Dufferin-Peel Catholic District School Board

Writing and Citation Style Guide

DRAFT

March, 2012

Dufferin-Peel Catholic District School Board

Table of Contents

Table of Contents (cont'd)

Hey, why do we need a Table of Contents? What's it good for? Wouldn't it be better just to page through the thing until I find what I want?

No, no, you're missing the point. The Table of Contents helps you locate exactly what you need. It's a total waste of time looking at EVERYTHING! Just find the pages you want and go to 'em!

Plagiarism and Academic Honesty

The DPCDSB defines plagiarism as:

> . . . the act of ***claiming another's words, ideas, work as one's own*** such as, but not limited to, ***copying another student's work, copying and pasting text from electronic sources without citing and identifying it as a quotation, falsifying a citation, quoting a source without citation, paraphrasing but not citing the source, copying and pasting graphics without citing the source*** etc.

Students must be aware that it is plagiarism even if they express another's idea "in their own words"—**paraphrasing**-- without acknowledging the source.This applies, whether the original idea comes from a book, or an online source. Material on an Internet web site is not public property!

Academic honesty is extremely important—to you and your self-esteem; to your teachers and your relationship with them; to your family who trust you to do the right thing; and to the community at large, which relies upon the education system to help prepare young men and women to be both effective and honest in the positions they will eventually have. For all these reasons, the marks students receive must be a true reflection of their own achievement. **Think about it:** would you want to go to a doctor who had someone else write his/her exams at medical school, or hire a carpenter who cheated his/her way through mathematics and cannot produce accurate measurements?

Avoiding Plagiarism

To avoid plagiarizing when you are writing an essay or a report, you **must** document:

- the exact written or spoken words of another person;

- another person's idea, opinion, or theory; even if you express it in your own words;

- graphs, statistics, tables, charts, drawings, artwork, dance steps/routines, or anything else you did not create yourself;

- paraphrases or summaries of another person's spoken or written words.

> It is also considered **plagiarism** to resubmit an assignment that you used in another course **without the consent of the teachers**. The expectation is that **every** assignment you submit is **original**, created for that specific assignment in that particular class and for that specific teacher. **Resubmitting an assignment** is called **self-plagiarism** and is just as serious as any other kind of plagiarism.

Remember: During research, you are purposefully searching for the ideas, theories, opinions and facts provided by other people. You are **expected** to use the work of others to support your own opinion(s). **However, you must document anything that is not your original work or idea, according to the MLA or APA guidelines.** Failure to do so can result in a mark of zero on the assignment.

<u>Important Note</u>

The information in this style guide is a summary only. Not all the resources or kinds of references can possibly be included here. If you need more information on how to document sources that are not included in this guide, please check the official handbook or manual, both of which are available from your school and public libraries.

TWO books? **TWO books!?** Way too much information!
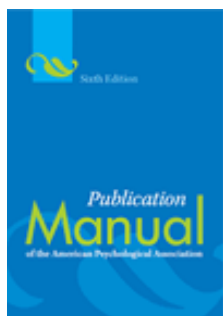
No, no! Use the guide! You only need to use the books if you can't find what you need in the guide!

Cool! That'll save time.

That's the point ! I'm out of here. I need to go to the library and work on my essay.

Totally! I'll come with.

APA Format

Paper

- Use only standard size white bond paper, 8 ½" x 11" (22cm x 28cm).
- All pages must be the same size.
- Do not glue or tape items to any pages. Print on ONE side of the page only.

Font

- The preferred typeface is **Times New Roman, 12-pt.**
- Do **not** use italics or bold print for every word in your paper.

Spacing

- **Double-space** all text, including titles, headings, short or long quotations, and the References (APA) page. Do NOT put **extra** line spaces between citations.
- **Indent the first line** of each new paragraph five spaces. Do **NOT** include extra line spaces between paragraphs.
- Put one space after commas, semi-colons and colons, but two spaces after final punctuation, such as a period or question mark.

Margins

- Use uniform margins of one inch at the top, bottom, right, and left of every page.
- Left margins are aligned, and right margins are ragged. **Do NOT justify pages**.
- Do not divide or hyphenate words at the end of a line (let the line run short rather than break a word).

Title Page

- The running head and page number appear on the title page and on each subsequent page about ½ inch down and on the same line.
- On the title page ONLY, the words Running head: (followed by a colon) are included before the shortened version of the essay title, which is written in all caps.
- The running head is left-aligned; the page number is right-aligned.

- Type your essay title in upper and lowercase letters centered on the upper half of the title page about an inch down from the top of the page (a half inch down from the running head and page number.) **Do not** bold, underline or put your title in quotation marks.
- APA recommends that your title be no more than 12 words in length and that it contain only essential words, with no abbreviations. If the essay title requires two or more lines, double-space between the lines.
- Under the title, type your name in upper and lower case, first name then last name.
- *If your teacher instructs you to do so, include his/her name below.
- Next, include the name of the educational institution (secondary school).

Sample Title Page – APA Style

Running head: HITLER'S RISE   1

Causes of the Rise of Adolf Hitler

Alec Smart

St. Joan of Arc C.S.S.

→ Running head with capitalized short title, page number aligned with right margin.

→ Title, double-spaced

→ Author and school, double-spaced
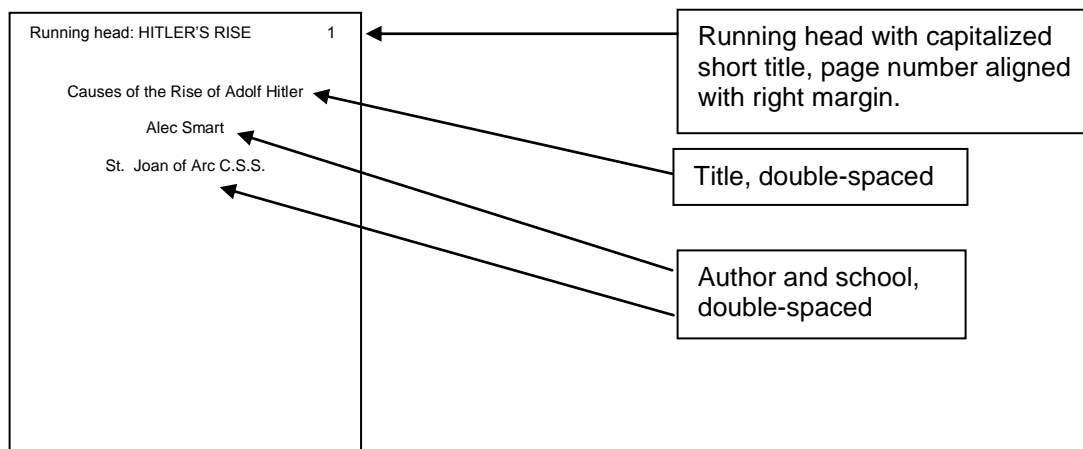
Abstract Page

The second page is the Abstract for the paper. It is a brief (100 -150 words) comprehensive **summary** of the research paper.

- The running head and the page number are typed in the left and right margins at the top of the page.
- The word "Abstract" is centred as the first line of type on this page.
- Type the abstract as a single paragraph in block format (without paragraph indentation).

NOTE: The teacher may decide to make this page optional. If so, then page 2 will become your first page of text.

HITLER'S RISE   2

Abstract

Adolf Hitler came to power in Germany as the result of a series of factors and event that occurred in Germany during the Great Depression. These factors included a disastrous economic downturn in Germany lkdjf lkfj kjf lkjf lkl ;lkj ;lkj ;lkj lkhfkjfh;skj lk ;lfhaioue ho; aldjkf ;lkjf ;h w;oirh ;ijr we;lkj ;slakfj ;weiru.
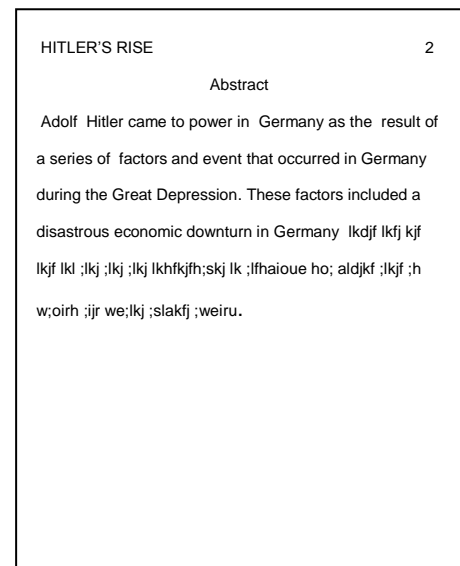
Text

- The text always begins on a new page. The running head—short capitalized version of the essay title—appears on every page of the essay, left-aligned, while the page

number appears on the same line, but against the right margin.
- Go down an inch to an inch and a half and type the title of the essay using both upper and lower case letters. Centre the title.
- Do not underline, bold or use all capital letters for your title here.
- Double-space after the title then begin your text.
- Double-space throughout the title page and your paper in general.

Every paragraph is **indented**. Do not create extra lines between paragraphs. APA has five levels of headings and subheadings. Level 1 headings are centred, bolded and use upper and lower case letters. Level 2 subheadings are left-aligned, bolded and have upper and lower case letters.

Do not start a new page when you use a subheading. Every page of your essay must include the running head and the shortened, capitalized title, as well as the page number.
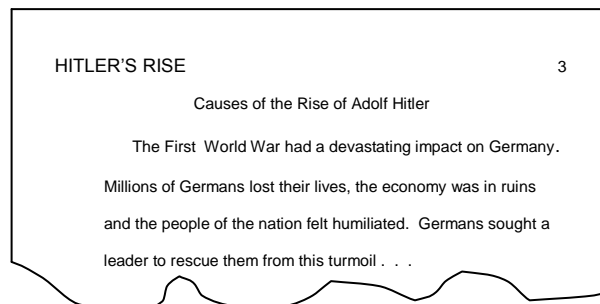
HITLER'S RISE   3

Causes of the Rise of Adolf Hitler

The First World War had a devastating impact on Germany.

Millions of Germans lost their lives, the economy was in ruins

and the people of the nation felt humiliated. Germans sought a

leader to rescue them from this turmoil . . .

In-Text Citations (Parenthetical Documentation)

The APA system of citing sources indicates the author's last name and the date, in parentheses, within the text of your paper. Citations are used to identify material that is not *common knowledge, **whether it is quoted directly, or paraphrased**. Citations should be used in **all** middle paragraphs of a research paper. **(*Common knowledge** means facts you can **reasonably** expect your peers or a person-on-the-street to know. It is a judgement call: the rule is when in doubt, cite!)

- The basic citation consists of the author's last name and the year of publication. If you are citing a direct quotation, you include the page number(s).

Hitler rose to power by "playing upon the psyche of the German

people, a psyche he understood well" (Taylor, 1965, p. 67).

- If you are making reference to an entire work, rather than a portion of it, you can use just the author's name and the year of publication.

Hitler's rise to power was dependent on numerous social,

political, and economic factors (Taylor, 1965).

- If the author is named in the text leading up to the quotation or paraphrase, only the year is cited.

> According to A.J.P. Taylor (1965), Hitler understood the psyche of
>
> the German people very well.

- If both the name of the author and the date are used in the signal phrase, parenthetical reference is not essential, but APA does recommend that page number(s) be included.

> In a 1990 article, Kershaw describes Hitler's upbringing as being
>
> a major factor in his fanaticism (p. 85).

- When the reference is to a work by two authors, cite both names each time the reference appears. Use the ampersand (&) instead of the word "and."

> Hitler believed that pomp and pageantry were tools that could be used
>
> to lull the German people into a submissive attitude (Kershaw &
>
> Bullock, 1985).

- Personal letters, telephone calls and other materials that cannot be retrieved are not listed in References but are cited in the text.

> Helga Grout (telephone conversation, May 2, 2010) confirmed that . . .

- In APA, in-text citations of **paraphrases** do not usually include a page number, but incorporate them if your teacher/instructor requests that you do so.

> Germany was in turmoil socially, economically and politically. It was
>
> inevitable that a master manipulator like Hitler would seize power
>
> (Taylor, 1965, p. 32).

- To cite a web site, you should indicate it as such in your signal phrase, then give sufficient information so that the material may be retrieved. Give the author, date of publication/revision and the paragraph number(s), with para. in front of the number(s). Remember, web pages have authors!

> Beutler's web site (2004) shows that Hitler spent much of his early
>
> years consolidating power in his own hands as a stepping stone to
>
> dictatorship (para. 5).

<u>Note</u>: For more information on formatting web citations, please see the APA citations and in-text reference examples in this guide.

Quotations

- **A quotation** is material that is copied word-for-word from the source. The material must always be quoted exactly as in the original. If an error is present in the original, include it as is, but write (*sic*)—meaning "thus"-- in parentheses, beside it.

- **All quotations require an in-text citation** that includes the specific page number of the reference. The publication date must also be included.

- **Short quotations** (fewer than 40 words) are incorporated into the essay and enclosed by double quotation marks ("). They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence. Then, correct punctuation, or none at all, is used. If there is a quotation within a short quotation, enclose it with single (') quotation marks. Double quotation marks go around the entire quotation. Put the citation information in parentheses then add the end punctuation.

> HITLER'S RISE   5
>
> It was at Munich, in the local beer hall, that Hitler addressed the crowd, stating, "'Germans
>
> awake. It is time to take back our pride'" (Taylor, 1965, p. 80). The repercussions of . . .

End punctuation comes after the citation.

- **Long quotations** of 40 or more words are displayed in a double-spaced BLOCK of typewritten lines with NO quotation marks. Indent each line 5 spaces. If more than one source paragraph is included, indent the quoted paragraphs another 2 – 3 spaces.

- A long quotation is introduced by a colon (:) unless it forms a continuation of a body paragraph sentence. The appropriate punctuation or none at all, is then used. (Remember: long quotations are **double-spaced**, as is the entire essay.)

- If there is a quotation within a block quotation, enclose it in double (") quotation marks. Follow the quotation with the citation in parentheses, after the end punctuation.

> HITLER'S RISE   6
>
> The night Hitler came to power saw a surge of patriotism in the streets:
>
>   The streets of Berlin were thronged with masses of humanity. People from all across
>
>   the Reich came to the German capital to celebrate with their new leader Germany's
>
>   new awakening.
>
>   "It was an amazing evening, filled with cheering and torch light parades
>
>   and music and marching soldiers." This enthusiastic sentiment was shared by millions of
>
>   people. (Taylor, 1965, p. 255)
>
> The personal charisma of Hitler, and the contagious nature of the crowd's enthusiasm, resulted

Block quotation indented 5 spaces at left margin

Indent new paragraphs within the block 2 – 3 spaces.

End punctuation comes before the citation.

References

- References always begin on a new page.

- The References page is numbered and includes the running head at the top left corner of the page and the page number flush against the right margin.

- Type the word References in upper case and lower case letters, centred, at the top of the page. Do **not** type the word in bold, italics, or use underlining or all capital letters.

- Do not use subheadings on this page.

- All sources are listed alphabetically by the author's last name. Use "hanging" paragraphs. (The first line of each entry is flush against the left margin. If the reference continues onto a second, third line, etc., indent each subsequent line five spaces.) If the author of an article is not included, alphabetize using the first **important word** of the title.

- Double-space your entire References page. Do not include extra line spaces.

- Only the first word of the title and proper nouns (name nouns) are capitalized.

Important Changes to References Information from the 6th Edition

Place of Publication

- **For cities in the U.S.A., provide the abbreviation for the state: New York, NY.**
- **For cities in Canada, provide the abbreviation for the province: Toronto, ON.**
- **For all other locations, give the city and the full name of the country: Paris, France or London, England.**

Magazine and Journal Issue Numbers

Include the issue number of a journal or magazine if the page numbering begins at 1 for each issue in a volume.

Internet Articles

If you need to cite a periodical article from the web that is also available in print, there is now no difference in the citations. If there is content that only appears on the web, note it in square brackets following the title, i.e., [Map].

Journal Articles from a Web Site or Database:

Journal articles now require a DOI (Digital Object Identifier) number in the References citation, if one has been assigned. See below.

If you use an article from a scholarly, academic or peer-reviewed database, provide the DOI (Digital Object Identifier) number in your reference citation, instead of the URL. Also, you do <u>not</u> need to include the date of retrieval. If the article does not have a DOI number, you will then include the URL and retrieval date for journal articles from web sites only. You can find DOI numbers at:

http://www.crossref.org/guestquery/

All sources on the References page must have been referred to in **the text of the paper** and **cited within that text**. Do not list extra sources on your References page that you have not specifically quoted or paraphrased and documented in your paper.

The teacher may require an **Annotated Reference list.** In this situation a commentary is added below each reference that infor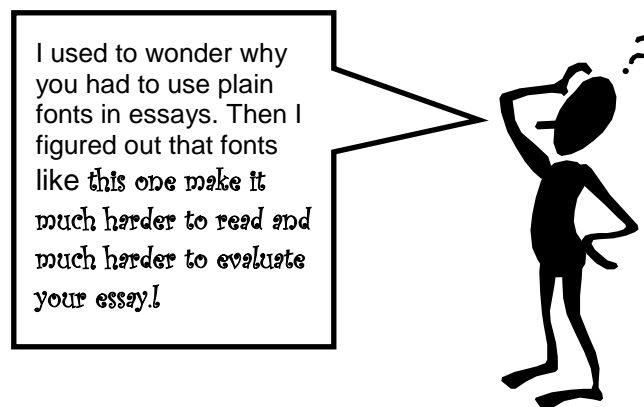ms the reader of the virtues or shortcomings of that source. The commentary begins on a new line, is double-spaced, and slightly indented from the preceding line. The commentary should be concise and can be written in sentence fragments.

Annotated References

Snyder, Gail (2007). *Marriage & family issues.* Broomall, PA: Mason Crest Publishers.

Examines changing American values since 1900, based on information from Gallup Polls. Rather conservative in the author's interpretation of the numbers and in the comments the author chose to publish as examples of opinions in the book.
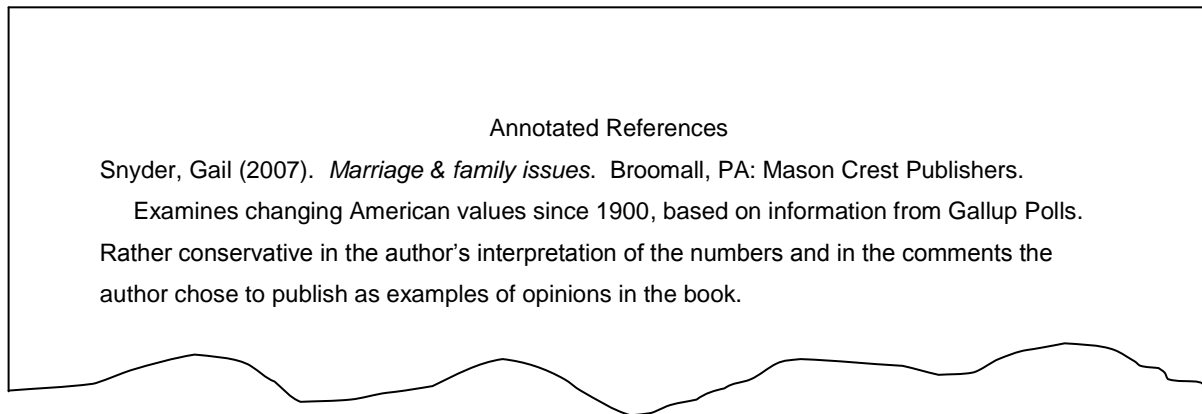
Examples of Sources for APA References and In-Text Citations

Examples of different kinds of resources formatted in APA style follow. **Please note that the examples included are not exhaustive.** See the *Publication Manual of the American Psychological Association, 6th Ed.* for further detail. (Note that the use of italics for titles is preferred in APA style to underlining.)

Also, note that the chart has been completed using the **Times New Roman** font, which is the only typeface APA recommends.

I used to wonder why you had to use plain fonts in essays. Then I figured out that fonts like this one make it much harder to read and much harder to evaluate your essay!

APA References and In-Text Citations
Books – Print

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author (last name, initial(s) of first name and middle name (if any)). (Year of publication).** *Title in italics* **(Edition, if given). Place of publication: Publisher.** • For "Place of Publication" list city and the State/Province Code for cities in the United States or Canada, list City and Country for all other cities. • For "Title of books" capitalize only the first word of the title and the subtitle (i.e. the first word after the colon or dash) and any proper nouns.	**(author's last name, year of publication)** Include the page number if you are using a specific quotation. For paraphrasing a particular idea, APA guidelines encourage you to include the page number (although it is not required).
One author	George, C. (2004). *What makes me Hindu?* Farmington Hills, MI: KidHaven Press.	(George, 2004) or (George, 2004, p. 22)
Two authors	Garrett, R. I., & Farrant, R. (2003). *Crossing over: One woman's escape from Amish life.* New York, NY: HarperCollins. Use the ampersand (&), instead of "and" between the authors names.	(Garrett & Farrant, 2003)
Three to seven authors	Blair, A., Elliott, K.R., Manning, B., & Mossuto, M. (2004). *Canadian and international law.* Don Mills, ON: Oxford University Press. Give author's names for three to seven authors. Use the ampersand (&) instead of the word "and" before the last author's name.	(Blair, Elliott, Manning, & Mossuto, 2004) – 1st. citation (Blair et al., 2004) – all subsequent citations
Eight or more authors	Mulvaney, S. A., Mudasiru, E., Schlundt, D. G., Baughman, C. L., Fleming, M., VanderWoude, A., . . . Rothman, R. (2008). *Self-management in Type 2 diabetes: The adolescent perspective*. New York, NY: HarperCollins. List the first six authors, then insert three ellipses (…) followed by the last author.	(Mulvaney et al., 2008, p. 22) For direct quotations include page number.

Books – Print

Type of Source	Works Cited Entry	In-Text Citation
No author OR work signed "Anonymous"	*Early Irish myths and sagas*. (1981). Middlesex, England: Penguin Classics. **If the author is unknown, place the title in the author position. If the work is signed "Anonymous" then list the author as "Anonymous".**	(*Early Irish*, 1981)
Corporate Author	Ford Motor Company. (2009). *Annual report 2009*. Dearborn, MI: Author. **When the author also published the text, type "Author" where you would normally provide the name of the publisher.**	(Ford Motor Company, 2009)
Edited book	Burley, J., & Harris, J. (Eds.). (2002). *A companion to genethics*. Malden, MA: Blackwell.	(Burley & Harris, 2002, p. 153)
Translated book	Dostoevsky, F. (1987). *Crime and punishment*. (B. T. James, Trans.). Garden City, NY: Doubleday. (Original published work 1866)	(Dostoevsky, 1866/1987) **For republished work, cite both dates.**
Multivolume Work	Ponzetti, J. J. (Ed.). (2003). *International encyclopedia of marriage and family* (Vols. 1-4). New York, NY: Thomson Gale.	(Ponzetti, 2003)
Graphic novel	Tamaki, M. (2008). *Skim* (J. Tamaki, Illus.). Toronto, ON: Groundwood Books.	(Tamaki, 2008)
Dictionary	Genealogy. (2002). In *Merriam-Webster's collegiate dictionary* (11th ed.). Springfield, MA: Merriam-Webster. **Include the word "In" with the title of the dictionary.**	(genealogy, 2002) **If quoting the word, include page number after the year.**
Bible	The Bible is cited in the text of your research assignment. It is not cited in the Reference list. For in text citation - give the book, chapter and verse of the passage, followed by the version of Bible you used.	(Mark 6:30 New Revised Standard Version)

Books – Print

Type of Source	Works Cited Entry	In-Text Citation
Catechism	Catholic Church. (1994). *Catechism of the Catholic Church*. Vatican City: Libreria Editrice Vaticana.	(Catholic Church, 612)
Encyclopedia article, with author listed	Chertow, M. R. (2003). Acid rain. In *The world book encyclopedia* (Vol.1, p. 27). Chicago, IL: World Book. **Include title of the article after publication date. Use "In" with title of encyclopedia and include volume and page numbers.**	(Chertow, 2003)
Encyclopedia article, no author listed	Grassland. (2003). In *The new encyclopedia Britannica* (Vol. 5, pp. 431-433). Chicago, IL: Encyclopedia Britannica.	("Grassland", 2003) **Enclose the title of article in quotation marks.**
Work in an Anthology or Chapter in an Edited Book	Tong, M. C. (2005). China's one-child policy. In Y. L. Deng (Ed.), *China: The dragon rises* (pp. 68-79). Ottawa, ON: University of Ottawa Press. **Include the word "In" before the name of the book editor(s). The name of the book editor is in normal order. For a book with no editor, include the word "In" before the title of book.**	(Tong, 2009, p.70)

Books – Electronic

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author's last name, initials of first name and middle name (if any). (year of publication). *Title of book*. Retrieved from URL** **Use DOI (Digital Object Identifier) if provided instead of URL.**	**(author's last name, year of publication)**

Did you know that print books or ebooks are all **books**? The citations are formatted differently, but they're **ALL BOOKS!**

Books – Electronic

Type of Source	Works Cited Entry	In-Text Citation
eBook (web) originally published in print	Montgomery, L.M. (2006). *Anne of the island.* Retrieved from http://www.gutenberg.org/files/51/51-h/51-h.htm	(Montgomery, 2006)
eBook (database)	Hacht, A. M. (Ed.). (2007). Literary themes for students: Race and prejudice [Electronic version]. Detroit: Gale Group. Retrieved from Gale Virtual Reference Library database.	(Hacht, 2007)
Dictionary (web)	Genealogy. (2012). In *Merriam-Webster.* Retrieved from http://www.merriam-webster.com/dictionary/genealogy **Include the word "In" before the title of the dictionary.**	(genealogy, 2012)
Encyclopedia article (web) with no author listed	Japan earthquake and tsunami of 2011. (2011). In *Encyclopedia Britannica.* Retrieved from http://www.britannica.com/EBchecked/topic/ 1761942/Japan-earthquake-and-tsunami-of-2011	("Japan Earthquake", 2011) **Enclose title of the article in quotation marks.**
Encyclopedia article (database) with author listed	Zipper, C.E. (2011). Acid rain. In *Grolier Multimedia Encyclopedia.* Retrieved from http://go.grolier.com **Include title of the article after publication date, use "In" with title of encyclopedia and include volume and page numbers.**	(Zipper, 2011)

Wow! A break-through! I had to gather facts for a research assignment and **I went to the reference books first, instead of Google!!!**

Periodicals - Print

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author's last name, initials of first name and middle name (if any). Date of newspaper/ magazine/journal (year, month day). Title of Article.** *Title of newspaper/magazine/ journal, Volume number* **(issue number), page numbers.**	**(author's last name, year of publication)**
Magazine	Bethune, B. (2011, April 25). Rebel without a cause. *Maclean's, 124*(15), 33-37. **For magazines and journals, include issue number only if the page numbering begins at 1 for each issue. Italicize *name and volume number* but not issue number or page number. If the article appear on discontinuous pages, provide the first page number followed by +.**	(Bethune, 2011)
Newspaper	Brazao, D. (2011, April 18). Daycare abuses kept secret. *The Toronto Star*, pp. A1, A13. **Precede page number with "p."(single page) or "pp." (more than one page). If the article appears on discontinuous pages, list all page numbers separated by a coma.**	(Brazao, 2011)
Journal (scholarly or peer-reviewed)	Balfanz, R. (2011, April). Back on track to graduate. *Educational Leadership, 68*(7), 54-58. **For magazines and journals, include issue number only if the page numbering begins at 1 for each issue. Italicize *name and volume number* but not issue number or page number.**	(Balfanz, 2011, p. 55)

Students used to find articles from scholarly journals or other periodicals by searching through material stored on library shelves. Now they can access them over the Internet through school or public library databases. Technology rocks!

Periodicals – Database

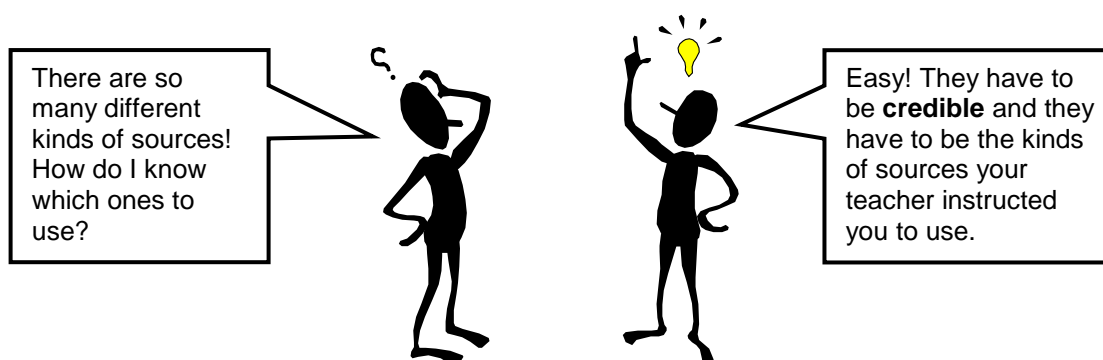| Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author's last name, initials of first name and middle name (if any). Date of newspaper/ magazine/journal (year, month day). Title of Article. *Title of newspaper /magazine/ journal, volume number* (issue number), page number(s). Retrieved from name of database [Not required by APA style, however some instructors want students to include the name of the database] or URL.** • **If DOI (Digital Object Identifier) is provided, include it after the page number.** • **If no DOI is provided use the URL of the home page. There is no period at the end of the URL.** • **Instructors may want students to use the name of the database instead of the URL of home page. Include period after name of database.**	**(author's last name page)**
Magazine	Park, A. (2009, September 14). A shot at cancer. *Time, 174*(10), 32-39. Retrieved from http://elibrary.bigchalk.com	(Park, 2009)
Newspaper	Hawthorn, T. (2011, April 13). On the centenary of his birth, B.C's greatest magician has his secrets. *The Globe and Mail*, p. S3. Retrieved from http://elibrary.bigchalk.com	(Hawthorn, 2011)
Journal (scholarly or peer-reviewed) with NO DOI number	Chivers. S. (2009, October 1). Ordinary people: Reading the TransCanadian Terry Fox. *Canadian Literature, (202),* 80. Retrieved from eLibrary database.	(Chivers, 2009, p. 80)
Journal (scholarly or peer-reviewed) with a DOI Number	Javors, I. R. (2010). The bully epidemic. *Annals of the American Psychotherapy Association 4*(64). doi: 10.1316/9898.2010 **No period after DOI (digital object identifier). Format for DOI is lower case doi:xxxxxxxxx**	(Javors, 2010)

Periodicals - Web

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author's last name, initials of first name and middle name (if any). Date of newspaper/magazine/journal (year, month day). Title of Article. *Title of newspaper /magazine/ journal, volume number* (issue number), page numbers. Retrieved from URL** • **Use DOI (Digital Object Identifier) instead of URL if provided.** • **To locate DOI: www.crossref.org** • **If the URL cannot fit on one line, divide it between slashes or dashes, NOT between letters or numbers. Do not include period at the end of URL.**	**(author's last name page)**
Magazine	McAvoy, E. (2011, April 1). Oil or life? Ecuador's stark choice. *New Internationalist,* 221, Retrieved from http://www.newint.org/features/2011/04/01/yasuni/	(McAvoy, 2011)
Newspaper	Yang, J., & Edwards, P. (2011, November 22). G20 charges dropped against 11 as 6 plead guilty. *The Toronto Star.* Retrieved from http://www.thestar.com/news/ article/1090736--g20-charges-dropped-against-11-as-6-plead-guilty	(Yang & Edwards, 2011)
Journal (scholarly or peer-reviewed) with a DOI number	Root, T.L., Price, J.T., Hall, K.R., Schnieder, S.H., Rosenzweig, C., & Pounds, A. (2003, January 2). Fingerprints of global warming on wild animals and plants. *Nature, 241,* 57-60. doi:10.1038/nature01333 **No period after DOI (digital object identifier). Format for DOI in references is lower case doi:xxxxxxxxx**	(Root, Price, Hall, Schnieder, Rosenzweig, & Pounds, 2003)

Hey, I'm a "source." Do I have a DOI number? No? Journal articles only? Okay, I can live with that.

Web Sites
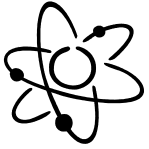
Type of Source	Works Cited Entry	In-Text Citation
Generic format	**Author/Institution/Company/Organization responsible for the Web Page. (Publication date or last update – year, month day).** *Title of article/document.* **Retrieved from URL**	**(author's last name, year of publication)**
Web page on website with an author	Norcia, A. (2011). *The impact of video games on children.* Retrieved from http://www.pamf.org/preteen/parents/ videogames.html	(Norcia, 2011, para. 1) **When quoting a particular passage, include the specific paragraph number.**
Web page on website with Group or Corporate Author	UNESCO World Heritage Centre. (2011). *Rideau Canal.* Retrieved from http://whc.unesco.org/en/list/1221	(UNESCO, 2011)
Website without an author or date of publication	*Civil rights in Canada.* (n.d.). Retrieved from http://polisci.nelson.com/rights.html **Begin with the title if no author is given. Use (n.d.) if no date is given.**	("*Civil Rights in Canada*", n.d.) **Use a shortened title in italics, within quotation marks, when there is no author.**

There are so many different kinds of sources! How do I know which ones to use?

Easy! They have to be **credible** and they have to be the kinds of sources your teacher instructed you to use.

Other Print Sources

Type of Source	Works Cited Entry	In-Text Citation
Brochure or Pamphlet	Lockwood, R.P. (2004). *Ten commandments for sport parents* [Brochure]. Huntington, IN: Our Sunday Visitor. **Include the format in square brackets after the title.**	(Lockwood, 2004)
Government Publication	Ontario Ministry of Education. (2002). *The Ontario curriculum, grades 11 and 12: Interdisciplinary studies 2002.* Toronto, ON: Queen's Printer of Ontario.	(Ontario Ministry of Education, 2002)
Advertisement	Lancome. (2010, June 18). Miracle [Advertisement]. *People, 2.*	(Lancome, 2010, p. 2)
Review of a Book	Maslin, J. (2011, April 14). The obituary writer has the upper hand [Review of the book *The coffin of little hope*, by T. Schaffert]. New York Times, C1.	(Maslin, 2011)
Letter to the Editor	Walker, J. (2012, March 5). Bear market [Letter to the editor]. *Macleans.125*(8). 6. **Insert the words "Letter to the editor" in square brackets after the title of the letter. If the letter has no title, use the bracketed words as the title. There is no period after title of the article.**	(Walker, 2012)
Conference paper	Gibson-Lawler, J., & Moore, K. (2011, March 29). Wikis, weeblies, and web: Web 2.0, technology in learning. *OLA Super Conference.* Toronto, ON: Ontario Library Association.	(Gibson-Lawler & Moore, 2011)
Class Notes/ Handout(s)	Austin, C. (2012). Classical conditioning [Class handout]. Department of Canadian and World Studies, John Cabot Catholic Secondary School, Mississauga, Canada.	(Austin, 2012)
Image from a Book	Leonard, M. R. (2002). Pig mask [Painting]. In Burbs Art. Toronto, ON: Queen's Key Press.	(Leonard, 2002)

Other Print Sources

Type of Source	Works Cited Entry	In-Text Citation
Photo or Graphic from a Magazine	*Figure 1.* Atom drawing. Adapted from "Building an Atom Trap," by M. Anderson, 2011, May, *Popular Science, 5* p. 36. Copyright 2011 by Bonnier's Technology Group. **References for graphics, photos, etc., are placed directly in your paper, beneath the graphic.**	**If you refer to the graphic or photo later on in your paper, use the figure number and a short description.**

Social Media

Type of Source	Works Cited Entry	In-Text Citation
Twitter	Faithyface. (2010. October 15). Schoolyard bullies. Why so many bystanders? Stand up for each other! [Twitter post]. Retrieved from http://twitter.com/ faithjiafang/status/27462002899	(Faithyface, 2010)
Wiki	Human trafficking: Definition, prevalence and causes. (n.d.). Retrieved February 17, 2012, from http://www.urbanministry.org/wiki/ human-trafficking-definition-prevalence-and-causes **Wikis are always changing, therefore retrieval date (month day, year) is required.**	(Human trafficking, n.d.)
Facebook	Ricksonrose. (2010, September 27). Politics is for everyone [Facebook update]. Retrieved from http://www.facebook.com/ home.php?#!/note.php? note_id=28993606403	(Ricksonrose, 2010)

Social Media

Type of Source	Works Cited Entry	In-Text Citation
Blog	Oudshoorn, A. (2011, July 6). Veteran homelessness in Canada [Web log post]. Retrieved from http://www.abeoudshoorn.com/blog/?p=263 **Title of messages for blogs, newsgroups, forums etc. are not in italics. If the author's name is not available, provide the screen name.**	(Oudshoom, 2011)
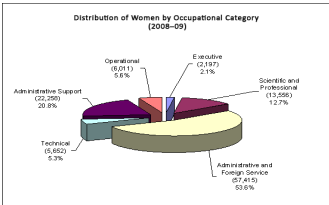
Other Web and Electronic Sources

Type of Source	Works Cited Entry	In-Text Citation
Government document (web)	Ontario Ministry of Education. (2002). *The Ontario curriculum, grades 11 and 12: Interdisciplinary studies 2002*. Retrieved from http://www.edu.gov.on.ca/eng/ curriculum/secondary/interdisciplinary1112curr.pdf	(Ontario Ministry of Education, 2002)
PowerPoint Presentation	McGhie, P. (2011). Adoption: Just another way of forming a family [PowerPoint slides]. Retrieved from http://www.dpcdsb.org/JOANA/Library/	(McGhie, 2011)
Podcast (web)	Ligon, S. (Producer). (n.d.). *Using IF statements in Excel* [Audio podcast]. Retrieved from http:/ / k12handhelds.com/podcastexamples.php	(Ligon, n.d.)
Video (web - YouTube)	Erikmyxter. (2007, March 20). Sweatshops exposed [Video file]. Retrieved from http://www.youtube.com/ watch?v=kn8LnEkKfIU&feature=related **Do NOT italicize title, but do include complete URL.**	(Erikmyxter, 2007)
Computer software or video game	Left 4 dead 2 [Video game on CD]. (2009). Redwood City, CA: Electronic Arts.	(Left 4 dead 2, 2009)

Did I hear someone say **"video games?"** I used a few as sources for my Media Studies project.

Other Web and Electronic Sources

Type of Source	Works Cited Entry	In-Text Citation
Clipart	Royalty free clip art, like the images available from Microsoft Office, do not need to be cited in the reference list.	(Microsoft Office Online, 2011) OR (Office.Microsoft.com – ClipArt Search: "screenbean", 2012)
Photograph/ painting/ sculpture (web)	Rousseau, H. (1896). *The ship in the storm* [Painting]. Musee de l'Orangerie, Paris. Retrieved from http://www.uwm.edu/~wash/rousseau.jpg **Include type of work after title of image.**	(Rousseau, 1896)
Image with no author listed (web)	Mother Teresa: A saint in question [photograph]. (2007). Retrieved from http://sachiniti.wordpress.com/ 2007/09/06/mother-teresa-a-saint-in-question/	(Mother Teresa, 2007)
Image no author, no title, and no date listed (web)	[Untitled picture of a Hindu religious symbol]. Retrieved from http://www.interfaithkirklee.org.uk/hinduism.htm **Provide a brief description of the image and enclose it in square brackets.**	(Untitled picture of Hindu, n.d.)
Graph, Figure, Tables, Etc. (web)	*Figure 2,* Pie graph. Adapted from "Employment Equity in the Public Service of Canada." by the Treasury Board of Canada Secretariat, 2010. *Treasury Board of Canada Secretariat.* Retrieved March 19, 2010 from http://www.tbs-sct.gc.ca/ reports-rapports/ee/ 2008-2009 /ee05-eng.asp. Copyright 2010 by the Treasury Board of Canada Secretariat. **References for images are placed below the image in your research paper.** **Look for the copyright date and name of the copyright holder at the bottom of the web site home page.**	**If you refer to the image in the body of your research paper, use the figure number and give a short description, for example:** The Figure 2 pie graph of Employment Equity in the Public Service of Canada reveals that . . .

Other Web and Electronic Sources

Type of Source	Works Cited Entry	In-Text Citation
Videotape/Film/DVD	Cobb, M. (Producer), & Yu, J. (Director). (2011). *Kung Fu Panda 2* [Motion picture]. United States: Paramount. **Use [Motion Picture] if viewed in the theatre, use [DVD] if viewed on DVD.**	(Cobb & Yu, 2011)
Television Broadcast	Seminoff, C. (Producer). (2011, March 11). *The national* [Television broadcast]. Toronto, ON: CBC.	(Seminoff, 2011)
Television Broadcast (single episode of a television series)	Lindelof, D. (Writer) & Bender, J. (Director). (2005, September 21). Man of science, man of faith [Television series episode]. In J. Lieber & J. J. Abrams (Creators), *Lost.* New York, NY: ABC.	(Lindelof & Bender, 2005)
Radio Broadcast	Tremonti, A.M. (Narrator). (2011, October 11). Game changer: Shannon Moroney's story [Radio broadcast episode]. In K. Goldhar (Producer), *The current.* Toronto, ON: CBC Radio.	(Tremonti, 2011)
Music Recording	Seger, B. (1994). Still the same. On *Bob Seger – Greatest hits* [CD]. New York, NY: Capital. **Include "On" with the title of the album after the song title.**	(Seger, 1994, track 5) **Include side and band or track number**

I didn't know a music recording could be a source!

Just about anything can be a source! You just have to make sure you cite it properly

Other Types Information Sources

Type of Source	Works Cited Entry	In-Text Citation
Interview or Email (personal)	Personal communication (interview, emails, letters, telephone conversations) are cited within the text of your research assignment and not included in the reference list.	(J. Smith, personal communication, August 10, 2011)
Interview (web)	Spencer, R. (Interviewer) & English, C.J. (Interviewee). (2010, May 13). *Interview with a global warming skeptic: Dr. Roy Spencer* [Interview transcript]. Retrieved from Science 2.0 Web site: http://www.science20.com/quotscience_help_usquot/ interview_global_warming_skeptic_dr_roy_spencer	(English & Spencer, 2010)
Class Lecture	Class lectures are treated as personal communication if they are unpublished (i.e. not copied and distributed in print or on the web with the instructor's permission). Therefore they are cited within the text of your research assignment and not included in the reference list.	(J. Doe, Class Lecture, March 8, 2011)

Wow! We've come to the end of the APA citation examples in this assignment guide. Remember, if you need to cite a source that's not here, you can find the APA book in your school or public library **and you can ask your teacher librarian for help!**

APA Sample References

References

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OH: Writers Digest Books.

Bilingual Customer Service Representative. (2011, May 18). Retrieved

May 20, 2011, from *Workopolis:* http://www.workopolis.com/EN/job-

search /toyota-canada-inc-jobs?e=1249&lg=en

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[Motion picture]. United States: Paramount.

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34(1), 51+.

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Early Irish myths and sagas. (1981). Middlesex, England: Penguin Classics.

Faithyface. (2010. October 15). Schoolyard bullies. Why so many

bystanders? Standup for each other! [Twitter post]. Retrieved from

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Folger, T. (2011, May). The planet boom. *Discover*, (5), 30-39.

Ford Motor Company. (2009). *Annual report 2009.* Dearborn, MI: Author.

Revised edition of a book	
Posting from a job web site	
Book with editors	
Motion picture (movie)	
Journal article in print	
Online Video	
Book without an author	
Twitter message	
Magazine article in print	
Corporate author	

Garrett, R. I. & Farrant, R. (2003). *Crossing over: One woman's escape from Amish*

    life. New York, NY: HarperCollins.

George, C. (2004). *What makes me Hindu?* Farmington Hills, MI: KidHaven Press.

Greek opposition rejects call for new austerity. (2011, May 23). *The Globe and*

    Mail, F3.

Grohol, J. M. (2009, November 17). The psychology of terrorism [Web log

    message]. Retrieved from http://psychcentral.com/blog/archives/2009/11/17/the-

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| Book with two authors |
| Book with one author |
| Newspaper article – print no author |
| Blog post |
| Magazine article from a web site |
| Newspaper article from a web site |
| Brochure |
| Journal article from database with DOI |
| Reference article with author |
| Journal article from print with DOI |

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Lindelof, D., (Writer) & Bender, J., (Director). (2005, September 21). Man of science,

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McAteer, A. (2011, May 23). Young, urban and worry-free: Am I ready for a dog?

    The Globe and Mail, pp. D1, D2.

McGhie, P. (2011). Adoption: Just another way of forming a family [PowerPoint

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Mulvaney, S. A., Mudasiru, E., Schlundt, D. G., Baughman, C. L., Fleming, M.,

    VanderWoude, A., . . . Rothman, R. (2008). *Self-management in Type 2 diabetes:*

    The adolescent perspective. New York, NY: HarperCollins.

Newspaper article from a database	
E-book version of print book	
Image from a database	
Podcast	
Television Show	
Newspaper article in print, with author	
PowerPoint presentation	
Web site, no author	
Book with eight or more authors	

Park, A. (2009, Sept. 14). A shot at cancer. *Time, 174*(10), 32-39. Retrieved

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Petroleum. (2007). In S.P. Parker (Ed.), *McGraw-Hill encyclopedia of science*

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   reports/scondva_response

Magazine article from a database

Article in a reference book without author's name

Multivolume work

Facebook message

Online image from a web site

Music recording (CD)

Book with three authors

DVD

Work in an anthology or chapter in an edited book.

Canadian Government report from a web site

Notes on APA Style

1. Do **not** use **personal pronouns**; ("I, me, we") unless you are writing about a research study that you did yourself. Then you can use "I" instead of "the researcher."

2. Do **not** address the reader as "you." ("You will see…")

3. Although APA advises university authors to use different verb tenses in different parts of the paper, high school students should write their APA papers consistently in the **past verb tense** (jumped) or **present perfect verb tense** (have jumped)— have + past participle of verb.

4. Do **not** use contractions. Use "do not" and "is not," instead of "don't" and "isn't."

5. **Never** use slang, colloquialisms or text messaging forms (unless within a quotation).

6. APA refers to individuals throughout the text by their **last names**, or their first **and last names**, but never simply by their first name.

7. The **date** a resource was published is very important in APA. If your source information does not have a date, it is often not a valid source for APA.
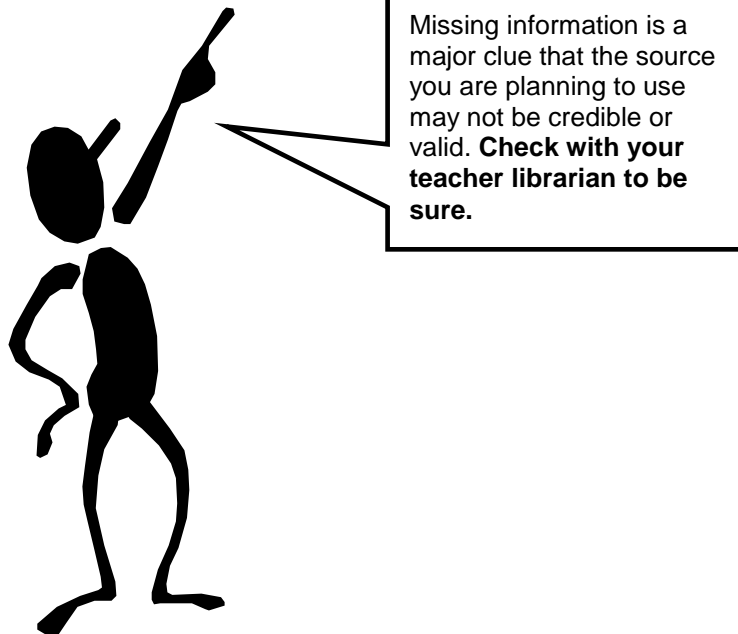
Missing information is a major clue that the source you are planning to use may not be credible or valid. **Check with your teacher librarian to be sure.**

MLA Format

Paper and Font

- Assignments should be typed on plain white 8 ½ x 11 paper.
- Do not use coloured or patterned paper.
- Use a plain 12 font, such as Arial, Tahoma or Times New Roman.
- Use the same font throughout for titles and other headers as well as the main text.
- Use one inch margins on all sides, except for page numbers.
- The **entire paper**, including headings, **all quotations**, and the **Works Cited**, should be **double-spaced**.
- Indent the first line of new paragraphs; do not put extra line spaces between them.

First Page Setup

- Assignments in MLA do not use title pages, **unless your teacher requires one.**
- Instead, in the top left hand corner of the page, type your name, your instructor's name, the course code, and the date, double-spacing between lines.
- Double-space again and centre the title.
- Double-space between the title and the first line of the text.
- Do not underline your essay title, or put quotation marks around it. Do not use all capital letters. Simply capitalize the first word and all key words in the title.
- Note that the first page is numbered in the same way as the others.

Essay formatting is **very specific**, but if you follow the rules, your essay will be more successful.

Put this information in the body of the page, NOT in a header or text box.

1"

½ "

Jones 1

Thadeus Jones

Mr. Spencer

HIS 3U1

11 March 2002

Double-space consistently.

Minor Characters in *Catcher in the Rye*

Centre title and format correctly.

Some novels focus on the life of one main character; some are told

1"

entirely from that character's point of view. This does not necessarily mean,

1"

however, that all the minor characters in the book are insignificant. In fact,

Page Numbers

- Pages are numbered in the top, right-hand corner, ½" from the top, and right justified. Type your last name followed by one space and the number.
- Do not use commas, periods or abbreviations such as "p." or "pg." (On a word processor, it is easiest to insert page numbers using a "header." Note that the Works Cited page is also numbered.)

Following Pages Setup

- The remaining pages in the body of the assignment are set up with the same margins and page number format; however, the four heading lines and the title are **not** repeated on each page.

- Each new paragraph should be indented one tab or **five** spaces. Do not put extra spaces between paragraphs.

Jones 2

Minor character James Castle is representative of what happens

when idealism is taken to an extreme. The jumping indicates that when
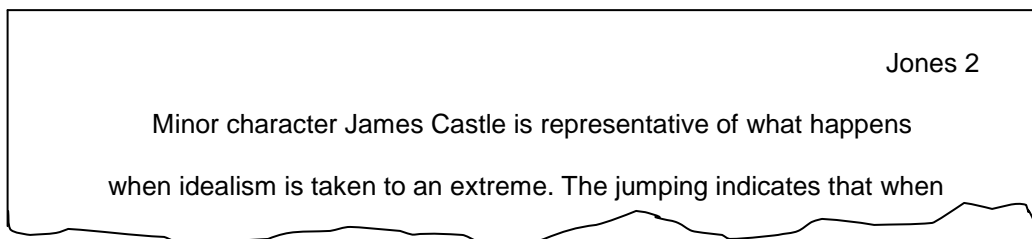
Quotations

- **Quotations** must reproduce the original source exactly. You must construct a clear, grammatically correct sentence that allows you to introduce or incorporate a quotation smoothly and accurately. This is called a **"signal phrase,"** because it gives your reader information about the quotation to come.

- **Short quotations** of one to four lines are enclosed by quotation marks and incorporated into the body of the assignment. They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence. If so, the appropriate punctuation, or none at all, is then used. Quotations are followed by the page reference in parentheses (see below) and then the period.

- **Long quotations** of more than four lines are set off from the body of the assignment by indenting the lines **10 spaces** on the **LEFT** side of the margin **only**. Type the quotation **double-spaced**, without using quotation marks. Do not indent the first line of the quotation more than the others unless you are quoting two or more paragraphs. A long quotation is introduced by a colon (:) unless it forms a continuation of a body paragraph sentence. If so, the appropriate punctuation, or none at all, is then used. Long quotations are followed directly by a period, and then the page reference in parentheses. (See below).

that Holden hates anything hypocritical. When he meets an adult, he is likely to

say, "Strictly a phony" (86). Few people, if any, come up to his standards. Only

his old friend, Jane Gallagher, gains his grudging approval and that seems to

be because Holden sees her as different:

> Several sentences were omitted here.

| 10 spaces | She was a funny girl, old Jane. . . . She was always reading and she read

very good books. She read a lot of poetry and all. She was the only one,

outside my family, that I ever showed Allie's baseball mitt to, with all the

poems written on it. (77)

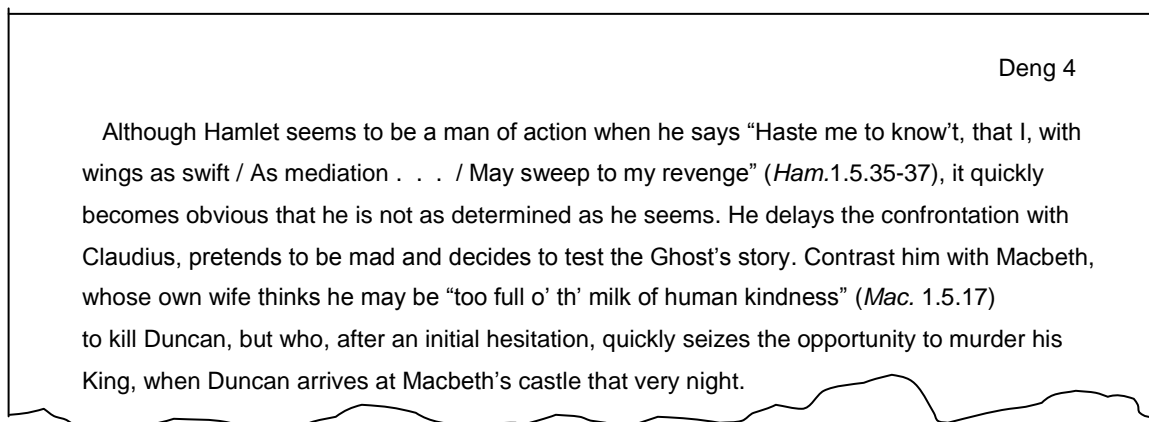> Note that the period comes before the brackets in a long quotation.

Jane is very special to earn Holden's trust in this way. He obviously has huge

respect for her if he is comfortable sharing something with her that means so much

> No new paragraph! Do not indent. Always follow a quotation by interpreting it or explaining its significance before you move on.

- **When quoting poetry or Shakespeare**, quotations of one to three lines are handled as short quotations, but a slash (/) is used to show the start of a new line. Quotations of four or more lines are handled as long quotations. Be sure to reproduce the quotation **exactly**, including the length of the poetic lines, capital letters and punctuation.

  Although Hamlet seems to be a man of action when he says "Haste me to know't, that I, with

  wings as swift / As mediation . . . / May sweep to my revenge" (*Ham.*1.5.35-37), it quickly

  becomes obvious that he is not as determined as he seems. He delays the confrontation with

  Claudius, pretends to be mad and decides to test the Ghost's story. Contrast him with Macbeth,

  whose own wife thinks he may be "too full o' th' milk of human kindness" (*Mac.* 1.5.17)

  to kill Duncan, but who, after an initial hesitation, quickly seizes the opportunity to murder his

  King, when Duncan arrives at Macbeth's castle that very night.

- If you leave anything out of a quotation, put in three spaced dots (an ellipsis . . .) to show the omission. (See above.)

- **Do not put ellipses at the beginning or end of the quotation** unless the individual sentence involved is incomplete.

- If you make any change in a quotation **for clarity**, put it in square brackets, i.e., McKye states that "[we should] understand the nature and meaning of our bond with the British" (45).

- If a there is a **spelling error** in the quotation you wish to use, you must write the word as it appears in the text and then put (sic)—which means "thus"-- beside it in brackets, i.e., Nanny Jo says "A connexion (sic) between parents is essential" (62).

Parenthetical Documentation

- The page number of the quotation is placed in parentheses () at the end of the quotation. The period or other end punctuation comes after the brackets.

- Do not use short forms for page, such as "p." Just the page number itself is included.

- If the author of the quotation is perfectly clear, put only the page number (67).

- If the author is unclear, especially when more than one source is quoted, give the author's last name and the page number, with no punctuation (King 157).

Use the citation/parenthetical references chart in this guide to see how different sources are documented within the body of your essay.

Shakespeare and Parenthetical Documentation

When quoting **Shakespeare**, do not put the page number in parentheses. Give a shortened version of the title in italics, followed by the act, scene and line(s), using ordinary numbers with periods (no spaces) in between.

~~(Act 1, Scene 7, Lines 12-16)~~   ~~(I, vii, 12-16)~~   ~~(1,7,12-16)~~   (*Mac.* 1.7.12-16) ✔

Jones 3

that Macbeth is, at first, reluctant to murder Duncan. He reminds

himself:

> Note that the quotation starts and ends in the <u>middle</u> of the line. Quote sentences, not lines!

He's here in double trust:

First, as I am his kinsman and his subject,

Strong both against the deed: then, as his host,

Who should against his murderer shut the door,

Not bear the knife myself. (*Mac.* 1.7.12-16)

> There should be <u>no extra spaces</u> before and after the quotation. Double-space throughout.

At first, Macbeth is very reluctant; it is only his "vaulting ambition" (1.7.27)

that causes him to go ahead with the deed. If ambition had not burned

Works Cited

All sources that are directly **quoted** or **paraphrased** in your essay <u>must be listed on the Works Cited page at the end of the assignment.</u>

- The words Works Cited are centred.

- **Do not** underline, bold, italicize, use a different font, write in all capital letters, or put quotation marks around the words Works Cited.

- Do not group sources together; i.e., do not put books with books, electronic sources with electronic sources, and so on. All sources are listed in alphabetical order according to the author's last name (or title if author cannot be determined).

- Double-space the Works Cited page(s); no extra line spaces between citations.

½
Jones 6

Works Cited

1

Dickens, Charles. *David Copperfield.* Mineola: Dover Publications,

Inc., 2004. Print.

Hutcheon, Linda. "Irony, Nostalgia and the Postmodern." *University of*

Toronto English Library Criticism and Theory Resources. University of

Toronto, 1999. Web. 4 April 2011.

Form for a basic book.

Form for a basic web site.

N.p. would indicate no publisher found.

n.d. would indicate no publication date found.

- Works Cited entries are **not** numbered.

- **All** sources are listed in alphabetical order by the author's **last name**. If an author is unknown, alphabetize the entry by using the first significant word in the title of the source.

- **This applies to web sites or other print/electronic sources as well**.

- The first line of each citation is flush against the left-hand margin. If the information needs to be carried over onto second, third, fourth lines, etc., indent each of the subsequent lines five spaces. This is called a "hanging" paragraph.

- The **title** of each source is *italicized*.

- The **publication medium** must be included after the year of publication. For example, if the source is a book, then Print is required after the year of publication.

  Irving, John. *A Prayer for Owen Meaney.* Ballantine Books, New York: 1989. Print.

Note: MLA used to require that the URL—web site address-- be included in the citation; however, because URLs can be of limited value in finding the web page, they are no longer needed, **unless your teacher instructs you to include them**.

- The designation of Web comes **before** the date of access. Other mediums can be: Performance, DVD, CD, Lecture, Television, Videocassette, etc. For most of these, the medium designation comes **after** the year of publication. See MLA chart examples.

- If a **publisher's name** is not provided on the web site, write N.p. for no publisher given.

- When the **date of publication** is not given, write n.d. for no date.

- Every **journal citation**, whether for a print or electronic version must include the Volume and Number (if available) after the title of the journal. See example below.

| Volume |
| Number |

> Anderson, William and Ann Webster. "Too Late to be Green?" *Journal of Earth Science.* 22.6.
>
> (2008): 45-55. Print.

- If your source is an **online journal** that does not have a print version, cite the work as you would for a print journal article, but use Web as the medium of publication, rather than Print. Also, write n. pag. for no pagination (page numbering) for online articles if none are given.

- All sources from the Internet—web sites or databases, require a date of access.

- To cite a work of **visual art**, such as a painting, sculpture, lithograph, silk-screen, etc., you include the artist's name, if available, as well as the title of the work—italicized—and the year of composition, if provided. (If the year the artwork was created is not available, write n.d. for no date.) Also give the name of the institution where the artwork appears, the name of the collection (Collection of. . .) and the city where the institution or collection is located. Provide the medium as well.

> Smith, Anderson. *Goose Contraption.* 1989. Bronze. Confederation Park, Hamilton.

> Leonard, Matthew. *Flight of the Pig Mask.* 2009. Graphite on paper. Collection of Corinne Aselton. Gairlock
>
> Gardens Gallery. Oakville.

> **Ensure you are punctuating each citation as required. See the sample citations for many different sources on the pages that follow.**

You didn't know you had to cite illustrations, works of art, charts, diagrams and tables? Review the first pages of the guide. Anything that is not your original work **must** be cited.

Books – Print

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author's Last name, Author's First name.** *Title.* **Place of Publication: Publisher, Date of Publication. Type of Material.**	**(author's last name page)**
One Author	Rowling, J.K. *Harry Potter and the Philosopher's Stone.* Vancouver: Raincoast, 1997. Print.	(Rowling 42)
Two or Three Authors	Sagor, Richard, and Jonas Cox. *At-Risk Students: Reaching and Teaching Them.* 2nd ed. Larmount, New York: Eye on Education, 2004. Print. **Second and third author's name in natural order**	(Sagor and Cox 100)
Four or More Authors	Fu, Jia Fang, et. al. *Nanchang Sisters.* Hamilton: Chisholm Press, 2010. Print.	(Fu, et. al. 52)
No Author	*Resumes for the future Job Hunter.* Lincolnwood: VGM Career Horizons, 1997. Print.	(*Resumes* 5)
Corporate Author	Women's and Children's Hospital Foundation. *Annual Report 2004-2005.* North Adelaide: Women's and Children's Hospital Foundation, 2005. Print. **Preferably, include a long corporate author's name in the lead-up to the quotation or paraphrase so that the reading of the essay is not interrupted with an extended parenthetical reference.**	(Women's 22)
Edited Book	Osberg, Lars, and Pierre Fortin, eds. *Hard Money, Hard Times.* Toronto: James Lorimer, 1998. Print.	(Osberg and Fortin 26)
Translated Book	Dostoevsky, Fyoder. *Crime and Punishment.* Trans. B.T. James. Garden City: Doubleday, 1987. Print.	(Dostoevsky 75)
Book in a Series	Pezzi, Bryan. *Craig Kielburger.* Calgary: Weigl, 2007. Print. Remarkable Canadians. **Provide the series name after the medium.**	(Pezzi 19)
Multivolume Work	Ford, Boris. Ed. *The New Pelican Guided to English Literature.* Vol.1. Middlesex, England: 1982. Print.	(Boris 111)

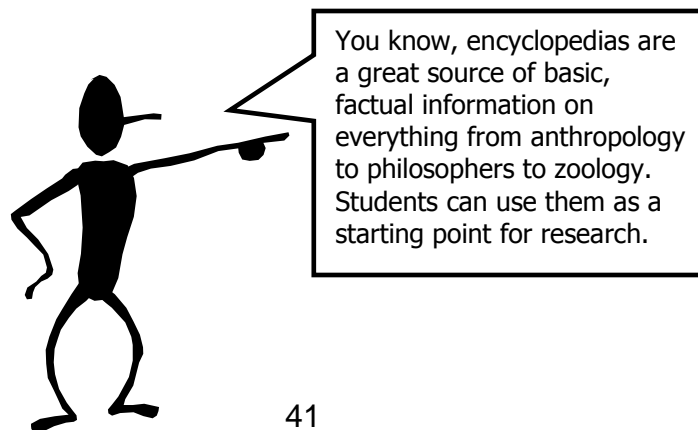In my humble, screen-beanish opinion . . . **BOOKS RULE!**

Books - Print

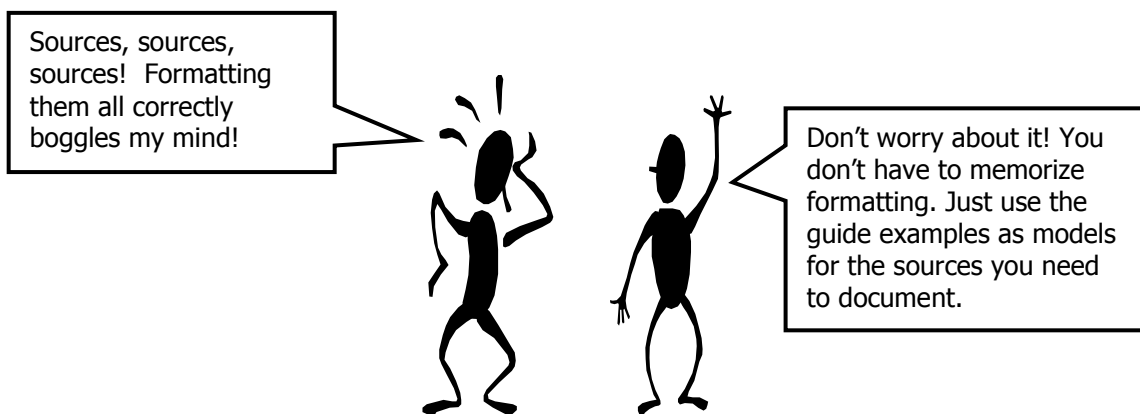| Type of Source	Works Cited Entry	In-text Citation
Single Volume in a Multivolume Work	Butwell, Richard. "Vietnam." *Lands and Peoples.* Vol. 2. Danbury: Grolier, 2001. 293-302. Print. **Include page numbers for a specific article from a single volume of a multivolume work.**	(Butwell 45)
Graphic Novel	Spiegelman, Art. *Maus: A Survivor's Tale*. 2 vols. New York: Pantheon-Random, 1986-91. Print. **List the names of other collaborators after the title. Place them in the order in which they appear on the title page.**	(Spiegelman 24)
Shakespeare	Shakespeare, William. *Romeo and Juliet*. Ed. Ken Roy. Toronto: Harcourt Brace, 1989. Print.	(*Rom.* 1.3.18-22) **Citations for Shakespeare include an abbreviated version of the title and the act, scene and line numbers.**
Short Story, Poem, Article, or Play from an Anthology	Poe, Edgar Allan. "The Fall of the House of Usher." *Edgar Allan Poe's Annotated Short Stories*. Ed. Andrew Barger. New York: Bottletree, 2008. 171-84. Print.	(Poe 182)
Dictionary	"Research." *Paperback Oxford Canadian Dictionary*. 2nd ed. 2006. Print. **In citations for widely-used reference books, full publication information is not required.**	("Research")
Bible	*The New Jerusalem Bible*. Ed. Susan Jones. New York: Doubleday, 1985. Print.	(Ezekiel 3:2)
Catechism	*Catechism of the Catholic Church*. Ottawa: CCCB, 1994. Print.	(*Catechism*)
Encyclopedia Article - Author	Rosso, A.S. and C.B. Jones. "Buddhism." *New Catholic Encyclopedia.* 2nd ed. 2003. Print.	(Rosso and Jones 56)
Encyclopedia Article – No Author	"China." *New Catholic Encyclopedia.* 2nd ed. 2003. Print.	(China 79)
Reprinted Article in a Collection	Callwood, June. "How Marilyn Bell Swam Lake Ontario." *Macleans* (1954) Rpt. In *Canada in the Fifties*. Toronto: Penguin, 2000. Print.	(Callwood 12)

Books – Electronic

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author. "Title of article."** *Title of Book*. **City of Publication: Publisher, Year.** *Database Title*. **Format. Date of Access.**	**(author's last name page)**
eBook (web)	Montgomery, L.M. *Anne of Green Gables*. Toronto, 1946. *Project Gutenberg Canada*. Web. 23 Apr. 2010.	(Montgomery 65)
eBook (subscription database)	Henningfeld, Diane. "Overview of The Bluest Eye." *EXPLORING Novels*. Detroit: Gale, 2003. *Student Resource Center – Gold*. Web. 21 Oct. 2009.	(Henningfeld 21)
Dictionary (online)	"Research." *Merriam-Webster Online Dictionary*. Merriam-Webster, 2011. Web. 16 June 2011.	("Research")
Dictionary (database)	"Archetype." *Gage Canadian Dictionary*. 1996. *eLibrary*. Web. 28 Sept. 2010.	("Archetype")
Bible	"New Jerusalem Bible." *Catholic Online*. Catholic Online, New York: Doubleday Religion, 1999. Web. 28 Mar. 2011.	(2 Cor. 5.17)
Catechism	Catholic Church. "Catechism of the Catholic Church." *St. Charles Borromeo Catholic Church*. Vatican: Libreria Editrice Vaticana, 2011. Web. 28 Mar. 2011.	(Catholic Church 2038)
Encyclopedia Article - Database Author Listed	Rickards, Joseph. "Photorealism." *Encyclopedia Americana*. 2009. *Grolier Online*. Web. 21 Oct. 2009.	(Rickards)
Encyclopedia Article – Web Author Listed	Veatch, Richard. "League of Nations." *The Canadian Encyclopedia*. 2011. Web. 19 April 2011.	(Veatch 238)

You know, encyclopedias are a great source of basic, factual information on everything from anthropology to philosophers to zoology. Students can use them as a starting point for research.

Periodicals - Print

Type of Source	Works Cited Entry	In-Text Citation
Magazine	Kaufman, Frederick. "The Second Green Revolution." *Popular Science* Feb. 2011: 62+. Print. **If the article does not have continuous pagination, type the first page number, followed by the (+) sign. If the magazine is published weekly or biweekly, include the publication day before the month.**	(Kaufman 87)
Newspaper	DiManno, Rosie. "On the Edge of a Nuclear Winter." *Toronto Star.* 18 Mar. 2011: A1+. Print. **If the city of a local newspaper is not included in the title, provide it after the title in square brackets, NOT italicized: *Globe and Mail* [Toronto]**	(DiManno A1) **If the author's name is unknown, use a short version of the title, in quotation marks: "On the Edge"**
Journal (scholarly or peer-reviewed)	Webster, Paul Christopher. "Global Action Required in Response to New Breed of Drug-Resistant Bacteria." *Canadian Medical Association Journal.* 182.15 (2010): 1602-03. Print. **Always include the volume and issue numbers of a scholarly journal, regardless of pagination.**	(Webster 1602)

Sources, sources, sources! Formatting them all correctly boggles my mind!

Don't worry about it! You don't have to memorize formatting. Just use the guide examples as models for the sources you need to document.

Periodicals – Database

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author. "Title of article." Title of Magazine/Newspaper/ Journal Volume. Issue number. Day month (abbr.) year: page(s). Title of database. Format. Date of access.**	**(author's last name page)**
Magazine	Kunzig, Robert, and Prachi Patel-Predo. "Our Invisible Energy." *Discover Magazine*. Aug. 2008: 54-59. *EBSCO*. Web. 22 Feb. 2010. **Use the month or date (if published weekly) instead of Volume and Issue. Do not put the year in brackets.**	(Kunzig and Patel-Predo 56)
Newspaper	Grant, Kelly. "Where public housing meets the market." *Globe & Mail* [Toronto]. 24 Apr. 2010: M1. *CPI.Q.* Web. 27 Apr. 2010. **Include the name of the city where the newspaper is published in square brackets, if it is not part of the title.**	(Grant M1)
Journal (scholarly or peer-reviewed)	Buhi, Eric R., Heather Clayton, and Heather Hepler Surrency. "Stalking Victimization Among College Women and Subsequent Help-Seeking Behaviors." *Journal of American College Health* 57.4 (2009): 19+. *Academic OneFile*. Web. 5 Apr. 2011.	(Buhi, Clayton, and Surrency 419)

Help! I'm stuck in a blank spot!!!!

Periodicals - Web

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author. "Title of article."** *Title of Magazine/Newspaper/ Journal* **Volume. Issue number. Day month (abbr.) year: page(s). Format. Date of access.**	**(author's last name page)**
Magazine	Walsh, Bryan. "Cell Phones: How Precautionary Should Our Principles Be?" *Time*. 11 May 2011: n. pag. Web. 2 June 2011. **Include the URL in angle brackets when the source cannot be easily located or when your instructor requires it.**	(Walsh)
Newspaper	Rush, Curtis. "Vigil held for Parkdale victim after police vow to catch killer." *Toronto Star*. 13 Apr. 2011: n. pag. Web. 16 Apr. 2011.	(Rush)
Journal (scholarly or peer-reviewed)	Lewington, Thomas, and Lily Anderson. "Avoiding Bacterial Infections in Pre-WWI London." *PLoS Medicine* 3.10 (2008): n. pag. Web. 18 June 2009. <http://www.pro/ medicine.plosjournals.org>. **Often, there are no page or paragraph numbers assigned to articles from the Internet. If this is the case, use n. pag., which means "no pagination" to show that in the citation.**	(Lewington and Anderson)

Did you know that many famous people have plagiarized speeches, songs, articles, book and movie plots? It's true. The consequences have included job dismissal, being sued, and loss of reputation and credibility. If you'd like to know more, do an Internet search for "famous plagiarists." **It's so important to document your sources correctly and give credit where it's due!**

Web Sites

Type of Source	Works Cited Entry	In-Text Citation
Generic format	**Author. "Title of Page."** *Title of Website*. **Sponsor or Publishing Organization. Publication date or last update. Format. Date of Access. <include URL if teacher requests it, or if the site cannot easily be found without it.** **Use N.p if there is no publisher or sponsor** **Use n.d. if no date is given**	**(name of author or short version of web page title)**
Web Site Article - Author	Pressley, J. M. "An Encapsulated Biography." *Shakespeare Resource Center*, 10 Feb. 2005. Web. 10 June 2011.	(Pressley)
Entire Web Site – No Author	*Free the Children*. Free the Children, 2010. Web. 20 Jan. 2011.	(*Free the Children*)
Web Site Without Author or Date of Publication	*EasyBib.com*. ImagineEasy Solutions, n.d. Web. 8 May 2009.	(*EasyBib*)

Other Print Sources

Type of Source	Works Cited Entry	In-Text Citation
Brochure or Pamphlet	The Arthritis Society. *Walk to Fight Arthritis.* Toronto: The Arthritis Society, 2011. Print. **Treat a brochure or pamphlet as you would a book.**	(Arthritis Society)
Government Publication	Ontario Ministry of Education. *Growing Success Assessment, Evaluation and Reporting in Ontario Schools.* Toronto: Queen's Printer for Ontario, 2010. Print. **If you do not have the author's name, cite the name of the government, followed by the department that issued the publication. If the author is known, the name may begin the entry. If there is an editor or compiler, you designate such after the author's name: Blackstone, Mari, comp.**	*(Growing Success)*

Other Print Sources

Type of Source	Works Cited Entry	In-Text Citation
Advertisement	Miracle by Lancome. Advertisement. *People* 18 June 2010: 2. Print. **Provide the name of the product, company or institution that is the subject of the advertisement.**	(Miracle 2)
Review of a Book	Maslin, Janet. "The Obituary Writer Has the Upper Hand." Rev. of *The Coffin of Little Hope* by Timothy Schaffert. *New York Times* 14 April 2011: C1. Print.	(Maslin)
Letter	Kostoff, John B., and Anna Abbruscato. "An open letter to the Dufferin-Peel Community regarding GSAs (Gay/Straight Alliances) in our schools." 29 March 2011. Print.	(Kostoff and Abbruscato)
Conference Notes	Gibson-Lawler, Johanna, and Kelly Moore. "Wikis, Weeblies, and Web: Web 2.0, Technology in Learning" Conference notes. *OLA Super Conference.* Ontario Library Association. 2 February 2010. Conference.	(Gibson-Lawler and Moore)
Class Notes/ Handout(s)	Brennan, Nial. "Bioethics." Grade 11 University Biology, St. Augustine Secondary School, Brampton. 25 April 2010. Print.	(Brennan)

Social Media

Type of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author. Format Identifier. "Title of Message/Entry." *Title of Web Site.* Publisher/Sponsor. Date of posting or last update. Format. Date of Access.** **Use N.p. if you cannot find the publisher/ sponsor, and n.d. if you cannot find the date of publication.**	**(Author's last name)**

Social Media

Type of Source	Works Cited Entry	In-Text Citation
Twitter	Oceanking. Web log post. "Shark Fin Slaughter!" *Twitter.com*. 6 Aug. 2011. Web. 19 Oct. 2011. <http://twitter.com/oceanking/status/235790435>. **Include the web site address upon teacher request.**	(Oceanking)
Wiki	"Cultural Influence of *Star Trek*." *Wikipedia: The Free Encyclopedia.* Wikimedia Foundation, n.d. Web. 15 Mar. 2010.	("Cultural")
Facebook	Emily Lewington. Facebook update. "Cleaning up the Thames." *Facebook.com*. 7 Dec. 2010. Web. 19 Dec. 2010. <http://www.facebook.com/note.php? >.	(Lewington)
Blog	Ariano, Tara. "Twitterature." *Tara Ariano – Personal Blog of the World's # 1 Fan of Dairy Products.* DIYthemes, 26 Aug. 2010. Web. 22 Sept. 2011.	(Ariano)
Comment on a Blog	Sars. "Re: Twitterature." Reply to Tara Ariano. *Tara Ariano – Personal Blog of the World's # 1 Fan of Dairy Products.* DIYthemes, 5 Aug. 2009. Web. 9 Mar. 2010.	(Sars)
E-mail	Blackpool, Genevieve. "Re: Boys' Literacy." Message to Annie Doyle. 15 Nov. 2010. E-mail.	(Blackpool)

Other Web and Electronic Sources

Type of Source	Works Cited Entry	In-Text Citation
PowerPoint Presentation	McGhie, Patti. "Adoption: Just Another Way of Forming a Family." HPC 301, Grade 11 Open Parenting. St. Joan of Arc C.S.S., Mississauga. 24 Feb. 2011. Lecture. *Microsoft PowerPoint* file.	(McGhie)

Other Web and Electronic Sources

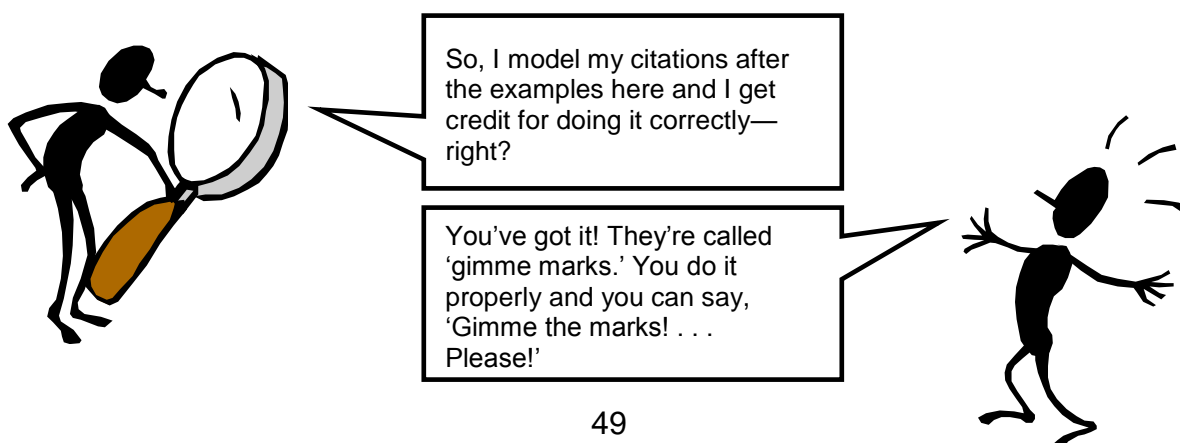| Type of Source	Works Cited Entry	In-Text Citation
Online Tutorial	"Credible Sources Count." Tutorial. *Vaughan Memorial Library.* Acadia University. 2008. Web. 28 Jan. 2011.	("Credible")
Podcast (web)	Nickell, Joe. "Why Investigate the Paranormal?" *For Good Reason*. Host D.J. Groethe. James Randi Educational Foundation. 11 July 2010. Web. 12 Oct. 2011.	(Nickell)
Podcast (MP3)	Nickell, Joe. "Why Investigate the Paranormal?" Host D.J. Groethe. *For Good Reason*. James Randi Educational Foundation. 11 July 2010. MP3 file. 4 Apr. 2011.	(Nickell)
Computer Game (CD)	*Left 4 Dead 2*. Redwood City: Electronic Arts, 2009. CD.	(*Left*)
Video (web - YouTube)	Stedman, Kyle. *Changes to the MLA Handbook, 7th Edition. YouTube.* YouTube. 12 Aug. 2009. Web. 22 Sept. 2010.	(Stedman)
Clipart	*Screenbean.* Clipart, 2007. Microsoft Word file.	(*Screenbean*)
Photograph (web)	Brand, Chloe. "Great Horned Owl Family." Photograph. *Webshots*. American Greetings, 22 May 2006. Web. 5 Nov. 2010.	(Brand)
Photograph (personal)	Family at 2011 Chinese Lunar New Year celebration, Burlington. 17 Feb. 2011. Personal photograph by author. JPEG file.	(Family)
Film/DVD	*Pirates of the Caribbean*. Dir. Gore Verbinski. Perf. Johnny Depp, and Geoffrey Rush. Prod. Jerry Bruckheimer. Walt Disney Pictures. 2003. Film. Note that if the source was a DVD, you would substitute DVD for Film.	(*Pirates*)

Other Web and Electronic Sources

Type of Source	Works Cited Entry	In-Text Citation
Television Broadcast	"Home." *The X-Files.* Dir. Kim Manners. Perf. David Duchovny, and Gillian Anderson. FOX. WUTV, Buffalo, 11 Oct. 1996. Television.	("Home")
Radio Broadcast	"Game Changer: Shannon Moroney's Story." *The Current.* Host Anna Maria Tremonti. CBC Radio 1 Toronto. 11 Oct. 2011. Radio.	("Game")

Other Common Sources

Type of Source	Works Cited Entry	In-Text Citation
Interviews (personal, telephone & e-mail)	Trudeau, Justin. Personal interview. 30 Aug. 2009. Gaga, Lady. Telephone interview. 13 Nov. 2010. Durant, Donna. E-mail interview. 15 Mar. 2011.	(Trudeau) (Gaga) (Durant)
Interview (web)	Dion, Celine. "Celine Dion Interview: Larry King's Final Week." *The Week.* The Week Publications, 2009. Web. 20 Dec. 2010. **Name of the person interviewed. "Title of interview."(if any) Interviewer's name if known. *Title of website.* Publisher or Sponsor, Date of publication (Day month abbr. year). Format. Date of Access.**	(Dion)
Class Lecture	Burden, P.Y. "Paradox in King Lear." Grade 12 University English. Pauline Johnson Collegiate & Vocational Institute. Brantford. 15 May 2011. Lecture.	(Burden)

So, I model my citations after the examples here and I get credit for doing it correctly—right?

You've got it! They're called 'gimme marks.' You do it properly and you can say, 'Gimme the marks! . . . Please!'

MLA Sample Works Cited

Works Cited

Ackerman, Blanche. "The Misreading of Orwell." *Review of Futuristic Fiction* 2.1

(2002): 45-52. Rpt. in *Contemporary Literary Forms*. Ed. G.H. Harrison. Vol. 25.

Pittsburgh: Gale, 2010. 234-241. Print.

| **Reprinted article in a collection** |

Adams, James. "Littlerock: Not Your Typical Road-trip Movie." Rev. of *Littlerock*, dir.

Mike Ott, per. Atsuko Okatsuka, Cory Zacharia. *Globe and Mail* [Toronto] 8 April

2011: R5. Print.

| **Review of a film** |

Adele cancels B.C. gig over laryngitis." *Globe & Mail* [Toronto, Canada] 1 June 2011:

R3. *Gale Canada In Context*. Web. 2 June 2011.

| **Newspaper article- database** |

"Archetype." *Gage Canadian Dictionary*. 1996. *eLibrary*. Web. 28 Sept. 2010.

| **Dictionary from database** |

Ariano, Tara. "Twitterature." *Tara Ariano – Personal Blog of the World's # 1 Fan of Dairy*

Products. DIYthemes, 26 Aug. 2010 Web. 22 Sept. 2011.

| **Blog** |

The Arthritis Society. *Walk to Fight Arthritis.* Toronto: The Arthritis Society, 2011. Print.

| **Brochure or pamphlet** |

Beethoven, Ludwig van. *Symphony No. 7 in A, Op. 92*. 1812. New York: Dover, 1998.

Print.

| **Musical composition in print** |

Blackpool, Genevieve. "Re: Boys' Literacy." Message to Annie Doyle. 15 Nov. 2010. E-mail.

| **E-mail** |

Blackwood, Dawn, and Alison Fields, eds. *The Games People Play.* Toronto: U of

Toronto P, 2010. Print.

| **Book, with editors** |

Brand, Chloe. "Great Horned Owl Family." Photograph. *Webshots*. American Greetings,

22 May 2006. Web. 5 Nov. 2009.

| **Image from the web** |

Buhi, Eric R., Heather Clayton, and Heather Hepler Surrency. "Stalking Victimization

Among College Women and Subsequent Help-Seeking Behaviors." *Journal of*

American College Health 57.4 (2009): 419+. *Academic OneFile*. Web. 5 Apr. 2011.

| **Journal article - database** |

Burden, Leonard F., ed. *Home Repairs and Renovations*. 3 vols. Toronto: Cando Books,

1999. *LibraryNet.*

| **Multivolume series - e-books** |

Burden, P.Y. "Paradox in King Lear." Grade 12 University English. Pauline

  Johnson Collegiate & Vocational Institute. Brantford. 15 May 2011. Lecture.

Carroll, Robert T. "The Skeptic's Dictionary." *Junk Science and Pseudoscience.* N.p.

  2011. Web. 30 Mar. 2011.

Catholic Church. *Catechism of the Catholic Church*. 2nd ed. Vatican: Libreria Editrice

  Vaticana, 2011. Print.

The Coming Insurrection. Paris: La Fabrique, 2007. Print.

"Cultural Influence of *Star Trek*." *Wikipedia: The Free Encyclopedia.* Wikimedia

  Foundation, n.d. Web. 15 Mar. 2010.

Davidson, Frank P., and Kathleen Lusk Brooke. "The Grand Canal." *Building the World:*

  An Encyclopedia of the Great Engineering Projects in History. Vol. 1. Westport:

  Greenwood, 2006. 35-46. G*reenwood Digital Collection*. Web. 28 May 2009.

da Vinci, Leonardo. *Mona Lisa*. 1503-1506. Oil on wood. Musée du Louvre, Paris.

Davis-Innis, Ann. "Camel." W*orld Book Encyclopedia*. Vol. 7. 2004 ed. Print.

Dimanno, Rosie. "On the Edge of a Nuclear Winter." *Toronto Star*. 19 Mar. 2011:

  A1+. Print.

Durant, Donna. E-mail interview. 15 Mar. 2011.

The English Standard Version Bible: Containing the Old and New Testaments with

  Apocrypha. Oxford: Oxford UP, 2009. Print.

"Existentialism." *Routledge Encyclopedia of Philosophy*. London: Routledge, 2008.

  199-204. Print.

Family at 2011 Chinese Lunar New Year celebration, Burlington. 17 Feb. 2011.

  Personal photograph by author. JPEG file.

Forbes, Jake, adapt. *Fullmetal Alchemist.* Vol.3. By Hiromu Arakawa. Illus. Hiromu

  Arakawa. San Francisco: VIZ Media, 2006, Print.

Label
Class lecture
Web site without URL
Catechism in print
Book, unknown author
Wiki
One volume - multivolume series, e-books
Visual art, museum or gallery
Encyclopedia article. author
Newspaper article, print
E-mail interview
Bible in print
Encyclopedia article, no author
Photograph, personal
Graphic Novel

Fu, Jia Fang, et. al. *Nanchang Sisters*. Hamilton: Chisholm Press, 2010.

Gaga, Lady. Telephone interview. 13 Nov. 2010.

"Game Changer: Shannon Moroney's Story." *The Current.* Host Anna Maria

    Tremonti. CBC Radio 1 Toronto. 11 Oct. 2011. Radio.

"Haunted Scottish Castles." N.p. 2009. Web. 6 May 2011.

 "Home." *The X-Files.* Dir. Kim Manners*.* Perf. David Duchovny, and Gillian

    Anderson. FOX. WUTV, Buffalo, 11 Oct. 1996. Television.

Kaufman, Frederick. "The Second Green Revolution." *Popular Science* Feb. 2011:

    62+. Print.

Kline, Daniel T., ed. *Geoffrey Chaucer Online: The Electronic Canterbury Tales*.

    Discovery Collection, 30 Jul. 2007. 24 Oct. 2011.

Kostigen, Thomas M*. You Are Here.* New York: Harper-Collins, 2008. Print.

Kraulis, Janis. *The Mackenzie River Delta*. N.d. *The Natural History of Canada.*

    By R.D. Laurence. Toronto: Key Porter, 2005. 62. Print.

Kunzig, Robert, and Prachi Patel-Predo. "Our Invisible Energy." *Discover Magazine*.

    Aug.: 2008. 54-59. EBSCO. Web. 22 Feb. 2010.

Left 4 Dead 2. Redwood City: Electronic Arts, 2009. CD.

Leonard, Matthew Robert. *Killdeer Nest*. N.d. Charcoal on Paper. Private Collection.

Lewington, Thomas, and Lily Anderson. "Avoiding Bacterial Infections in Pre-WWI

    London." *PLoS Medicine* 3.10 (2008): n. pag. Web. 18 June 2009.

    <http:www.medicine.plosjournhals.org/.>

MacDonald, Ann-Marie. *Fall on Your Knees.* New York: Touchstone, 2002.

    NetLibrary. Web. 23 June 2010.

Maslin, Janet. "The Obituary Writer Has the Upper Hand." Rev. of *The Coffin of*

    Little Hope by Timothy Schaffert. *New York Times* 14 April 2011: C1. Print.

Book, more than three authors

Telephone interview

Radio Broadcast

Web site, no author

Television broadcast

Magazine article, print

Scholarly Project - Database

Book, one author

Photograph from a book

Magazine article - database

Computer game

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Journal article, web

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PowerPoint presentation	
Web site with URL	
Advertisement, print	
E-book - web site	
Book – two authors	
Podcast, MP3 file	
Podcast, web site	
Twitter post	
Map, print	
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Multivolume Series	

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Newspaper article, online	
Facebook posting	
Comment on a Blog	
Clipart	
Shakespearean play	
Book in a series	
Book, three authors	
Recording, CD	
Video, web	
Encyclopedia article - database, no author	
Comic, print	

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	Personal interview
	Online encyclopedia article, no author
	Live performance
	Magazine article, online
	Journal article, print
	Anthology or compilation
	Corporate author
	One volume in a multi-volume series

Notes on MLA Style

1. Be consistent with verb tense. Literary essays are written in the **present verb tense.** (Macbeth kills Duncan.)

2. Do <u>not</u> use artificial phrasing such as "This quotation proves . . ." or "This essay will discuss . . ."

3. Use formal, standard English. Avoid slang, colloquialisms and text-messaging short forms.

4. Do not use contractions. (Use "do not" instead of "don't" and "is not" instead of "isn't.")

5. Do not use first person (I, me, us, we) unless you are writing a personal essay and your teacher gives you permission.

6. Do not address the reader directly as "you."

7. **Italicize** the titles of all books, movies, plays, TV programs, newspapers, magazines, journals, web sites, etc.

8. Put quotation marks around titles of short stories, essays, newspaper, magazine and journal articles, a page within a web site, a title of a poem in a book of poems, etc.
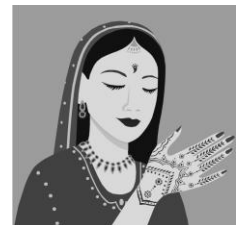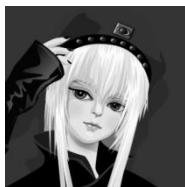
Did somebody say style? We've got style to spare!

Great, but we're talking about ESSAY style.

English Literary Essays
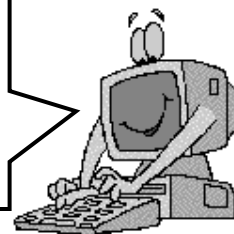
Use of MLA

MLA format should be used for all English essays.

> **Note:** There are many different ways of organizing essays. Follow your teacher's instructions, since he or she will be assessing and evaluating your work.

Paragraphs

Please note that there is really no such thing as the 5-Paragraph Essay. There is, however, a **5-Part Essay**, which is used as one of the essay models below. In this, even though your thesis and plan may include three specific points of argument, it is quite possible that you will need to write more than one middle paragraph to support one or more of the points. Rather than write long, rambling, and awkward paragraphs, simply add more paragraphs as required to support your argument(s).

In **longer and comparative essays**, you will not include a three point plan in your thesis statement and you will definitely need more than three middle paragraphs to support your thesis or argument statement. Regardless of the length of your essay, it is necessary that each argument start with a good topic sentence to make the structure clear. (See below.)

Introduction

The introduction for a formal literary essay should be in the inverted pyramid format, moving from the general to the specific and then to the thesis statement. **(GST)**

- The first sentences should be general statements to introduce your topic. (Sometimes, you will need only one sentence to do this.) They (or it) should also get the reader's attention.

- The middle sentences should begin to narrow your topic, and introduce the specific book(s) and author(s) that you are discussing. Provide answers to some of the "who, what, where, when and why" questions, as appropriate to your topic.

- The final sentence(s) should contain the actual thesis statement. If you are composing a 5-part essay, then the points you will make in each of your middle paragraphs to support your argument (thesis) statement, will be included.

Structure of the Essay

General

Introductory Paragraph

General statements to introduce the topic. Include title of work and author's name.

Relevant information about your topic that answers some of the 5 W questions.

Specific

Sentences which lead naturally and inevitably to the thesis statement.

Subject to teacher preference, the thesis statement is the last sentence.

Thesis

1st middle paragraph

2nd middle paragraph

3rd middle paragraph

4th middle paragraph (add paragraphs as necessary)

Begin each middle paragraph with topic sentence(s) that make(s) a point to support the thesis or argument statement.

Follow the topic sentence(s) with proof from the text(s) you're discussing in the form of quotations or paraphrases. Format them correctly.

Discuss/elaborate/explain how the proof you've provided supports your thesis statement. **This should be the longest part of the paragraph.**

The last sentence of each paragraph should bring a conclusion to your discussion.

Concluding paragraph begins with restatement of the thesis.

Summary of major points covered in essay and how they support the thesis. Include only points that you have supported with examples and discussion/elaboration. **Do NOT** introduce any new ideas.

End with a sentence that is your absolute final word on your thesis/topic.

Concluding Paragraph

Thesis and Plan

- The thesis should be given in the form of a statement.

- It should state the essential opinion that you will support in your essay.

- It should not merely state the obvious, but be something worth proving/arguing.

In the **5-part essay**, the thesis and plan should include the **three** specific arguments that you will use to support your thesis, stated concisely in *parallel form*. (Parallel form means the grammar structures are the same.) See the example on the next page.

> In *The Blue Helmet*, Lee Mercer's life changes for the better when he becomes more interested in Cutter's problems than his own, realizes that using violence will not benefit him, and comes to accept people's strengths and weaknesses.

Note: The verb forms in the thesis statement are all present tense: <u>becomes</u>, <u>realizes</u> and <u>comes</u>. The consistency helps make the sentence **grammatically parallel**.

Ideally, the thesis—including the plan for discussion in the middle paragraphs—should be expressed in <u>one sentence</u>; however, **check with your teacher for his/her preference.**

- For a longer or comparative essay that requires multiple middle paragraphs, the thesis should be a specific statement of opinion that can be defended throughout the body of the essay. (Obviously it will not include three points to be discussed in the middle paragraphs, since your essay will have more than three points.)

Thesis Statement for a Longer or Comparative Essay

- This is an example of a thesis statement for a comparative literary essay, based on two Greek plays written by Sophocles— *Oedipus at Colonus* and *Philoctetes*.

> In both these plays, Sophocles makes it clear that the protagonists deserve compassion, sympathy and relief from their unique torment, as well as some form of restitution from the gods who caused the men's misery in the first place.

Since the essay must examine two complete works, the writer will need to provide more than three arguments and definitely more than three middle paragraphs to prove that the thesis statement is valid. Regardless of the number, each of the middle paragraphs will address and support the thesis statement.

- Do not attempt to argue your essay in the introduction!

Developing a Thesis Statement for the 5-Part Essay

Poor: Macbeth is destroyed at the end of the play. (states the obvious, no plan)

Poor: Macbeth's destruction is brought about by his ambition, his judgement is poor, and doing evil acts. (not in parallel form: noun—clause—gerund)

Good: Macbeth's destruction is brought about by his overwhelming ambition, his poor judgement, and his evil acts. (parallel form: noun—noun—noun)

Developing a Thesis Statement for the Longer Comparative Essay

Poor: Hamlet does not take action and dies at the end of the play. (states the obvious, nothing to argue about)

Poor: Hamlet thinks too much, taking no action, and his death is useless. (not in parallel form; awkward and incomplete expression of opinion)

Good: Hamlet's tendency to think and analyze too much interferes with his plan to
avenge his father's murder and ultimately leads to Hamlet's own death.
(grammatically correct-- same verb forms throughout-- with a specific opinion
that can be supported and argued)

Poor: Two of the major characters in *The Canning Season* are old and wise. (states the obvious, nothing to argue about, not at all interesting)

Poor: The elderly have wisdom, accepting others and loving even strange teens, which older people can relate to. (not in parallel form; awkward and incomplete expression of opinion)

Good: Although *The Canning Season* is categorized as a children's book, the idea that the
elderly have much to offer young adults, including wisdom, acceptance and love,
is a major theme that both older students and adults would appreciate more
than children. (grammatically correct—same noun forms throughout—with a
specific opinion that can be supported and argued)

'I go and it is done.
The bell invites me.'
My grammar is always
perfectly parallel.

'To be or not to be.
That is the question.'
You're not the only one
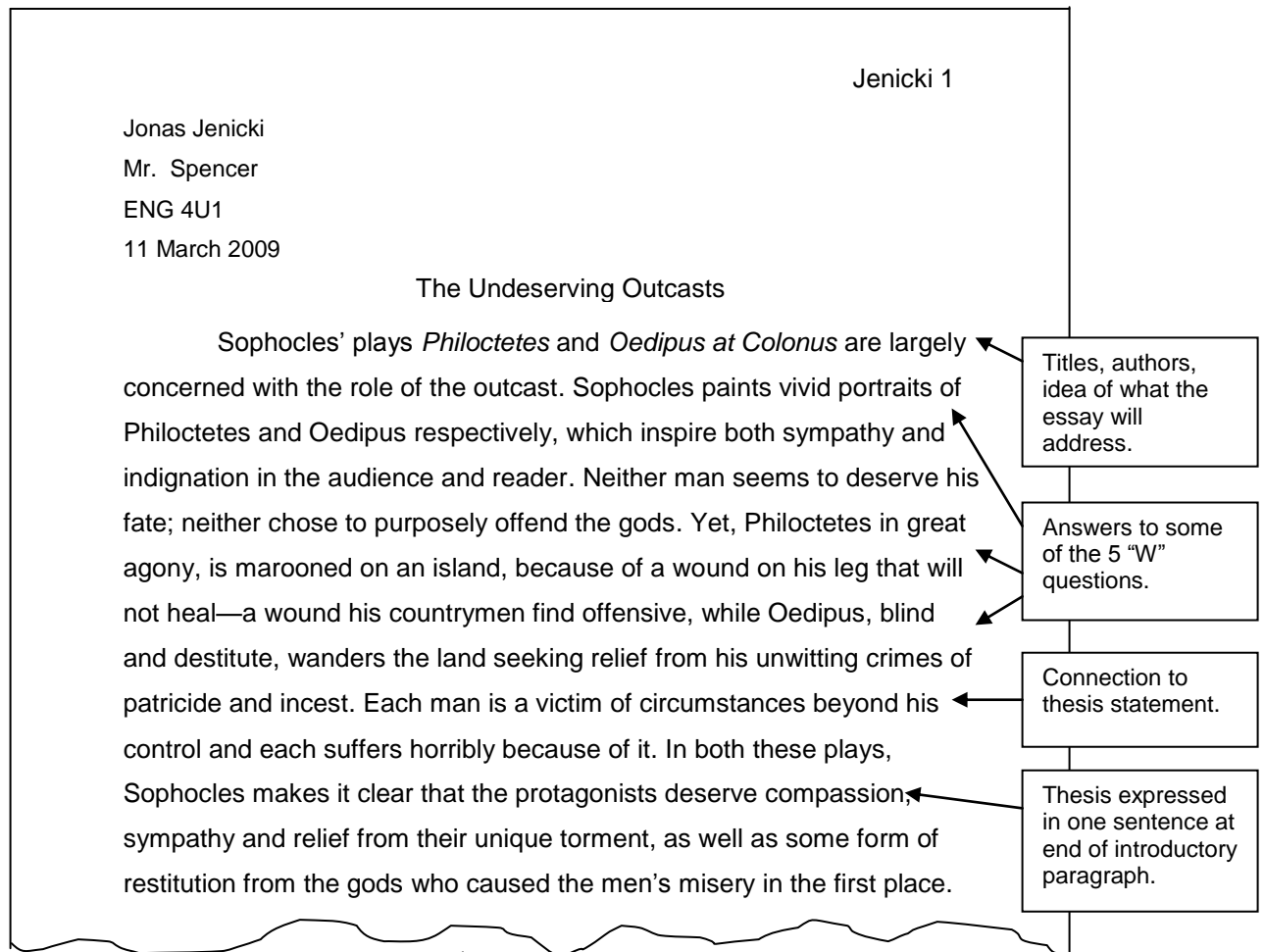whose grammar is
perfectly parallel!

Mabeth clipart free from
http://britain.phillipmartin.info/
britain_macbeth.htm

Hamlet clip art licensed from the Clip
Art Gallery on DiscoverySchool.com"
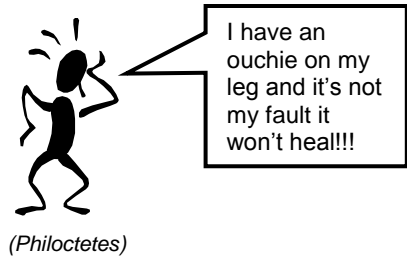
Sample Introductory Paragraph

(Philoctetes)

This sample follows the guidelines given in the diagram on page 20 for developing an introductory paragraph. This would be the introduction for a comparative essay based on Sophocles' plays *Philoctetes* and *Oedipus at Colonus*.

Jenicki 1

Jonas Jenicki
Mr. Spencer
ENG 4U1
11 March 2009

The Undeserving Outcasts

Sophocles' plays *Philoctetes* and *Oedipus at Colonus* are largely concerned with the role of the outcast. Sophocles paints vivid portraits of Philoctetes and Oedipus respectively, which inspire both sympathy and indignation in the audience and reader. Neither man seems to deserve his fate; neither chose to purposely offend the gods. Yet, Philoctetes in great agony, is marooned on an island, because of a wound on his leg that will not heal—a wound his countrymen find offensive, while Oedipus, blind and destitute, wanders the land seeking relief from his unwitting crimes of patricide and incest. Each man is a victim of circumstances beyond his control and each suffers horribly because of it. In both these plays, Sophocles makes it clear that the protagonists deserve compassion, sympathy and relief from their unique torment, as well as some form of restitution from the gods who caused the men's misery in the first place.

> Titles, authors, idea of what the essay will address.

> Answers to some of the 5 "W" questions.

> Connection to thesis statement.

> Thesis expressed in one sentence at end of introductory paragraph.

Topic Sentences for Middle Paragraphs

Each argument must begin with a clear topic sentence which uses a key word from the thesis/plan. For the 5-part essay on *Macbeth,* using the thesis statement developed on page 24, the three topic sentences might be:

1. Macbeth's relentless ambition ultimately results in his downfall.

2.   The poor judgment he exercises in a number of situations also contributes to Macbeth's defeat.

3.   When his evil acts come back to haunt him, Macbeth's doom is sealed.

Always put your arguments in the same order as they occur in your thesis.

Use of Quotations

Quotations are essential evidence in literary essays; however, they must be used effectively. Follow the guidelines below when using quotations in your paper.

1. Avoid overly long quotations. Try to pick out the essential part that proves your point. Quotations should never take up more than ¼ of your argument.

2. Always lead up to your quotation by giving the speaker (if applicable) and the situation. This is called the **signal phrase**. Do not assume that the reader knows the exact part of the literary work that you are quoting. Provide **context** for each quotation or paraphrase.

   The paragraph below is from an essay on Polly Horvath's novel *The Canning Season*. The second sentence provides background information (context) for the quotation that follows.

   > Horvath uses incidents from the 90 year old twins' past to emphasize that their life experiences allow them to view things differently than other people—particularly young people. This is made especially clear when Pen-Pen tells Ratched about how Tilly felt when their mother committed suicide and how it contrasted with Pen-Pen's own view of the event:
   >
   > > 'Tilly didn't understand how [Mother] could have left her that way. . .She just wouldn't see Mother as anything but Mother. She was so angry with her. . . But the truth was that that summer, Mother couldn't be anyone's mother. And I often think the truth isn't good or bad, it's just the truth.' (185)

3. Always follow up your quotation by **commenting on**, **explaining the significance of**, **applying**, **interpreting,** or **drawing a conclusion from** your quotation. Do not leave the reader to do the work! Never move on to a new point or paragraph immediately after the quotation. Your discussion of how the quotation supports the thesis statement should be the largest section of the paragraph.

4. Always introduce and follow up on each quotation separately. Do not string them together.

5. Remember that quotations are not a substitute for argument. The quotations support and prove your opinion so that your argument is valid. The two work hand-in-hand. **Your well-developed argument is what will make a good essay, not a series of quotations strung together by "ifs," "ands" and "buts."**

Essay Structure for Other Subjects

Although the previous section concentrates on English Literary Essays, it is important to note that the essay structure chart presented on page 52 can be used for any other subject.

For example, if you are writing an essay for Religion or History, your **introductory paragraph** would be organized exactly the same way. Obviously you would not list the titles and authors of literary works; instead, you would discuss the specific topic that your essay is about.

This is a sample introductory paragraph for a Religion essay. Note that it is organized the same way as the sample presented for English.

<div style="border:1px solid black; padding:1em">

Lewington 1

Lily Lewington

Mr. Liscombe

HRE4U1

22 Oct 2008

<div align="center">Is Torture Ever Justified?</div>

  In the aftermath of 9/11, people have had to think a great deal about how countries like the U.S.A., Canada and Britain, which seem to be concerned about human rights and freedoms, can allow the torture of political prisoners. The media has displayed pictures of the physical and emotional abuse of prisoners by guards at Abu Ghraib in Iraq, and Guantanamo Bay in Cuba. Some government authorities have denied that torture has taken place, while others have stated that although torture is not something that is done lightly, it is sometimes a necessary evil, in order to prevent terrorist plots that would result in the suffering and deaths of thousands of innocent people. Unfortunately, even individuals who think they have strong religious beliefs, like President George Bush, accept that the ends justify the means. Yet, if the Catholic belief in the dignity and value of human beings, who were made in God's image, is held sacred, it is absolutely clear that torture cannot be permitted, as it is immoral and against Christ's own commandment: "Love one another as I have loved you…"

</div>

The example follows the pattern of **GST**—**g**eneral, **s**pecific, **t**hesis—and that the thesis statement is still expressed as one sentence at the end of the introductory paragraph.

The **middle paragraphs** would follow the same pattern as the middle paragraphs for the literary essays. They would start with **topic sentences** and include **support from research sources** through **paraphrases** and **direct quotations**. **Discussion** about how the information from outside sources supports the thesis would follow and each middle paragraph would end with a **concluding sentence**.

How to Create the Research Paper

When you are assigned to do a research essay or paper, there are several steps you should take in order to achieve success. You may be instructed to choose your own topic, or you may be given a topic by your teacher. Whatever the case, you should do the following:

1. **Understand and Clarify your Topic**

    a) Read your teacher's instructions carefully and make sure you understand what you are supposed to do. If you do not understand, **ask your teacher for clarification**. Do this when you first receive the assignment. Do NOT wait until the due date.

    b) Choose a topic or an aspect of the assigned topic that interests you. For example, if you are instructed to do an essay on music, and you have a particular interest in jazz music, you might want to focus your research paper on the common characteristics of the great jazz performers. Basically, if you're interested in the topic, you're more motivated to work on it.

    c) Do some preliminary research to get a sense of how much information is out there on the topic. Conduct a library catalogue search, browse the shelves under the general category and try to locate some information using the library databases.

    d) If you cannot find much information on the topic from the various sources available—books, databases, newspaper and magazine articles, reputable web sites, etc., then you should ask your teacher for advice and possibly request a topic change.

2. **Narrow the Focus of Your Topic.**

    a) In the example above, depending upon the length of the paper required, the student writing the paper should concentrate on a limited number of jazz "greats." This is one way to focus the essay.

    b) Develop an essential and supportable opinion or argument statement about your focused topic. For example, you might write something like:

    Their dexterity with instruments, willingness to experiment with melody, and passion for the style of music are what make Louis Armstrong, Dizzy Gillespie and Miles Davis the greatest jazz musicians of all time.

    This will be your ***thesis statement***. You will support your thesis statement with examples and discussion throughout the body paragraphs of your essay.

3. Begin the Formal Research Process.

a) Keep in mind that you are looking for evidence to support your thesis statement. In the example above, the student must find proof that the three musicians chosen did, in fact, have dexterity when it came to playing their instruments, were willing to experiment with melody, etc.

b) The student must also prove through elaboration and discussion that the three characteristics given in the thesis statement are what make the individuals mentioned the "greatest of all time."

c) Proof can be examples of opinions from respected music critics, and acknowledged experts on jazz music. The writer of the essay could also incorporate quotations from other highly regarded jazz musicians.   The student would then discuss how the expert opinions/quotations, etc., support his/her opinion about the jazz music greats.

> **Remember: the source of every expert opinion or quotation or idea about what makes a person a great jazz musician <u>MUST</u> be cited.**

4. Cite all your sources.

a) The importance of citing ALL your sources cannot be emphasized enough. Be prepared to note all the required information for each source you use on the research page provided by your teacher, or provided on the St. Joan of Arc Library web page. Click on: Library, Research Links, and Research Assignments Resource List.

> **<u>NOTE:</u>** If you do NOT cite your sources, you will be committing **plagiarism** and will be subject to academic penalties. Review page 3 of this assignment guide for more detailed information about plagiarism and the need to cite **all** outside sources.

b) The information you must note to format your citations, whatever essay style you are using, is:

  ➤ author's full name;
  ➤ title of work or web site;
  ➤ date of publication (or for a web site, last revision);
  ➤ publisher's name;
  ➤ city of publication (and for APA style, state or province of publication if the source is from the U.S.A. or Canada);
  ➤ for print sources, page number(s) in which the paraphrase or direct quotation appears (paragraph numbers also, if applicable, for APA).

c) There are several web sites that can help you create correctly formatted citations. The first, **www.citationmachine.net** will format both MLA and APA citations. The second, **www.easybib.com**, will format only MLA for free.

The Research Pathway

Librarians **strongly** recommend that you provide a variety of sources and that, depending upon your teacher's requirements for the assignment, you research materials in the order listed below.

1. **Books** – **WHY?** Books are comprehensive sources of information. You can use the **Index** and **Table of Contents** to narrow down your search for relevant information and you can use the bibliography the book includes to pursue other sources. In addition, books have been through the publishing, fact-checking and proofreading process.   A reputable publisher will have done his/her job in correcting errors, etc.

2. **Databases** – **WHY?** Databases are large collections of print information from magazines, newspapers, scholarly journals, encyclopedias, etc. The information is simply stored and accessed electronically. Experts examine the articles and decide which texts would be valid for students to use and include only those in the database. Also, many teachers require that students use scholarly, or peer-reviewed journal articles for their research. Databases are excellent journal sources. In addition, **information from a database counts as a print source.**

3. **Subject Directories** (Also known as Librarian-Approved Portals) - **WHY?** Each Internet site that connects to the subject starter has been examined for validity by a librarian, who is an expert at research. The experts include secondary, college and university librarians from all over the world. If you find a web site through a subject starter, you can trust that the information is valid.

4. **Google or All The Web** – **WHY?** Use these search engines LAST, because there is a strong possibility that the information you find from a blind Internet search will be incorrect, biased, or too basic (especially if you find an elementary student's site).

    In addition, the web sites you access may be maliciously wrong: someone may have posted false information *on purpose* to mislead a researcher. No one monitors what's published on the Internet. Anyone can say anything about any subject. Wikipedia has the same problem and people often post incorrect or biased information *on purpose*. Often the editors of Wikipedia never notice the incorrect information and never get around to eliminating it. **Evaluate each web site you want to use to make sure that it is a source of reliable, valid information.** (See Robert Harris's CARS Checklist on the next page.)

CARS Checklist for Web Site Evaluation
A Summary

Credibility	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. **Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.**
Accuracy	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. **Goal: a source that is correct today (not yesterday), a source that gives the whole truth.**
Reasonableness	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. **Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.**
Support	listed sources, contact information, available corroboration, claims supported, documentation supplied. **Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other equally valid sources that support it).**

****Source Selection Tip****

Try to select sources that offer as much of the following information as possible:

Author's Name
Author's Title or Position
Author's Organizational Affiliation
Date of Page Creation or Version
Author's Contact Information
Some of the Indicators of Information

The information on this page is from:

Harris, Robert. "Evaluating Internet Research Sources." *VirtualSalt*. 22 Nov. 2010. Web. 11 Oct. 2011.

VirtualSalt Copyright Notice

Paraphrasing

Paraphrasing is most commonly used in research essays—particularly in Science, Social Sciences and Religion—when word-for-word quotations are not always the best choice.

Paraphrasing means to take an idea or information that someone else expressed through written or spoken words and ***write it in your own words***. There are rules you must follow in order to paraphrase **correctly** AND **without plagiarizing.**

Make sure that the words you use to express another's idea or information are **yours**. You can **NOT** simply leave out a few words here and there, replace words with synonyms, simply change the order of the words in the sentences or change the order of the sentences themselves. **The entire passage must be re-written.**

1. Read the passage you wish to paraphrase, cover it up, write the idea down using your own manner of expression and then check to make sure your paraphrase is not too similar to the original. If it is, start over.

2. **Always provide parenthetical or in-text documentation/citation after the paraphrase to acknowledge the original source of the idea or information.**

Example

This is the original, word-for-word text from page 10 of John H. Hoover and Ronald Oliver's book *The Bullying Prevention Handbook:*

> Midwestern students identified the junior high or middle school years as the worst ones for bullying. Peer harassment increased rapidly after grade 3 and diminished following grade 10. The overall highest rates of bullying and the most reported trauma resulting from it was during the middle school years, or approximately grades 5 through 8.

This is an **incorrect** paraphrase that is **plagiarism:**

> In the Midwestern states, students said that the junior high or middle school years were the worst for bullying. Harassment from bullies increased quickly after grade 3 and slowed following grade 10. Basically, reported trauma from bullying occurs in grades 5 through 8.

The example above is **plagiarism** because:

➢ The student has only changed around some words and phrases, left out a few words here and there and changed some of the sentence structure; but, **it's far too close to the original quotation**;

➢ the student does not provide the source of the ideas through **parenthetical documentation** (in-text citation).

If you do **either**, you are plagiarizing.

Below is a <u>correct</u> paraphrase, which follows the rules.

> Students in the Midwest seem to suffer the most from bullying when they are in junior high, specifically grades 5 – 8. But, after grade 10, bullying rates decrease (Hoover and Oliver 10).
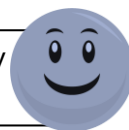
The paraphrasing example above is correct because:
- ➢ the student uses **his/her own words**;
- ➢ lets the reader know the source of the information by using **parenthetical documentation**;
- ➢ **accurately presents the main idea** of the original text.

You must do **all three** to create a correct, acceptable paraphrase.
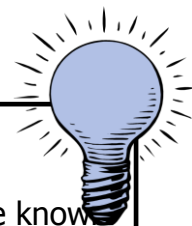
Common Knowledge – Information You Don't Have to Cite

Common knowledge: facts that can be found in many places and are likely to be known by a lot of people. If you can reasonably expect that most people—your ordinary everyday "person walking down the street"-- would know the fact or the
information, then it's likely to be common knowledge. <u>The rule is</u>: **when in doubt, cite!**

Examples: Christmas day is on December 25th.
U. of T. stands for University of Toronto.
Ottawa is the capital city of Canada.

The information above is well-known. You do not need to document these facts. However, you must document information or ideas that support your opinion about something.

Example: In her book *New Moon*, Stephenie Meyer's main character Bella Swan

discovers that if she puts herself in physical danger, she can actually hear Edward's voice

in her head, telling her to stop what she's doing (245). This shows that Bella is suffering

from Edward's sudden departure so much that she does not even care if his voice is a

hallucination; she just want to hear it and as the story progresses, she deliberately puts

endangers herself over and over again.

Since the connection between Bella's suffering and her desire to hallucinate is not
generally known and is an opinion, **<u>you need to cite the source.</u>**

(**Note:** the paraphrasing information on pages 68 and 69 was modeled on material
produced by the Writing Tutorial Services, Indiana University, Bloomington, IN and posted on
the web site: **http://www.indiana.edu/~wts/wts/plagiarism.html**.)

Writing Style

Even if you follow all the rules for formatting essays, creating thesis statements and plans, writing introductory paragraphs, middle paragraphs and using quotations/paraphrases correctly, your writing style is still the main component of the essay. To achieve a superior mark on an essay, **your writing must be clear, concise and to the point**.

Author, **George Orwell**, who wrote the novels *Animal Farm* and *1984*, also wrote an essay entitled "The Politics of the English Language." In it, he includes specific rules for writing that are an excellent guide for any student. (See below.)

(Commentary on each rule was provided by John Wesley, editor of the web site, *Pick The Brain*, located at: http://www.pickthebrain.com/blog/george-orwells- 5-rules-for-effective-writing/ Accessed 25 June 2009.)

1. **Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.**

    This sounds easy, but in practice is incredibly difficult. Phrases such as *toe the line*, *ride roughshod over*, *stand shoulder to shoulder with*, *play into the hands of*, *an axe to grind*, *Achilles' heel*, *swan song*, and *hotbed* come to mind quickly and feel comforting and melodic. For this exact reason they must be avoided. Common phrases have become so comfortable that they create no emotional response. Take the time to invent fresh, powerful images.

2. **Never use a long word where a short one will do**.

    Long words don't make you sound intelligent unless used skillfully. In the wrong situation they'll have the opposite effect, making you sound pretentious and arrogant.   They're also less likely to be understood and more awkward to read.

    When [author Ernest] Hemingway was criticized by [author William] Faulkner for his limited word choice [Hemingway] replied: "Poor Faulkner. Does he really think big emotions come from big words? He thinks I don't know the ten-dollar words. I know them all right. But there are older and simpler and better words, and those are the ones I use."

3. **If it is possible to cut a word out, always cut it out.**

    Great literature is simply language charged with meaning to the utmost possible degree (Ezra Pound). Accordingly, any words that don't contribute meaning to a passage dilute its power. Less is always better. Always.

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4. Never use the passive [verb tense] when you can use the active.

This one is frequently broken, probably because many people don't know the difference between active and passive verbs. . . . Here is an example that makes it easy to understand:

The man was bitten by the dog. (passive)
The dog bit the man. (active)

The active is better because it's shorter and more forceful.

5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.

This is tricky because much of the writing published on the internet is highly technical. If possible, remain accessible to the average reader. If your audience is highly specialized this is a judgment call. You don't want to drag on with unnecessary explanation, but try to help people understand what you're writing about. You want your ideas to spread right?

6. Break any of these rules sooner than saying anything outright barbarous.

This bonus rule is a catch all. Above all, be sure to use common sense. These rules are easy to memorize but difficult to apply. Although I've edited this piece a dozen times I'm sure it contains imperfections. But trust me, it's much better now than it was initially. The key is effort. Good writing matters, probably more than you think.

Do you know how much time I spent looking up the biggest words I could find—and now you tell me that simple and direct is best? That's cold, so very, very cold.


The information on pages 70 and 71 is from:

"George Orwell: Politics and the English Language -- Index Page." *George Orwell - Eric Arthur Blair. Novels. Essays. Articles. Reviews. Biography. Bibliography.* Web. 11 Oct. 2011. <http://orwell.ru/library/essays/politics/english/>.

Wesley, John. "George Orwell's 5 Rules for Effective Writing." *PickTheBrain | Motivation and Self Improvement.* 2007. Web. 25 June 2009. <http://www.pickthebrain.com/blog/george-orwells-5-rules-for-effective-writing/>.

PowerPoint
Advice for Creating Your Slides
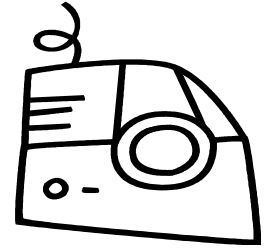
1. Light/Dark

a) **For projection, light text on a darker background works better**. This is because the eye is attracted to light and the audience for the slideshow will automatically look at the text on your PowerPoint slides. Also, the eye will be drawn to you as the presenter, if the brightness of the background is not dazzling your audience's eyes.

2. Consistency and Flow

a) **Use the same background for all your slides**. If you change the background from slide to slide, you interrupt the flow of the information and your audience will lose concentration. Think of the background as the stage for your presentation. *Set the stage and leave it alone.*

b) **Use different fonts sparingly**. Follow the two fonts per page rule and use one font for titles or headings only. Changing fonts is hard on the eyes and makes it seem like your slides do not share a main idea or purpose.

c) **Ensure the font(s) you choose suit the subject of the presentation**. "Serious" sans serif fonts like Calibri, Tahoma and Arial are best for serious subjects. Comic Sans, or Creeper, however, could be used for something that is meant to be light and entertaining or related to horror, respectively. Use such a font for a title or heading only.

d) **Use a font size of at least 28 - 36 pt**. Your presentation needs to be clearly visible from the back of the room and you don't want to give your audience eye-strain.

3. Special Effects

a) **PowerPoint is a visual medium** and SHOULD be eye-catching; however, make sure you are including effects and graphics for a purpose, which would be to emphasize and/or illustrate the points you are making. Do not use too many. Waiting for special effects to come to an end on a slide can be very boring for the audience. Include them sparingly and make them brief.

b) **The same goes for incorporating film clips or audio**. There must be a good reason to include the media. You never use them simply to "take up time."
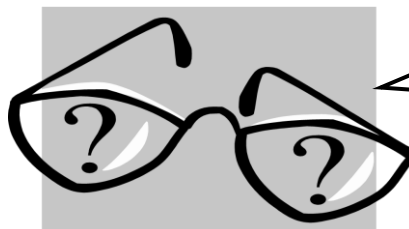
Purposeful visuals improve the presentation and never make viewers wonder why effects were included.

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4. Balance

a) **If you are going to put bullets at the beginning of lines** of text, do NOT centre the lines. It makes the text difficult to follow with your eyes.

b) **The rule is to left-justify bulleted text**. This organizes your information neatly and makes it easier to read.

c) **Do not include more than four or five bullets of text** on one slide. The text should emphasize the main points of your discussion. You should not use the slides and text as a script for what you will say during the presentation.

5. Graphics

a) **The title of the presentation should appear at the top of your introductory slide**. If you place the the graphic below the title, and centre it in the middle of the slide with your name below, it is pleasing to the eye and makes an impact. (See sample introductory slide, below.)


The St. Vincent DePaul Society

By: Carolina Chan and Miriam Rashad

b) **Position graphics** (pictures, symbols, etc.) to the left or right side of your slide, depending upon the effect you want to achieve. If the graphic is on the left, your visual will lead the eye to the text; if it's on the right, the eye will concentrate on the picture after the text has been read.

6. Capitalization and Grammar

a) **Capitalize the first word** of every line of text. It draws the eye to the key words/phrases on your slide.

b) **Do not use all caps for your text.** It is incorrect form and very difficult to read. When you put EVERYTHING in capital letters, you are basically telling your teacher that you don't know how to use capital letters correctly.

c) **Use correct spelling, grammar and punctuation**. You must impress your evaluator with the quality of your work. You should NOT use complete sentences in PowerPoint. Again, your slides are not a script. The text should simply emphasize key points you are making.

I'm impressed!
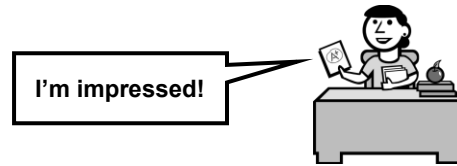
7. Information on Slides

a) **You must provide explanation/elaboration** for each point on your slide orally during your presentation. You should NOT just read the entire presentation from the slides. This would be no different from using overhead sheets.

b) **Again, use special effects sparingly**. Take advantage of the visual medium of PowerPoint, but do not go overboard and sacrifice meaning to special effects. Your goal is to convey specific information to your audience about your topic.

Practice your presentation and what you plan to say as each slide appears on the screen. Using a point-form script is an excellent idea.

Let's get together after school to practise!

Cool.

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