is where you write the **opening** of the sentence. **ONLY** put the first four to seven words or so in this box. **DO NOT** write the entire sentence.
3. The third column is where you write **all** verbs from that sentence. Include verbs that are past the opening. You want a record of every verb you use in your piece of writing.
4. The fourth column is where you put the word count for that particular sentence. This will help when you are considering the variety in the lengths of your sentences.
5. Complete this process for every sentence in your piece of writing.

Step Two: Color code items on your chart.

This is a critical step in the SOS process. You now want to color code specific items on your chart (with highlighters/markers) so that you can have a visual representation of your sentence dynamics. Your color coding key will likely change with each writing assignment and as your skills progress, but here is a list of the most common elements to include in your color-coding process. The final two items on the list are items that you should avoid or use sparingly (and intentionally) in your writing.

SOS KEY

- Article Starter (A, An, The)
- Pronoun or Proper Noun Starter (This, These, He, She, Montag, Bradbury)
- Adjective/Adverb Starter (Fortunately, Consequently, Scared)
- Prepositional Phrase (At the start, After the crisis)
- Verbal Phrase (participial, gerund, infinitive)
- Subordinating Conjunctions (When, Since, Because, Although, Even though, As, If)
- Linking Verbs (forms of “to be”--is, are, was, were, be, being, been)--AVOID!
- Repetitive Verbs (any verb used more than twice)--AVOID!

Step Three: Revise your writing based on what you learn.

After color coding, you will now visually see how dynamic your writing is. Too much of any one color means you need to break it up. Your goal should be to have a RAINBOW of colors on your SOS, indicating that your structure, syntax, and verb choices are varied. Dynamic writing is engaging writing.

Here are some tips:

1. Remember R.E.C.S: Rearrange, Expand, Combine, Subtract.
2. Analyze your verb choices throughout. Use active voice and action verbs. Avoid passive voice and linking verbs, as well as repeating verbs.
3. As you learn more sophisticated grammar concepts, apply that knowledge to your writing. Vary your sentences by creating subordinate clauses, phrases, or modifiers and by changing the structure of sentences.
4. The beginning of the sentence is the power position. Primarily, the subjects of sentences also hold more focus than objects.
5. Sentence lengths matter. You can create great impact with a very short sentence, and you can have a dramatic effect with a very long sentence as well. Just be careful. Sentences over 30 words can easily become run-ons.

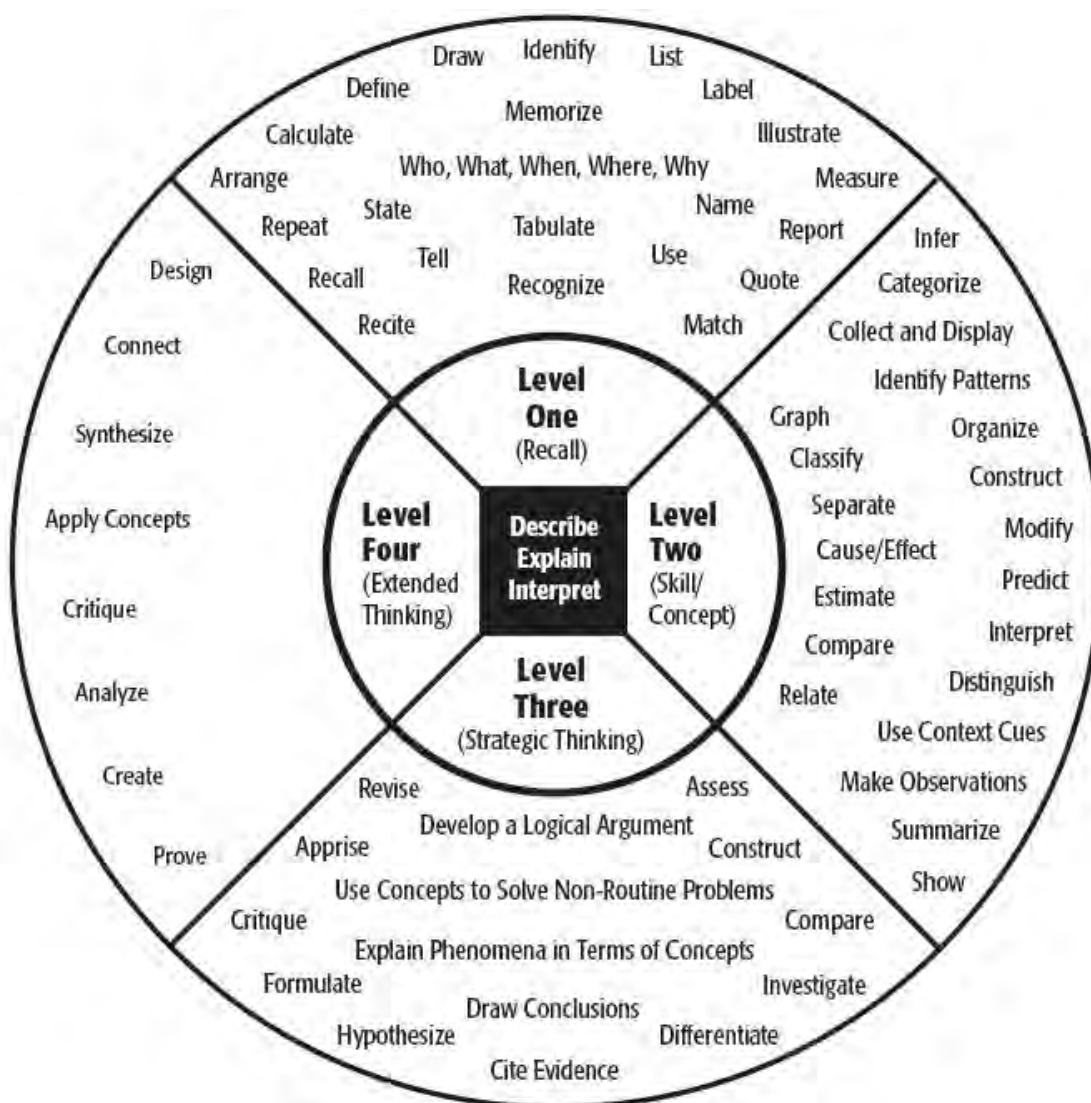
Sentence Opening Sheet

#	Opening (a.k.a. the first 4-7 words of the sentence)	ALL VERBS (from the ENTIRE sentence)	Word Count
1			
2			
3			
4			
5			
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7			
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Depth of Knowledge

Depth of Knowledge or DoK is another type of framework used to identify the level of rigor for an academic task. In 1997, Dr. Norman Webb developed the DoK to categorize activities according to the level of complexity in thinking. The creation of the DoK stemmed from the alignment of standards to assessments. As you complete academic tasks, ask questions, and think critically, it is important to keep DoK in mind in order to recognize the complexity of your thinking and the advancement of your skills.

1. **Level 1 (Acquired knowledge)** involves recall and reproduction. Remembering facts or defining a procedure.
2. **Level 2 (Knowledge Application)** are skills and concepts. Students use learned concepts to answer questions.
3. **Level 3 (Analysis)** involves strategic thinking. Complexity increases here and involves planning, justification, and complex reasoning. Explains how concepts and procedures can be used to provide results.
4. **Level 4 (Augmentation)** is extended thinking. This requires going beyond the standard learning and asking, how else can the learning be used in real world contexts.



Commonly Confused Words

ACCEPT-to receive

e.g.: He accepts defeat well.

EXCEPT-to take or leave out

e.g.: Please take all the books off the shelf except for the red one.

AFFECT-to influence

e.g.: Lack of sleep affects the quality of your work.

EFFECT-n., result, v., to accomplish

e.g.: The subtle effect of the lighting made the room look ominous.

e.g.: Can the university effect such a change without disrupting classes?

A LOT (two words)-many.

ALOT (one word)-Not the correct form.

ALLUSION-an indirect reference

e.g.: The professor made an allusion to Virginia Woolf's work.

ILLUSION-a false perception of reality

e.g.: They saw a mirage: that is a type of illusion one sees in the desert.

ALL READY-prepared

e.g.: Dinner was all ready when the guests arrived.

ALREADY-by this time

e.g.: The turkey was already burned when the guests arrived.

ALTOGETHER-entirely

e.g.: Altogether, I thought that the student's presentation was well planned.

ALL TOGETHER-gathered, with everything in one place

e.g.: We were all together at the family reunion last spring.

APART-to be separated

e.g.: The chain-link fence kept the angry dogs apart. OR My old car fell apart before we reached California.

A PART-to be joined with

e.g.: The new course was a part of the new field of study at the university. OR A part of this plan involves getting started at dawn.

ASCENT- climb

e.g.: The plane's ascent made my ears pop.

ASSENT-agreement

e.g.: The martian assented to undergo experiments.

BREATH-noun, air inhaled or exhaled

e.g.: You could see his breath in the cold air.

BREATHE-verb, to inhale or exhale

e.g.: If you don't breathe, then you are dead.

CAPITAL-seat of government. Also financial resources.

e.g.: The capital of Virginia is Richmond.

e.g.: The firm had enough capital to build the new plant.

CAPITOL-the actual building in which the legislative body meets

e.g.: The governor announced his resignation in a speech given at the capitol today.

CITE-to quote or document

e.g.: I cited ten quotes from the same author in my paper.

SIGHT-vision

e.g.: The sight of the American flag arouses different emotions in different parts of the world.

SITE-position or place

e.g.: The new office building was built on the site of a cemetery.

COMPLEMENT-noun, something that completes; verb, to complete

e.g.: A nice dry white wine complements a seafood entree.

COMPLIMENT-noun, praise; verb, to praise

e.g.: The professor complimented Betty on her proper use of a comma.

CONSCIENCE-sense of right and wrong

e.g.: The student's conscience kept him from cheating on the exam.

CONSCIOUS-awake

e.g.: I was conscious when the burglar entered the house.

COUNCIL-a group that consults or advises

e.g.: The men and women on the council voted in favor of an outdoor concert in their town.

COUNSEL-to advise

e.g.: The parole officer counseled the convict before he was released.

ELICIT-to draw or bring out

e.g.: The teacher elicited the correct response from the student.

ILLICIT-illegal

e.g.: The Columbian drug lord was arrested for his illicit activities.

EMINENT-famous, respected

e.g.: The eminent podiatrist won the Physician of the Year award.

IMMANENT-inherent or intrinsic

e.g.: The meaning of the poem was immanent, and not easily recognized.

IMMINENT-ready to take place

e.g.: A fight between my sister and me is imminent from the moment I enter my house.

ITS-of or belonging to it

e.g.: The baby will scream as soon as its mother walks out of the room.

IT'S-contraction for it is

e.g.: It's a beautiful day in the neighborhood.

LEAD-noun, a type of metal

e.g.: Is that pipe made of lead?

LED-verb, past tense of the verb "to lead"

e.g.: She led the campers on an over-night hike.

LIE-to lie down (a person or animal. hint: people can tell lies)

e.g.: I have a headache, so I'm going to lie down for a while.

(also lying, lay, has/have lain--The dog has lain in the shade all day; yesterday, the dog lay there for twelve hours).

LAY-to lay an object down.

e.g.: "Lay down that shotgun, Pappy!" The sheriff demanded of the crazed moonshiner.

e.g.: The town lay at the foot of the mountain.

(also laying, laid, has/have laid--At that point, Pappy laid the shotgun on the ground).

LOSE--verb, to misplace or not win

e.g.: Mom glared at Mikey. "If you lose that new lunchbox, don't even think of coming home!"

LOOSE--adjective, to not be tight; verb (rarely used)--to release

e.g.: The burglar's pants were so loose that he was sure to lose the race with the cop chasing him.

e.g.: While awaiting trial, he was never set loose from jail because no one would post his bail.

NOVEL-noun, a book that is a work of fiction. Do not use "novel" for nonfiction; use "book" or "work."

e.g.: Mark Twain wrote his novel *Adventures of Huckleberry Finn* when he was already well known, but before he published many other works of fiction and nonfiction.

PASSED-verb, past tense of "to pass," to have moved

ex: The tornado passed through the city quickly, but it caused great damage.

PAST-belonging to a former time or place

ex: Who was the past president of Microsquish Computers?

ex: Go past the fire station and turn right.

PRECED-to come before

ex: Pre-writing precedes the rough draft of good papers.

PROCEED-to go forward

ex: He proceeded to pass back the failing grades on the exam/

Thanks to Shelley for showing us we had "proceed" misspelled as "procede" in one spot!

PRINCIPAL-adjective, most important; noun, a person who has authority

ex: The principal ingredient in chocolate chip cookies is chocolate chips.

ex: The principal of the school does the announcements each morning.

PRINCIPLE-a general or fundamental truth

ex: The study was based on the principle of gravity.

QUOTE-verb, to cite

ex: I would like to quote Dickens in my next paper.

QUOTATION-noun, the act of citing

ex: The book of famous quotations inspired us all.

RELUCTANT-to hesitate or feel unwilling

ex: We became reluctant to drive further and eventually turned back when the road became icy.

RETICENT-to be reluctant to speak; to be reserved in manner. Note that *The American Heritage Dictionary* lists "reluctant" as a synonym for "reticent," as the third definition. For nuance and variety, we recommend "reticent" for reluctance when speaking or showing emotion (after all, even extroverts can become reluctant).

ex: They called him reticent, because he rarely spoke. But he listened carefully and only spoke when he had something important to say.

STATIONARY-standing still

ex: The accident was my fault because I ran into a stationary object.

STATIONERY-writing paper

ex: My mother bought me stationery that was on recycled paper.

SUPPOSED TO-correct form for "to be obligated to" or "presumed to" NOT "suppose to"

SUPPOSE-to guess or make a conjecture

ex: Do you suppose we will get to the airport on time? When is our plane supposed to arrive? We are supposed to check our bags before we board, but I suppose we could do that at the curb and save time.

THAN-use with comparisons

ex: I would rather go out to eat than eat at the dining hall.

THEN-at that time, or next

ex: I studied for my exam for seven hours, and then I went to bed.

THEIR-possessive form of they

ex: Their house is at the end of the block.

THERE-indicates location (hint: think of "here and there")

ex: There goes my chance of winning the lottery!

THEY'RE-contraction for "they are"

ex: They're in Europe for the summer--again!

THROUGH-by means of; finished; into or out of

ex: He plowed right through the other team's defensive line.

THREW-past tense of throw

ex: She threw away his love letters.

THOROUGH-careful or complete

ex: John thoroughly cleaned his room; there was not even a speck of dust when he finished.

THOUGH-however; nevertheless

ex: He's really a sweetheart though he looks tough on the outside.

THRU-abbreviated slang for through; not appropriate in standard writing

ex: We're thru for the day!

TO-toward

ex: I went to the University of Richmond.

TOO-also, or excessively

ex: He drank too many screwdrivers and was unable to drive home.

TWO-a number

ex: Only two students did not turn in the assignment.

WHO-pronoun, referring to a person or persons

ex: Jane wondered how Jack, who is so smart, could be having difficulties in Calculus.

WHICH-pronoun, replacing a singular or plural thing(s);not used to refer to persons

ex: Which section of history did you get into?

THAT-used to refer to things or a group or class of people

ex: I lost the book that I bought last week.

WHO-used as a subject or as a subject complement (see above)

ex: John is the man who can get the job done.

WHOM-used as an object

ex: Whom did Sarah choose as her replacement?

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