

MANUSCRIPT FORM

For research papers turned in at High School the following are recommended; however, individual teachers will have their own instructions for all other manuscript requirements.

All papers:

- A research paper does not need a title page. Instead, beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor's name, the class title, and the date on separate lines, double-spacing between the lines.
- Leave a one-inch margin around the page.
- Double-space all typed papers.
- Font size should be no smaller than 10 point, not larger than 12.
- Times New Roman is the MLA standard, but some teachers will allow Helvetica or New Century Schoolbook.

WRITING PROCESS

Follow this process for every paper you write:

1. PREWRITE. Gather information. Brainstorm, map, cluster, jot notes and clump details – there are many prewriting techniques. Try different methods; you'll discover what works for you.
2. "Since sites and other resources on the Web sometimes disappear altogether, you should... print the material you use during your research, so that you can verify it if it is inaccessible later" (*MLA Handbook* 183).
3. OUTLINE your essay or, at the very l, rough out your main ideas and the supports you'll use.
4. Determine your THESIS and write a first ROUGH DRAFT.
5. REVISE the draft, making additions, corrections, deletions; rearrange material; polish your use of language – clarify, look for wordiness and economize; clean up error in grammar and usage; write smooth transitions. You may need several drafts to accomplish all this.
6. PROOFREAD and EDIT. Spell check.
7. PRINT or WRITE and error free final draft. Use correct manuscript form.

10 GENERAL NOTES ON WRITING ESSAYS

1. Understand the directions or purpose of the essay.
2. Know your due date and don't procrastinate until the night before.
3. Know your audience. For whom are you writing?
4. Consult the library and electronic resources for up-to-date information.
5. Use the writing process.
6. Avoid such phrases, as "this essay will show," or "in this essay."
7. Write in consistent verb tense, all past or all present.
8. When writing about literature always use present tense (MLA).
9. Write in active voice rather than passive voice.
10. Avoid using "you" and "I" (all first and second person pronouns) unless the teacher directs.
11. Avoid the use of slang.

ESSAY OUTLINE FORMAT

An outline is a good organizational tool, which helps ensure that you don't miss any essential parts while you are planning your writing. Below is an outline with the minimum requirements. This format could be used for the MN Basic Standard Test or MCA test in Composition. Individual teachers may elaborate on this outline.

- I. Introduction
 - A. Attention –getter
 - B. Narrowing
 - C. Thesis statement (a statement focusing your topic and your position toward it)
- II. First body paragraph
 - A. Topic sentence
 - B. At l three supports for topic sentence
 - 1. Support
 - 2. Support
 - 3. Support
 - C. Concluding sentence
- III. Second body paragraph
 - A. Topic sentence
 - B. At l three supports for topic sentence
 - 1. Support
 - 2. Support
 - 3. Support
 - C. Concluding sentence
- IV. Third body paragraph
 - A. Topic sentence
 - B. At l three supports for topic sentence
 - 1. Support
 - 2. Support
 - 3. Support
 - C. Concluding sentence
- V. Conclusion
 - A. Restatement of the thesis
 - B. Summary of body paragraphs' topic sentences
 - C. Memorable thought with clincher statement (may be a return to attention-getter from introduction)

TRANSITION WORDS & PHRASES

A transitional expression is a word or phrase that makes a specific, logical connection between ideas. Transitional expressions tie ideas together, show their relative importance, and generally help the reader to follow a writer's thought. Transition words and phrases will help your paper flow smoothly from one point to the next.

ADDITION words:

again	another	besides	and then	equally important	also
finally	first	for example	further	moreover	next
in addition	last	lastly	likewise	furthermore	nor
secondly	third	for instance			

CONTRAST words:

after all	although	and yet	although	as if	yet
provided that	conversely	despite	even if	even though	but
however	still	otherwise	nevertheless	on the other hand	instead
even though	for all that	in spite of	on the contrary	at the same time	

CONCESSION words:

in contrast	nevertheless	however	admittedly	certainly
instead	otherwise	despite	notwithstanding	on the other hand
still	nonetheless	of course	while it is true that	granting that

COMPARISON words:

likewise	similarly	besides	in a like manner	so to	also
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CAUSE/EFFECT or RESULT words:

accordingly	as a result	because	consequently	therefore	as
for	if / then	hence	thus	so	since
that is	for this reason				

(Transition words and phrases, continued.)

TIME or POSITION words:

above	across	as soon as	afterwards	after a few days	after
at last	at length	around	at once	before	beyond
eventually	following	here	meanwhile	during	while
immediately	later	next	thereafter	presently	then
below	first	second	third, etc.	in the meantime	finally
near	when	until	behind	at the present time	

PLACE words:

adjacent to	beyond	nearby	opposite to	to the left	next to
across	here	in back	to the right	behind	
below	in front	near			

ILLUSTRATION words:

For example	for instance	specifically	such as	as an illustration	in fact
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SUMMARY or CONCLUSION words:

As a result	therefore	consequently	last of all	in conclusion	then
In summary	indeed	on the whole	to be sure	in other words	in sum
Clearly	in any event	in short	in brief	as has been noted	then
Finally	to sum up	to conclude			

AVOID THESE COMMON ERRORS

We write to record and to share our ideas. If we can avoid common errors, we can make our written communication easier to understand. To be acceptable, written work in classes should meet the requirements that are listed below.

1. Correct use of the following words:

- a. **there** – The book is there on the table. There were only three bears.
their – (ownership) They left their coats in the lockers. The red car is theirs.
they're – (contraction of *they are*) They're coming later.
What will you do if they're late?
- b. **its** – (ownership) The cat hurt its paw.
it's (contraction of *it is*) – It's too early to eat. Nick said it's a good book.
- c. **your** – (ownership) Is that your book on the desk?
you're – (contraction of *you are*) You're doing fine work. I hear you're driving your Porsche to school.
- d. **to** – He ran to the library for a book
too – There are too many papers to write in this class. I want to go, too (also).
two – He ate two coney dogs.
- e. **a lot** – (two words, like “a dozen” of “a bunch”) He has a lot of nerve. There was a lot of confusion.
- f. **all right** – (two words) All right, you win. It's all right to turn in the paper tomorrow.
- g. **should have** and **could have** – (not *should of* or *could of*)
CORRECT: He should have made that basket.
We could have been wrong.
INCORRECT: He should of made that basket
We could have been wrong.

2. Verbs must agree with their subjects in number and tense.

CORRECT: She ran along the path and slipped on the ice.

INCORRECT: She run along the path and slipped on the ice.

CORRECT: He doesn't need that credit. They don't need those credits.

INCORRECT: He don't need that credit

CORRECT: Aunt Mary, as well as her sister, has red hair.

INCORRECT: Aunt Mary, as well as her sister, have red hair.

CORRECT: Chicken and dumplings is my favorite meal.

INCORRECT: Chicken and dumplings are my favorite meal.

3. Pronouns must agree with their antecedents.

CORRECT: Anyone can bring his/her bag lunch.

INCORRECT: Anyone can bring their bag lunch.

CORRECT: Each of the actors has to bring his or her own costumes.

INCORRECT: Each of the actors has to bring their own costumes.

4. Write sentences that are complete in thought rather than fragments of ideas.

CORRECT: Anne had a good time while she was at the lake.

INCORRECT: Anne had a good time. While she was at the lake.

CORRECT: While we waited for the train, the sun came out.

INCORRECT: While we waited for the train. (*This thought is incomplete. What happened while waiting for the train?*)

CORRECT: Men and women were running.

INCORRECT: Man and women running. (*Complete the verb.*)

5. Use separate sentences rather than running ideas together.

CORRECT: We started early. We were eager for the trip.
We started early because we were eager for the trip.
We started early; we were eager for the trip.

INCORRECT: We started early we were eager for the trip
We started early, we were eager for the trip.

6. In general, italicize titles of works published independently. Italicize the titles of books, magazines, newspapers, full length plays, long poems, various electronic publications, and other long pieces.

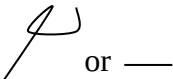
Examples: *The Technology Revolution* (book)
Newsweek (magazine)
Duluth News-Tribune (newspaper)
A Raisin in the Sun (full length play)
Evangeline (long poem)
Walk the Line (movie)

7. Use quotation marks for titles that are published with larger works, such as names of articles, essays, short stories, short poems, one-act plays, chapters of books, various electronic publications and other short pieces.

Examples: "The Rise of Teenage Gambling" (magazine article)
"Vicious Sport" (newspaper article)
"The Help Rain Gives Me" (essay)
"The Tell Tale Heart" (short story)
"A Walk in the Woods" (short poem)
"Antarctica" (encyclopedia article)

PROOFREADING MARKS

Many teachers use these symbols when correcting student papers. This is by no means a comprehensive list. Your teachers may ask you to add other symbols to this list.

sp	misspelled word
frag	fragment
r-o	run-on sentence
s/v	faulty subject/verb agreement
pro. ref.	faulty pronoun/antecedent agreement
T. S.	topic sentence
C. S.	concluding sentence
c.s.	comma splice
awk	awkward expression or construction
	Close up (basket ball)
	Delete
	Insert
	Begin a new paragraph
	Capitalize ("Yes, <u>mother</u> .")
	Use lower case (She's my Sister.)
	Reverse/transpose

PLAGIARISM WARNING

"Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information, or expressions as your own to get a better grade...constitutes fraud."

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: The Modern Language Association of America, 2003, p. 66.

Note the Academic Honesty Statement on the next page of this booklet. You will be given a separate copy to sign and return to your English teacher.

Plagiarism is taking someone else's ideas or writing and presenting them as your own. This includes, but is not limited to, copying portions or passages from articles, books, and other reference materials; downloading from the Internet; submitting work written by a friend or family member. You are encouraged to incorporate others' ideas and facts into your writing, but you must remember to give them credit.

Sometimes young students plagiarize because they don't know that it is wrong. Whether it is unintentional or not, it is still plagiarism.

Students must cite when:

- using another writer's facts, ideas, or opinions
- repeating a writer's wording
- repeating a writer's particularly apt term
- paraphrasing a writer's argument
- presenting a writer's line of thinking

The electronic resources available to you are vast and significant. Use them to supplement your won scholarship, not as a replacement for it.

Students will use Turnitin.com for submitting papers for plagiarism review. Also realize that teachers also have access to "cheater" websites" where they can type in a few sentences from an essay that they suspect may have been plagiarized. These sites will then show the teacher specifically if and where the phrase was copied on the internet.

Save all your research notes and rough drafts.

Academic Honesty Statement Duluth High School

All students need to be aware of the importance of academic honesty. The following information elaborates on what is in your student handbook and is meant to clarify this issue. If you have a question about academic honesty, please ask your counselor or English teacher before signing this document. Your signature indicates that you have read this carefully, understand what academic honesty is, and are prepared to bear the consequences of academic dishonesty if you practice it in any form. Ignorance is not an acceptable excuse.

I. WHAT ARE THE MOST COMMON FORMS OF ACADEMIC DISHONESTY?

- A. PLAGIARISM: This is when an individual uses another person's ideas, expressions, or writing as if they were his/her own.
 - 1. Copying verbatim- The most common form and happens when an individual copies words, expressions, or ideas directly from another source (e.g. book, article, Internet site, lab report, friend's paper) without giving proper credit to the author.
 - 2. Paraphrasing- An individual borrows written ideas from a source and rewrites them in his/her own words, but does not give credit to the original author.
 - 3. Use of an idea- An individual adapts an idea from a source without giving proper credit. (e.g. This could happen when asked to write an original piece such as a short story, you borrow an idea from a TV program, video, article, or classmate).
 - 4. Unequal group participation- It is also considered cheating when a group is assigned an assignment as a team and the individuals do not do an equal share of the work, e.g., one member does the assignment and the other members copy from him/her instead of contributing their share.
- B. SHARING IDEAS DURING TEST SITUATIONS: (e.g., sharing answers on a take-home exam, asking/telling other students what is on a quiz/test)
- C. CHEATING ON TESTS AND QUIZZES: (e.g., bringing answers into the test room, copying from another student, or using unauthorized notes or technology)

II. WHAT HAPPENS WHEN A STUDENT IS INVOLVED IN ACADEMIC DISHONESTY?

The teachers and administrators of this school expect all students to do their own work and not submit as their own work ideas from a resource book, another student, or any other source. This expectation refers to all homework, in-class assignments, and tests. Teachers will report cases of academic dishonesty to the principal. The consequences may include, but are not limited to:

- A. FIRST OFFENSE: Parents will be informed of the incident, and the student loses credit for the assignment or test. The student will receive a "Warning" conduct mark.
- B. SECOND OFFENSE: A conference is scheduled with an administrator, the teacher, the student, and his/her parents. The student loses credit for the assignment or test. The student receives an "Unsatisfactory" conduct mark.
- C. THIRD OFFENSE: Parent notification. The student is dropped from the class and is ineligible for school activities. Official letter may be placed in student's file. Student will be disqualified from academic honors at graduation.

III. HOW CAN I AVOID THE PROBLEM OF ACADEMIC DISHONESTY?

If you have any doubts about your academic habits or about what constitutes academic honesty in a given class or on a given assignment, ask your teachers. They will tell you what the acceptable and permissible parameters are for their assignments, tests, or classes.

You and your parents should sign this form and return it to your English teacher. It will remain on file.

I understand the seriousness of academic dishonesty in its various forms, and I know how to avoid it. I will not engage in any form of academic dishonesty. My signature is evidence of my understanding and my commitment to uphold this policy.

Student Signature _____

DOCUMENTATION

All Duluth public high schools use the Modern Language Association (MLA) style to cite sources.

CITING YOUR SOURCES AT THE END OF YOUR ESSAY

High School uses the MLA format for documentation. When creating your Works Consulted page, make sure you do the following:

- center Works Consulted at the top of your page; use size 12 font
- list entries in alphabetical order by first word of the entry, excluding “a,” “an,” and “the”
- use a hanging indent for entries longer than one line
- double-space entries and between entries
- end each entry with a period
- do not number of bullet entries

COMPLETE CITING INFORMATION IS AVAILABLE ON THE LIBRARY WEBPAGE.

CITING SOURCES WITHIN YOUR ESSAY

You must give credit to every fact or opinion that is not your own. The only exceptions are universally known facts, familiar proverbs, and well-know quotations. If you fail to cite someone else’s ideas, you are guilty of plagiarism.

This is a serious offense. When in doubt, always cite your source.

Cite this fact. —————> Americans eat 246 pounds of meat per person annually.

Do not cite this fact. —————> The Civil War was fought from 1861-1865.

To give credit for a quote of paraphrased idea, put the author's last name and the page number in parentheses at the end of the sentence.

STANDARD IN-TEXT CITATION:

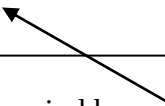
Use this form in most cases when you cite a source within your essay.

- There is no comma between the author's name and the page number.
- The period for the sentence comes AFTER the parentheses.

Model:

Americans eat 246 pounds of meat per person annually (Holmes 3).

Put the period here.



The following are various situations you may encounter. **Complete information is available on the Library webpage.**

You must first have your Works Cited document complete and correct before you can correctly use parenthetical citation as your reader is referred to your Works Cited when using parenthetical citation.

Author named in text

If you name the author in your text, then include only a page number in parentheses.

Model:

Noted nutritionist Hannah Holmes states that Americans eat 246 pounds of meat per person annually (3).

Two sources by the same author

If your author has two or more sources in your Works Cited page, signal which source you mean by adding a comma and a shortened form of the title after the author's name.

Model:

Chickens and turkey are usually fully conscious and in great pain when they are slaughtered (Krizmanic, "Generation" 63). Many animals are given hormones in order to make them reproduce faster (Krizmanic, "A Teen's Guide" 37).

No author listed

Use a short version of titles if the source does not give the author's name. Use quotation marks or underlining as you would in the Works Cited list.

Model:

Meat products also contain a huge amount of cancer-causing chemicals and pollutants, while plant products do not have near as much ("Vegetariansim" 2).

Secondhand Quote

When the person you're quoting isn't the author, use the abbreviation *qtd.in* and then the author's name and page number as usual.

Model:

Physician Michael Klaper has stated that there is "absolutely no nutrient, no protein, no vitamin, no mineral that can't be obtained from plant-based foods" (qtd. In Seamons 7).

TIPS FOR PARENTHETICAL DOCUMENTATION

Complete information may be found on the Library webpage.

- If you have two points from the same author that are on different pages that are not interrupted by another source or your own comments, list only the page number for the second point.

Example: Cattle are fed corn for at l 100 days before they are killed (Holmes 2). The animals must also be given protein. A mere pound of beef requires 21.4 pounds of protein (3).

- If you mention the author's name in your text be sure the reader will know who the author is. If not, you must explain the author's credentials.

Author is known:

Hillary Clinton believes that we are all responsible for each other's children (107).

Author is not well known:

Hannah Holmes states that Americans eat 246 pounds of meat per person annually (3).

Incorrect:

Hannah Holmes states that Americans eat 246 pounds of meat per person annually (3).

- **Long quotations**

If you use a long quotation (five lines or more), type it **double-spaced** as a block that is indented ten spaces from the left margin, and do not use quotation marks. Put two spaces after the last punctuation mark, and add the parenthetical citation. The block quotation is indented on the left only and is double-spaced. The period goes at the end of the quotation.

Example:

Different people have different ideas about what it means to be a vegetarian. As vegetarianism grows in popularity, it is important to know exactly what it is. The World Book Encyclopedia defines it this way:

Vegetarianism is the theory and practice of eating only fruits, vegetables, cereal grains, nuts, and seeds, and excluding meat, fish, or fowl, and often eggs and dairy products. The basis of the practice may be religious, ethical, economic, or nutritional, and its followers differ in strictness of observance. Practiced since ancient times by religious groups, vegetarianism as a separate movement developed in the mid-19th century. (Vegetarianism" 523)

Put the period here.

Not here.

- **Electronic Resources**

In-text citations for electronic resources follow the same parenthetical citation format as a print source. The only real difference is that electronic texts usually do not have page numbers, although sometimes paragraphs are numbered. If so, the paragraph number should appear in your citation following the abbreviation *par* (for paragraph).

Model:

Employees "blogging" on the job may find themselves without one (Tapper and Taylor).

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