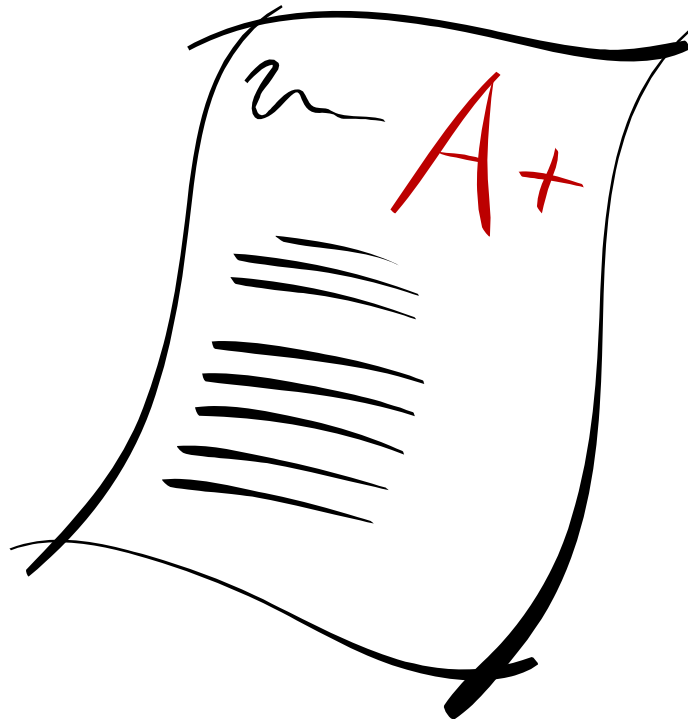




OAKDALE JOINT UNIFIED  
SCHOOL DISTRICT  
“A Bright Future”

# Writing Style Guide K-6



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# THE WRITING PROCESS

Can you go back and forth between stages of the writing process? YES!!! It's a PROCESS, not just a one way street.

Start Here

**Pre-Writing**  
Get your thoughts and facts together.



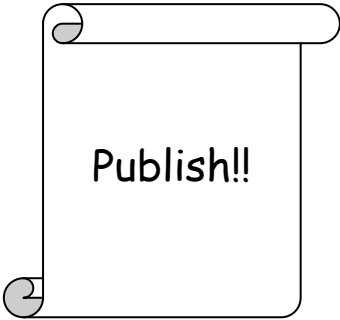
Write a **Rough Draft**  
(your first try or your second)



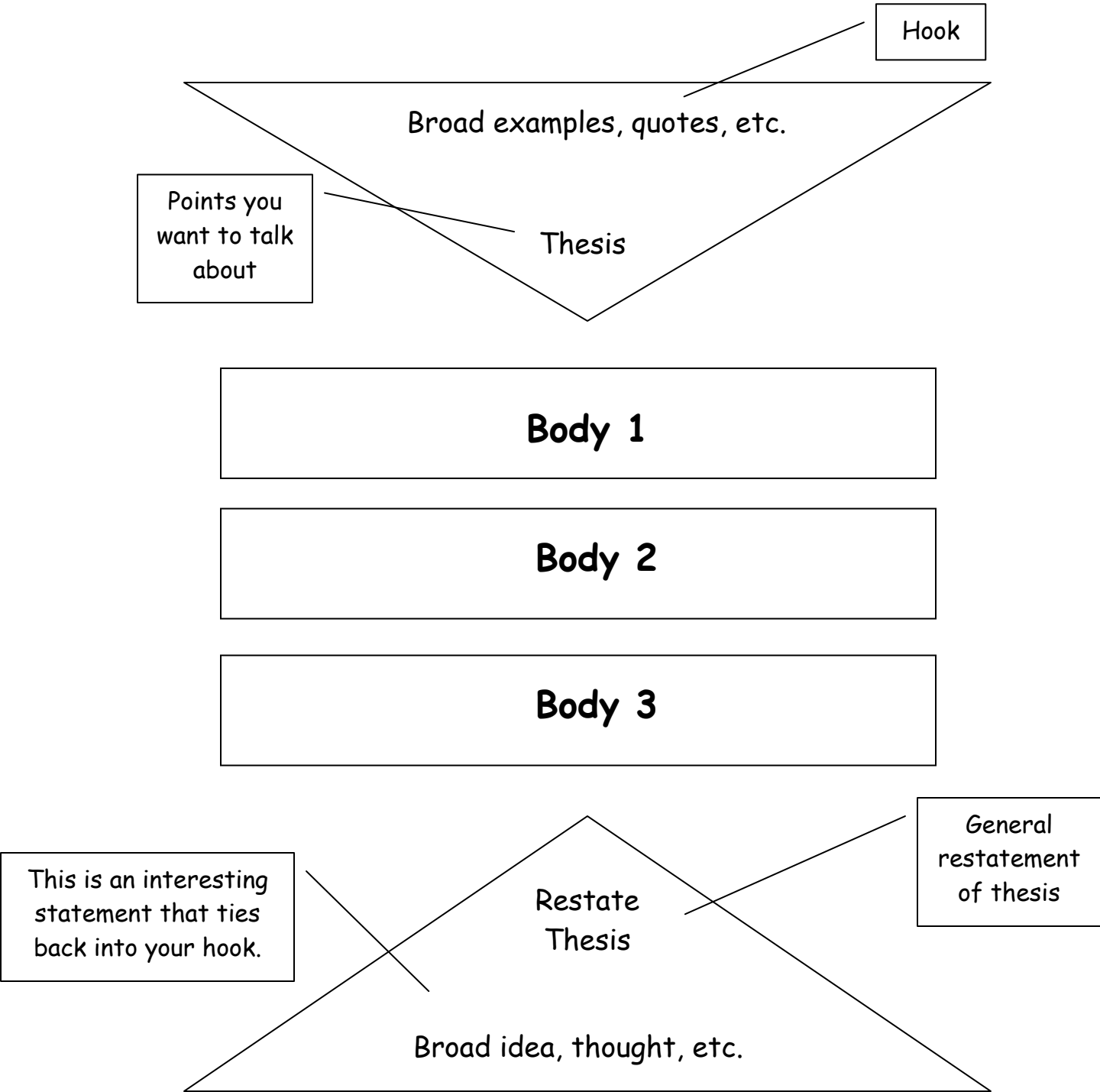
**Revise**  
Look for ways to improve your paper.



**Edit**  
Check for spelling and grammatical errors.



# STANDARD FIVE PARAGRAPH ESSAY



# FIVE PARAGRAPH ESSAY OUTLINE

## I. INTRODUCTION

- a. **Topic:** This sentence should cover the entire idea of your essay.
- b. **Three items to discuss:**
  - i. **1<sup>st</sup>:** This is an interesting sentence about your first idea. Do not go into detail, save that for your 1<sup>st</sup> body paragraph.
  - ii. **2<sup>nd</sup>:** This is an interesting sentence about your second idea. Do not go into detail, save that for your 2<sup>nd</sup> body paragraph.
  - iii. **3<sup>rd</sup>:** This is an interesting sentence about your third idea. Do not go into detail, save that for your 3<sup>rd</sup> body paragraph.
- c. **Thesis Statement:** Enticing sentence to intrigue the reader.

## II. BODY PARAGRAPH 1

- a. **1<sup>st</sup> item to discuss:**
  - i. **Detail:** Write at least 5 sentences about your first idea that you introduced in the introductory paragraph.
  - ii. **Detail:** Make each sentence count.
  - iii. **Detail:** If there is a sentence that is not giving information, do not use it.
  - iv. **Detail:** Do not repeat yourself.

## III. BODY PARAGRAPH 2

- a. **2<sup>nd</sup> item to discuss:**
  - i. **Detail:** Write at least 5 sentences about your second idea that you introduced in the introductory paragraph.
  - ii. **Detail:** Make each sentence count.
  - iii. **Detail:** If there is a sentence that is not giving information, do not use it.
  - iv. **Detail:** Do not repeat yourself.

## IV. BODY PARAGRAPH 3

- a. **3<sup>rd</sup> item to discuss:**
  - i. **Detail:** Write at least 5 sentences about your third idea that you introduced in the introductory paragraph.
  - ii. **Detail:** Make each sentence count.
  - iii. **Detail:** If there is a sentence that is not giving information, do not use it.
  - iv. **Detail:** Do not repeat yourself.

## V. CONCLUSION

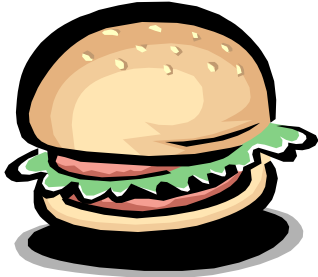
- a. **Extra information:**

You can restate some key information as well as add a clever twist here and there. Do not write things like, "That was my essay on..." or "Thank you for reading my essay..."

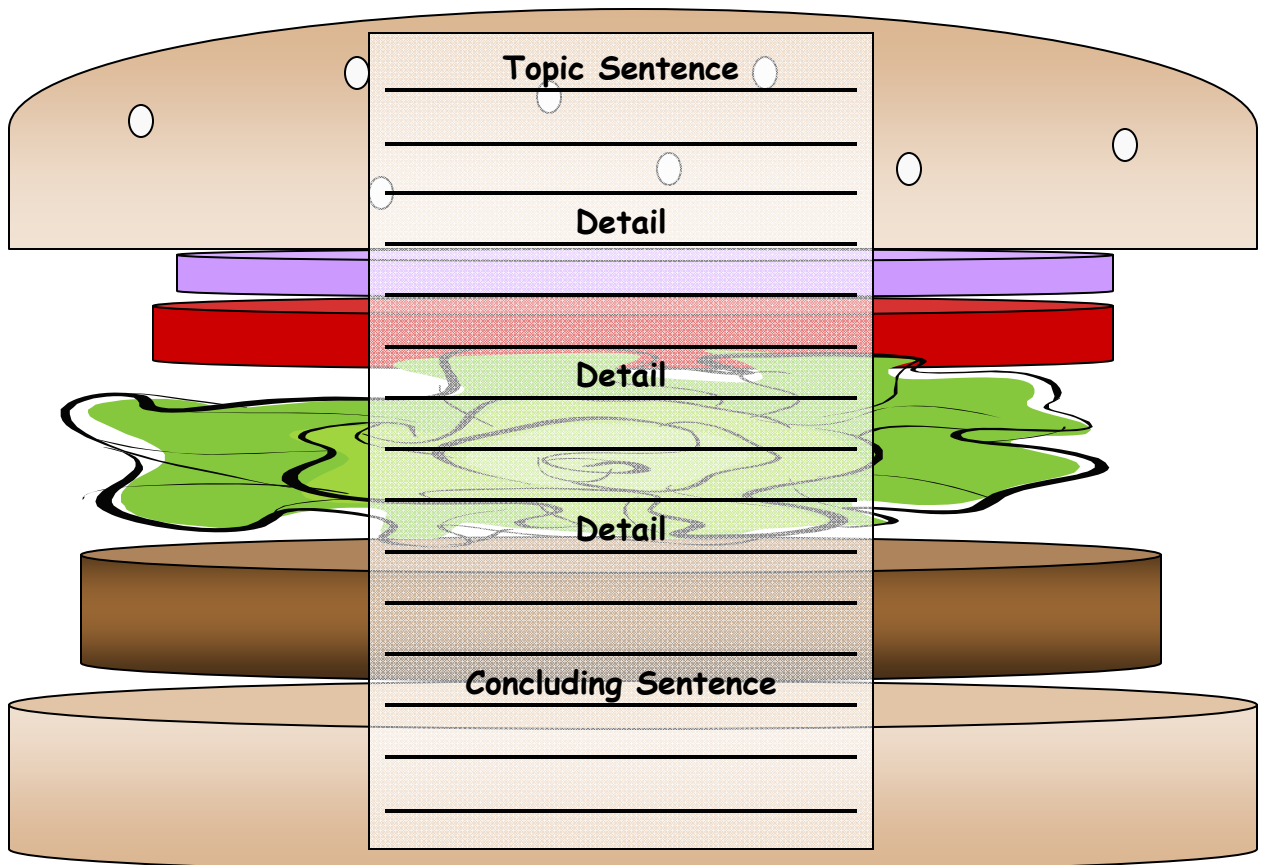
# KEY NOTES FOR WRITING A FIVE PARAGRAPH ESSAY

- Do not write in 1<sup>st</sup> or 2<sup>nd</sup> person. (Don't say "I" "You" "Me") The reader knows you are writing it.
- Do not state the obvious: "This is my essay on Egypt." "I am going to write about." "My next concept is..." "That was my essay about Egypt."
- Do not thank the reader for reading your essay.
- Do not say, "Good-bye."
- Do not say, "I hope you liked reading my essay."
- Make every sentence count. There is no room in a Five Paragraph Essay for babble or filler, every sentence should be giving a piece of information.
- Do not skip lines in between paragraphs. Font should be 12. Do not double space.
- Make sure you have a title.
- Remember, this is not a "report." It does not need a folder or even a cover page. Just put your name and topic in the Upper Right Hand Corner.
- Do not turn in your first draft. **Proofread, Proofread, Proofread!**

# HOW IS A PARAGRAPH LIKE A HAMBURGER?



Think of the top bun as the topic sentence, the meat and vegetables as the details that form the body, and the bottom bun as the concluding sentence. Use this graphic organizer to help you develop a powerful paragraph.



# WHAT DO YOU MEAN BY A “THESIS STATEMENT?”



Don't let the term "Thesis Statement" scare you away from writing a good paper. "Thesis Statement" is just a fancy term for a one sentence summary of what the main purpose or point of your paper is.

A thesis statement lets your reader know early on exactly what your essay is going to be about, and it also keeps you focused on your essay's main point. You need to place your thesis statement in your introduction, but remember; sometimes it is easier to leave your thesis statement until after you have done some work on your paper. This may help you focus your thesis statement a little better. Here are some examples to help you develop a thesis statement:

**A good thesis is very specific. It is not just a general statement. A general statement is too hard to write a good essay about.**

The life of Christopher Columbus had a lasting impact on the world.

NOT

Christopher Columbus was an explorer.



**A thesis does not just announce your paper's subject.**

The deserts of the world have many things in common, but their differences are what make them special.	NOT	I am going to tell you about the deserts of the world.
--	-----	--

California has a wide variety of interesting geographical features.	NOT	My report is on the state of California.
---	-----	--

**A thesis is not the title of your paper.**

The fat content of today's school lunches is excessive for children.	NOT	School Lunches Suck
--	-----	---------------------

While the nutritional value of school lunches may be adequate, their taste and appearance are unappetizing.	NOT	School Lunches Suck
---	-----	---------------------

**A thesis does not just restate simple facts.**

**(How could you write an entire paper proving that Twentynine Palms is in the desert? We know it's in the desert!)**

Twentynine Palms, California is a little known retreat for artists.	NOT	Twentynine Palms, California is located in the Mojave Desert.
---	-----	---

The giant rock formations of Joshua Tree National Park are perfect for rock climbing enthusiasts.	NOT	Joshua Tree National Park is home to many giant rocks.
---	-----	--

# ORGANIZING YOUR IDEAS

Topic: \_\_\_\_\_

I. Introduction/Thesis:

---

---

II. Main Point to Discuss:

---

---

A.

---

---

B.

---

---

III. Main Point to Discuss:

---

---

A.

---

---

B.

---

---

IV. Main Point to Discuss:

---

---

A.

---

---

B.

---

---

V. Conclusion:

---

---

# USING AN OUTLINE

An outline is a very useful tool for organizing your ideas and facts before writing your paper. It is like a map of your paper, helping you get to where you want to go! It helps you stick to the topic in every area of your paper.



First, the title of your outline goes at the top. Then, your main topic(s) are labeled with Roman Numerals. Any big idea that you want to cover in your main idea would, first of all, be indented under the Roman numeral topic where it belongs. Plus it would be labeled with a capital letter. Example:

## Flowers of the Desert (title of outline)

- I. Cactus Flowers
- II. Wildflowers

I	1
II	2
III	3
IV	4
V	5
VI	6
VII	7
VIII	8
IX	9
X	10

When you outline a paper, you use Roman Numerals for your main topics.

Any item that belongs with the main topics (the ones with I, II, etc.), would be again indented, and this time labeled with regular capital letters. These are called sub topics. Example:

### Flowers of the Desert

- I. Cactus Flowers
  - A. Barrell Cactus Flowers
  - B. Beavertail Cactus Flowers
  - C. Cholla Cactus Flowers
- II. Wildflowers
  - A. Golden Poppy
  - B. Weeds

As you get more detailed in your outline, you indent again, and this time label with numbers. These are called “details.” Example:

### Flowers of the Desert

- I. Cactus Flowers
  - A. Barrell Cactus Flowers
    - 1. Details about Barrel Cactus flowers go here.
    - 2.
    - 3.
  - B. Beavertail Cactus Flowers
    - 1. Details about Beavertail Cactus flowers go here.
    - 2.
    - 3.
  - C. Cholla Cactus Flowers
    - 1. Details about Cholla Cactus flowers go here.
    - 2.
    - 3.
- II. Wildflowers
  - A. Golden Poppy
    - 1. Details about Golden Poppy flowers go here.
    - 2.
    - 3.

# FORM FOR WRITING FIVE PARAGRAPHS

<p>This is your introductory paragraph.</p> <p>“Hook” the reader into wanting to know more!</p>	
<p>The next three paragraphs are the “middle” of your paper. They support the main idea of your paper (your “thesis”).</p>	
<p>(middle continued)</p>	
<p>(middle continued)</p>	
<p>This paragraph sums up your paper.</p> <p>Give your reader some final thoughts about what they have just read.</p>	

# ASSIGNMENT AND REPORT HEADING

The instructions on this sheet are to be followed when preparing the final draft of a composition or a report for any class.

1. Use binder paper. Write on every other line (double space).
2. Teachers will require cursive writing in blue or black ink.
3. Start your work on the front side of the paper with the holes on the left.
4. Write on one side of the paper only.

# ASSIGNMENT AND REPORT HEADING

	Name Subject Date (Skip next line)	<i>John Smith</i> <i>Science</i> <i>March 5, 2007</i>	
●			
Skip this line. Indent your next paragraph.		<i>Title of Report</i>	
		<i>Report writing is an important skill. It</i>	
		<i>it can be used as a tool for ...</i>	
●			
	LEFT MARGIN Use red line or two fingers width		
		RIGHT MARGIN One finger width	
●			

# TITLE PAGE

Your title should be clear and simple. Do not decorate it with symbols and pictures unless requested by your teacher.

Title	→	The Statue of Liberty
Student Subject or Grade Teacher Date	→	Alice Smith History – 8 <sup>th</sup> Grade Mr. Wilson February 12, 2007



## **PROOFREADING CHECKLIST**

- Do all sentences begin with a capital letter and end with a period, question mark, or exclamation point?
- Are all sentences complete?
- Are there commas and quotation marks where they are needed?
- Are all words correctly spelled?
- Do all proper nouns start with a capital letter?
- Do all nouns agree with their verbs?

## **REVISION CHECKLIST**

- Does the paper have a clear beginning, middle, and end?
- Does every paragraph have a topic sentence and supporting details?
- Does the paper flow from one idea to the next, or does it seem choppy?
- Does the paper have a wide variety of word choices?
- Does the paper have a wide variety of sentence structure? (simple, compound and complex sentences)
- Is the paper interesting?

If the answer is "no" to any of the above questions, go back and revise your paper.



## COMMON PROOFREADING SYMBOLS

↵	Insert a comma
↳	Apostrophe or single quotation mark
^	Insert something
“ ”	Use double quotation marks
◦	Use a period here
~	Delete
~	Transpose elements
○	Close up this space
#	A space is needed here

¶	Begin a new paragraph
No¶	No paragraph
?	Material is unclear
→	Indent Paragraph
^	Insert
P	Punctuation incorrect/missing
<i>Frag.</i>	Fragment or incomplete needed
<i>RO</i>	Run-on Sentences
<i>Awk.</i>	Awkward/wording confuses meaning
d	Capital letter needed
E	Use a lower case letter

# WRITING RUBIC

		<b>DOES NOT MEET</b>	<b>PARTIALLY MEETS</b>	<b>DOES NOT FULLY MEET</b>	<b>MEETS</b>	<b>MORE THAN MEETS</b>	<b>EXCEEDS</b>
	Score	1	2	3	4	5	6
<b>CONTENT</b>		Writing is extremely limited in communicating knowledge, voice/point of view with no sense of audience.	Writing is limited in communicating knowledge, voice/point of view with little sense of audience.	Writing does not clearly communicate knowledge, point of view. Sense of audience is vague.	Writes 5 related, quality paragraphs. Uses voice/point of view. Composes to a specific audience.	Writing is purposeful and focused with strong voice/point of view, and engages the audience.	Writing is confident and clearly focused with a distinct, unique voice/point of view and is skillfully adapted to the audience.
<b>ORGANIZATION</b>		Writing is disorganized and undeveloped with no transitions or closure	Writing is brief and undeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporated a coherent closure.	Writing includes a strong beginning, middle, and end. With some transitions and good closure.	Writing includes a strong beginning, middle, and end with clear transitions and focused closure.
<b>VOCABULARY</b>		Careless or inaccurate word choice which obscures meaning	Language is trite, vague, or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
<b>LANGUAGE MECHANICS</b>		Frequent run-ons or fragments, no variety in sentence structure. Part of speech shows lack of agreement. Frequent errors in mechanics.	Many run-ons or fragments. Little variety in sentence structure. Inconsistent agreement between parts of speech. Many errors in mechanics.	Some run-ons and fragments. Limited variety in sentence structure. Occasional errors between parts of speech. Some errors in mechanics.	Uses simple, compound, and complex sentences. Maintains agreement between parts of speech. Uses correct punctuation, capitalization, etc.	Frequent use of varied sentence structure. Consistent agreement between parts of speech. Few errors in mechanics.	Consistent variety of sentence structure throughout. Use consistent agreement between parts of speech. Few, if any, errors in mechanics.
<b>EDITING</b>		Little or no evidence of spelling strategies. Lacks evidence of editing.	Limited evidence of spelling strategies. Limited evidence of editing.	Some evidence of spelling strategies, some evidence of editing.	Applies basic grade level spelling. Uses structural analysis for phonetic spelling. Incorporates the entire writing process using resources.	Consistent use of spelling strategies. Consistent evidence of editing.	Creative and effective use of spelling strategies. Skillfully edited.
<b>LETTER GRADE</b>		F	F	D	C	B	A

# REPORT RUBRIC

	<b>BEGINNING 1</b>	<b>DEVELOPING 2</b>	<b>ACCOMPLISHED 3</b>	<b>EXEMPLARY 4</b>	<b>SCORE</b>
<b>TOPIC</b>	<b>TOTALLY UNRELATED</b>	<b>REMOTELY RELATED</b>	<b>SOMEWHAT RELEVANT</b>	<b>DIRECTLY RELEVANT</b>	
<b>ORGANIZATION</b>	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
<b>QUALITY OF INFORMATION</b>	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
<b>GRAMMAR AND SPELLING</b>	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
<b>INTEREST LEVEL</b>	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
<b>NEATNESS</b>	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
<b>TIMELINESS</b>	Report handed in more than one week late Up to one week late	Up to one week late	Up to two days late	Report handed in on time	
				<b>TOTAL</b>	

# FORMAT FOR A BUSINESS LETTER

In a business letter, you do not indent. Everything is justified to the left.

Use the complete name and address.

If possible, address it to a particular person by name.



Always sign business letters.

Have a friend read your letter and give you ideas for improving it!

Your Name  
Your Address  
City, State, Zip  
Date of Letter

Recipient's Name  
Address  
City, State, Zip

Salutation (greeting):

Opening Paragraph: State what you are writing.

Middle Paragraph(s): Give more details about the purpose of your letter. Refer to important facts.

Closing Paragraph: Restate your objective for writing the letter. State what you hope the letter will or has accomplished. Thank the person for their time and attention.

Sincerely,

(Your signature)

Your name typed

# EXAMPLE OF A BUSINESS LETTER (BLOCK STYLE)

**Heading**

1234 Main Street  
Oakdale, CA 95361  
January 1, 2007

**Inside Address**

Mr. W.T. Jones  
Red Carpet Travel Agency  
P.O. Box 789  
New York, NY 10023

**Salutation**

Dear Mr. Jones:

**Body**

My friend and I are interested in your special bus trip that I talked to you about last week. I understand we will visit six cities in the Midwest. Please reserve two seats on the trip for June 10-30. I am enclosing a check for \$800 to cover the cost of the trip for two persons.

I also noticed that your advertisement about the trip to six well-known ski resorts during the months of January and February, 2008. Would you send me any information that you have available on that vacation package also? Thank you very much.

**Closing**

Very truly yours,

**Signature**

*Stephanie Brent*

Stephanie Brent

# ADDRESSING AN ENVELOPE

(Based on format recommendations from the U.S. Postal Service)

- Use correct punctuation marks for abbreviation of street, lane, avenue, etc.
- Use capital letters for the state abbreviation, with no punctuation.
- Put the address in the center of the envelope.
- Put the return address in the upper left corner
- Put the stamp in the upper right corner.

Paul Stone  
925 Elm Street  
Oakdale, CA 95361

Stamp

Miss Ann Lee  
130 Mills Ave.  
Portland, OR 34608



# FRIENDLY LETTER

Address  
City and State  
Date

521 Grace Ave  
Oakdale, CA  
February 10, 1999

Greeting

Dear Brian,

I am so excited about your visit next week. I've talked to some of my friends and they would like to have a welcome party for you. I hope that's okay. Let me know if I should cancel it. I'm sure anxious for next week. I'll see you soon.

Body

Closing

Your friend,

Signature

Jim

# WORKS CITED

(Directions Page)

A bibliography is an alphabetical list of the books and other sources used in writing a report. You should write down the author, title, and publication information for each source that you use like this:

- AUTHOR'S Last Name and AUTHOR'S First Name
- TITLE (Underlined or in Italics)
- PLACE of Publication
- PUBLISHER
- DATE of Publication
- PAGES Used to Get the Information

## Some Samples

- A book by one author:

Apple, Victor. The Way They Play. New York: Dodd Mead and Co. 1982. pp. 43-45

- A book by two authors:

Brockway, Wallace and Weinstock, Herbert. The World of Opera. New York: Pantheon Books. 1985. pp. 60-85

- A book with no author's name given:

Information Please Almanac. New York: Simon and Schuster. 1987. p. 104

## **Electronic Sources**

- CD-ROM Program:

Author. (year, month, day). "Title of CD program." (edition), [Type of Medium]. How to retrieve.

Example:

Clark, Rhiannon. (1994, September, 5. "Geneology: Family Tree and You." 1<sup>st</sup> edition), [CD-ROM]. Available: UMI File: Science Periodicals on Disc Item: 94-22612

- Movie, Video:

Producer. (c year). "Title of Video." Name of Production Company. Length of Video.

Example:

Newson, Lynelle. (c 1994). "Surgical Lab Procedures." Seasons, LTD. 47 minutes.

## **Encyclopedias**

- For an unsigned encyclopedia article:

"Tides." Encyclopedia Britannica. 1983. Vol. 22. pp. 193-205.

- For a signed encyclopedia article:

Pettingill, Olin S., Jr. "Falcon and Falconry." World Book Encyclopedia. 1980. Vol. 7. pp. 228-233.

NOTE: For encyclopedia entries it is not necessary to give full publication information. You may find citations that eliminate the volume and page numbers. If the article in the encyclopedia is followed by the author's initials rather than his/her complete name, check in the index of authors (usually located in the front of each column) for the author's full name. If you cannot locate it, follow the unsigned article sample.

## **Magazines**

- Unsigned magazine article:

“America’s Oil Boom.” Newsweek. 28 July 1986. pp. 48-50

- Signed magazine article:

“Unger, James. “Mexico’s New Rail Thrill.” Time. 12 February 1983. pp. 34-37

## **Interview**

Yeager, Chuck. Andrews Air Force Base, Mojave, CA  
Interview, 26 October 1987.

OR

Yeager, Chuck. Andrews Air Force Base, Mojave, CA  
Interviewed by Patrick Malone, 26 October 1987.

Note: Some interview formats include the name of the interviewer instead of the word INTERVIEW. Either form is acceptable.

## **Internet**

- World Wide Web

Author, or originator. Title of item. [Online] Date of document or download (day, month, year). <<http://address/filename>.>

U.S. Vensus Bureau. “American FactFinder: Facts About My Community.” [Online] August 2001.  
<<http://factfinder.census.gov/servlet/BasicFactsServlet> >.

- Email

Sender of email message <sender's email address>. Subject line of the message. Date of message (day, month, year). Email recipient <recipient's email address>.

Meredith, Paige [pmeredith@classroom.com](mailto:pmeredith@classroom.com). "RE: Museums in Paris." 17 August 2001. Christine Borrer <chrissyborrer@yahoo.com>

- Online Images

Author or originator. Description or title of image. [Online image] Date of document or download (day, month, year). URL <<http://address/filename>.>

USGS. "Map: Major Volcanoes in Ecuador." [Online image] 17 August 2001. <[http://vulcan.wr.usgs.gov/volcanoes/Ecuador/Maps/map\\_ecuador\\_volcanoes.html](http://vulcan.wr.usgs.gov/volcanoes/Ecuador/Maps/map_ecuador_volcanoes.html)>

- Online Sounds

Author or originator. Description or title of sound. [Online image] Date of document download (day, month, year). URL <<http://address/filename>.>

Jussi Bjorling Home Page. "Di quella pira," aria from *Il Traviatore*, by Guiseppe Verro. [Online sound] 30 November 1999.

- Online Video Clips

Author or originator. Description or title of video clip. [Online video clip] Date of document or download (day, month, year). URL <<http://address/filename>.>

Zoological Society of San Diego. "Indian Rhino Calf Born at Park," e-zoo videos, San Diego Zoo. [Online video clip] 17 August 2001  
<<http://www.sandeigozoo.com/virtualzoo/videos/index.html>>.

- FTP (file Transfer Protocol)

Author or originator. Title of item. [Online] Date of document or download (day, month, year). URL <<http://address/filename>>

Oppenheimer, Frank. "Exhibit Collection and Design at the San Francisco Exploratorium Musuem." [Online] 1 December 1999.  
<[ftp://ftp.exploratorium.edu/pub/publicationa/Exhibit\\_Concepti\\_on\\_And\\_Design](ftp://ftp.exploratorium.edu/pub/publicationa/Exhibit_Concepti_on_And_Design)>

- Usenet Newsgroups

Author or originator. Title of item. [Online] Date of document or download (day, month, year). URL <<http://address/filename>>

Google Groups. "Plato's Real Name." [Online] 17 August 2001.  
<<http://groups.google.com/groups?hl=en&safe=off&th=e19ab821b99e4ee,6>>

American Psychological Association. "APA Style of Citation: Electronic Sources". [Online] 17 August 2001.  
<<http://www.apastyle.org/elecref.html>>

# SAMPLE BIBLIOGRAPHY

The following citations represent the bibliography that might follow a report on endangered animals – the Peregrine Falcon. Some bibliographic “styles” prefer to have the books, encyclopedias, and articles/pamphlets listed under separated subheadings. This bibliography shows all sources combined alphabetically.

- Allen, Thomas B. Vanishing Wildlife of North America. Washington, D.C.: National Geographic Society. 1974. pp. 37-42.
- Brandes, Kathleen, et al., (Eds.) Vanishing Species. New York: Time Life Books. 1976. p. 87.
- Caras, Roger (Ed.) Vanishing Wildlife. New York: Westover. 1970. p. 108-112.
- Clark, Rhiannon. (1994, September, 5). “The Peregrine Falcon” (1<sup>st</sup> edition), [CD-ROM]. Available: UMI File: Science Periodicals On Disc Item: 94-22612.
- “Falcon.” The Audubon Nature Encyclopedia. The Audubon Society. Vol. 5 Philadelphia: Cross Publishing. 1965. p.56.
- Newson, Lynelle. (c 1994). “Tracking Procedures.” Seasons, LTD. 47 minutes.
- Pettingill, Olin Sewell, Jr. “falcon and Falconry.” World Book Encyclopedia, Vol. 7. Chicago. 1980 pp.228-233.

# PLAGIARISM

(What it is and how to avoid it!)



Plagiarism is the theft of another's words and/or ideas - whether intentional or accidental - and the presentation of those words and ideas as your own. This is a common and sometimes unclear problem for students. It is important that you place your research in the context of what others have done and said, and yet the improper use of their materials is a serious offense. It is most important, therefore, that you be clear about who said what whenever you are using the work of others.

Following are some of the ground rules regarding plagiarism:

- You cannot use another writer's exact words without using quotation marks and giving complete citation, which indicates the source of the quotation so that a reader could locate that quotation in its original context.
- As a rule of thumb, taking a passage of eight or more words without citation is violation of federal copyright laws.
- It is unacceptable to edit or paraphrase another's words and present the revised version as your own work.
- It is unacceptable to present another's ideas as your own, even if you use totally different words to express those ideas.
- There are some grey areas concerning this. Some ideas are more or less in the public domain, not "belonging" to any one person. Or, you may reach an idea on your own that someone else has already put in writing. If you have a question about a specific situation, discuss it with your instructor in advance.



# HANDWRITING SAMPLE CURSIVE

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

1 2 3 4 5 6 7 8 9 0