

Step Up to Writing --- SUTW

The writing process is designed to guide any writer through the steps that lead to quality work and improvement of skills.

First step: brainstorm: record without judging or organizing what one knows, thinks, and/or feels about an idea or experience

Second step: planning: T-charts are an essential tool in the SUTW process and provide an organizational glimpse at the ideas to be included in a writing

T = (topic of the assignment)

*RDF #1	-meat: E's -meat: E's
* RDF #2	-meat: E's -meat: E's
* RDF #3	-meat: E's -meat: E's

E:	Example Everyday occurrence Events	Evidence Expert opinion Elaboration	Experience Effective illustration Explanation
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Accordion Paragraph

•Seven-sentence Paragraph

Title _____

Topic Sentence

RDF (with transition)

E's

RDF (with transition)

E's

E's

Conclusion

•Eight-sentence Paragraph

Title _____

Topic Sentence

RDF (with transition)

E's

RDF (with transition)

E's

RDF (with transition)

E's

Conclusion

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SUTW Topic Sentence Patterns 1 – 14

SUTW suggests thirteen topic sentence (TS) patterns for use in writing. Consider the following suggestions regarding your use of the TS in your essays:

- varying your TS patterns will add fluency and interest to your paper
- strong TS improve the quality and clarity of body paragraphs
- TS content will reflect the ideas developed in the essay plan of the introduction
- refer to green handouts and wall posters for examples and hints for writing good TS

Pattern #1 – Occasion/Position TS

Pattern #2 – Power (Number) TS

Pattern #3 – However TS

Pattern #4 -- And, But, and Or TS

Pattern #5 – Prepositions in TS

Pattern #6 – To, Plus a Verb in TS (Infinitive Phrase)

Pattern #7 – The List Statement TS

Pattern # 8 – Get Their Attention with an Active Verb

Pattern #9 – A Rhetorical Question TS

Pattern #10 – Side by Side TS

Pattern #11 – Semicolon TS

Pattern #12 – Two Nouns and Two Commas TS

Pattern #13 -- Using a Quotation TS

Pattern #14 – Where or When + What’s Happening

Transition Words and Phrases

Transition words and phrases help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read. Use the following words and phrases in the following circumstances.

<u>To indicate more information:</u> Besides Furthermore In addition Indeed In fact Moreover Second...Third... etc. <u>To indicate an example:</u> For example For instance In particular Particularly Specifically To demonstrate To illustrate <u>To indicate a cause or reason:</u> As Because Because of Due to For For the reason that Since	<u>To indicate a result or an effect:</u> Accordingly Finally Consequently Hence So Therefore Thus <u>To indicate a purpose or reason why:</u> For fear that In the hope that In order to So So that With this in mind <u>To compare or contrast:</u> Although However In comparison In contrast Likewise Nevertheless On the other hand Similarly Whereas Yet
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ACADEMIC HONESTY EXPECTATIONS

WJSH expects its staff and students to be honest in all their behaviors and decision-making. WJSH asks that all individuals abide by the following guidelines.

Infractions of the **academic honesty expectation** would be:

1. Looking on another's paper during a test/quiz.
2. Allowing someone to look at your paper during a test/quiz.
3. Copying, using text-messages, verbally sharing, or using a cell phone camera to share any ideas or items on a test, quiz, or assignment.
4. Using any kind of notes or information to complete a test or quiz without the instructor's permission.
5. Turning in someone else's work as your own.
6. Allowing another to turn in your work as their original work whether in part or as the whole assignment.
7. Misrepresenting information from another source as your own whether it's a phrase, sentence, or paragraph.
8. Sharing/Showing another student a test, quiz, or assignment that the other student has not completed. Asking another student to show you a test, quiz, or assignment you have not completed.
9. Turning in work done with others when the assignment was to be completed independently.
10. Buying, stealing, or borrowing someone else's work and claiming it as your own work. For example, using/accessing someone's sever file to copy that person's work
11. Hiring someone to write your paper
12. Using on-line translations or electronic sources as assignments.
13. Seeking credit for work that is not one's own work.

PLAGIARISM

Any uncredited (whether intentional or unintentional) piece of work that has been presented as the individual creation of the student.

NOTE: If you need additional information regarding this definition of plagiarism, please refer to the MLA HANDBOOK and the WJSH Writing Guide. Staff at WJSH will help you eliminate plagiarism and dishonesty as an accident or a practice in your school experiences.

CONSEQUENCES:

- A student who does any of these identified behaviors is violating the WJSH Honesty Code. The consequences of the behavior are delineated in the Student Handbook

Continued dishonesty will be handled as willful disobedience.

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<p>INTRODUCTION:</p> <p>Blues:</p> <ul style="list-style-type: none"> •can either entertain or educate a reader •to entertain: grab the reader; get the reader’s attention •to educate: present facts to make it easier for the reader to appreciate the topic (thesis) •Add the Blue only if it makes sense, fits the assignment, and helps the reading audience <p>Thesis:</p> <ul style="list-style-type: none"> •one sentence which identifies the main idea/intent of the essay •It identifies the topic and the author’s opinion of it. It answers the questions: “What is my opinion on the subject?” and “What am I going to illustrate/define/ explain/argue?” <p>Essay plan:</p> <ul style="list-style-type: none"> •identifies the big idea to develop in the essay •reflects the RDFs of a T-chart •ideas appear as the topics in your body paragraph topic sentences •answers the question – “What do I need to talk about to prove my thesis is true?” 	<p>FRAMED INTRODUCTION</p> <p>(Blues: something I should know before I begin to read your paper) _____</p> <p>_____. (Thesis statement) _____</p> <p>_____. (Essay plan) _____</p> <p>.....</p> <p>From the family dinner table to fast food restaurant chains, cooked and processed foods dominate the American diet. Generally, in our country, people tend to eat only small amounts of fresh raw foods such as vegetables, fruits, and nuts. Americans need to increase their intake of raw foods. Food in a raw state contains many more nutrients than when it is cooked, aids the body’s digestive system, and helps to prevent disease.</p>
<p>CONCLUSION</p> <ul style="list-style-type: none"> •bury the transition •compare the refocus thesis to the original thesis •fulfill the promises you made in the introduction •stress the importance of the thesis statement •give the essay a sense of completeness •show the reader why your paper is important, meaningful, and useful •echo the introduction by bringing the reader full circle •use unique and powerful words •give your reader a reason to remember your topic <p>HINTS:</p> <ul style="list-style-type: none"> •consider using a quotation, an anecdote, or ending on a positive note •give your reader something to think about, perhaps a way to see the “real” world •show the reader how your ideas work together to create a “new picture” •challenge the reader to apply the information to his/her life or to see the information globally 	<p>FRAMED CONCLUSION</p> <p>(Transition) (Re-focus on the thesis, i.e., I’ve read your paper how could I look at your topic now?) _____</p> <p>_____. (Summary/review: what key ideas should I remember when I think of your topic? -- perhaps two-three) _____</p> <p>_____. (Closure: an idea that FINALLY ends the paper; perhaps it refers to the blues of the introduction.) _____</p> <p>.....</p> <p>The eating habits of Americans must be scrutinized and altered to include raw foods. Nutritional values of food can be significantly lowered through the use of high heat as in boiling or frying. Decreasing overall digestive functioning demonstrates that American’s bodies are ill equipped to deal with current food preparation techniques. Increased costs and use of medical interventions to improve health indicates that poor eating habits lower the body’s immunities and lead to diseases. Obviously, the American diet must be altered if citizens are to lead long and health lives; fast foods and pre-packaged foods must be reduced if not eliminated from the daily diet.</p>

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_____ . (Thesis:) _____
_____. (Plan in parallel structure:) (1)
_____, (2) _____,
and (3) _____.

Body Paragraph #1: (TS) _____
(transition) obviously _____. For example, ____

because _____.
In addition, _____ because
_____. Furthermore, _____
_____ because _____.
(CS – which makes a final statements that reflects your TS) _____
_____.

Body Paragraph #2: (TS) _____
(transition) equally important _____. For example,

because _____.
In addition, _____ because
_____. Furthermore, _____
_____ because _____.
(CS – which makes a final statements that reflects your TS) _____
_____.

Body Paragraph #3: (TS) _____
(transition) ultimately _____. For example, ____

because _____.
In addition, _____ because
_____. Furthermore, _____
_____ because _____.
(CS – which makes a final statements that reflects your TS) _____
_____.

Conclusion: (transition) In the final analysis, _____
_____ (restate thesis here) _____.
(Synthesize your big ideas of the paper. Show readers how the points you made and the support and examples you used were not random, but fit together.) (Body Paragraph #1)
_____. (Body Paragraph #2) _____
_____ (Body Paragraph #3) _____
_____. (Closure/Clincher – make a bold or startling statement about your topic and ideas) _____.

Barney Smith

Teacher Name

Senior English

8 April 2007

Tears and Rain

Everyone in existence, including you, is a victim of beating self inside for a need that is unknown. James Blunt’s song, “Tears and Rain” of 2005 expresses the feeling of being alone. I realized the song related to my life, and I also noticed the setting, action, style, and ideas in the song that helped to express the meaning.

James Blunt’s “Tears and Rain” contained three powerful literary devices: location, mood, and allusion. First, “How I wish I could surrender my soul.” The mind/soul is the location of the song because the person in the song is looking into his/her soul and realizing all the wrong and regrets done to self and is counting on the soul to save him/her. I look into my soul when a wrong approaches me because it gives me the answer I need to fix my problem which is eating away at my mind. Second, “How I wish I’d chosen darkness from cold.” Sad and depressing is clearly the mood which fulfills the song because this person is cold inside since he/she dug the problem into a deep black hole and now cannot escape it. I have been sad and depressed from problems in my live which have made me feel cold from keeping them inside. Third, “hides my true shape like Dorian Gray.” Dorian Gray is the allusion because he is a character in a book who strives to be great, commits a crime, depresses over it, commits more sins, loses his morality, and realizes he’s a bad person. The person in the song fits Dorian Gray to a tee. I have never chosen cold over darkness and plan on never feeling cold because my goal in life is to be all I can be. All in all, the three literary devices location, mood, and allusion made up part of the story.

The literary devices such as conflict, imagery, connotation, and symbols intensified the song.

... I have had to be homebound due to the down-pouring rain outside, and I hated the feeling of the cold air outside, the loneliness of being stuck in the house alone, and I hate crying because it brings me down as a person. All together, the literary devices of conflict, imagery, connotation, and symbols intensified the song.

“Tears and Rain” contained four more literary devices: simile, metaphor, personification, and theme. ...

... My fight with my best friend tortured me to no end, and I could not explain the depth of sadness and loneliness. I felt. Sure, I cried a little and weakened my soul, but I learned that I had to face the problem before it dug into me deeper and made me stronger. Clearly, the four literary devices such as simile, metaphor, personification, and theme were contained the song to make it the best it could be.

Steps to a Quality Paper

*Put the due date in your planner

STEP 1

Prewrite – get your ideas out Brainstorm

- Mindmaps
- Lists
- T-Charts
- Free-Write

STEP 2

Draft

- Put your ideas on the page; write your body paragraphs
- Don't stress over errors, spelling, etc.
- Refer to your pre-write notes and ideas
- Re-read body paragraphs
- NOW write your introduction
- Write your conclusion
- Create an original title

STEP 3

Revise/Peer Revise – (complete these steps three to five times)

- Read through the work.
- Make specific suggestions for change.
- Rearrange paragraphs, add to paragraphs
- Ask yourself:
 - Do my topic sentences follow the order of my essay plan?
 - Have I used a variety of topic sentence patterns?
 - Do I vary and embed transitions?
 - Have I varied the length of my sentences?
 - Have I varied the types of sentence patterns?
 - Do I use active verbs throughout the work (very few “am, is, are, was, were, have, has, had, to be, being, been”)—highlight them!

STEP 4

Add sources to draft

- Complete the Works Cited page; check for accuracy
- Decide where outside sources should be included in the text
- Refer to Works Cited for appropriate parenthetical documentation
- Each body paragraph should include at *least* one outside source
- Discussion (E-explanation and elaboration) of outside source should be twice the length of the quoted material

STEP 5

Edit & Score the essay

- Check spelling and word choice
 - Affect/effect posse/possess senior/senor
 - lose/loose collage/college
- Check MLA format: margins, font, spacing, format
- Circle the first word of every sentence. Do you need to vary your sentence openers?
- Read your paper aloud – Is your paper smooth and fluent?
- Eliminate all use of – you, your, yours
- Is my title strong and appropriate? Does it reveal the essay's purpose

STEP 6

Publish/Submit

WRITER'S CHECKLIST FOR SUCCESS

STEP 1: PREWRITE

STEP 2: DRAFT

STEP 3: REVISE/PEER REVISE

-1ST time

STEP 4: ADD SOURCES

STEP 3: REVISE/PEER REVISE

-2nd time

-3rd time

STEP 5: EDIT

-1st time

STEP 3: REVISE/PEER REVISE

-4th time

STEP 5: EDIT & SCORE THE ESSAY

-2nd time

STEP 7: POLISH/SUBMIT

Revision of Body Paragraphs

Use the following steps to improve the quality of any paragraph that you write.

1. Highlight your topic sentence (TS) in green
2. Identify your transition and reason/detail/fact (RDF) in yellow.
3. Underline all the E's (Evidence, Expert opinion, Examples, Events, Explanation, Effective illustrations, Experiences, Everyday occurrences, Elaboration) in red.
4. Circle in orange all "to be" verbs (is, are, am, was, were)
5. Cross out the sentence openers "There are/There is" and revise those sentences.
6. Cross out in brown every "I think" or "in my opinion" statements.
7. Find the longest sentence in your draft. Star it. Does it make sense? Is it punctuated correctly?
8. Find the shortest sentence in your draft. Draw a box around it. Does this sentence serve its purpose? Should it be left as is, or should it be combined with another sentence?
9. Choose your favorite passage. Color it purple. Why is this a favorite passage? What qualities of this passage could be included in other parts of this writing?
10. Find the clumsiest part of your draft and underline it in black. Fix it.
11. Check your TS – does it:
 - Identify the subject of the paragraph?
 - Identify the purpose/plan for the paragraph?
 - Direct and guide the reader to know the paragraph's intent?
 - Follow SUTW topic sentence patterns (1-14)?
 - Reflect the ideas of the essay plan?
12. Check your overall paragraph:
 - Is your idea complete?
 - Have you filled your TS promise?
 - Is the paragraph "rich" in information and thought?

MLA Guidelines for documents:

(MLA HANDBOOK FOR WRITERS OF RESEARCH PAPERS, 6th edition)

Font: Times New Roman, 12 pt

Margins: Left justification

One inch margins on all edges

Indent the first word of a paragraph one-half inch from the left margin

Spacing: double-spaced throughout, including quotations, notes and lists of works cited.

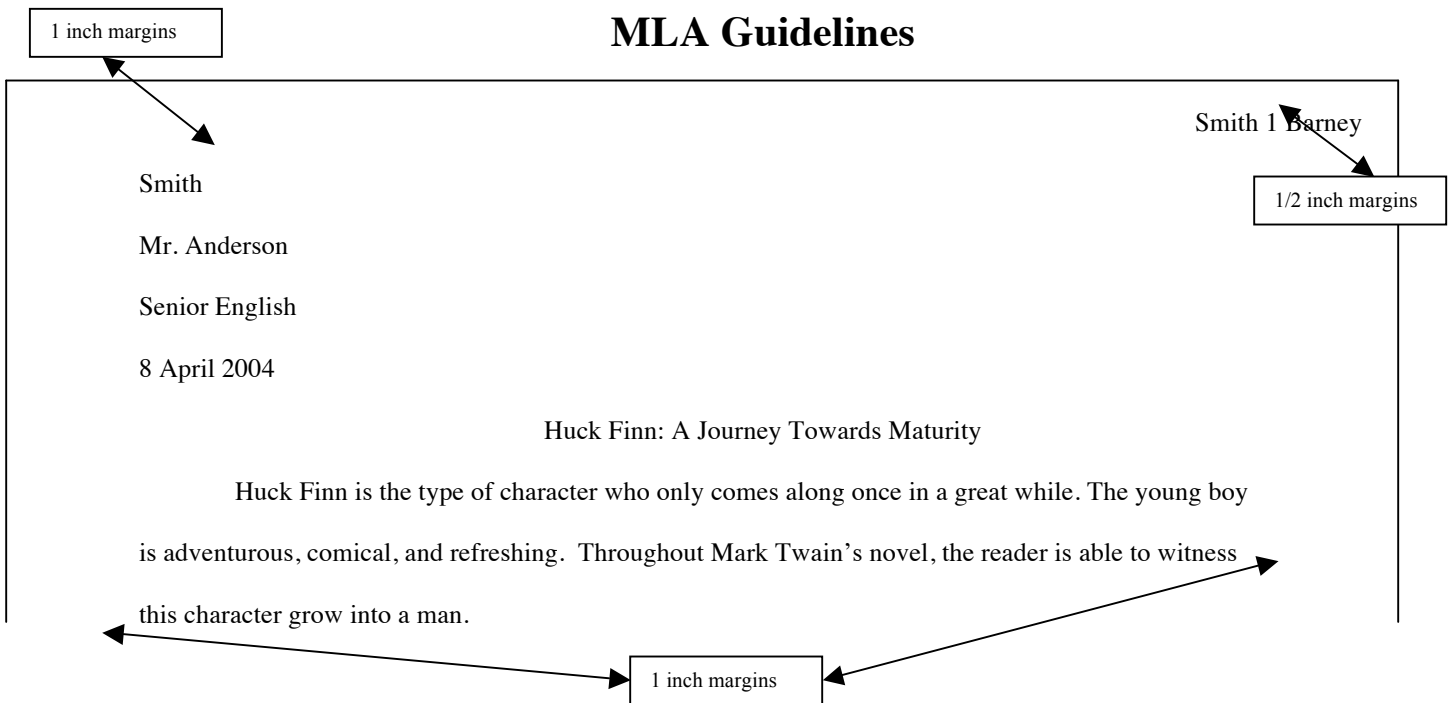
Leave one space after a period or other conclusion punctuation mark, unless your instructor prefers two spaces.

Heading: Place the heading flush with the left margin: information includes your name, your instructor's name, the course number, and the date on separate lines

Title: Center the title; do not make any changes/adjustments to the title's font

Pagination: Number all pages consecutively throughout the research paper in the upper right-hand corner, one-half inch from the top and flush with the right margin.

Type your last name before the page number. Do not use the abbreviation p. before the page number or add a period, a hyphen, or any other mark or symbol.



1 inch margins

Smith 5

1/2 inch margins

Works Cited

“Born to Trouble: Adventures of Huck Finn.” Culture Shock: The TV Series and Beyond. PBS. KCWC, Riverton. 26 Jan. 2000.

“Defining America.” U. S. News & World Report 5 July 2004: 37.

Harris, Eugene. "Huck Finn Still Pushes Buttons, Professor Says." freedomforum.org

18 Nov. 2004 <<http://www.freedomforum.org/templates/document.asp?documentID=3637>>.

Perry, Mark. The Story of a Friendship That Changed America. NY: Random House, 2004.

Readings on the Adventures of Huckleberry Finn. San Diego, CA: Greenhaven Press, 1998.

Warrick, Pamela. “Sticks and Stones.” Los Angeles Times 27 Jan. 1999: E1+. SIRS Knowledge

Source Wright Jr./Sr. High School Library, Wright, WY. 16 Nov. 2004

<<http://www.sirs.com>>.

Tools/Methods for Including Information From Outside Sources

<p>PARAPHRASE (<i>Your words</i>)</p> <ul style="list-style-type: none"> -your words are used but the information is not common knowledge -statistics, facts, etc. are usually not common knowledge -quotation marks not used -source identified at end of quote -period placed <u>outside</u> of parentheses 	<p>PARAPHRASE</p> <p>Alcohol contributes to a majority of automobile accidents in the state (Jones 43).</p>
<p>PARTIAL QUOTE (Combine your words with the words of the author)</p> <ul style="list-style-type: none"> -use only the interesting, factual, or relevant portion of the source. -blend your words with the author's words -quotation marks used around the exact words of the author 	<p>PARTIAL QUOTE</p> <p>The author once claimed that, "We must learn to reawaken and keep ourselves awake..." (Thoreau 60).</p>
<p>DIRECT QUOTE (Entire words of the author)</p> <ul style="list-style-type: none"> -4 lines of text or less -quote is embedded within the paragraph -quotation marks used around the exact words of the author 	<p>DIRECT QUOTE</p> <p>"It rained for four years, eleven months, and two days" (Marquez 339).</p>
<p>BLOCK QUOTE (more than 4 lines of text from the source)</p> <ul style="list-style-type: none"> -set off from rest of paragraph by a colon -evenly double-spaced -indented 2 tabs or 10 spaces -not surrounded by quotes -period appears before the parenthetical info 	<p>BLOCK QUOTE</p> <p>Some might even say that drunk drivers are one of the greatest dangers on the public roads:</p> <p style="padding-left: 40px;">According to data from the National Highway Traffic Safety Administration (NHTSA), in 2004, 16,694 people were killed in alcohol-related crashes - an average of one almost every half-hour. These deaths constituted approximately 39 percent of the 42,636 total traffic fatalities.</p> <p style="padding-left: 40px;">(MADD)</p> <p>This is an enormous percentage when one considers [...]</p>

Embed your information/Include your information from outside sources through phrases that add fluency to your writing. The guideline is that when read aloud, the listener cannot tell when the writing has shifted from the student's words to the outside source words. Use transition devices to aid this fluency; bury those transitions within the flow of the sentences rather than always placing them at the beginning of the sentence.

PARENTHETICAL CITATIONS – some hints

1. Embed your information/Include your information from outside sources through phrases that add fluency to your writing. The guideline is that when read aloud, the listener cannot tell when the writing has shifted from the student's words to the outside source words.

2. Use transition devices to aid this fluency; bury those transitions within the flow of the sentences rather than always placing them at the beginning of the sentence.

Also, the critic states how "Hemingway lived a life indicative of many of his characters" (Smith 132).

Avoid always starting with a transition; instead, embed the transition within the quote.

One particular critic, in addition, states how "Hemingway lived a life indicative of many of his characters" (Smith 132).

3. Include the punctuation from the original source – a ? or an ! within the quotation marks and then place the period after the citation information.

"It rained for four years, eleven months, and two days" (Marquez 339).

*Punctuation
after the parentheses*

"Do you think they will try to find us?" (Steinbeck 71).

*For "?" and "!"
leave the punctuation
within the quotes*

"I said no! I won't do it!" (Smith 201).

4. The citation information included in () will appear at the end of the sentence which contains that source's information:

5. Parenthetical Documentation may include:

- the author's or authors' last names (if less than three)
- the pages on which the information appears
- the reference to a work in its entirety

6. Forms:

Author's name in text

Tannen has argued this point (178-85)

Author's name in reference

The point has already been argued (Tannen 178-85).

Authors' names in text

Others, like Jakobson and Waugh, hold the opposite point of view (210-15).

Authors' names in reference

Other hold the opposite point of view (Jakobson and Waugh 210-15).

Author's name in text

Only Daiches has seen this relation (2:776-77).

Author's name in reference

Only one scholar has seen this relation (Daiches 2:776-77).

Author's name in text

It may be true, as Robertson maintains, that "in the appreciation of medieval art the attitude of the observer is of primary importance . . ." (136).

Author's name in reference

It may be true that "in the appreciation of medieval art the attitude of the observer is of primary importance . . ." (Robertson 136).

Smith 1

Barney Smith
Mrs. Hansen
English IV
4 April 2007

Huck Finn: A Journey Towards Maturity

Huck Finn is the type of character who only comes along once in a great while. The young boy is adventurous, comical, and refreshing. One can see how young Huck represents all little boys, to some degree. However, the true beauty of this classic character is how he grows, changes, and develops into a mature being by the end of the novel.

Huckleberry Finn, to begin, is the ideal characterization of a young boy. He is far from being pure or godly, but he has innocence. Mark Perry's work claims that Huck is shaped by his world, yet maintains his innocence because he never truly commits to a decision or action of his own until later in the work. Huck is a puppet and society the puppet-master, telling him how to act. Miss Watson tells him how to sit; Tom Sawyer tells Huck how to play; and Pap tells him how to live ("Defining America"). Huck's journey is guided by these forces and the choices and actions are never truly the choices and actions of Huck Finn.

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Works Cited

- "Born to Trouble: Adventures of Huck Finn." Culture Shock: The TV Series and Beyond. PBS. KCWC, Riverton. 26 Jan. 2000.
- "Defining America." U. S. News & World Report 5 July 2004: 37.
- Harris, Eugene. "Huck Finn Still Pushes Buttons, Professor Says." freedomforum.org 18 Nov. 2004
<<http://www.freedomforum.org/>>.
- Perry, Mark. The Story of a Friendship That Changed America. NY: Random House, 2004.
- Readings on the Adventures of Huckleberry Finn. San Diego, CA: Greenhaven Press, 1998.
- Zoglin, Richard. "Signing on the Mississippi." Time 7 July 2003. eLibrary.bigchalk.com. Wright Jr./Sr. High School Library, Wright, WY. 20 Mar. 2004 <<http://www.elibrary.com/>>.

Works Cited Guidelines

The information in your parenthetical references in the text must match the corresponding information in the entries in your list of works cited. For a typical works-cited entry, which begins with the name of the author (or editor, translator, or narrator), the parenthetical reference begins with the same name.

When the list contains only one work by the author cited, you need give only the author's last name to identify the work: "(Patterson 183-85)."

If your list contains more than one author with the same last name, you must add the first initial – "(A. Patterson 183-85)" and "(L. Patterson 230)" – or, if the initial is shared too, the full first name.

If two or three names begin the entry, give the last name of each person listed: "(Rabkin, Greenberg, and Olander)."

If the work has more than three authors, follow the form in the works cited entry: either give the first author's last name followed by *et al.*, without any intervening punctuation – "(Lauter et al. 2425-33)" – or give all the last names.

If there is a corporate author, use its name, shortened or in full.

If the work is listed by title, use the title, shortened or in full; if two or more anonymous works have the same title, add a publication fact such as a date, that distinguishes the works.

If the list contains more than one work by the author, add the cited title, shortened or in full, after the author's last name.

<p>Guidelines:</p> <ol style="list-style-type: none"> 1. Title is 1 inch from top margin, centered, same font size and style as the paper (no italics or underline) 2. Alphabetize the entries by the first piece of information in EACH entry. 3. EACH entry begins flush with the left margin. 4. For entries longer than a single line indent all subsequent lines with the first tab stop. 5. All punctuation must follow the guidelines on the works cited entries 6. All entries are evenly double-spaced 7. DO NOT: (a) number your entries, (b) group entries by type of source 	<p style="text-align: right;">Smith 6</p> <p style="text-align: center;">Works Cited</p> <p>"Born to Trouble: Adventures of Huck Finn." <u>Culture Shock: The TV Series and Beyond</u>. PBS. KCWC, Riverton. 26 Jan. 2000.</p> <p>"Defining America." <u>U. S. News & World Report</u> 5 July 2004: 37. Print.</p> <p>Harris, Eugene. "Huck Finn Still Pushes Buttons, Professor Says." <u>freedomforum.org</u> 18 Nov. 2004 Web. <http://www.freedomforum.org/>.</p> <p>Perry, Mark. <u>The Story of a Friendship That Changed America</u>. NY: Random House, 2004. Prin.</p> <p><u>Readings on the Adventures of Huckleberry Finn</u>. San Diego, CA: Greenhaven Press, 1998. Print.</p> <p>Zoglin, Richard. "Signing on the Mississippi." <u>Time</u> 7 July 2003. <u>eLibrary.bigchalk.com</u>. Wright Jr./Sr. High School Library, Wright, WY. 20 Mar. 2004 Web. <http://www.elibrary.com>.</p>
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WORKS CITED EXAMPLES

BOOKS

<p>Last, First. <u>Title of Book</u>. Place: Publisher, copyright.</p>	<p>(1) One Author Berek, Judith. <u>No Place To Be: Voices of Homeless Children</u>. Chicago: Houghton Mifflin Company, 1998.</p>
<p>Last, First, First Last and First Last. <u>Title of Book</u>. Place: Publisher, copyright.</p> <p>Last, First, et al. <u>Title of Book</u>. Place: Publisher, copyright.</p>	<p>(2) Multiple Authors (a) Two or Three Authors Rowe, Richard, Larry Jeffus and Shawn Smith. <u>The Essential Welder</u>. Albany: Delmar, 2000.</p> <p>(b) More than Three Authors Fritz, Jean, et al. <u>The World In 1492</u>. New York: Henry Holt and Company, 1992.</p>
<p><u>Title</u>. Place: Publisher, copyright.</p>	<p>(3) Unknown Author <u>Chronicle of the Cinema</u>. London: Dorling Kindersly Publishing, Inc., 1995.</p>
<p>Last, First. "Work Title." <u>Title of the Book</u>, editor, Place: Publisher, copyright. Pages.</p> <p>Last, First. "Title of the Story." <u>Title of the Textbook</u>. Place: Publisher, copyright. Pages.</p>	<p>(4) Single Work from an Anthology (a) Literary work in a larger volume of work Hansberry, Lorraine. "A Raisin in the Sun." <u>Black Theatre: A Twentieth-Century Collection of the Work of its Best Playwrights</u>. Ed. Lindsay Patterson, New York: Dodd, 1992. 221-76.</p> <p>b. Single work from a textbook Jacobs, W. W. "The Monkey's Paw." <u>Prentice Hall Literature: Timeless Voices, Timeless Themes. Platinum</u>. New Jersey: Prentice Hall, Inc., 2000. 46 – 53.</p>
<p>Last, First. "Title of Article." <u>Title of the Book</u>, date published. Rpt in <u>Title of the Anthology</u>. Editor. Vol. #. Place: Publisher, copyright. Pages.</p>	<p>(5) Literary Criticism Volumes a. Single work from an anthology: multiple volumes Bly, Robert. "Louise Erdrich (Another World Breaks Through)." <u>The New York Times Book Review</u>, August 31, 1986. 2. Rpt. in <u>Contemporary Literary Criticism</u>. Ed. Daniel G. Marowski. Vol. 54. Detroit: Gale Research, 1989. 135-137.</p>

REFERENCE WORKS

Last, First. "Topic Researched." <u>Title of Reference Work</u> . Copyright.	(6) Signed entry Lesko, Leonard H. "Pyramids." <u>The World Book Encyclopedia</u> . 2001.
"Topic." <u>Title of Reference Work</u> . Copyright/Edition. "Word." <u>Title of Dictionary</u> . Edition. Copyright.	(7) Unsigned a. Encyclopedia "Tide." <u>Encyclopedia Britannica, Inc.</u> 1995 ed. b, Dictionary "Noon." <u>The Oxford English Dictionary</u> . 2 nd ed. 1989.

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Last, First. "Article." <u>Database</u> <u>Source</u> date of publication. Pages.	(8) On-Line Subscription Services/Databases a. CQ Researcher Koch, Kathy. "Vaccine Controversies." <u>CQ Researcher</u> 25 Apr. 2006. 641-671. Web.
Last, First. "Title of the Article." <u>Original Source of Article</u> date of original source: page numbers. <u>Name of the Database used</u> . Name of the Service. Name of Library or Library System, City, State. Date of access and URL.	b. SIRS Frick, Robert. "Investing in Medical Miracles." <u>Kiplinger's Personal Finance</u> Feb. 1999: 80-87. <u>SIRS Researcher</u> . ProQuest Information and Learning. CCHS Library, Gillette, WY. Web. 25 Mar. 2006 < http://www.sirs.com >.
Last, First. "Title of Article." <u>Original Source of Article</u> date of original source with publication information. <u>Name of the Database used</u> . Name of the Service. Name of Library or Library System, City, State. Date of access and URL.	c. eLibrary Wray, Randall. "Impact of Immigration on Low-Skilled Workers." <u>Summary Testimony by L. Randall Wray before the House Committee on the Judiciary, Subcommittee on Immigration and Claims, 11 March 1999. Rayburn House Office Building</u> . Federal Document Clearing House, Inc., 1999. <u>eLibrary</u> . ProQuest Information and Learning. CCHS Library, Gillette, WY. 30 May 2006 Web. < http://www.elibrary.com >.
"Title of Article." <u>Original Source</u> with publication information: Page. <u>Name of the database used</u> . Name of service. Name of Library System. Date of access and URL.	d. EBSCO "Cooling Trend in Antarctica." <u>Futurist</u> May-June 2002: 15. <u>Academic Search Premier</u> . EBSCO. City U of New York, Graduate Center Lib. 22 May 2002 Web. < http://www.epnet.com/ >.
Last, First. "Title of Article." <u>Original Source</u> and date of	e. Literature Resource Center

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<p>publication: pages. <u>Name of the database used</u>. Name of Service. Name of Library System. Date of access and URL.</p>	<p>Lane, Jr., Lauriat. "Why Huckleberry Finn Is a Great World Novel." <u>College English</u> Oct. 1955: 1-5. <u>Literature Resource Center</u>. Thomson Gale. CCHS, Gillette, WY. 31 Nov. 2006 Web. <http://galenet.galegroup.com>.</p>
<p>Last, First. "Article." <u>Magazine Title</u> date of publication: Pages. "Article." <u>Magazine Title</u> date of publication: Pages.</p>	<p>(9) Print copy a. Signed Talcott, Richard. "Great Comets." <u>Astronomy</u> May 2004: 36-41. Print. b. Unsigned "They Didn't Hear the Screams." <u>Newsweek</u> 23 Oct. 2000: 7. Print.</p>
<p>"Article." <u>Collection Title</u>. CD-ROM. Publisher, Copyright. Last, First. "Article." <u>Newspaper (Title and State)</u> date of publication. <u>Collection Title</u>. CD-ROM. Publisher, Copyright. Last, First. "Article Title: Subtitle." <u>CD Rom title</u>. CD-ROM. Publisher, Copyright.</p>	<p>(10) Articles on CD-ROM "Fiber Optics Technicians." <u>Encyclopedia of Careers and Vocational Guidance</u>. CD-ROM. Ferguson Publishing Company, 2000. Farquhar, Brodie. "Former Sundance Reactor Site May Require Cleanup." <u>Casper StarTribune (WY)</u> 21 Jan. 2003. <u>NewsBank NewsFile Collection</u>. CD-ROM. NewsBank, Inc. 1997-1998. Reynolds, Michael. "For Whom the Bell Tolls: Critical Evaluation." <u>Masterplots Complete 1999</u>. CD-ROM. Salem Press, 1999.</p>

MISCELLANEOUS AND NON-PRINT SOURCES

<p><u>Pamphlet Title</u>. Place: Source of Information, Copyright.</p>	<p>(11) Pamphlet <u>Wyoming Coal: A Concise Guide 2001</u>. Gillette, Wyoming: Wyoming Coal Information Committee, 2001.</p>
<p><u>Film Title</u>. Production Company, Copyright.</p>	<p>(12) Film/video <u>Secrets of Lost Empires: Colosseum</u>. Nova Production by WGBH Educational Foundation, 1997.</p>
<p>Interviewee Last, First. Interview Identified. <u>Published Source</u> date of publication. Pages. Interviewee Last, First. Interview identified (title of it, interviewer). <u>Television program</u>. Network. Station, Location. Date of broadcast. Interviewee Last, First. Identification of entry as type of interview. Date of interview.</p>	<p>(13) Interview a. published or recorded interviews Gordimer, Nadine. Interview. <u>New York Times</u> 10 Oct. 1991, late ed.: C25. b. interviews broadcast on television or radio Wiesel, Elie. Interview with Ted Koppel. <u>Nightline</u>. ABC. WABC, New York. 18 Apr. 2002. c. interviews conducted by the researcher/student Curry, Mike. Personal interview. 2 Nov. 2004. Evenson, Duane. E-mail Interview. 5 Feb. 2006. Lundquist, Georgia. Telephone interview. 4 May 2006.</p>

ON-LINE SOURCES

Elements of On-Line Entry

Sometimes additional information is required. This list shows most of the possible components of an entry for an Internet publication and the order in which they are normally arranged:

<ol style="list-style-type: none"> 1. The name of the author, editor, compiler, or translator of the source (if given), reversed for alphabetizing and, if appropriate, followed by an abbreviation such as <i>ed.</i> 2. Title of an article, poem, short story, or similar short work in the Internet site (enclosed in quotation marks). Or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks) followed by the description <i>Online posting</i> 3. Title of a book (underlined) 4. Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as <i>Ed.</i> 5. Publication information for any print version of the source 6. Title of the Internet site (e.g., scholarly project, database, online periodical, or professional or personal site {underlined}) or, for a professional or personal site with no title, a description such as <i>Home page</i> 7. Name of the editor of the site (if given) 8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number 	<ol style="list-style-type: none"> 9. Date of electronic publication, of the latest update, or of posting 10. For a work from a subscription service, the name of the service and – if a library or a consortium of libraries is the subscriber – the name and geographic location (e.g., city, state abbreviation) of the subscriber 11. For a posting to a discussion list or forum, the name of the list or forum 12. The number range or total number of pages, paragraphs, or other sections, if they are numbered 13. Name of any institution or organization sponsoring the site (if not cited earlier) 14. Date when the researcher accessed the source 15. URL of the source or, if the URL is impractically long and complicated, the URL of the site’s search page. Or, for a document from a subscription service, the URL of the service’s home page, if known or the keyword assigned by the service, preceded by <i>Keyword</i>; or the sequence of links followed, preceded by <i>Path</i>.
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<p><u>Title of the Site</u>. Electronic publication information (version number, date of electronic publication/latest update, sponsoring institution or organization). Date of access and URL.</p> <p>“Title of Article”. <u>Title of the Site</u>. Date of access and URL.</p>	<p>(14) Organization/institution <u>Thomas: Legislative Information on the Internet</u>. 25 Mar. 2004. Lib. of Congress. Washington. 25 Oct. 2004 <http://thomas.loc.gov/>.</p> <p>“Ask PDFa”. <u>Partnership for a Drug-Free America</u>. 24 Feb 2002 <http://drugfreeamerica.org/>.</p>
<p>Government agency that issued the document. <u>Title of the Publication</u>. Place: Publisher. Copyright.</p> <p>Country. Government Branch. <u>Title of the Publication</u>. Number of Congress, session of Congress. Type and number of the Publication. Place: Publisher, date.</p>	<p>(15) Government</p> <p>a. publications New York State: Committee on State Prisons. <u>Investigation of the New York State Prisons</u>. 1883. New York: Arno. 1974.</p> <p>b. documents United States. Congress. <u>A Descriptive Catalogue of the Government Publications of the United States, September 5, 1774 – March 4, 1881</u>. US 48th Cong., 2nd sess. Misc. Doc. 67. Washington: GPO, 1885.</p>
	<p>(16) Personal site</p>

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<p>Last name of person who created the site, First. <u>Title of the Site</u> or Home page. Date of the last update. Date of access and URL.</p>	<p><u>Lancashire, Ian</u>. Home page. 1 Nov. 2000 <http://www.chass.utoronto.ca:8080/~ian/index.html>.</p>
<p>Last, First. "Poem Title." <u>Book in which work was Published</u>. Editor, copyright of book. <u>Web Source</u>. Date of access and URL.</p> <p>Organization/Institution/Committee which collected the material. "Topic of Research." <u>Title of Source</u>. Place: publisher, copyright. URL.</p>	<p>(17) Poem/book a. poem (Poem titles are in quotes) Dickinson, Emily. "A Book". <u>Modern American Poetry</u>. Ed. Louis Untermeyer. 1919. <u>Bartleby.com</u>. 3 Nov. 2000 <http://www.bartleby.com/104/3.html>.</p> <p>b. part of an on-line book United States Department of Labor. "Social Worker." <u>Occupational Outlook Handbook: 2003-2004</u>. Washington: GPO, 2003. <www.bls.gov/oco>.</p>
<p>"Topic of Research." <u>Web Source</u>. Publisher. Date of access and URL.</p>	<p>(18) Article in a reference database "Lichen." <u>britannica.com</u>. Encyclopaedia Britannica. 3 Nov. 2000 <http://britannica.com>.</p>
<p>Last, First. "Subject Line." E-mail to the author. Date of message.</p>	<p>(19) E-mail message Steiger, Larry. "Re: Pep Assembly." E-mail to the author. 2 Nov. 2006.</p>
<p>Last, First. "Title of work/material." <u>Name of the Periodical</u> and date of publication/volume number/issue number/other identifying number, Pages – range or total number. Date of access and URL.</p>	<p>(20) On-line periodical (a) article in a magazine Brooks, David. "The Culture of Martyrdom." <u>Atlantic Online</u> June 2002. 24 Sept. 2002 <http://www.theatlantic.com/issues/2002/06/brooks.htm>.</p>

TIPS FOR MLA WORKS CITED

1. long URL – make the break after the / in the address

Lancashire, Ian. Home page. 1 Nov. 2000

<<http://www.chass.utoronto.ca:8080/~ian/index.html>>.

Lancashire, Ian. Home page. 1 Nov. 2000 <<http://www.chass.utoronto.ca:8080/>

~ian/index.html>.

2. When using Citation Machine, be sure you enter the information correctly (Spelling, capitalization, etc.).