

NOTRE DAME HIGH SCHOOL
INTERDISCIPLINARY
GUIDE TO
WRITING, GRAMMAR, PUNCTUATION
AND
RESEARCH

8th edition



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**Interdisciplinary
GUIDE TO WRITING, GRAMMAR AND PUNCTUATION**

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INTERDISCIPLINARY GUIDE TO WRITING, GRAMMAR AND PUNCTUATION

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GOAL

Perhaps the key to good writing is for the writer to have something to say: to understand the content, to know the facts, or to feel passionate about a message or a story to be told. This is true for any type of writing, whether it is analytical, scientific, creative, or casual.

Knowing that inadequate use of organization, grammar and punctuation inhibit good understanding, the goal of this Interdisciplinary Guide to Writing, Grammar and Punctuation is to give students and teachers at Notre Dame High School a quick reference to basic writing, grammar and punctuation rules to help them clearly communicate the messages that they want to convey. We do NOT intend for this handbook to be exhaustive; rather, we have included the rules and examples that represent the problems we most commonly encounter.

WRITING GENRES

PRE-WRITING

The purpose of pre-writing is to generate ideas on a topic. It can include but is not limited to lists, graphic organizers, charts, outlines and notes. (See Organization Web, Appendix C, page 35.)

PARAGRAPH

A paragraph has a very minimum of 5 sentences and includes a topic sentence that sets out the main idea, supporting details and discussion, and a clincher (summarizing) sentence.

ESSAY

An essay is an organized response to a specific, focused question. The response, which must be a minimum of three paragraphs, includes an introduction, supporting paragraph(s) and a conclusion. The thesis, which is the brief answer to the question, is in the introduction, and the supporting paragraphs use evidence to support that thesis. (See page 2 for essay structure and page 14 for research question and thesis examples.)

LITERARY ANALYTICAL ESSAY

A literary analytical essay, which requires citations, may use a single primary source or multiple sources.

RESEARCH PAPER

A research paper, which requires citations, uses multiple sources to answer a focused research question.

REFLECTION PAPER

A reflection paper is a personal response to a prompt such as a Bible story or verse, a piece of literature, an event, an experience or a work of art. (Requires citation if a direct quote, summary, or paraphrase from an outside source is part of the response.)

EDUCATIONAL JOURNAL

Journal entries are a series of short reflections or personal responses to prompts. (Requires citation if a direct quote, summary, or paraphrase from an outside source is part of the journal entry.)

MATH LOG

A Math Log is a formal response, using complete sentences, to 5 questions that require higher-level thinking. (Requires citation.)

LAB REPORT

A lab report is a structured account of a laboratory experiment. (Requires citation if including a direct quote.)

CREATIVE WRITING

Creative Writing, which can take many forms, is structured writing intended for an audience.

WRITING STYLE

Style is important; therefore, you should vary sentence syntaxes. Even though sentences should not be so complex that they inhibit understanding, sentences should also not be so simple that they are repetitious and boring. Throughout this guide, there are examples of sentences that illustrate a variety of syntaxes. (For definitions and examples of specific sentence structures, see page 13.)

BASIC ESSAY STRUCTURE OUTLINE

This outline helps to focus ideas, organize thoughts and avoid “staring at a blank page.” Excellent essays transcend this structure, but they usually follow it fairly closely, deviating only for good stylistic reasons. Excellent essays use ideas and language creatively within the framework, using the framework to highlight their arguments.

(See Organization Web, Appendix C, page 35 for pre-writing brainstorming.)

INTRODUCTION

<u>Hook:</u>	First sentence, which makes a general statement about the main idea or theme of the piece.
<u>Preview or Stage Setting:</u>	Transitions from the hook to the specific essay topic and thesis. Includes a sentence or two, introducing each main point of the thesis and relating it to the general topic without using the exact language of the thesis. Transitions to the thesis.
<u>Thesis:</u>	Specifically answers the question of the paper and sets out the argument that the essay will provide. Often the last sentence of the introduction. (See page 14 for an example.)

BODY (SUPPORTING) PARAGRAPH - ONE FOR EACH MAIN POINT

<u>Topic Sentence:</u>	Transitions from the previous paragraph. Echoes key words from the thesis. Sets out the main point of the paragraph – exactly which part of the thesis statement the paragraph will discuss or prove. (Should not be a quotation. See Use of Quotations, page 7.)
<u>Supporting example(s):</u>	Is specific and provides evidence for the topic sentence and therefore, the thesis. <u>You will cite most examples.</u>
<u>Explanation</u>	Analyzes the example; explains specifically how the example proves the topic. Transitions into the next example / idea. <u>You will cite explanations that are not your original thoughts.</u>
<u>Closing/ clincher sentence</u>	Specifically explains how the paragraph demonstrates the thesis. (Should not be a quotation. See Use of Quotations, page 7.)

CONCLUSION

<u>Restatement/ Recap:</u>	Restates in a more specific way the newly proven and refined thesis. Ties the main points back into the newly refined thesis; provides a wrap up to the analysis. Roughly one to two sentences for each body paragraph in shorter essays, fewer for longer papers.
<u>Concluding thought</u>	Provides the logical more general theme the essay has been trying to accomplish, the thought the reader should remember. Is more general than the thesis or the restatement.

COMMON ERRORS TO AVOID: WORDS, EXPRESSIONS AND PUNCTUATION THAT STUDENTS AT NOTRE DAME COMMONLY MISUSE

<p>1. Its, it's, its' <i>Its</i> is possessive and shows ownership.</p> <p><i>It's</i> is a contraction for <i>it is</i>. <i>Its'</i> is NEVER correct.</p> <p>HINT: If you use <i>it's</i> in a sentence, substitute the words <i>it is</i>. If the sentence still makes sense, you have used <i>it's</i> correctly.</p>	<p>The dog wagged <u>its</u> tail. The cat licked <u>its</u> paw.</p> <p><u>It's</u> cold outside today. (<u>It is</u> cold outside today.) <u>It's</u> not too late to eat lunch. (<u>It is</u> not too late to eat lunch.)</p>
<p>2. Passive Voice A verb is in passive voice when it expresses an action performed UPON its subject.</p> <p>Rule of thumb: <u>Avoid passive voice!</u> It is wordy and often imprecise.</p>	<p>Active Voice: The car <u>hit</u> the tree. Fourteen nations <u>signed</u> the treaty.</p> <p>Passive Voice: avoid when possible. The tree <u>was hit</u> by the car. The treaty <u>was signed</u>.</p>
<p>3. Lead, led <i>Lead</i> is the present tense of the infinitive <i>to lead</i> OR is a metal such as the one that is mistaken for graphite in a pencil.</p> <p><i>Led</i> is the past tense of <i>to lead</i>.</p>	<p>The general will <u>lead</u> his troops into battle tomorrow. The old, <u>lead</u> pipes froze and burst during the blizzard.</p> <p>The general, who <u>led</u> his troops into battle yesterday, won a Medal of Honor for extraordinary bravery.</p>
<p>4. Than, then Use <i>than</i> to show a comparison.</p> <p>Use <i>then</i> to indicate a particular time in the past or an undetermined time in the future.</p>	<p>I am smarter <u>than</u> you are. Getting to school on time is more important <u>than</u> sleeping late.</p> <p>The 20th century was a bloody century, for it was <u>then</u> that two world wars occurred. If the storm stops soon, <u>then</u> we will go get ice cream.</p>
<p>5. There, their, they're <i>There</i> refers to a place or a time. Use it in many ways, but NEVER to show ownership.</p> <p><i>Their</i> is the possessive of the pronoun, they. (Be careful with antecedents when using <i>their</i>. See Pronoun on page 8.)</p> <p><i>They're</i> is the contraction for <i>they are</i>. (Do not use <i>they're</i> in formal writing.)</p>	<p>I want to pet that dog over <u>there</u>. <u>There</u> is more than one way to write a poem.</p> <p>Incorrect: <u>A student</u> can buy <u>their</u> supplies at the Leprechaun Store. Correct: <u>Students</u> can buy <u>their</u> supplies at the Leprechaun Store.</p> <p>Correct: <u>They're</u> late again for school because they missed <u>their</u> bus.</p>
<p>6. Would of, could of, should of</p> <p>ALL of these are incorrect. Correct: Would have, could have, should have</p>	<p>Correct: He <u>would have</u> bought a new car if he had not already spent his money on a fishing boat. He <u>could have</u> bought a car if he had not already spent his money. He <u>should have</u> saved his money for the car.</p>
<p>7. So...that When you use <i>so</i> for emphasis in a sentence, you must follow it with <i>that</i>.</p>	<p>Incorrect: It was <u>so</u> hot today. Correct: It was <u>so</u> hot today <u>that</u> I turned on the air conditioner.</p>

<p>8. To, too, two <i>To</i>: going toward a direction, a condition or a purpose. <i>Too</i>: Used for emphasis; another way of saying <i>also</i>. <i>Two</i>: One plus one.</p>	<p>He went <u>to</u> the farmer's market <u>to</u> buy some fresh corn. He believed the exam was <u>too</u> hard. His little brother went along, <u>too</u>. He went <u>to</u> buy <u>two</u> new cars.</p>
<p>9. Affect, effect <i>Affect</i>, as a verb, primarily shows influence. Also use it to show imitation or pretense. <i>Effect</i>, as a verb, means to cause to occur or to bring about. <i>Effect</i>, as a noun, is a result.</p>	<p>How does smoking <u>affect</u> health? She <u>affected</u> disinterest to cover up her insecurity at the party. Even the New Deal was not able to <u>effect</u> dramatic improvements in the economy during the Great Depression. Smoking had an adverse <u>effect</u> upon her health</p>
<p>10. Who, that Use <i>who</i> when referring to people. Use <i>that</i> when referring to places or things.</p>	<p>Most of the <u>students who</u> attend Notre Dame High School are eager to learn. Most of the <u>sailboats that</u> the hurricane destroyed were owned by <u>people who</u> did not properly prepare their boats for the storm.</p>
<p>11. Who, whom If using <i>who</i> in a sentence, substitute <i>he</i>, <i>she</i> or <i>they</i>. If using <i>whom</i> in a sentence, substitute <i>him</i>, <i>her</i>, or <i>them</i> WHO = HE/SHE/THEY WHOM = HIM, HER, THEM</p>	<p><u>Who</u> broke his leg? (<u>He</u> broke his leg.) I know <u>who</u> was wearing the mask. (<u>She</u> was wearing the mask.) <u>Whom</u> did Alex choose? (Alex chose <u>him</u>.) Barney, <u>whom</u> little children adore, often appears at birthday parties. (Little children adore <u>him</u>.) The two people <u>whom</u> I love the most are my brother and my sister. (I love <u>them</u> the most.)</p>
<p>12. I, myself Do not use <i>myself</i> to replace the use of <i>I</i> or <i>me</i>. You <u>can</u> properly use <i>myself</i> to add emphasis to the use of <i>I</i>. The same rule applies to using <i>himself</i>, <i>herself</i>, and <i>themselves</i>.</p>	<p>Incorrect: The members of the social committee are Niaya, Derek, Scott and <u>myself</u>. Correct: The members of the social committee are Niaya, Derek, Scott and <u>I</u>. Correct: <u>He</u> cut <u>himself</u> when paring the apple with his new knife. Correct: <u>I, myself</u>, will never dive off of a cliff, not even for lots of money!</p>
<p>13. I, me <i>I</i> and <i>me</i> are frequently confused. To determine whether you have used the correct word, use each word separately with the verb or the preposition. <u>ALWAYS</u> use <i>me</i> after a preposition. When using <i>I</i> or <i>me</i> in a series of names, put <i>I</i> or <i>me</i> <u>last</u> in the series.</p>	<p>Incorrect: My father gave an allowance to my sister and <u>I</u>. (He gave an allowance to <u>I</u>?) Him and me watched the game. (<u>Him</u> watched the game? <u>Me</u> watched?) Correct: My father gave an allowance to my sister and <u>me</u>. (He gave an allowance to my sister and he gave an allowance to <u>me</u>.) Between you and <u>me</u>, (<u>us</u>) we can solve this math problem. Incorrect: The principal gave awards for exemplary behavior to <u>me</u>, Maggie and Betsy. Correct: The principal gave awards for exemplary behavior to Maggie, Betsy and <u>me</u>.</p>

<p>14. Good, well <i>Good</i> is <u>always</u> an adjective. Never use it to modify a verb.</p> <p><i>Well</i> can be an adjective or an adverb.</p>	<p>Andrew is in very <u>good</u> health. Andrew is feeling <u>good</u> as a result of his exercise.</p> <p>Adjective examples: All is <u>well</u> that ends <u>well</u>. He is <u>well</u> after a long illness.</p> <p>Adverb examples: My mother knows me very <u>well</u>. He did <u>well</u> on his test. George pitched <u>well</u> during the game.</p>
<p>15. Less, fewer Use <i>less</i> when referring to a general amount and <i>fewer</i> when being specific. If you can COUNT the item, use <i>fewer</i>. (<i>less</i> fat, <i>fewer</i> <u>grams</u> of fat, <i>fewer</i> calories)</p>	<p>Makenzie ate <u>less</u> ice cream today than yesterday. Joshua ate <u>fewer</u> ice cream cones today than yesterday.</p> <p>We got <u>less</u> rain than we needed. There are <u>fewer</u> rain puddles than expected.</p>
<p>16. Amount, number Use <i>amount</i> when being general and use <i>number</i> when being specific. If the item or people can be COUNTED, use <i>number</i>. (a large <i>amount</i> of interest in the military, a large <i>number</i> of soldiers in the army)</p>	<p>I ate a large <u>amount</u> of ice cream. I ate a large <u>number</u> of ice cream <u>cones</u>. Even though the strikers displayed a significant <u>amount</u> of anger during the strike, only a small <u>number</u> of protesters resorted to violence.</p>
<p>17. If I were / If I was If he/she/it were <i>If I was</i> is ALMOST NEVER correct. <i>If he/ she was</i> is ALMOST NEVER correct. Use <i>was</i> when expressing a <u>real condition</u>.</p>	<p>Incorrect: <u>If I was queen</u>, I would abolish meetings. Correct: <u>If I were queen</u>, I would abolish meetings. <u>If she were queen</u>, she would abolish meetings. <u>If I was at the meeting</u>, it was for a good reason. (Note the real condition.)</p>
<p>18. Whether, weather Use <i>whether</i> to introduce alternatives.</p> <p>Use <i>weather</i> to describe atmospheric conditions</p>	<p>The principal will decide <u>whether</u> we will have a fire drill today because of the impending bad <u>weather</u>. Because of the snowy <u>weather</u>, the principal decided to cancel the scheduled fire drill.</p>
<p>19. Accept, except Use <i>accept</i> when you want to indicate receiving, agreeing to, believing in, answering affirmatively.</p> <p>Use <i>except</i> when you mean exclusion, other than, or but.</p>	<p>His first choice college <u>accepted</u> him into the Class of 2016. She <u>accepted</u> the award graciously.</p> <p>She loves all candy <u>except</u> jellybeans. He would have bought the suit <u>except</u> that it was too expensive.</p>
<p>20. Lose, loose Use <i>lose</i> when something cannot be found or is abandoned.</p> <p>Use <i>loose</i> to mean not tight.</p>	<p>When did you <u>lose</u> your voice? Do you <u>lose</u> your sense of smell when you have a bad cold?</p> <p><u>Loose</u>, baggy pants inspired the hit song, "Pants on the Ground."</p>
<p>21. Your, you're Use <i>your</i> to show ownership.</p> <p>Use <i>you're</i> as a contraction for <i>you are</i>.</p> <p>REMINDER: In formal writing, it is not generally appropriate to use second person OR contractions.</p>	<p>You must tuck in <u>your</u> shirttail! <u>You're</u> late for <u>your</u> doctor's appointment.</p>

<p>22. S / 's Use s to mean more than one. Use 's to show possession</p> <p>(Exception: <i>Its</i> is possessive. <i>It's</i> is a contraction for <i>it is</i>.)</p>	<p>Four <u>kittens</u> lost their <u>mittens</u>. <u>Brenda's</u> kitten lost <u>its</u> mitten.</p>
<p>23. Run-on sentences (Comma errors or comma faults) A run-on sentence (comma error) occurs when a <u>comma</u>, instead of a period, a semicolon, or an appropriate conjunction, connects two sentences.</p>	<p>Incorrect: I am in shape, round is a shape. Correct: I am in shape; round is a shape.</p> <p>Incorrect: It started raining in the morning, we moved the party indoors. Correct: It started raining in the morning; therefore, we moved the party indoors. Because it started raining, we moved the party indoors.</p>
<p>24. Titles: Underlining and quotation marks</p> <p>NEVER italicize or use quotation marks around the title or on the title page of the <u>original copy of your own writing</u>, including essays, research papers, or poems.</p> <p>NEVER use italics and quotation marks for the same title.</p> <p>Use <u>italics</u> when writing titles of books, albums, works of art such as paintings, and other large works.</p> <p>Use <u>quotation marks</u> when writing titles of short stories, poems, chapters in books, song titles, and other small works.</p>	<p>Incorrect: I read "<i>Harry Potter and the Goblet of Fire</i>." Correct: I read <i>Harry Potter and the Goblet of Fire</i>.</p> <p>Even though Brinkley's <i>A History of the United States</i> is a college textbook, many high school United States History classes use it. After Claude Brown wrote <i>The Da Vinci Code</i>, Leonardo da Vinci's <i>The Last Supper</i> became a subject of great interest . Robert Frost's "The Road Not Taken" is in <i>The Bedford Introduction to Literature</i>.</p>
<p>25. Infinitives An infinitive is a verb form, usually preceded by <i>to</i> and often used as an adjective or as an adverb.</p> <p>You can use infinitives as parts of phrases and clauses and as nouns.</p> <p>As a general rule, avoid splitting infinitives. In other words, avoid putting a word (or words) between <i>to</i> and the verb.</p> <p>Use infinitives to reduce wordiness in writing.</p>	<p><u>To leave</u> in the middle of the speech would be rude. He is an up and coming singer <u>to watch</u>. She wanted <u>to end the telephone conversation</u> as quickly as possible.</p> <p>Split: Realizing he was late, he had <u>to quickly leave</u> the store. One of our rights is <u>to not be forced</u> to testify against ourselves in a court of law. Better: He had <u>to leave</u> the store <u>quickly</u>. One of our rights is not <u>to be</u> forced to testify against ourselves in a court of law.</p> <p>Split: Because the play had already begun, I had <u>to quietly enter</u> the theatre to take my seat. Better: Because the play had already begun, I had <u>to enter</u> the theatre <u>quietly</u> to take my seat.</p>

<p>26. QUALIFIERS, such as but not limited to, Pretty much/sure, Kind of, Sort of, Rather, Very, Little</p> <p>AVOID these expressions in formal writing! Period!</p>	<p>“These are the leeches that infest the pond of prose, sucking the blood of words. The constant use of [qualifiers] is ... debilitating; we should all try to do <u>a little</u> better; we should all be <u>very</u> watchful of this rule, for it is a <u>rather</u> important one, and we are <u>pretty</u> sure to violate it now and then” (Strunk and White 73).</p>
<p>27. Use of Quotations</p> <p>Include quotations that are shorter than 4 typed lines in the double-spaced paragraph with correct use of quotation marks. Mention the author of the quotation in the text of the paper.</p> <p>Indent long quotations ten spaces from the left margin if they are 4 typed lines or longer. Double-space, without adding quotation marks. (<u>Use long quotations sparingly.</u>)</p> <p>Do not begin or end a paragraph with a direct quotation. Paragraphs should begin with clear introductory sentences and end with clincher (summarizing) sentences that support the main thesis and that you put in <u>your own words</u>. (This is a general rule but not a hard and fast one.)</p> <p>Never use quotations simply for relating facts from a secondary or tertiary source.</p>	<p>For examples of the proper use of <u>short quotations</u>, see pages 17 (Plagiarism) and 29 (Paraphrasing: Original Text.)</p> <p>For examples of the proper formatting and punctuation of <u>long quotations</u>, see pages 17, 29, and 30.</p> <p>Use quotations within the text of a paragraph as part of the support of the topic sentence and ultimately, the thesis.</p> <p>See NOTES on pages 26 and 29 for when to quote.</p>
<p>28. Title Page</p> <p>According to the Modern Language Association, research papers do not require title pages. (See page 30 for a SAMPLE FIRST PAGE of a research paper.) However, many teachers and college professors require title pages.</p> <p>Reminder: Do not put “ ” around or underline your own title on the title page.</p>	<p>Since the Modern Language Association does not specify a particular format, <u>follow your teacher’s instructions</u> for formatting title pages.</p> <p>Regardless of the format, the title page should include, at minimum, the title of the essay, your name, the name of your teacher or professor, the course and period (or section), and the date the essay is due. (See page 30 for the MLA sample of a first page of a research paper.)</p>
<p>29. Copies/Back up</p> <p>Save your work after writing each paragraph and make a back up copy. If you are writing directly onto a CD or a Memory Stick, for example, save a back up copy onto your Hard Drive</p> <p>Print a SECOND COPY of the ENTIRE final paper, including every aspect of the paper, such as the title page, outline, Works Cited page or pre-writing.</p>	<p>Printing more than one copy is also an important safeguard in case your computer “crashes.”</p> <p>DO NOT erase the paper from your computer or throw away any part of the paper until you get your paper back, GRADED.</p> <p>Do NOT throw away ANY source material you printed or copied, especially electronic sources, until you get your paper back, GRADED.</p>

PARTS OF SPEECH

NOUNS AND PRONOUNS	
<p>Noun A person, place, thing or idea</p> <p>You can place <i>a, the, any</i> or <i>a kind of</i> in front of and describe it with an adjective.</p>	<p>Person grandmother, student, president</p> <p>Place park, school, road</p> <p>Thing pen, chair, dog, organization</p> <p>Idea faith, patriotism, apathy, disrespect</p>
<p>Proper Noun A <u>particular</u> person, place or thing</p> <p>ALWAYS capitalize proper nouns.</p>	<p>Person Grandma, Timothy, President Harry Truman</p> <p>Place Yellowstone National Park Notre Dame High School Princeton Pike</p> <p>Thing Bic Lazy-Boy Democratic Party, Republican Party</p> <p>Idea associated with a name Catholicism Americanism</p>
<p>Pronoun A word that takes the place of a noun</p> <p><u>Subject pronouns</u> – I, you, he, she, it, we, they</p> <p><u>Object pronouns</u> – me, you, her, him, us, them</p> <p><u>Possessive pronouns, used as adjectives</u> – my, your, her, his, our, its, their</p> <p><u>Possessive pronouns</u> - mine, yours, hers, his, its, ours, theirs.</p> <p>NOTE: If an <u>antecedent</u> is <u>singular</u>, then the <u>pronoun</u> must be <u>singular</u>. If an <u>antecedent</u> is <u>plural</u>, then the <u>pronoun</u> must be <u>plural</u>. (The antecedent is the word to which a pronoun refers.)</p> <p>Pronouns ending in <i>-self</i>, such as <i>myself, herself</i> Use <u>only</u> to refer to another word in the sentence or to emphasize another word.</p> <p>NOTE: The Modern Language Association discourages writers from using pronouns ending with <i>-self</i>.</p>	<p><u>You</u> are very cool. <u>She</u> and <u>I</u> (<u>We</u>) went shopping at the mall.</p> <p>The teacher gave good grades to Lisa and <u>me</u> (<u>us</u>).</p> <p><u>Our</u> house is bigger than <u>yours</u>. The dog ate <u>its</u> bone in record time.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">Antecedent</div> <div style="border: 1px solid black; padding: 2px 10px;">Pronoun</div> </div> <p><u>Students</u> can purchase <u>their</u> supplies at the Leprechaun Shop. A <u>student</u> can purchase <u>his</u> or <u>her</u> supplies at the Leprechaun Shop.</p> <p><u>I</u> hurt <u>myself</u>. The <u>students</u> themselves drew the map.</p> <p>Incorrect: Mr. McQuarrie and <u>myself</u> are teachers. Ms. Giampetro gave the tickets to Syd and <u>myself</u>.</p> <p>Correct: Ms. Henkel and <u>I</u> are teachers. Ms. Wrobo gave the tickets to Syd and <u>me</u>.</p>

VERBS	
<p>Verb A word that shows action or a state of being.</p> <p>Infinitive The basic form of a verb usually preceded by <i>to</i>, it can function as a noun, adjective or adverb. See page 6.</p>	<p>Action Verb She <u>calculated</u> the sum of the triangles.</p> <p>State of Being Verb Even though we love the beautiful view, we <u>are</u> lost.</p> <p>Infinitive <u>To speak</u> freely in public meetings is a fundamental, constitutional right in the United States.</p>
ACTIVE VOICE / PASSIVE VOICE	
<p>Active Voice A verb is in active voice when the subject is performing the action</p> <p>Passive Voice A verb is in passive voice when the action is being performed on the subject.</p>	<p>Active: Christine <u>is writing</u> a novel. (Use active voice in formal writing.)</p> <p>Passive: The novel <u>is being written</u> by Christine. (Avoid passive voice whenever possible.)</p>
VERB TENSES	
<p>Present Tense, Past Tense, Future Tense <u>Present tense</u> expresses action occurring now, repeatedly or in general <u>while past tense</u> expresses action that occurred in the past.</p> <p>Future Tense The future tense expresses action that has not yet occurred.</p>	<p>The sun <u>rises</u> at 6:15 A.M. today. The sun <u>rose</u> at 6:16 A.M. yesterday.</p> <p>With luck, it <u>will be</u> sunny tomorrow. With perseverance, I <u>will complete</u> the revisions to the <i>Interdisciplinary Guide to Writing</i> before I die.</p>
<p>Past Perfect Use The past perfect tense to make a statement about something completed in the past before something else happened in the past. Form past perfect by using the word <i>had</i> plus the past participle, as in <i>had spoken, had driven, had written, had done</i>.</p>	<p>Period One <u>had</u> already <u>started</u> when the fire alarm rang.</p> <p>By the end of 1965, Congress <u>had enacted</u> two major civil rights laws.</p>
<p>Present Perfect Present perfect is an action that began in the past and that either is continuing or might be continuing to the present. Use with <i>have</i> or <i>has</i>.</p>	<p>Meghan <u>has been</u> a student at Notre Dame for three years.</p> <p>Politicians <u>have run</u> to be president of the United States since 1788.</p>
<p>Future Perfect Tense The future perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.</p>	<p>You <u>will have perfected</u> your Spanish by the time you return to the United States.</p> <p><u>Will</u> you <u>have perfected</u> your German by the time you return to the United States?</p>
SINGULAR AND PLURAL VERBS	
<p>Singular Verb</p> <ol style="list-style-type: none"> 1. Use a singular verb after using <i>every</i> or <i>many a</i> before a series of words. 2. Use following the combination of neither - nor 3. Use a singular verb following <i>either – or; each, everyone</i> 4. Use a singular verb after some nouns, such as <i>measles, civics, mathematics, physics</i>, although in plural form 5. Use a singular verb after collective nouns that serve as a singular noun, such as <i>bread and butter, ham and eggs, peanut butter and jelly</i> 	<ol style="list-style-type: none"> 1. <u>Every</u> member of the swim team <u>is</u> dedicated to winning a medal. 2. <u>Neither</u> football <u>nor</u> ice hockey <u>is</u> a safe sport. 3. <u>Each</u> <u>is</u> a very good soccer player. 4. The <u>measles</u> <u>is</u> a disease that has been almost eradicated because of immunization. 5. <u>Peanut butter and jelly</u> <u>is</u> the best sandwich to take on hikes.
<p>Plural Verb Subjects joined by <i>and</i> require a plural verb.</p>	<p>Susan <u>and</u> Joanna <u>are</u> going to a movie.</p>

OTHER PARTS OF SPEECH

<p>Preposition Use a preposition to show the relationship of a noun or pronoun to some other word. <u>Common prepositions</u> – to, of, for, about, at, after, against, around, among, before, between, but, except, during, over, toward, up</p> <p>RULE: A preposition <u>always</u> indicates objective case. Therefore, <u>always</u> follow a preposition with an objective pronoun. Objective pronouns: <i>me, her, him, us, them, whom, whomever.</i></p> <p>RULE: A preposition appears at the BEGINNING of a phrase. Also, a preposition should <u>not</u> be the last word in a sentence.</p>	<p>Correct: <u>At</u> the Leprechaun Shop, a student can buy his supplies <u>for</u> school. <u>After</u> the prom, they got <u>into</u> the limo and drove <u>to</u> the post-prom party. Everyone <u>but</u> Timothy is going <u>to</u> Rita's Water Ice. The Congressman <u>to whom</u> she spoke was friendly.</p> <p>Incorrect: The Congressman <u>whom</u> she spoke <u>to</u> was friendly. Where are you going <u>to</u>?</p>
<p>Adjective A word that modifies (describes, enhances, limits, or clarifies) a noun</p>	<p>Lisa, Tom's sister, has a <u>small, blue</u> car. Because it is <u>violent</u>, some people do not like <u>that</u> movie.</p>
<p>Adverb A word that modifies (describes, enhances, limits, or clarifies) a verb, an adjective, another adverb, or the sentence in general. Often ends with <i>-ly</i>. Other examples include today, tomorrow and yesterday.</p>	<p>Lisa reads <u>quickly</u> and <u>thoroughly</u>. Douglas is skating <u>well today</u>, but he skated <u>exceptionally well yesterday</u>. At the end of a long illness, David faced the future <u>hopefully</u>. (Use hopefully to mean "with hope.")</p>
<p>Conjunction A word that joins other words or groups of words. Examples of conjunctions: <i>and, but, or, nor, for, so, yet, either...or, not only...but (also), whether...or, after, before, although, than, while, because, since, until, unless</i></p>	<p>Kate <u>and</u> Michael went shopping, <u>but</u> Adria stayed home <u>because</u> she had a headache. <u>Although</u> Mary <u>and</u> Douglas went shopping, Scott stayed home. Thomas <u>not only</u> is a scholar, <u>but also</u> is an athlete. We left Ocracoke Island <u>before</u> Hurricane Hannah came ashore.</p>

PERSON

<p>First Person Use first person <u>only</u> when telling your own personal story. Examples of first person words: <i>I, we, me, my, us.</i></p>	<p>Even though the temperature was over 100 degrees every day, <u>I</u> enjoyed <u>my</u> trip to Mexico. When <u>my</u> husband and <u>I</u> went to Alaska, <u>we</u> stayed one night in Talkeetna.</p>
<p>Second Person Uses the word <i>you</i> and/or other forms of <i>you</i>. Avoid second person in formal writing.</p>	<p><u>You</u> will be late for school if <u>you</u> do not hurry. <u>You</u> must not use the words <u>you, your, or your're</u> in <u>your</u> research paper.</p>
<p>Third Person Third Person relates any information or story that the writer has not experienced directly. You should use third person, which is objective, in most formal writing. Examples of third person words: <i>he, she, it, they.</i></p>	<p>When the severe thunderstorm commenced suddenly, <u>the boys</u>, who were hiking on the Appalachian Trail, needed to find cover quickly, but there was no place to hide that was safe from the lightning.</p>

PUNCTUATION

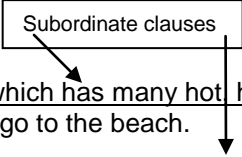
<p>Uses of a Period</p> <ol style="list-style-type: none"> 1. Use a period to end a sentence that is a statement. 2. Use periods following initials and abbreviations. 3. Place periods (and commas) <u>inside</u> the closing quotation marks, <u>always</u>. 	<ol style="list-style-type: none"> 1. Today is Friday. If it were Friday, I would be very happy. 2. Mr. R.W. Jones has an appointment at 4 P.M. 3. "This," he sobbed as he watched the approaching tornado, "is the beginning of the end."
<p>Uses of a comma</p> <ol style="list-style-type: none"> 1. To separate items in locations and in most dates. (Note the punctuation in the examples.) 2. To separate items in a series. (Using a comma before <i>and</i> is optional.) 3. To set off <u>appositives</u> from the rest of the sentence. An <u>appositive</u> is a noun or pronoun, often with modifiers, set beside another noun or pronoun to explain or identify it. 4. Before a conjunction that separates two independent clauses (sentences). 5. After an adverb clause <u>if it opens the sentence</u>. 6. To set off adjective clauses (clauses that modify nouns or pronouns) that you do not need to convey for the correct meaning of a sentence. (If you DO need the clause, use no comma.) 7. To set off direct quotations from the rest of the sentence. 8. To separate two or more adjectives for a single noun. 9. To set off certain introductory elements. <p>NOTE: Place commas INSIDE quotation marks.</p> <p>NOTE: NEVER use commas to connect two independent sentences. This mistake in punctuation is known as a run-on sentence or comma error.</p>	<ol style="list-style-type: none"> 1. Notre Dame is located in Lawrenceville, New Jersey. Joshua was born on Monday, April 13, 2004, in Frederick, Maryland. The reunion will be held in January 2014. (Note no comma if you do not mention the DAY of the month.) 2. She plays soccer, basketball, tennis, and softball. 3. The Rocky Mountains, <u>especially those located in Canada</u>, are spectacular. My new car, <u>a sporty, blue hybrid with a navigation system</u>, is comfortable and peppy. 4. I ran in the track meet, and I won. 5. <u>Even though he was sick</u>, he went to school to take the test. He went to school to take the test even though he was sick. (NOTE: No comma needed here.) 6. <i>Parting the Waters</i>, <u>which I used in my research paper</u>, won the Pulitzer Prize for history in 1989. (<i>Parting the Waters</i> won the Pulitzer Prize for history in 1989.) 7. When Charles Dickens wrote, "It was the best of times; it was the worst of times," he was referring to the late 18th century. 8. She is a talented, enthusiastic girl. 9. <u>No</u>, I have not finished the final exam. <u>If I win the lottery</u>, I will leap for joy. <u>Loving Robert Frost</u>, David read "The Road Not Taken," his favorite poem, once a week. <p>INCORRECT: It is raining, I will get an umbrella.</p> <p>CORRECT: It is raining; I will get an umbrella. OR, It is raining. I will get an umbrella</p>

<p>Uses of a semicolon</p> <ol style="list-style-type: none"> 1. Use a semi-colon between two independent clauses (sentences) when the conjunction is left out. 2. Use a semi-colon between independent clauses joined by such words as <i>however, therefore, for instance, besides, furthermore, and nevertheless</i> when they connect two independent clauses (sentences). 3. Semicolons (and colons) are always placed OUTSIDE the closing quotation marks. 	<ol style="list-style-type: none"> 1. He studied for his test; he did exceptionally well. 2. Karen was sick; however, she went to school to take her test. It is raining very hard; therefore, we will not go on the hike in the Pocono Mountains. 3. Norma told me that her favorite books are "beach reading"; she then gave me four books.
<p>Uses of a colon</p> <ol style="list-style-type: none"> 1. Use a colon to introduce a list, especially, but not only, after expressions such as <i>the following</i>. <p>(Do NOT use a colon when the list follows the <u>direct verb</u>.)</p> <ol style="list-style-type: none"> 2. Use a colon in the following <u>traditional situations</u>: Between the hour and the minute when you write the time Between chapter and verse in Bible verses. After the salutation in a formal business letter. 	<ol style="list-style-type: none"> 1. Include <i>the following</i> items when you pack for the camping trip: Chap Stick, insect repellent, suntan lotion, and soap. My new car has everything I wanted: air conditioning, automatic locks, a navigation system and great gas mileage. (The campers <u>packed</u> Chap Stick, insect repellent and suntan lotion.) 2. 7:55 A.M. Matthew 7:12 Gentlemen: Dear Sir: Dear Ms. Ivins:
<p>Uses of quotation marks</p> <ol style="list-style-type: none"> 1. Use quotation marks only if the sentence shows the speaker's exact words. 2. Use quotation marks to indicate titles of short works such as essays, articles, short stories, poems, and songs. (<u>Italicize</u> titles of complete works such as books, plays, and albums.) 	<ol style="list-style-type: none"> 1. The dogcatcher shouted, "Come back here, you mangy old hound dog!" (The dogcatcher shouted for the mangy old hound dog to come back.) 2. "The Road Not Taken" by Robert Frost can be found in the anthology, <i>Adventures in American Literature</i>.
<p>Uses of apostrophe</p> <ol style="list-style-type: none"> 1. Use an apostrophe to show possession. If the owner (or owners) already end/s with an "s", use the apostrophe without another "s" added. 2. Use an apostrophe to write the plural of numbers, letters, and signs. 3. Note this exception: <i>Its</i> is possessive but does NOT use an apostrophe. 	<ol style="list-style-type: none"> 1. The teacher's students, The teachers' students, Edward's house, the Edwards' house the dog's biscuit, the dogs' biscuits 2. He earned three 5's on AP exams this year. He had four A's on his report card. He forgot to add the +s to his math answers. 3. The puppy chased its tail.

PARTS OF A SENTENCE

<p>SUBJECTS:</p> <p>Definition: The subject of the sentence is the part about which something is being said.</p> <p>Simple subject: It can be only one word, but it is often more than one word. →</p> <p>Compound subject: It has two or more subjects that are joined by a conjunction and have the same verb.</p>	<p><u>John</u> ran to the playground. <u>What I know about computers</u> would fill one small notebook.</p> <p><u>David and Rebecca</u> ran to the playground. <u>Setting up camp and going on hikes</u> are my favorite outdoor activities.</p>
<p>PREDICATES:</p> <p>Definition: The predicate is the part of the sentence that says something about the subject. It may consist of a single word or have many words.</p>	<p>John <u>ran to the playground and climbed immediately onto the jungle gym.</u> John <u>ran.</u></p>
<p>OBJECTS:</p> <p>Direct Object: The direct object receives the action of the verb. It answers the question what or whom.</p> <p>Indirect object: The indirect object precedes the direct object and usually tells to whom or for whom the action of the verb is done.</p>	<p>Braden kicked the <u>ball</u>. (Braden kicked what?) Joshua drove <u>his mother</u> after she injured her arm. (He drove whom?)</p> <p>The instructor gave <u>his students</u> A's. Grandfather left <u>Rosalita and Raoul</u> all his money.</p>

SENTENCES CLASSIFIED BY STRUCTURE *

<p>Simple Sentence Has one independent clause (a subject and a predicate) and no subordinate clauses</p>	<p>August has many hot, humid days. August has many hot, humid days and is hard to tolerate. (Simple sentence with two two predicates.)</p>
<p>Compound Sentence Has two or more independent clauses but no subordinate clauses</p>	<p><u>August has many hot, humid days</u>, and <u>they are sometimes hard to tolerate</u>. (The Independent clauses are underlined.)</p>
<p>Complex Sentence Contains one independent clause and at least one subordinate clause</p>	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Subordinate clauses</div>  </div> <p>August, <u>which has many hot humid days</u>, is a good month to go to the beach.</p> <p><u>Because August has many hot humid days</u>, it is a good month to go to the beach.</p>
<p>Compound-complex Sentence Contains two or more independent clauses and at least one subordinate clause</p>	<p>August, which has many hot, humid days, is sometimes hard to tolerate, but it is also a good month to go to the beach. (The independent clauses are <u>August is sometimes hard to tolerate</u> and <u>it is also a good month to go to the beach</u>. The subordinate clause is <u>which has many hot, humid days</u>.)</p> <p>Even though August has many hot, humid days and is often hard to tolerate, it is a great month to go to the beach because of the cool breezes and refreshing water temperature.</p>

* The definitions come from *Warriner's High School Handbook*, pages 24 – 29; 68 – 70.

Interdisciplinary GUIDE TO RESEARCH WRITING

September 2011

RESEARCH PAPER: DEFINITION

Writing a **research paper** employs both organizational and grammatical skills. These skills include formulating ideas into sentences and combining sentences into paragraphs. A **research paper** is more than a report. It is the result of reading and compiling ideas of others deemed experts in a certain field in order to answer a particular question. Further, the writer of the **research paper** must always keep in mind that his or her own ideas must be evident in the presentation of research. You must give credit when you paraphrase, summarize or quote the research findings of others; however, the **research paper** must reflect **your voice**. You must derive your own **thesis idea** and present this idea in a clear, organized composition, based upon the ideas of others. All sentences, including quotations from others, must support the **thesis idea**.

SELECTING A SUBJECT: RESEARCH QUESTION AND THESIS

Begin research by reading several general articles about a particular subject. Narrow the focus, and select a question that limits the subject. As the **research question** begins to surface, the **thesis idea**, or answer, should begin to emerge as well.

EXAMPLE: Question - Can industries in the United States realistically adopt solar energy as an effective source of power?

Thesis idea – Even though solar energy is available as an energy source for industry in the United States, economic and political factors may pose difficulties in shifting from traditional power sources.

EVALUATING SOURCES: *

Ask the following questions to evaluate potential sources:

1. Does the author appear to be an authority on the subject? Authors with several books and articles on a subject or those cited in other sources or bibliographies are usually reliable.
2. Can the source be relied on for objective, impartial information? A book about a President's foreign policy written by a member of his staff may not be an objective source. (You may use this type of source but recognize its bias in your paper.)
3. How current is the information? A 1969 study of hazardous wastes is probably outdated and therefore unreliable for a current events project. Look for recent articles, even for topics about the past, for they may reveal previously undiscovered information.
4. Does an article appear in a scholarly journal, a special-interest magazine, or a general interest magazine like those found on most newsstands? Does the periodical have a reputation for accurate, knowledgeable treatment of a topic?
5. **Avoid** using general articles from encyclopedias (*Worldbook*, *Compton's*, *Encarta*, *Wikipedia*), articles from popular magazines (*Sassy*, *Newsweek*, *GQ*, *Reader's Digest*, *People*, *Details*) or short non-scholarly on-line sources.
6. Periodicals that are **acceptable** include publications such as *New York Times*, *Scientific American*, *Atlantic Monthly*, *Harper's Magazine*, *American Heritage*, and scholarly journals such as the *New England Journal of Medicine* and *Contemporary Literary Criticism*. These are often primary as well as secondary sources. (See definitions on page 15.)
7. Careful use of Internet sources is a must. For example, "Joe from Montana" is NOT an acceptable source. Home pages are rarely unbiased. In fact, many sites are blatantly biased though often disguised as scholarly. Do NOT assume that the information on the Internet is scholarly. If you are unsure about the validity of a source, ask your teacher. If you use the scholarly databases through the Notre Dame Media center, the likelihood of acquiring appropriate sources increases.

Taken from *Warriner's High School Handbook* and the *MLA Handbook*

PRIMARY AND SECONDARY RESEARCH AND SOURCES: DEFINITIONS*

PRIMARY RESEARCH USING PRIMARY SOURCES AND PRIMARY SOURCE MATERIALS:

- Primary research approaches the subject using firsthand investigation. Primary sources and source materials consist of statistical data, historical documents such as letters, diaries, legislation, Supreme Court decisions, articles written at the time of the event, first hand accounts, works of literature or art, and the like.
- Primary sources are THE original materials, whereas primary source materials are copies of the originals.
- Use primary sources and primary source materials as much as you can.

SECONDARY RESEARCH USING SECONDARY SOURCE MATERIALS

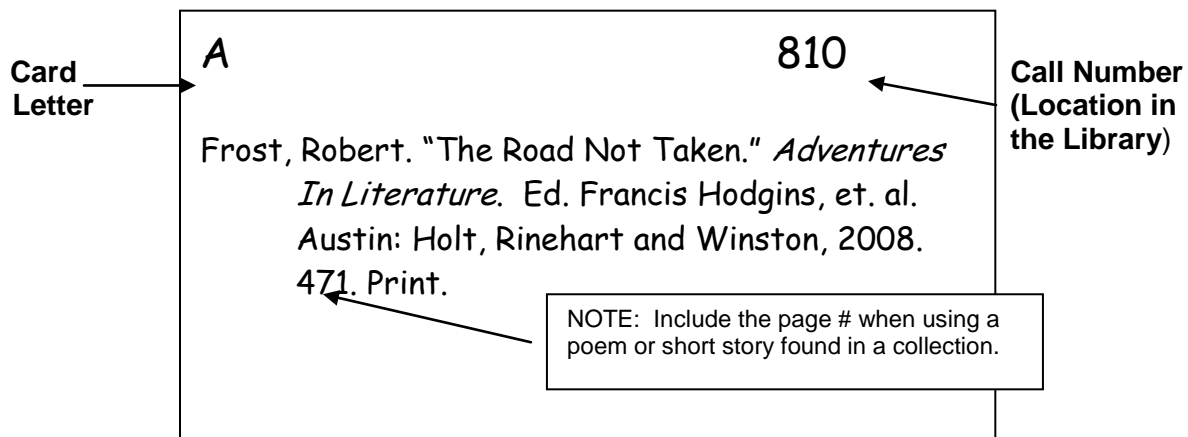
- Secondary research examines studies that other researchers/historians have done on a subject. Examples include articles and books about the subject but not written at the time of the event.
- Secondary sources are acceptable materials as long as the sources are scholarly

* Definitions adapted from the *MLA Handbook*, pages 3-4.

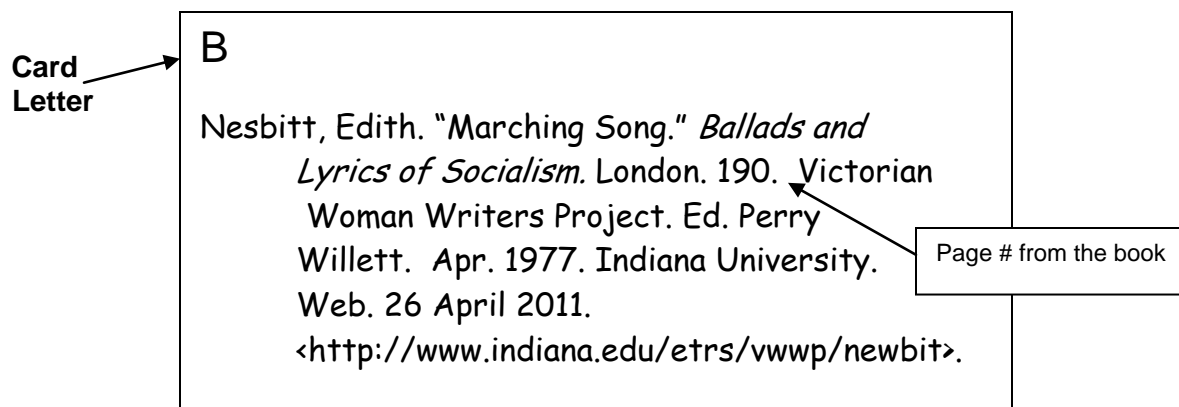
BIBLIOGRAPHY CARDS

Create a **bibliography card** (source card) for each new source. Each card must contain an identifying letter, the title and author or editor, and all publishing information. To save considerable time in the long run, use the proper bibliographical (Works Cited) format on the bibliography card. Do not take a single note until you have created the bibliography card for the source.

BIBLIOGRAPHY CARD EXAMPLE 1: BOOK



BIBLIOGRAPHY CARD EXAMPLE 2: INTERNET SOURCE



NOTE TAKING

While reading, take notes about the research. You should write each individual idea from each source on a separate **note card**. Most notes should be either **summaries** or **paraphrases**. It is best not to use complete sentences when taking notes. **Use your own words** when you take notes unless you are planning to use a direct quotation in your paper. If you put a direct quote on a note card, enclose that direct quotation in quotation marks. This is a vital step to avoid plagiarism.

[A **paraphrase** is a translation of the ideas of one author into the writer's own words.]

An example of paraphrasing is on page 29.

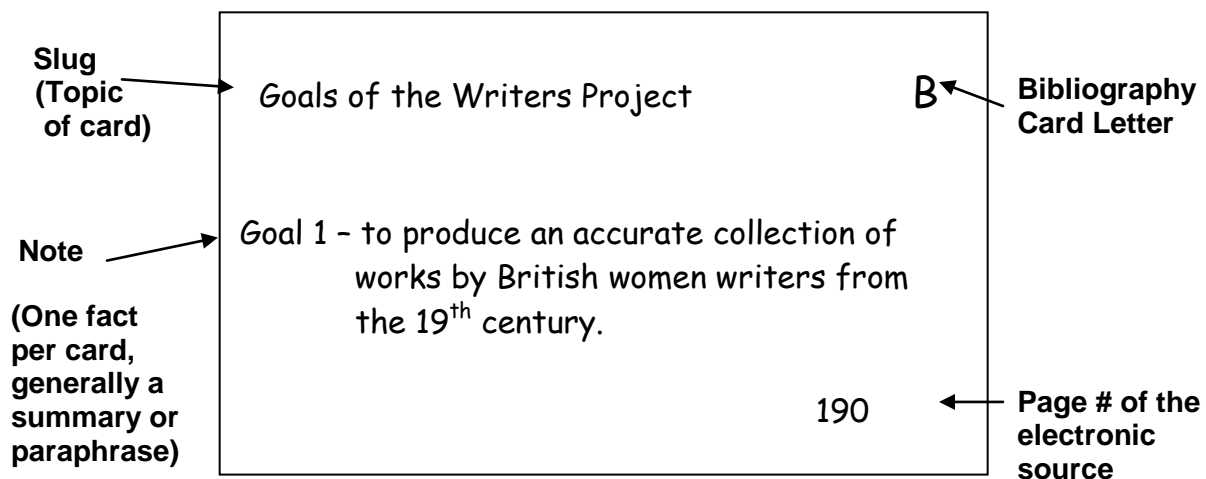
[A **summary** is a condensed, very brief restatement of a longer idea.]

An example of a summary is on page 29.

EVERY card **MUST** include **FOUR** items: (1) the source (bibliography card letter), (2) a slug (topic identifying what the card information is about), (3) the note (one fact), and (4) the page of the source.

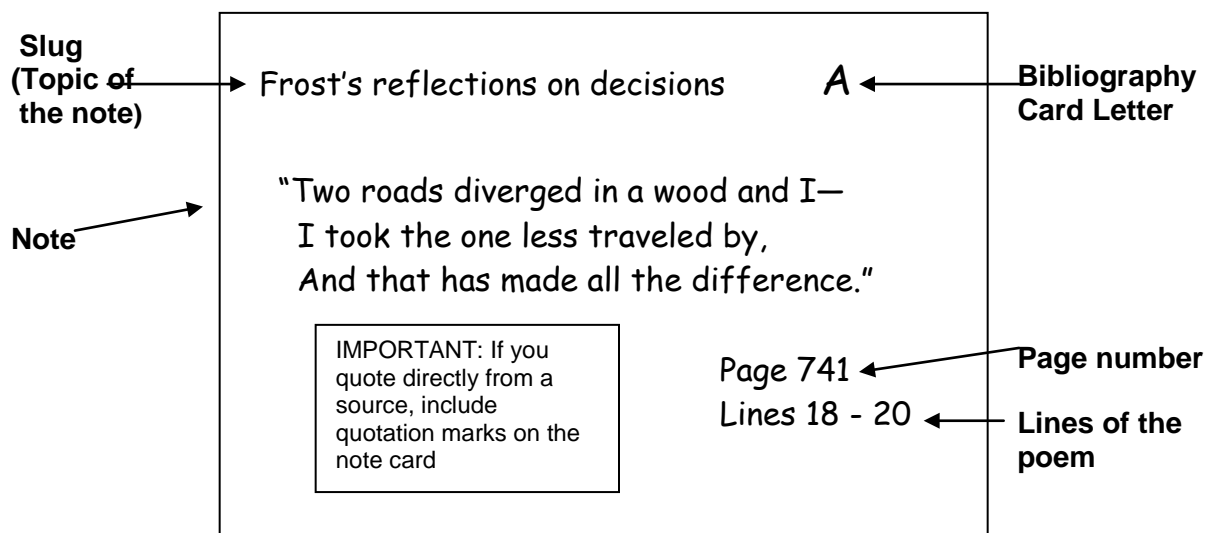
NOTE: If the source has no page number, write N.pag. where you would put the page number.

NOTE CARD EXAMPLE 1: SUMMARY



NOTE CARD EXAMPLE 2: DIRECT QUOTATION

A few notes will be **direct quotations**. (Remember to use quotation marks on the card to distinguish quotations from paraphrasing or summarizing.)



PREWRITING

See **Organization Web, Appendix C, page 35** for one method to organize your thoughts and information.

- Prepare a very preliminary outline of the big topics you want your paper to cover. The slugs on the note cards will generally reflect the topics in this outline.
- Once you complete your note taking, place all cards with the same slug (topic heading) in one group.
- Write a preliminary thesis. (The thesis is a brief answer to your research question.)
- Review each group to see if there are sufficient notes for each section of the research paper.
- Take additional notes if one or more area is incomplete.
- **Set aside any notes that do NOT relate directly to the thesis idea.**
- Rewrite the thesis statement if the research indicates that a thesis rewrite is necessary.
- Organize the note cards according to the order of the ideas in your thesis statement.
- Prepare a detailed **working outline** from the groups of note cards to prepare for writing the first draft of the paper.
- Write the **first draft** of the research paper **from the note cards** and according to the arrangement of the **working outline**.

PLAGIARISM

Recognizing plagiarism is not always simple: "Whether you summarize, paraphrase or quote, you must credit your sources. Plagiarism - the use of another person's words or ideas without acknowledging the source - is a serious, punishable offense, one you must be careful to avoid" (*Warriner's* 443). Further, Plagiarism in student writing is often unintentional, as when an elementary school pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia. Unfortunately some students continue to use such "research methods" in high school and even in college without realizing that these practices constitute plagiarism. At all times during research and writing, **guard against the possibility of inadvertent plagiarism by keeping careful notes that distinguish between your own musings and thoughts and the material you gather from others.** Forms of plagiarism include the failure to give appropriate acknowledgment when repeating another's wording or particularly apt phrase, when paraphrasing another's argument, or when presenting another's line of thinking. You may certainly use other persons' words and thoughts in your research paper, but the borrowed materials must not seem to be your own creation. * (*MLA Handbook* 30-31)

Note that the period, after a long quote, goes **BEFORE** the parentheses.

*** Be VERY careful to paraphrase and summarize correctly. DO NOT copy directly without using quotation marks. When taking notes, change the original sentence syntax OR do not use complete sentences. (See Sample Note card on page 16.) CHANGING A FEW WORDS HERE AND THERE IS NOT PROPER PARAPHRASING AND IS PLAGIARISM, EVEN IF YOU CITE.**

WORKS CITED (BIBLIOGRAPHY) ENTRY EXAMPLES: PRINT AND MISCELLANEOUS NON-PRINT SOURCES

Book With One Author

Ambrose, Stephen E. *Citizen Soldiers*. New York: Simon and Schuster, 1997. Print.

Book by Author of the Previous Book (NOTE: Use his format for ANY source by the previous author)

----. *Undaunted Courage*. New York: Simon and Schuster, 1996. Print. (Book written by Stephen Ambrose) [NOTE: In place of the author's name, type 4 dashes.]

Book With Two or Three Authors

Cayton, Andrew, Elisabeth Israels Perry, and Allan M. Winkler. *America: Pathways to the Present*. Needham, Mass.: Prentice Hall, 2009. Print.

Book With More than Three Authors

Norton, Mary Beth, et. al. *A People and a Nation*. Boston: Houghton Mifflin Company, 2011. Print.

Book With Only An Editor

Layman, Richard, ed. *American Decades: 1960 - 1969*. New York: Gale Research, Inc., 1995. Print.

Book With No Editor or Author Indicated

Flash Focus: Presidential Elections, 1788 - 2000. Vol. 1. Danbury, Conn., Grolier, Inc., 2005. Print.

Book With an Introduction That You Used in the Paper

Washington, Mary Helen. Introduction. *Their Eyes Were Watching God*. By Zora Neale Hurston. New York: Harper and Row Publishers, 1990. vii-xiv. Print.

Trip

Include page numbers of the introduction

Home Front. Notre Dame ICAN, Interdisciplinary Community Action Network. 4 Oct. 2011. Trip.

Song Lyrics (Record, Tape or Compact Disk)

Springsteen, Bruce. "Badlands." Perf. Bruce Springsteen. *Darkness on the Edge of Town*. Columbia, 1978. Compact Disk.

Author of the lyrics Song title Performer Album/CD title

NOTE: Some of these examples on pages 18 – 25 are from *Warriner's High School Handbook*, the *MLA Handbook for Writers of Research Papers*, 7th edition, and *Classroom Connect: Resource Station*.

Bible Passages

"Revelations." *New American Bible*. New York: Catholic Book Publishing Co., 2007. Print.

One Article in a Collection of Articles by Different Authors

Perkins, Maxwell. "Thomas Wolfe." *Thomas Wolfe: A Collection of Critical Essays*.

Ed. Louis Rubin, Jr. Englewood Cliffs: Prentice Hall, 1973. 87-102. Print.

Page #s **NOT** optional

Carnegie, Andrew. "Gospel of Wealth". 1889. *The American Spirit: United States History as Seen by Contemporaries*. 12th Edition. Vol. 2. Ed. Thomas A. Bailey and David M. Kennedy. Boston:

Cengage Learning, 2010. 70 - 71. Print.

Include the page #s for the entire piece,
NOT just for the material you used.

Poem or Short Story in a Collection

Frost, Robert. "The Road Not Taken." *The Bedford Introduction to Literature: Reading, Thinking, Writing*. Ed. Michael Meyer. Boston: Bedford/St. Martin's Press, 2005. 1028. Print.

Page # required

Speech

King, Martin Luther. "I Have a Dream." The Lincoln Memorial Address. 28 Aug. 1963.

The American Reader. Ed. Diane Ravitch. New York: HarperCollins, Publishers, 1990. 331-334. Print.

Signed Article in a Magazine

Ast, Joshua. "The Alternative Genome." *Scientific American* Apr. 2010: 58 - 65. Print.

Unsigned Article in a Magazine

"We Need to Cool It: Global Warming." *Scientific American* February 2008: 48 - 50. Print.

Signed Newspaper Article

Feder, Barnaby J. "For Job Seekers, a Toll-Free Gift of Expert Advice." *New York Times* 30 Jan. 2009, natl. ed.: C7+. Print.

Section and page number. **Note:** This article continues on page 16, but write only the first page # and a plus sign.

One Volume of a Multivolume Work

Wolf, Virginia. *The Diary of Virginia Wolf*. Vol.2. New York: Harcourt Brace Jovanovich, 1978. Print.

One Volume in a Multivolume Work with Different Titles for each volume.

Lincoln, Abraham. "War is Necessary to Preserve the Union." 4 July 1961.. *Opposing Viewpoints: The Civil War. American History Series. 11 Volumes.* Ed. Don Nardo. Detroit: Thomas Gale, 2005. 148 - 157. Print. Page #s not optional.

Criticism in Contemporary Literary Criticism or Other Multi-volume Literary Resource


Satz, Martha. "Returning to One's House: An Interview with Sandra Cisneros." *Southwest Review.* Vol. 182, No. 2 (Spring, 2008): 166-185. Rpt. In *Contemporary Literary Criticism.* Vol. 118. Detroit: The Gale Group, 1999. 207 - 208. Print.

Dictionary

"Democracy." *World Book Dictionary.* Vol. 1. 2008. Print.

Editorial in a Newspaper or Magazine (with an Author)


Cohen, Richard. "Fearing God - and Public Opinion." Editorial. *Trenton Times* 10 July 2005: A15. Print.

Section and page number 

Editorial without an Author

"Death of a Dream." Editorial. *New York Times* 20 Sept. 2008, late ed.: A18. Print.

Interview (Published)

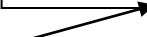
Cosby, Bill. Interview. *Off Camera: Conversations with the Makers of Prime-Time Television.* By Richard Levinson and William Link. New York: Alfred A. Knopf, 2008. 72 - 86. Print. Interviewers 

Interview Broadcast on Television or Radio

Clinton, Hillary. Interview by Bob Woodruff. *Weekend Edition.* Public Radio. NPR, Washington. 2 Apr. 2010. Radio.

Interview Conducted by the Researcher

Boyle, Kevin. Personal Interview. 29 Sept. 2011. Skype.

Political Cartoon Caption of the cartoon (Abbreviate long captions.) 

Toles, Tom. "Campaign 2012." Political Cartoon. *The Trenton Times* 27 June 2011: A8. Print.

Film

Birth of a Nation. Dir. D.W. Griffith. Paramount, 1915. Film.

Poster

"How Communism Works." Poster. Rare book and Special Collection Division, Library of Congress.

American History: A Survey by Alan Brinkley. Boston: McGraw Hill Higher Education Division, 2009. 658. Print.

Page # NOT optional for illustrations found in print sources.

Strothmann, F. "Beat Back the Hun with Liberty Bonds." Poster. N.p.: n.p., 1917. Private Collection.

No place of publication or publisher. See page 21 of the *ND Guide to Writing and Research*.

Artwork (Painting, Sculpture, Photograph) from a Book: Artist Not Identified

Italicize the titles of artwork, including photographs.

Date of photograph

Confederate Pickets Struggle to Stay Warm. 1863. *The Civil War: An Illustrated History*.

Narrative by Geoffrey C. Ward. New York: Alfred A. Knopf, 1990. 185. Print.

Page number **NOT** optional

Artwork (Painting, Sculpture, Photograph) from a Museum

Italicize the titles of paintings.

Matisse, Henri. *La Coiffure*. 1901. National Gallery of Art, Washington, D.C.

Artist

Date Matisse painted this picture

Encyclopedia Article (Signed)

Faron, Louis C. "Truman, Harry." *Encyclopedia of American Biography*. 2010. ed. Print.

Encyclopedia Article (Unsigned)

"American Indians." *Colliers Encyclopedia*. 2008 ed. Print.

"Clemens, Samuel." *Colliers Encyclopedia*. 2008 ed. Print.

Biography within Another Source (Signed)

McCullough, Joseph B. "Twain, Mark." *The Bible According to Mark Twain*. Ed. Joseph B.

McCullough and Howard G. Baetzhold. New York: Touchstone, 1996. Print.

Biography within Another Source (Unsigned)

"Cisneros, Sandra." *Contemporary Literary Criticism*. Vol. 118. Detroit: The Gale Group, 1995.

169 - 170. Print.

Translation

Homer. *The Odyssey*. Trans. Allen Mandelbaum. Berkley: U of California Press, 1971. Print.

Government Publication

United States. Department of Labor. *Child Care: A Workforce Issue*. Washington: GPO, 2008. Print.

A Book or Pamphlet Without Stated Publication Information or Page Numbers

Photographic View Album of Cambridge. [England]: n.p., n.d., N. pag. Print.

NOTE: "When a book does not indicate the publisher, the place or date of publication, or pagination, supply as much of the missing information as you can, using brackets to show that it did not come from the source" (*MLA Handbook* 179).

Use the following abbreviations for information you cannot supply from the source.

N. pag.	No page numbers given.
N.p.	No place of publication given.
n.p.	No publisher given.
n.d.	No date of publication given. (179)

WORKS CITED REMINDERS: AVOIDING COMMON ERRORS

- A. For EACH entry you must
 1. Reverse indent;
 2. Alphabetize by the first word in the entry (**Exception:** If the title begins with A, An, or The, alphabetize using the SECOND word in the entry.)
 3. Double-space within each entry as well as double-space between entries. **The Modern Language Association no longer allows the combination of single and double spacing on the Works Cited page.**
 4. Indicate whether the entry is Web or Print.
 5. End with a period.
- B. List ONLY those reference materials as Works Cited that you actually cited in the text of the paper. (See SAMPLE WORKS CITED PAGE on page 31.)
- C. You may include a separate *Works Consulted* page for references that you consulted to broaden your knowledge about the subject but did not cite within the text of the paper.
- D. MULTIPLE PUBLICATION CITIES: If there is more than one city of publication listed on the title page of the source, include only the first city in the list, regardless of location or order alphabetically.
- E. TITLES:
 - (1) The "rule of thumb" is that you Italicize longer works but enclose shorter works, such as titles of poems or short stories, within quotation marks.
 - (2) An exception is that you must italicize the title of any piece of artwork such as a painting, sculpture or photograph.

(See SAMPLE WORKS CITED PAGE on page 31.)

WORKS CITED (BIBLIOGRAPHY) ENTRY EXAMPLES: ELECTRONIC (ONLINE) SOURCES

Since electronic texts sometimes change or disappear from the Internet, any accessed version of an online source is potentially different from any past or future version, and therefore you must consider it to be unique. Consequently, **it is important to include the date you accessed (used) the material.** Further, since Internet sites and resources sometimes (often) disappear altogether, you should print the material you used to verify it later if necessary (*MLA Handbook* 181 - 188).

Sometimes electronic publishing information is not complete. If you cannot find some of the information called for in the examples shown below, cite what is available when you retrieve the source (181). **You MUST include the database in each entry regardless of what other information is available. If there is no database, the source might not be valid.**

SPECIAL NOTE: NOTRE DAME REQUIRES THE URL FOR EACH ON-LINE ENTRY.

E- Books

May, Michael Perry, and William J. Astore. "Atomic Bomb: Was the Atomic Bombing of Hiroshima and Nagasaki Justified?" in *History in Dispute*. Ed. Dennis Showalter. Vol. 5. Detroit: St. James Press, 2000. 48 - 55. *Gale Virtual Reference Library*. Gale. Web. 5 September 2008. <<http://go.galegroup.com/>>

Callouts in diagram:
 - Authors: Points to "May, Michael Perry, and William J. Astore."
 - Book title: Points to "*History in Dispute*."
 - Title of article in the book: Points to "Atomic Bomb: Was the Atomic Bombing of Hiroshima and Nagasaki Justified?"
 - Page #'s: Points to "48 - 55."
 - Publication date: Points to "2000."
 - URL: Points to "<<http://go.galegroup.com/>>"
 - Italicize Database: Points to "*Gale Virtual Reference Library*."
 - Web: Points to "Web."
 - Date you accessed (used) the cite: Points to "5 September 2008."

"Comstock Law." 1873. *Encyclopedia of Women's History in America*. 2nd Edition. Ed. Kathryn Cullen-DePont. New York: Facts on file, Inc., 2000. Facts on File, Inc. *American Women's History Online*. Web. 16 Nov. 2008 <www.fofweb.com>

Online Poem

Nesbit, Edith. "Marching Song." *Ballads and Lyrics of Socialism*. London. 1908. *Victorian Women Writers Project*. Ed. Perry Willett. Apr. 1997. Indiana U. Web. 26 Apr. 2008. <<http://www.indiana.edu/etrs/vwwp?nesbit/ballsoc.html>>

Callouts in diagram:
 - Title of poem: Points to "Marching Song."
 - Book of poetry by Edith Nesbit: Points to "*Ballads and Lyrics of Socialism*."
 - Original place and date of publication: Points to "London. 1908."
 - Database: Points to "*Victorian Women Writers Project*."
 - Date site was posted: Points to "Apr. 1997."
 - Date you accessed (used) the site: Points to "26 Apr. 2008."

Online Document Within a Scholarly Project or Information Database (With an author)

National Woman Suffrage and Educational Committee. "An Appeal to the Women of the United States." 1871. *National American Woman Suffrage Association Collection*. 2006. Library of Congress: Rare Book and Special Collection Division. Facts on File, Inc. Web. 13 Nov. 2011. <www.fob.com>

Callouts in diagram:
 - Authors: Points to "National Woman Suffrage and Educational Committee."
 - Italicize the Database: Points to "*National American Woman Suffrage Association Collection*."

Online Song Lyrics

Pink Floyd. "Eclipse." By Roger Waters. *The Dark Side of the Moon*. 1973. n.d. Web. 14 June 2011.
 <<http://www.allfloyd.com/lyrics/DSOTM.html>>.

Annotations: Author of the lyrics, Album title, Release date of the song/album, Performer, Song title, No posting date indicated, Web.

NOTE: The album title and/or date are not always indicated.

Dave Matthews Band. "When the World Ends." *Everyday*. 2001. n.d. Web. 14 January 2012.
 <<http://www.dmbml.com/music/lyrics/everyday.html>>.

Annotations: Note: The author of the lyrics not named in this site.

Online Article in a Reference Database

"Fresco." *Britannica Online*. 2 Apr. 1998. Encyclopedia Britannica. n.d. Web. 8 May 2011. <<http://www.eb.com:180>>.

Annotations: Note: Do not italicize the sponsor of the site.

Online Article in a Magazine (With an Author)

Brandt, Martha and Michael Isikoff. "Going After Greed." *Newsweek*. Newsweek, 15 July 2011. Web. 18 July 2011. <<http://www.Newsweek.MSNBC.com>>.

Annotations: Title of article, Magazine title, Sponsor, Date of publication in the magazine or newspaper.

Online Article in a Newspaper (Without an Author)

"Slavery and the Rebellion: Prospects of the South in General." *New York Times*. New York Times, 17 Oct. 1865. Web. 12 Oct. 2011. <<http://www.proquest.com/pqdweb>>.

Online Biography (With an Author)

Unterberger, Richie. "Pink Floyd." *All Music Guide*. 2001. n.d. Web. 10 Dec. 2011. <<http://www.pinkfloydfan.net/biograph.php>>.

Online Speech

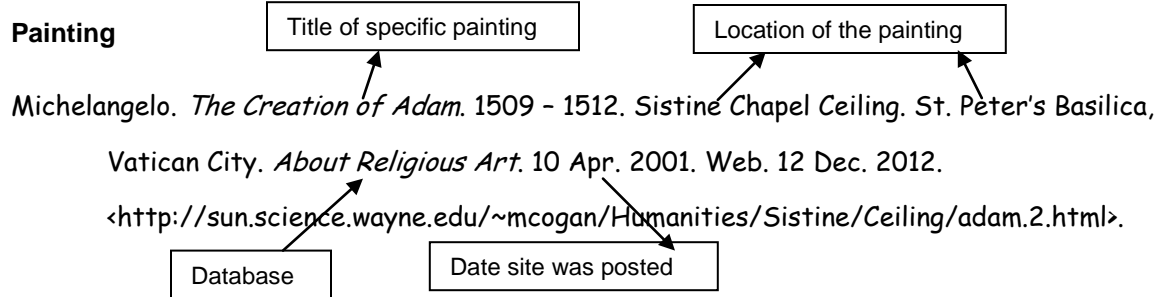
King, Martin Luther. "I Have a Dream." The Lincoln Memorial Address. 28 Aug. 1963. *American Rhetoric: Top 100 Speeches*. 2001 - 2011. Web. 12 Dec. 2012. <www.americanrhetoric.com/speeches/mlkihavedream.html>.

You Tube

Federal Civil Defense Administration. *Duck and Cover*. 1951. Archer Production, Inc. Selected for the 2004 National Film Registry of Culturally and Historically Significant Films. Web. 14 June 2011. <www.youtube.com>.

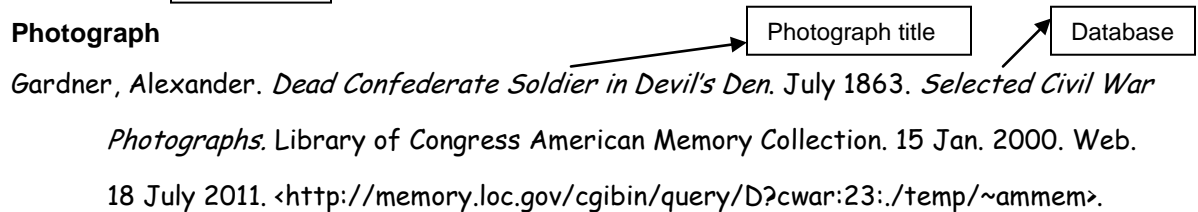
Online Artwork (Painting, Sculpture, Photograph)

Painting



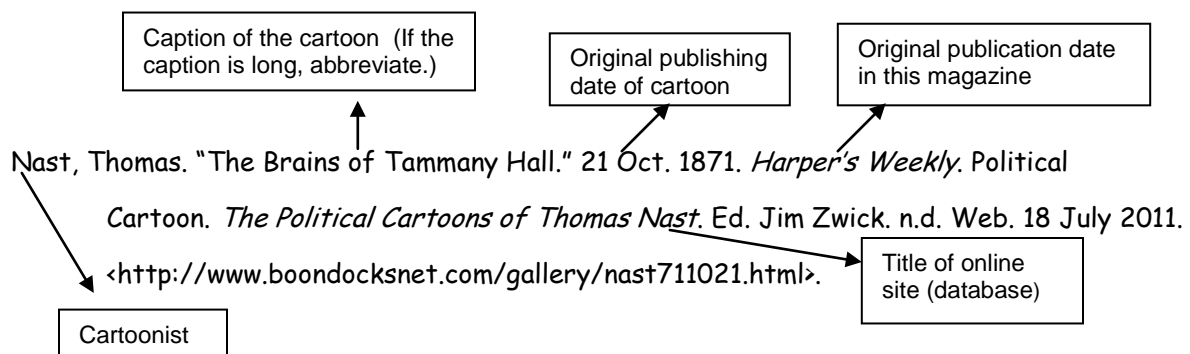
Michelangelo. *The Creation of Adam*. 1509 - 1512. Sistine Chapel Ceiling. St. Peter's Basilica, Vatican City. *About Religious Art*. 10 Apr. 2001. Web. 12 Dec. 2012.
<<http://sun.science.wayne.edu/~mcogan/Humanities/Sistine/Ceiling/adam.2.html>>.

Photograph



Gardner, Alexander. *Dead Confederate Soldier in Devil's Den*. July 1863. *Selected Civil War Photographs*. Library of Congress American Memory Collection. 15 Jan. 2000. Web. 18 July 2011. <<http://memory.loc.gov/cgibin/query/D?cwar:23:./temp/~ammem>>.

Online Political Cartoon



Nast, Thomas. "The Brains of Tammany Hall." 21 Oct. 1871. *Harper's Weekly*. Political Cartoon. *The Political Cartoons of Thomas Nast*. Ed. Jim Zwick. n.d. Web. 18 July 2011. <<http://www.boondocksnet.com/gallery/nast711021.html>>.

WORKS CITED REMINDERS: AVOIDING COMMON ERRORS

A. For each entry you must

1. Reverse indent.
2. Alphabetize by the first word in the entry. (**Exception:** If the title begins with A, An or The, alphabetize using the SECOND word in the entry.)
3. Italicize major titles and enclose titles of shorter works in quotation marks.
4. Double-space within each entry as well as double-space between entries. (**The Modern Language Association no longer allows a combination of single and double spacing.**)
5. Enclose URLs in < >.
6. **Shorten Long URLs to one line.**
7. Insert *Web* before the date you accessed the source.
8. End each entry with a period.

B. List ONLY those reference materials as *Works Cited* that you actually cited in the text of the paper.

C. You may include a separate *Works Consulted* page for references that you consulted but did not cite in the text of the paper.

D. TITLES: The "rule of thumb" is that you italicize longer works and enclose the titles of shorter works, such as short stories or poems, within quotation marks. An exception is that you must italicize the title of any piece of artwork such as a photograph, sculpture or painting.

(See the SAMPLE WORKS CITED PAGE on page 31.)

DOCUMENTATION (CITING SOURCES WITHIN THE TEXT)

Take special care to express ideas about the research question in language that is in appropriate diction (word choice) and syntax (sentence structure) **for a student**. A good paper contains a student's own ideas reinforced by documented ideas and direct quotations from reliable sources. The paragraphs of the paper should reflect the **voice** of the student and the ideas of the student, backed up by documentation from outside reading and note taking from the writing of others.

PARENTHETICAL CITATION

You must cite ANY ideas obtained from other sources as well as any direct quotations from reliable sources. A **Parenthetical citation** should appear at the end of a summarized or paraphrased idea but prior to the end punctuation of the final sentence. For citation of a direct quotation, place the **parenthetical citation** after the quotation mark and before the end punctuation of the sentence. **Example:** When Ossian Sweet bought his house in Detroit, knowing the purchase might inspire violence, he told a friend, "Well, we have decided we are not going to run" (qtd. in Boyle 209). **See, also, pages 27 and 28.**

SPECIFIC GUIDELINES FOR PARENTHETICAL CITATION*

1. ALWAYS begin citations with the first words in the Works Cited, REGARDLESS of the type of source, UNLESS the source begins with A, An, or The. (**NOTE:** If the source has no author, use the same punctuation as used in the Works Cited entry.)
2. Always document the source of a **direct quote**. (**NOTE:** Do NOT use quotations to relate facts. Use quotations from primary source materials or for scholarly opinions from experts. **See #4 below.**)
3. Document the source of specific surveys, scientific experiments, public polls, and research studies. Document statistics, particularly because they tend to vary from source to source. This often happens when trying to determine how many people were killed or wounded during a war, for example. **See #4 below.**
4. Document rare, unusual, or questionable facts or statistics, especially if they appear in only one source. Do not document facts commonly available in reference books (John Brown led a raid on the federal arsenal at Harper's Ferry) or commonly accepted theories or opinions (Mark Twain was, without question, one of America's greatest authors.).
5. Document a new or unusual theory or opinion, or one held by a particular author, even if you present the author's ideas in your own words. Give the author credit for the idea in the text of your paper. (See **EXAMPLE: SUMMARY OF A LONGER TEXT** on page 29.)
6. Document descriptions of events, people, places or objects that you did not directly observe. Descriptions of the same person or event often vary among sources.
7. If you do not know whether a particular fact is general or specialized knowledge, document its source. In other words, **when in doubt, cite.**
8. When possible, introduce material with the name of the author or title of the work, so that the source of the material will be clearly distinguished from your own ideas, and the paper will read more smoothly. **For examples, see page 29 (Summary of a longer text) and page 30.**

* Most of these guidelines for the types of information that must be documented within the research paper are on page 446 of *Warriner's High School Handbook*. If you have questions about whether you need to document other types of information, consult with your instructor.

**EXAMPLES OF PARENTHETICAL CITATIONS:
PRINT AND MISCELLANEOUS NON-PRINT SOURCES**

NOTE: The first word in a parenthetical citation will be the first word in the Works Cited entry for that source.

NOTE: Each citation, except for indented long quotations, ends with a period placed **OUTSIDE** of the ().

Citing a book (or any source) by one author, whether hard copy or electronic

(Lessing 34). [Note that there is no "p" or "pg" or comma in front of the page #.]

Citing the same source immediately after citing it earlier in the paper

(35). [Page 35 of the book by Lessing]

Citing a source with no author

("Death of a Dream" A18). ["Death of a Dream" is the title of a *New York Times* article. Note that the " " around the title match the " " in the Works Cited entry located on page 20.]

Citing a source by more than one author or editor

(Bragden, McCutchen, and Ritchie 35).
[Two or three authors]

(Hodgins, et al. eds. 437).
[More than three editors]

Citing sources from authors with the same last names

(John Fitzgerald 129).
(Scott Fitzgerald 156).

Citing different works by the same author (when you use two or more of the works from the same author in the paper)

(Twain, *Tom Sawyer* 224).
(Twain, "Private History" 91).
[Shortened titles of *The Adventures of Tom Sawyer* and
"A Private History of a Campaign that Failed"]

Citing lines of poetry

(Frost, lines 6 - 10).
[Only one poem in the Works Cited]
(Frost, "Fire and Ice," line 8).
[Two or more Frost poems in Works Cited]

Citing lines from a play

(Shakespeare, *Hamlet* 3. 1. 15 - 24).
[From Act III, Scene I, lines 15 through 24]

Citing from a book of the Bible

(Rev. 21:3). [From Revelations, Chapter 21, Verse 3]

Citing more than one reference in a single parenthetical reference

(Perkins 88; Lessing 136).
[Ideas from both Perkins and Lessing]

Citing a source from a multivolume work

(Wolf 2: 79-80).
[From Volume 2 of the book by Wolf]

Citing a source quoted in another source

(qtd. in Coles 239). [Original source is quoted in book by Coles]

EXAMPLES OF PARENTHETICAL CITATIONS: ELECTRONIC (ONLINE) SOURCES

Cite electronic sources the same way that you cite printed sources. Use the first words that are in the entry on the Works Cited page unless the entry begins with the word **A, An, or The**. (In that case, alphabetize using the second word in the entry.) Some sources have pagination and some do not. If you copy and paste information from an electronic source into a WORD document, note the page number BEFORE you copy and paste. Some sources also have numbered paragraphs.

NOTE: MLA does NOT require you to indicate, in the parenthetical citation, the page of the printed copy, such as 1 of 3 (*MLA Handbook* 181-193).

Citing any electronic source with no pagination [Pages are not numbered in this source.]

(Nesbit). OR (Nesbit N. pag.).

[No page is given in this source.]

[See pages 23 for the Works Cited format.]

REMINDER: In all types of citing, the paper is stronger when you include the source of the information in the text of the paper, as shown in the sample of electronic citation immediately below.

Edith Nesbit points out that women became influential as writers long before most scholars have recognized and long before the Victorian Age (*Ballads and Lyrics of Socialism*).

Note: In this example, do not include Nesbit in the citation because her name appears in the text.

Citing any electronic source with pagination, such as an e-book.

(Austen 4).

[Page 4 of the online book, *Pride and Prejudice*]

Citing any electronic source with no author

("Slavery and the Rebellion"). NOTE: Use " " to enclose the title as written in the Works Cited. ["Slavery and the Rebellion" are important words in the title of an online *New York Times* article. See p. 24 for the Works Cited format.]

Citing any electronic source with numbered paragraphs or lines

(Gray, par. 5)

[Paragraph 5 from an outline article by Gray.]

(Frost 741, lines 18-20).

[Lines 18-20 from a poem by Robert Frost]

[See page 16 for sample note card.]

NOTE: Some of these examples are found in *Warriner's High School Handbook*, the *MLA Handbook for Writers of Research Papers*, 7th edition. For further examples, see *the MLA Handbook for Writers of Research Papers*, 7th edition or www.mla.org.

PARAPHRASING: EXAMPLE

Original text: In his *Notes on the State of Virginia*, Jefferson observed: "Those who labor in the earth are the chosen people of God, if ever He had a chosen peopleLet our workshops remain in Europe The mobs of great cities add just so much to the support of pure government, as sores do to the strength of the human body" (qtd. in Takaki 68).

Paraphrase of the above text: Jefferson believed, as is clear from his *Notes on the State of Virginia*, that God favored an agricultural society and that cities with their factories would do very little, if anything, to improve society (Takaki 68).

SUMMARY OF A LONGER TEXT: EXAMPLE

The student drafted the following summary after reading pages 201 through 206 of *The Battle Cry of Freedom* written by James McPherson in 1988. Note that the student gives McPherson credit for his conclusions within the text of the summary.

James McPherson, Civil War historian, concluded in *Battle Cry of Freedom* that one of the most critical influences upon the presidential election of 1860, as well as the timing of the southern secession, was John Brown's raid on the military arsenal at Harper's Ferry on October 16, 1859. Even though it had occurred a full year before the November 1860 election, the raid was still uppermost in the minds of Southerners from all classes who steadfastly believed, erroneously, that the free states overwhelmingly supported Brown's violent style of abolitionism (201 - 206).

Do not include McPherson in the citation because his name is in the text.

QUOTATIONS:

NOTE: Use quotations sparingly, and only from primary source materials or scholarly works from which you quote an opinion from an expert. **NEVER** use quotations merely to relate facts found in a secondary or tertiary source.

EXAMPLE: LONG QUOTATION (FOUR LINES OR GREATER) WITHIN THE TEXT

(Note that the entire quotation is double-spaced and indented 10 spaces on the left margin only. Do NOT use quotation marks for long, indented quotations.)

The following is from an essay about the power of John Steinbeck's use of symbolism

A typical example of Steinbeck's use of symbolism is in the opening pages of *Grapes of Wrath*. He wrote this book in 1939 when the Great Depression and the Dust Bowl on the Great Plains were drawing to a close and there was hope in the Midwest that both bad luck and bad weather had run their course. The first few pages do no more than describe the force of the Dust Bowl upon nature, but through that description, Steinbeck foreshadows the powerlessness and ultimate defeat that were the inevitable fate of the "little people," symbolized in this selection by corn:

The wind grew stronger, whisked under stones, carried up straws and old leaves, and even little clods, marking its course as it sailed across the field During a night the wind raced faster over the land, dug cunningly among the rootlets of the corn, and the corn fought the wind with its weakened leaves until the roots were freed by the prying wind and then each stalk settled wearily sideways toward the earth and pointed the direction of the wind. (5)

NOTE: When citing long, indented quotes, the parenthetical citation comes AFTER the period. This is different from other citations.

FIRST PAGE OF A RESEARCH PAPER: SAMPLE

Donna Sewell

Ms. Whitaker

English III, Period 3-4

14 November 2011

Zen Buddhism in the Literature of Japan: Kamakura and Muramachi Periods

Zen Buddhism, as an undercurrent in Japanese literature during the Kamakura and Muramachi Periods, reflects many important changes in Japanese society between the 12th and 16th centuries. The rise of the knight unquestionably brought an increased Buddhist influence in art and literature as heroic tales gained in popularity and court poetry ceased to flourish (Keene 84). Reischauer has observed that, at the same time and with the rise of the provincial warrior class to a position of dominance, there also arose an almost Spartan indifference to suffering or death (35-38). Further, there were many disasters in this period such as fires, earthquakes, storms and wars that tended to give the people a sense of futility and pessimism. Thus, even though Buddhism became a paramount stream of influence in Japanese literature beginning in the late 12th century, it was Zen Buddhism with its mysticism, intuitiveness and, in particular, its lack of sentimentality that appealed to many of the artists of this era.

The numerous authors who wrote, with varying attitudes, about the brevity of life present strong evidence that the Zen Buddhist emphasis on mysticism was dominant in Japanese thought for many years. One of the most pessimistic was Chomei, author of the story, "An Account of my Hut." In the opening sentences he laments,

The flow of the river is ceaseless and its water is never the same. The bubbles that flow in the pools, now vanishing, now forming, are not of long duration; so in the world are man and his dwellings. The city is the same, the people are as numerous as ever, but of those I used to know, are one or two in twenty who remain. They are born in the evening, like foam on water, and die in the morning. Whence does he come, whence does he go, man that is born and dies? We know not. (qtd. in Keene 398-399)

The writings of essayist Kendo show the same emphasis on brevity, but with joy. He marvels, "Truly the beauty of life is its uncertainty" (qtd. in Reischauer 187). These sentiments represent an

WORKS CITED: SAMPLE

Works Cited

Note: Do NOT underline or capitalize Works Cited.

Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age*. New York: Henry Holt and Company, 2004. Print.

"A Guide for Writing Research papers Based on Modern Language Association (MLA) Documentation." Ed. Charles Darling. Humanities Department and The Arthur C. Banks Jr. Library. Capital Community College, Hartford, CONN. 12 June 2002. Web. 3 Aug. 2005. <<http://webster.commnet.edu/mla/index.shtml>>.

Keene, Donald. *Japanese Literature: An Introduction for Western Readers*. New York: Groves Press, Inc., 1955. Print.

McPherson, James M. *Battle Cry of Freedom*. New York: Oxford University Press, 1988. Print.
MLA Handbook for Writers of Research Papers. 7th ed. New York: The Modern Language Association of America, 2009. Print.

"New SAT Scoring Guide." *The New SAT 2005: SAT Readiness Program*. 2011. The College Board. Web. 19 Oct. 2011. <<http://www.collegeboard.com/newsat/hs/scoring/guide.html>>.

Reischauer, Edwin O. *Japan: Past and Present*. New York: Alfred A. Knopf, 1953. Print.

Steinbeck, John. *The Grapes of Wrath*. 1939. New York: Penguin Books, 1976. Print.

Strunk, Jr., William, and E.B. White. *Elements of Style*. 4th Ed. Boston: Allyn and Bacon, 2000. Print.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown and Company, 1993. Print.

Warriner's High School Handbook. Austin: Holt, Rinehart and Winston, Inc., 1992. Print.

Works Consulted *

Humphrey, Thomas. "My Personal Style Book for Writing." N.p. n.p. 2003. Print.

* (IMPORTANT: The Works Consulted section, if you have one, will be on a separate page.)

ANNOTATED BIBLIOGRAPHY: DEFINITION AND SAMPLE

An annotated bibliography is a list of citations followed by a brief paragraph (annotation) that is both descriptive and evaluative. The purpose of the annotations is to explain the relevancy, accuracy and quality of the sources.

A good annotation is more than a summary of the source being used. It should include the following: 1) an evaluation of the author, editor or organization; 2) insight into the intended audience; 3) an explanation of how this source will help prove your thesis statement.

Divide the annotated bibliography by primary and secondary sources, and single space the annotation.

Annotated Bibliography

THESIS STATEMENT:

Although sectional tension had been building for decades in 19th Century America due to several political and economic disputes, Southerners' staunch defense of the constitutionality of slavery, their desire for its expansion and their fear of social upheaval from its abolition were the immediate and direct causes of secession and the Civil War.

PRIMARY SOURCES:

"Declaration of Immediate Causes Which May Induce and Justify the Secession of South Carolina from the Federal Union."

24 December 1860. *Teaching American History in South Carolina: A State-wide Approach to Teaching Professional Development*. 2009. Dept. of South Carolina Archives and History. Web. 27 July 2011.

<<http://www.teachingushistory.org/lessons/>>.

This electronic source contains the reasons for South Carolina's secession as written and signed by the members of the state secession convention in 1860. The source was originally intended for the citizens of South Carolina, as well as the entire nation, to justify leaving the Union. As a primary source material, it strengthens the thesis point that South Carolina seceded because it feared that slavery would no longer be constitutionally protected. The U.S. Department of Education funded the publishing organization.

SECONDARY SOURCES:

Goodheart, Adam. *1861: The Civil War Awakening*. New York: Alfred A. Knopf, 2011. Print.

Goodheart, of Washington College, is a historian and journalist who writes for several notable publications, most recently *The New York Times'* acclaimed Civil War blog, *Disunion*. His book, written for the general audience and representing recent research, explores the chaos the United States was experiencing in 1861. Pages 66- 67 provide evidence that Southern secession was motivated by the need to protect slavery.

Loewen, James W. "The First to Secede." *American Heritage* Winter 2011: 13-16. Print.

James Loewen is a noted professor and author with a Ph.D. in sociology from Harvard University. His article, related to his most recent book, *The Confederate and Neo-Confederate Reader*, is an investigation, using quotes and statistics, that refutes misconceptions about the causes of the Civil War. Loewen's article gives strong evidence that it was a fear of restrictions on slavery and its expansion that led to secession.

Parsons, Lynn Hudson. "Nullification Crisis." In *Disasters, Accidents, and Crises in American History*. Ed. Ballard C. Campbell, Ph.D. New York: Facts on File, Inc., 2008. *American History Online*. Facts on File, Inc. Web. 27 July 2011.

<<http://www.fofweb.com/activelink2.asp?ItemID=WE52&iPin=DAC>>.

Author of several books and articles, Parsons is a professor of history at SUNY-Brockport. This source, intended for students of American history, supports the concession in the thesis that nullification and protective tariffs were sources of tension in the decades prior to the Civil War. The article does not mention these as causes of the war.

APPENDIX A

INTERDISCIPLINARY WRITER'S CHECKLIST

	YES	NO
1. IS THERE AN APPROPRIATE TITLE TO THE PAPER?	___	___
2. HAVE I EXPRESSED THE MAIN IDEA CLEARLY?	___	___
3. IS THERE A STRONG THESIS STATEMENT?	___	___
4. DOES EACH PARAGRAPH HAVE A TOPIC SENTENCE THAT SUPPORTS THE THESIS, ADEQUATE SUPPORTING FACTS AND A STRONG CLINCHER SENTENCE?	___	___
5. DOES THE ESSAY HAVE A CLEAR-CUT BEGINNING, MIDDLE AND END?	___	___
6. HAVE I USED TRANSITIONS TO MAKE THE PAPER FLOW SMOOTHLY?	___	___
7. HAVE I USED PRESENT TENSE EXCEPT FOR HISTORY PAPERS, WHICH ARE WRITTEN IN THE PAST TENSE?	___	___
8. HAVE I WRITTEN IN THIRD PERSON UNLESS OTHERWISE INSTRUCTED?	___	___
9. HAVE I FOLLOWED THE DIRECTIONS FOR THE ASSIGNMENT AND USED CORRECT FORMAT?	___	___
10. HAVE I USED APPROPRIATE AND ADEQUATE PARENTHETICAL CITATION?	___	___
11. HAVE I INCLUDED A WORKS CITED PAGE?	___	___
12. HAVE I USED A STYLE AND LANGUAGE SUITABLE TO MY AUDIENCE AND MY PURPOSE?	___	___
13. DOES THE PAPER HAVE VOICE? (HAVE I AVOIDED STIFF OR DULL STYLE? DOES MY LANGUAGE SHOW THAT I UNDERSTAND THE SUBJECT?)	___	___
14. HAVE I PROOFREAD THE PAPER?		
A. NEATNESS	___	___
B. APPROPRIATE CAPITALIZATION	___	___
C. APPROPRIATE USE OF PUNCTUATION	___	___
D. NO RUN-ON SENTENCES OR FRAGMENTS	___	___
E. CORRECT AGREEMENT (PRONOUN/ANTECEDENT; SUBJECT/VERB)	___	___
F. CORRECT SPELLING AND USAGE	___	___
G. CORRECT WORD ENDINGS	___	___
H. CORRECT FORMAT FOR CITATIONS	___	___
I. CORRECT FORMAT FOR WORKS CITED	___	___

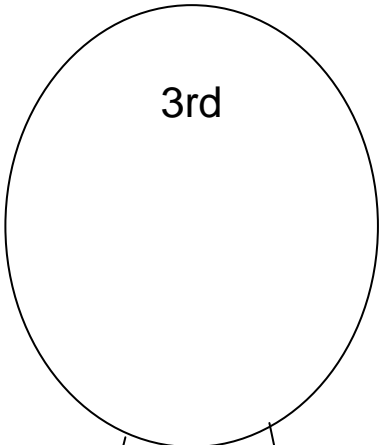
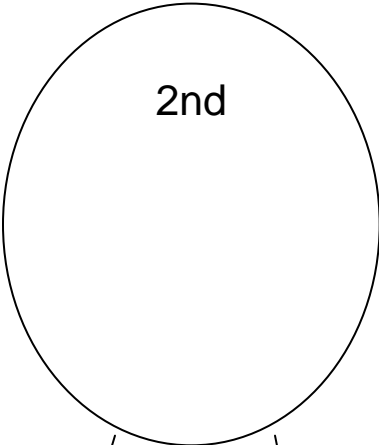
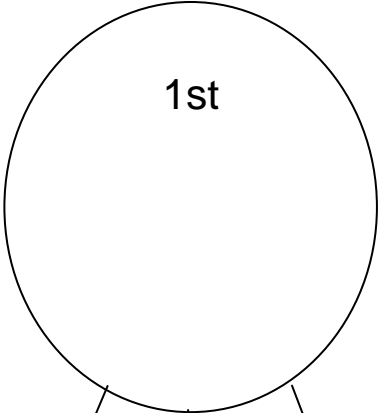
APPENDIX B

RUBRIC FOR THE S.A.T. WRITING SECTION

<p>Score of 6 An essay in this category is outstanding, demonstrating clear and consistent mastery, although it may have a few minor errors. A typical essay</p> <ul style="list-style-type: none"> Effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas Demonstrates skillful use of language, using a varied, accurate and apt vocabulary Is free of most errors in grammar, usage and mechanics 	<p>Score of 3 An essay in this category is inadequate, but demonstrates developing mastery, and is marked by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> Develops a point of view on the issue, demonstrating some critical thinking but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position Is limited in its organization or focus, but may demonstrate some lapses in coherence or progression of ideas Displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice Lacks variety or demonstrates problems in sentence structure Contains an accumulation of errors in grammar, usage, and mechanics
<p>Score of 5 An essay in this category is effective, demonstrating reasonably consistent mastery, although it will have occasional errors or lapses in quality. A typical essay</p> <ul style="list-style-type: none"> Effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position Is well organized and focused, demonstrating coherence and progression of ideas Exhibits facility in the use of language, using appropriate vocabulary Demonstrates variety in sentence structure Is generally free of most errors in grammar, usage, and mechanics 	<p>Score of 2 An essay in this category is seriously limited, demonstrating little mastery, and is flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> Develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position Is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice Demonstrates frequent problems in sentence structure Contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured
<p>Score of 4 An essay in this category is competent, demonstrating adequate mastery, although it will have lapses in quality. A typical essay</p> <ul style="list-style-type: none"> Develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons and other evidence to support its position Is generally organized and focused, demonstrating some coherence and progression of ideas Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary Demonstrates some variety in sentence structure Has some errors in grammar, usage, and mechanics 	<p>Score of 1 An essay in this category is fundamentally lacking, demonstrating very little or no mastery, and is severely flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> Develops no viable point of view on the issue, or provides little or no evidence to support its position Is disorganized or unfocused, resulting in a disjointed or incoherent essay Displays fundamental errors in vocabulary Demonstrates severe flaws in sentence structure Contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning
<p>Score of 0 Essays not written on the essay assignment will receive a score of zero.</p>	

**APPENDIX C
ORGANIZATION WEB**

Thesis/Topic:



Name _____ Period _____ Date _____



Notre Dame High School

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