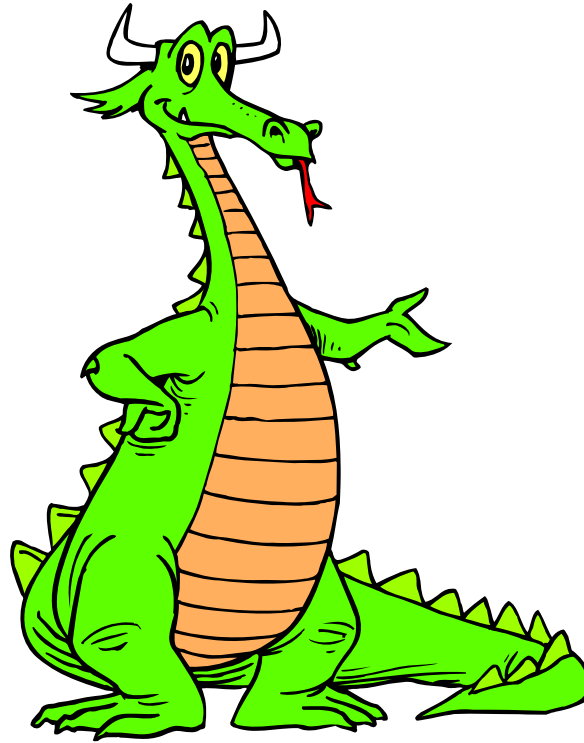


SONOMA VALLEY HIGH SCHOOL



# STYLE MANUAL

*A resource manual for researching and writing*

Sonoma Valley High School  
20000 Broadway  
Sonoma, California 95476  
(707) 933-4010

This SVHS Style Manual is the property of

\_\_\_\_\_  
(name)

Class of \_\_\_\_\_

Telephone Number \_\_\_\_\_

Email address \_\_\_\_\_

Dear Student,

Plagiarism is the act of presenting someone else's ideas as your own, either intentionally (cheating) or unintentionally (poor research skills). Sonoma Valley Unified School District has a comprehensive academic honesty policy with clear and significant consequences. Review your student handbook (beginning of school calendar) to familiarize yourself with this policy.

The SVHS Style Manual, based on the Modern Language Association (MLA) standards currently in use in junior colleges and universities in California, was designed to provide you with research and writing standards you will apply in all classes in which writing and research is assigned. You will use this manual all four years.

***Style is the dress of thoughts.***

*Earl of Chesterfield, 1749.*

Good luck in your writing assignments.

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## WRITING AND EDITING TERMS

which your teacher might use when reading your papers

**Annotation** -- a remark, note or comment intended to illustrate or explain.

**Awkwardness** -- a catch-all term which usually indicates a problem with syntax or diction.

**Coherence** – the clear connection between ideas, between paragraphs, between sentences. Coherence between paragraphs is often referred to as **transition**; coherence within paragraphs is often referred to as **continuity**. A logical sequence of ideas, purposeful repetition of key words, use of transitional words or expressions, and a suitable pace for the topic or audience help aid coherence.

**Commentary** – opinion about something (not concrete detail); interpretation, personal response, analysis, explication, insight, reflection and speculation.

**Conclusion** – last paragraph in an essay. It should sum up ideas, reflect on what is said in essay, give more commentary, give a personal statement about the subject, or make predictions. It gives a final feeling to the whole essay.

**Concrete detail** – facts, specific details that are most often what we see and hear, less often the other three senses of smell, taste, and touch; In literature essays, concrete detail means examples or quotations from the work.

**Development** – the specific details, examples, illustrations, evidence, incidents and explanations that support, clarify, or expand the purpose, thesis, or topic sentence.

**Diction** – word choice. Problems with diction are usually the result of incorrect use, incorrect form, and inaccurate word choice for context, inappropriate tone, vagueness, trendiness or triteness.

**Organization** – the order of the major sections of any piece of writing. It can be chronological, spatial, categorical, logical, emphatic, enumerative or any combination of methods. Organization generally refers to arrangement of the body of the research paper. The decision on the structure or form of the research paper should be dictated by the content.

**Syntax** – the arrangement of words within a sentence. It can include sentence length, arrangement of sentence parts (subject/verb/object, dependent/main clauses, modifiers/antecedents, order of emphasis, or parallel structure), sentence types (declarative, interrogative, compound, complex), or sentence rhythms.

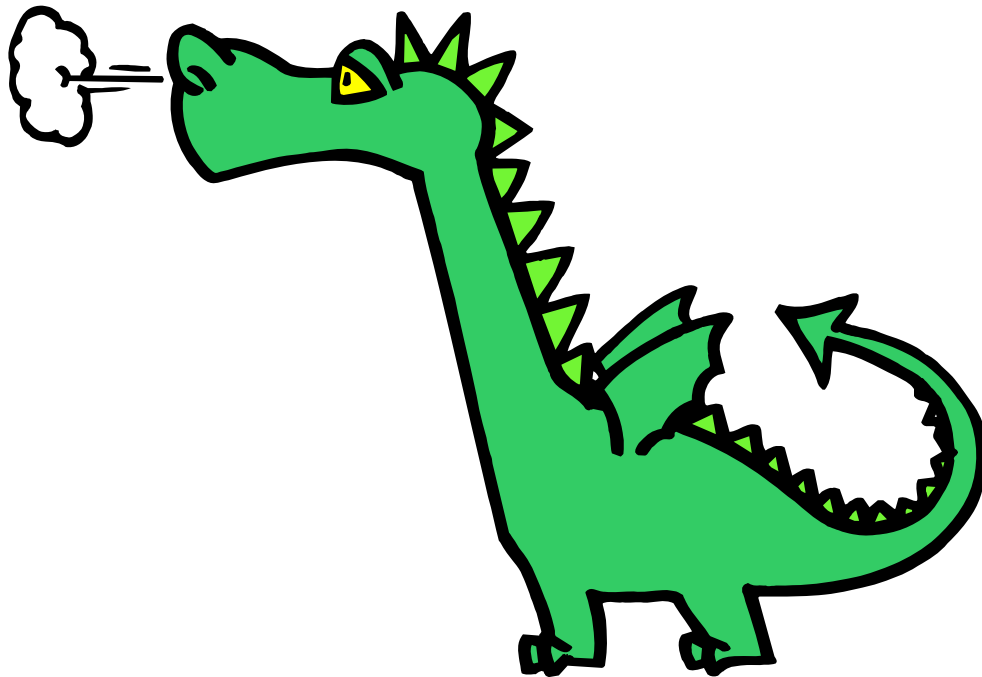
**Thesis** – focal point of an essay that contains a subject and opinion; located at the end of the first paragraph.

**Tone** – the attitude of the author toward the subject matter, the intended reader, him- or herself. Tone is reflected in word choice, selection of details, emphasis, syntax, and commentary. Some typical tones are serious, humorous, satiric, academic (pompous), sincere, sentimental, whimsical, bitter, and personal.

**Topic Sentence** – main sentence in a body paragraph; usually the first sentence in the paragraph; contains a subject and opinion, as does the thesis, but is more specific than the latter.

**Unity** – the underlying purpose of the writing is supported by every element of the writing. Unity gives focus, clarity and direction.

**Writing Process** – the process for creating a paper begins with a pre-write or a brainstorm, moves to an outlines of the research paper, then a rough draft is created and edited, and a final draft is the result of this process.



## QUICK REFERENCE FOR WRITING A RESEARCH PAPER

**INTRODUCTION:** Introduce your topic to the reader. Provide background information about your topic. Make your introduction interesting so that your reader will be drawn in and want to read on further.

**THESIS STATEMENT:** Place your thesis at the end of your introduction. After reading your thesis statement, the reader should think, "This paper is going to try to convince me of something. I'm not convinced yet, but I'm interested to see how I might be."



**POINT #1** What are you going to use to prove your thesis? Think of yourself as a member of a jury, listening to a lawyer who is presenting opening argument. How is the lawyer going to try to convince you of a person's guilt or innocence? Readers of research papers are like jury members: before they have read too far, they want to know what you plan to argue in your paper and how well you plan to make the argument. Construct a **topic sentence** that tells your reader the direction you plan to go in this first paragraph.

**SUPPORT FOR POINT #1** Evidence you plan to use to support or prove your thesis statement. This evidence is comprised of **facts** (concrete detail) you uncovered while conducting research. Be sure to properly cite your sources using parenthetical citation (pages 20-22).

**ANALYSIS OF POINT #1** Combine the research evidence with your **own analysis**, opinion, interpretation or reflections (commentary). (This shows that/This is because)...

**CONCLUDING SENTENCE** (As a result)...



**POINT #2** In the second paragraph, what next point are you going to use to support your thesis? Write a **topic sentence** that tells the reader the direction you plan to go in this paragraph.

**SUPPORT FOR POINT #2** Evidence you plan to use to support point #2. This is comprised of **facts** (concrete detail).

**ANALYSIS OF POINT #2** Opinions, **analysis**, interpretation, reflections. (This shows that/this is because)...

**CONCLUDING SENTENCE** (As a result)...

<b>POINT #3</b>	In the third paragraph, what next point are you going to use to support your thesis? Write a <b>topic sentence</b> that tells the reader the direction you plan to go in this paragraph.
SUPPORT FOR POINT #3	Evidence you plan to use to support point #3. This is comprised of <b>facts</b> (concrete detail).
ANALYSIS OF POINT #3	Opinions, <b>analysis</b> , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...



<b>POINT #4</b>	In the fourth paragraph, what next point are you going to use to support your thesis? Write a <b>topic sentence</b> that tells the reader the direction you plan to go in this paragraph.
SUPPORT FOR POINT #4	Evidence you plan to use to support point #4. This is comprised of <b>facts</b> (concrete detail).
ANALYSIS OF POINT #4	Opinions, <b>analysis</b> , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...



<b>POINT #5</b>	In the fifth paragraph, what next point are you going to use to support your thesis? Write a <b>topic sentence</b> that tells the reader the direction you plan to go in this paragraph.
SUPPORT FOR POINT #5	Evidence you plan to use to support point #5. This is comprised of <b>facts</b> (concrete detail).
ANALYSIS OF POINT #5	Opinions, <b>analysis</b> , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...



<b>CONCLUSION</b>	After presenting your evidence to support your thesis statement in the body of your paper, you are ready to conclude the paper. A conclusion includes a <b>restatement</b> of the <b>thesis</b> or purpose of the research paper in which you indicate that you have achieved your goal, and how you have achieved it. After you have analyzed the arguments you've made in your paper, (Points #1-5), why then does the thesis still hold true? End with a memorable line (big picture).
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## STANDARD EDITING AND CORRECTION SYMBOLS

The following are some of the most commonly used editing and correction symbols and remarks used in an academic setting. Check with your teacher for any additions or differences.

agr	Agreement problem	awk	awkward expression
= =	check capitalization	frag	sentence fragment
inc	incomplete	p	punctuation
∧	insert (word/s left out)	R/O	run-on sentence
¶	begin paragraph	//	parallel
s.s.	sentence structure	c/s	comma/splice: 2 sentences joined by a comma
sp	spelling	~	transpose letters or words
ℓ	delete		

## TIPS ON DOING RESEARCH Seven Basic Steps

### 1. Define your task.

What do you need to know?  
What will it look like in its final form?

### 2. Brainstorm all possible sources of information.

Check the library online catalog for books  
Check online databases (EBSCO MAS Ultra, EBSCO Newspaper Source, History Reference Center, TopicSearch-Host)  
Check search engines and web pages.  
Select the best sources.

### 3. Go get the resources.

### 4. Read (listen, view) and take notes.

### 5. Create the final presentation.

Organize your notes.  
Put your results together in a coherent fashion.

### 6. How did you do?

How did the research itself go?  
Did the final product meet expectations?  
Did you prove what you set out to prove in your thesis?  
Do you need to revise or change your thesis?  
You might have to go back to previous steps at any time during this process.

### 7. Credit Where Credit is Due

Always give proper credit for any material, print or electronic, used in your research.  
If you quote an author word-for-word, you must use quotation marks and cite the source.  
If you paraphrase or summarize an author's work, you must cite the source.

## RESEARCH PAPER FORMAT

In order to format your paper in Modern Language Association (MLA) format, you must follow these rules:

**Heading and Title** -- A research paper does not need a title page. Instead, beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor's name, the course number, and the date on separate lines, double-spacing between the lines. Double space again and center the title. Double space also between the lines of the title, and double-space between the title and the first line of the text (**see page 10**).

**Margins** – outer margins of your paper should be at 1 inch uniformly on all sides of the text.

The **title** should be centered. It should not be underlined. Only the first and any other major words are capitalized. Do not put your title in quotation marks.

**Font** – or the size and style of the print should be either **Times New Roman** or **no serifs**. The size is 12 point (this includes your title).

**Page numbers** – 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. This is easily accomplished using the **Header/Footer** function in Microsoft Word.

**Spacing** - Double-space your paper.

**Long Quotation** – (60 words or more; 4 lines or more) you should indent one inch (or ten spaces) from the left margin and type it double-spaced, without adding quotation marks.



**Figure 1: How Your Paper Should Look (See Page 10)**

Allow 1"  
from top  
of page

Allow ½"  
from top  
of page

Suzie Smith

World History, Period 2

Ms. Clark

12 April 2005

Double-  
space

Title of Your MLA Format Paper {center}

This paper is designed to guide you through the mechanical and technical guidelines you must adhere to in order to format your paper in Modern Language Association Format, which is the standard for academics worldwide. This is the reason why you will be learning MLA format. It is also the standard that colleges and universities expect you, as students, to know prior to your arrival at that level. If at any time you get confused, go back, and read it again. If it still does not make sense, please see your teacher or the librarian for help.

1"  
margin

1"  
margin

The outer margins of your paper should be one inch, header and footer margins ½ inch, and the entire paper in Arial or Times New Roman font at 12 point (this includes your title). Using Microsoft Word, set the margins by first going to Edit and choosing Select All. This will highlight the text of your paper. Then go to File and choose Page Setup for Margins. Then set your margins to 1.00 for left and right. Top and bottom should be set for 1.00. Remember not to bold or underline your title. The beginning of each paragraph should be indented one-half inch (generally one tab). No cover pages on MLA papers – this paper in your hands (Smith 1 & 2) is how your paper should be structured visually.

Your entire paper, from top to bottom, should be double-spaced. This is easy to accomplish in Word by selecting Edit on the top menu bar, then Select All, again on the

top menu bar, Format, then Paragraph, and under Line Spacing select Double Space. Do not make extra spaces between paragraphs. Your tabbed five-space indent will take care of signifying that there is a new paragraph. Remember to space twice before starting a new sentence. This helps the reader more clearly see where the punctuation is and it is simply easier on the eyes.

One more note. To make your last name appear at the top right corner with the proper page number on each page, follow these instructions: In Word, select View on the top menu bar, then Header/Footer in that section. Now make sure your cursor is right aligned by selecting that button on your tool bar. Now type your last name. Next, and this is crucial, select the # button on the Header/Footer menu bar. This will correctly number the pages of your paper.

Note that in the top left corner there is a certain order in which information is placed. The date is not written as most people are used to, however, this is the MLA format and we should adhere to these rules.

If you have any questions, please ask your teacher or the librarian for help. All guidance in this paper has been strictly MLA format with no personal, stylistic preferences inserted. Best of luck in your writing endeavors!

## A WORD ABOUT THE INTERNET

When we have a book in our hands, we have before us the authority of the work – who created it and when. We know who wrote it (there might even be a biography on the back flap), who published it, and the date of the copyright. How do we evaluate sources that we pull out of the air from the World Wide Web? Do we know who posted the information? Do we know what institution, company, or government agency the person represents? Did the person originate the information or obtain it from elsewhere? When was it posted? On the WWW, the authority of the resource is often missing or difficult to locate. How do we know this is a good resource?

When it comes to history and complex issues, the Internet (WWW) is not your best source. The most reliable high quality information on the Internet comes from government-funded sites and university gophers. Still, the information provided is mostly raw ingredients. Compare this to books, which have well-thought-out syntheses and insights as well as organized chapters and indexes. Online databases such as **EBSCO's MAS Ultra**, **Newspaper Source**, **Topic Search**, **History Reference Database** and **Encyclopedia Britannica Online** are a much better bet than the Internet because they are organized and documented – you know who created them and when. **E-books** are likewise a good source of information. E-books are the digitized version of print books.

By combining material culled from the Web with solid research from print sources, you will be able to create an informed research project.

To properly cite web pages from the Internet, see page 16: "Citing Electronic Resources".

## MLA Style Sheet for Term Papers

# LIST OF WORKS CITED

This style sheet provides a guide for listing different types of information sources in your works cited list. Pages 16-18 covers the listing of electronic resources and page 19 gives an example of a list of works cited. The use of parenthetical references is described on pages 20-22. All entries in the list should be double spaced. Second and subsequent lines are indented 5 spaces.

### BOOKS

- NO AUTHOR ..... The Lottery. London: Watts, 1982.
- ONE AUTHOR..... Bell, Clive. Art. New York: Capricorn, 1989.
- TWO OR THREE AUTHORS..... Bryant, Donald C., and Earl R. Wallace. Oral Communication. New York: Appleton, 1948.
- MORE THAN THREE AUTHORS..... Polack, Thomas C. et al. Explorations. New York: Prentice Hall, 2001.
- EDITOR ..... Strachan, Hew, ed. The Oxford Illustrated History of the First World War. Oxford: Oxford University Press, 1998.
- SEVERAL VOLUMES..... Leach, Maria, ed. Dictionary of Folklore. 2 vols. New York: Funk and Wagnalls, 1975.
- ESSAY OR ARTICLE IN A COLLECTION..... Boas, George. "Freshman Life." Perspectives. Ed. Leonard Dean. New York: World, 1979. 108-118.

### ENCYCLOPEDIA ARTICLES (IN PRINT FORM)

- SIGNED..... Stokesbury, James. L. "World War II." World Book Encyclopedia. 2002 edition.
- Allen, Anita L. "Privacy in Health Care." Encyclopedia of Bioethics. Ed. Warren T. Reich. Rev. ed. 5 vols. New York: Macmillan- Simon, 1995.
- UNSIGNED..... "Pinniped." Encyclopedia Americana. 1997 edition.  
(Omit publisher and place only for well-known reference sets that frequently appear in new editions.)

MLA Style Sheet for Term Papers

**LIST OF WORKS CITED**

MAGAZINES AND NEWSPAPERS IN PRINT FORM

- MAGAZINE ARTICLE SIGNED..... Specter, Michael. "The Outlaw Doctor." New Yorker 5 Feb. 2001: 48-61.
- MAGAZINE ARTICLE UNSIGNED..... "Young Man with a Horn." Time 6 July 1953: 38-39.
- SCHOLARLY JOURNAL WITH CONTINUOUS PAGING..... Hayes, William C. "Most Ancient Egypt." Journal of Near Eastern Studies 23 (1964): 217-74.
- SCHOLARLY JOURNAL THAT PAGES EACH ISSUE SEPARATELY OR USES ONLY ISSUE NUMBERS..... Bird, Harry. "Some Aspects of Prejudice in the Roman World." University of Windsor Review 10.1 (1954): 64-75.
- NEWSPAPER ARTICLE SIGNED..... Lohr, Steve. "Now Playing: Babes in Cyberspace." New York Times 3 Apr. 1998, late ed.: C1+
- NEWSPAPER ARTICLE UNSIGNED..... "Computer Earnings Peak Out." Wall Street Journal 25 Nov. 1982, A5.
- BOOK REVIEW..... Bakopolous, Dean. Rev. of Prodigal Summer, by Barbara Kingsolver. Progressive Dec. 2000: 41-43.

INTERVIEWS

- INTERVIEW IN PERSON ..... Miller, Susan. Personal interview. 25 July 2000.
- INTERVIEW IN PRINT..... Ellison, Ralph. Interview. "Invisible Man." By Alan McPherson. Atlantic Dec. 1970: 45-60.
- SPEECH..... Hemmings, Sharon. "The Neo-Expressionists." Museum of Modern Art, San Francisco. 12 March 2004.

MLA Style Sheet for Term Papers

**LIST OF WORKS CITED**

TELEVISION AND RADIO PROGRAMS.....“Death and Society.” Narr. Joanne Silberner.  
Weekend Edition Sunday. Natl. Public  
Radio. WGBH. Boston. 25 Jan. 2005.

VIDEO RECORDING..... Creation vs. Evolution. Videocassette. Dir.  
Ryall Wilson. PBS Video, 1992.  
PBS Video, 1992.

FILM..... Like Water for Chocolate [Como agua para  
chocolate]. Screenplay by Laura Esquivel.  
Dir. Alfonso Arau. Perf. Lumi Cavazos,  
Marco Lombardi, and Regina Tome.  
Miramax, 1993.

WORLD WIDE WEB (GENERAL SITE)..... Wagner, K. Guide for Citing Electronic  
Information. May 1997. U of South  
Florida. 20 Jan. 1999.  
<[http://www.wilpaterson.edu/wpcpages/  
library/citing.htm](http://www.wilpaterson.edu/wpcpages/library/citing.htm)>.

## MLA Style Sheet for Term Papers

# Citing Electronic Resources

Below are recommendations for citing electronic resources, based on the *MLA Handbook for Writers of Research Papers Sixth Edition* (REF 803.027 GIB). Remember that the primary goal of all bibliographic citation is to make it easy for a reader to locate the information you are citing. Follow the punctuation as given in the examples and note that all entries end with a period.

### General World Wide Web Site

**Basic Form:** Author, if known. Last name first, name followed by a period; title of site or document underlined, or, if there is no title, with a description such as Home Page (neither underlined or in quotation marks); version, if given, and date assigned in the source; the name of any institution or organization associated with the site; date of access; and the electronic address (URL). Place the URL in angle brackets followed by a period. **(When typing, break URLs only after a / slash mark.)**

General World Wide Web Site..... Walker, Janice R. Columbia Guide to Online Style. Vers. 1.3. Jan. 1999. U of South Florida. 3 Nov 1999. <www.cas.usf.edu/English/walker/mla/html>.

### Periodical Article Accessed Through an Online Database

**Basic Form:** Author, if given, last name first, followed by a period; title of the article followed by a period in quotation marks; name of the periodical underlined; volume number, issue number, or other identifying number; date of publication followed by a colon; the number range or total number of pages, paragraphs, or other sections if they are numbered, followed by a period; name of database, (underlined), followed by a period. If known, the name of the service (i.e. EBSCO) and date of access. If you know the URL of the home page, give it, in angle brackets, immediately after the date or access, or you may simply end with the date of access (omitted for CD-ROM) followed by a period.

EBSCO MAS Online Plus (magazine/journal)..... Sopronyi, Judy P. "Women and War." British Heritage 3 Dec. 2004: 17-23. MAS Online Plus. EBSCO 24 Nov. 2004 <http://search.epnet.com>

EBSCO Newspaper Source (newspaper) ..... Emerson, Lee. "Signature Bridge Won't Solve Area's Traffic Nightmare." San Francisco Chronicle 13 July 2004, final ed.: A17. Newspaper Source. EBSCO 14 March 2005 <http://search.epnet.com>

History Reference Center ..... Baker, Jean H. "Women's History." American Heritage Dec. 2004: 66-68. History Reference Center. EBSCO 29 August 2005 <http://search.epnet.com>

### **Images/Sound/Video Clips/AP Photo Archive**

Artist if Available. "Description of Title of Image." Date of Image. Online image. Title of Larger Site.

Name of Providing Library, Consortium or Library System (if appropriate).

Date of download. <<http://address.website.org>>.

Example:

"Mars Landing." Online Image. 3 Nov. 1999. NASA. 4 Oct. 2002. <<http://www.nasa.org>>.

or

Weaver, Bruce. "Challenger Explosion." 28 Jan 1985. Online image. AP Photo Archive.

ACCESS PA. 30 Jan. 1999. <<http://accuweather.ap.org/cgi-bin/aplaunch.pl>>.

### **Online sound**

Format:

Creator if Available. "Description of Title of Sound." Date of Sound. Online Sound. Title of Larger Site.

Date of download. <<http://address.website.org>>.

Example:

"This Week's Saturday Radio Address." 25 Oct. 1998. Online sound. Whitehouse Briefing Room. 23

October 2000. <<http://whitehouse.gov/WH/html/briefroom.html>>.

### **Online video clip**

Format:

"Description or Title of Video Clip." Date of clip. Online video clip. Title of Larger Site.

Name of Providing Library, Consortium or Library System (if appropriate). Date of

Download. <<http://address.website.org>>.

Example:

"Hindenburg Broadcast." 6 May 1937. Online video clip. Encarta Online Deluxe. Springfield Township.

HS Lib. 4 Nov. 2000. <<http://encarta.msn.com/encarta/MediaMax.asp?z>>.

## MLA Style Sheet for Term Papers

# Citing Electronic Resources

**Basic Form:** Author, if given, last name first, followed by a period; title of the article followed by a period in quotation marks; name of the periodical underlined; volume number, issue number, or other identifying number; date of publication followed by a colon; the number range or total number of pages, paragraphs, or other sections if they are numbered, followed by a period; name of database, (underlined), followed by a period. If known, the name of the service (i.e. EBSCO) and date of access. If you know the URL of the home page, give it, in angle brackets, immediately after the date or access, or you may simply end with the date of access (omitted for CDROM) followed by a period.

EBSCO (magazine).....	Forman, Robyn. "Cameron Diaz." <u>Teen Magazine</u> . 3 Dec. 2001: 41-42. <u>MAS Online Plus</u> . EBSCO 20 Aug. 2005 < <a href="http://search.epnet.com/">http://search.epnet.com/</a> >.
EBSCO (newspaper).....	Koretz, Gene. "Cooling Trend in Antarctica." <u>San Francisco Chronicle</u> 7 May 2001: B2. <u>Newspaper Source</u> . EBSCO 5 June 2005 < <a href="http://search.epnet.com/">http://search.epnet.com/</a> >.
<u>Encyclopedia</u> .....	"Freud, Sigmund." <u>Britannica Student Encyclopedia</u> . 2005. Britannica Online. 24 August 2005 < <a href="http://search.eb.com/ebi/article-9274437">http://search.eb.com/ebi/article-9274437</a> >.
<u>Online book or ebook</u> .....	Douglass, Frederick. <u>Narrative of the Life of Frederick Douglass, American Slave, Written by Himself</u> . Boston, 1845. 30 Jan 1997 < <a href="http://gopher://gopher.vt.edu:10010/02/73/1">gopher://gopher.vt.edu:10010/02/73/1</a> >.
<u>CD-ROM</u> .....	Phillips, Jeff. "The Crisis in Our Forests." <u>Sunset</u> July 1995: 87-92. ProQuest. CD-ROM. UMI ProQuest. Dec. 1995.
<u>Personal Communications</u>	
E-Mail .....	Baines, Judith. "New Web Sites of Note." E-mail to Sheryl Jones (6 Jan. 2005). (For personal e-mailing listing, the address may be omitted).
Listserv.....	Bruckman, Amy S. "Moose Crossing Proposal." < <a href="mailto:Mediamoo@media.mit.edu">Mediamoo@media.mit.edu</a> > (20 Dec. 2004)
Newsgroup.....	Reynolds, Frank. "Important Unix Commands." <u>Alt.books.reviews</u> (29 Mar. 1996).

## MLA Style Sheet for Term Papers

### WORKS CITED EXAMPLE

The Works Cited list appears at the end of the research paper and is numbered as a continuation of the text. Items are alphabetized by author. When no author is given, alphabetize by title, ignoring "a," "an" or "the" in the first word. Use a 5-space indentation for all lines after the first line of entry. Double-space the entire list. For more information on the MLA style for term papers consult: Gibaldi, Joseph. MLA Handbook for Writers of Research Papers Sixth Edition. REF 808.027 GIB.

#### Works Cited

Adams, James H. "The Other Side of Mergers." Modern Economics 14 May 1982: 15-80.

Baines, Jocelyn. Joseph Conrad: A Critical Biography. New York: McGraw Hill, 1980.

Clark, Robert and Earl Black. The History of Anti-Trust Legislation in America. New York: Acropolis, 1988.

Dawe, James. Jane Austen Page. Sept. 1997. U of Alberta. 3 Nov. 1999.  
<<http://nyquist.ee.ualberta.ca/~dawe/austen.html>>.

Emerson, Lee. "Signature Bridge Won't Solve Area's Traffic Nightmare." San Francisco Chronicle 13 July 2004, final ed.: A17. Newspaper Source. EBSCO 5 Sept 2005  
<<http://search.epnet.com>>.

"Freud, Sigmund." Britannica Student Encyclopedia. 2005. Encyclopedia Britannica Online. 24 Aug. 2005 <<http://search.eb.com/ebi/article-0274437>>.

Green, Marsha. "Why We Need the Trust Busters." Journal of Progressive Economics 10.9 (Sept. 2003): 65-72.

"Interlocking Directorates of America's Top Companies." Prod. Harriet Russell. Business Day. Natl. Public Radio. WBAR, Madison, Wis. 3 March 2001.

Nash, Madeline. "Asia's Burning and the Whole World Suffers." Time 4 May 1998: 23-25.  
MAS Online Plus. EBSCO. 5 Nov. 2004.

Rogers, Sheila. "Capitalism." Encyclopedia of Economics. New York: Symons, 1975.

## MLA Style Sheet for Term Papers

# PARENTHETICAL REFERENCE

Parenthetical references are used instead of footnotes or endnotes in a research paper. Their purpose is to acknowledge your use of borrowed material. Do this by placing a parenthesis, the author's last name, and the page number of the work from which you have borrowed or quoted material. Because parenthetical references are so brief they must always be accompanied by a list of Works Cited. This list appears at the end of your paper and contains the complete publishing information for all the items mentioned in your parenthetical references.

### PLACEMENT AND PUNCTUATION GUIDELINES

1. Keep the parenthetical references as brief as possible. Do this by inserting the author's last name and a page number in parentheses after the statement you are documenting:

**"At least 300,000 Aborigines lived across Australia when European colonists arrived in 1788" (Alexander 1).**

2. If you include the author's name in a sentence, you need only put the page number of the reference in the parentheses:

**Gramm notes that "today we spend 1.9 percent of the budget on science" (406).**

3. If you are citing an entire work rather than a specific passage or section, omit any parenthetical reference and give the author's last name in your sentence:

**Throughout his book, Franks argues that cities and states must rely on a diversified industrial base to insure economic health.**

4. In general, place the parenthetical reference at the end of the sentence before the final period:

**Alexander's life and death offer an enigma to future generations of historians (Troyat 305).**

5. In some cases it may be clearer to place the reference within the sentence. In such cases, place the reference at the end of the clause, but before the comma that would normally occur:

**The outbreak of World War I was inevitable according to Nelson (305), but other historians do not agree.**

6. When your reference is used to document a quotation of four or more lines that is indented from the text, place the reference at the end of the final period.

### EXAMPLES OF PARENTHETICAL REFERENCES

The following examples of parenthetical references cover works with no author, multiple authors, and multiple volumes; also government and corporate reports, encyclopedias, novels and plays. The author examples apply to periodical articles as well as books.

- |  |   |
|--|---|
| 1. A work by an author of two or more works you are using.....                                 | Use last name, comma, short title and relevant page numbers: (Grossman, <u>Aesthetics</u> 5). |
| 2. A work by an author with the same last name as another author in your Works Cited list..... | Supply first name: (James Randolph 317).  |

- |  |   |
|--|---|
| 3. work by more than one author.....                           | Two authors (Hiller and Strober 41).<br>Three or more authors: (Hiller et al 41)  |
| 4. A multivolume work.....                                     | Indicate volume used: (Switzer 2:1205).   |
| 5. Work with no author.....                                    | Use shortened version of title or whole title if it is short. If you shorten the title, be sure to begin with the word by which the source is alphabetized in the list of Works Cited: ( <u>Americana</u> 3:15).  |
| 6. Corporate author or government agency.....                  | You may include author and title (IBM Annual, etc.). However it is often best to use information as part of a sentence since the citation may be long: ( <u>IBM Annual Report 1983</u> 6)   |
| 7. Literary Works.....   | Because of differences in editions, use more than the passage cited. After the page number, add a semi-colon and other appropriate information using lower case abbreviations such as "ch." or "pt.": (Conrad 5; ch.3). Roman or Arabic numerals may be used for acts and scenes of plays: ( <u>King Lear</u> IV. i or <u>King Lear</u> 4.1). |
| 8. More than one work in a single parenthetical reference..... | Use normal pattern but separate each citation with a semicolon: (Faster 62; Jones 85).  |

## MLA Style Sheet for Term Papers

# PARENTHETICAL REFERENCE EXAMPLE

Parenthetical citations tell your reader where you got your information. They appear in the text of your paper. You have two choices or methods when using parenthetical citations. Be sure to use a mixture of both methods in your paper. This helps to make your paper flow more smoothly and provides interest for your reader.

### Method 1

Cite the author's last name and the page number(s) of the source in parenthesis at the end of each sentence or group of sentences.

According to preliminary forecasts by the non-partisan Congressional Budget Office, under the governments current taxing and spending policies the deficit will continue to grow for the foreseeable future (Adams 22). A prevalent budget myth is that the deficit really does not matter (Clark and Black 17). Such thinking is not only terribly misleading, it is downright dangerous (Nash 23).

### Method 2

Use the author's name in the context of the sentence and list the page number(s) only in parentheses at the end of each sentence or group of sentences.

California's influence on the rest of the world's auto makers is huge. According to Emerson, the state's reputation as a trend-setter is so crucial to most foreign automakers that the Samsung and Daewoo companies of South Korea have bought design studios here (A17). If California was considered a separate nation, Marsha Green notes that it would rank seventh in worldwide sales of Mercedes-Benzes (71).

### Parenthetical citations and the World Wide Web

Since web pages often do not have page numbers, it is important to count the paragraphs as below.

Austen's novels are highly prized not only for their light irony, humor, and depiction of contemporary English country life, but also for their underlying serious qualities (Dawe par. 7).

### Senior Project Research Paper Rubric

Student Name \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

First Draft \_\_\_ Final Draft \_\_\_ Score \_\_\_\_\_

Element		High Honors	Honors	Standard	Below Standard	Comments
F O R M A T	Margins, Font, Structure, Outline, etc.	<ul style="list-style-type: none"> <li>Correct format</li> <li>All elements present: Margins, Page Numbering, Spacing, Font, Thesis bolded</li> </ul>		<ul style="list-style-type: none"> <li>Minor format errors</li> <li>Missing one element</li> </ul>	<ul style="list-style-type: none"> <li>Many and/or severe format errors</li> <li>Missing, incomplete and/or incorrect more than one of the elements</li> </ul>	
	Parenthetic Citations	<ul style="list-style-type: none"> <li>Correct format</li> <li>Few or no errors (0-1)</li> <li>Uses various styles of parenthetic citations</li> </ul>	<ul style="list-style-type: none"> <li>Correct format</li> <li>Few errors (2-3)</li> </ul>	<ul style="list-style-type: none"> <li>Correct format</li> <li>Uses all documents from Works Cited page</li> <li>Knows when to cite</li> <li>Some errors but not distracting to reader (4 or less)</li> <li>Sufficient citation of facts</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect format</li> <li>Does not use all documents from Works Cited page</li> <li>Insufficient citations of facts and/or not citing paraphrased quotes</li> <li>Many errors (5+)</li> <li>No citations used</li> </ul>	
	Works Cited	<ul style="list-style-type: none"> <li>No format errors</li> <li>Uses 3+ types of sources</li> <li>Uses 5+ sources</li> </ul>	<ul style="list-style-type: none"> <li>No format errors</li> <li>Uses 3+ types of sources</li> <li>Uses 4+ sources</li> </ul>	<ul style="list-style-type: none"> <li>Correct format with some minor errors (less than 2)</li> <li>Uses 3 types of sources</li> <li>Sources alphabetized</li> </ul>	<ul style="list-style-type: none"> <li>Uses less than 3 types of sources</li> <li>Sources not alphabetized</li> <li>Incorrect format</li> <li>Too many errors (3+)</li> <li>No Works Cited page</li> </ul>	
C O N T E N T	Opening/ Thesis Statement	<ul style="list-style-type: none"> <li>Engaging vehicular opening</li> <li>Compelling position</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular opening strong</li> <li>Strong position</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular opening present</li> <li>Topic is evident</li> <li>Position is apparent</li> </ul>	<ul style="list-style-type: none"> <li>Vehicular opening missing</li> <li>Topic, thesis and/or position is not present or unclear</li> <li>Thesis is not arguable or is a statement of fact</li> </ul>	
	Organization	<ul style="list-style-type: none"> <li>Strong use of topic sentences</li> <li>Organization is clear and effective</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of topic sentences</li> <li>Organization is well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentences used</li> <li>Some organization evident</li> </ul>	<ul style="list-style-type: none"> <li>Weak or no topic sentences used</li> <li>Little organization evident</li> </ul>	
	Facts: Quality/ Quantity	<ul style="list-style-type: none"> <li>Facts engaging and compelling</li> <li>Facts used consistently to form a cohesive argument</li> </ul>	<ul style="list-style-type: none"> <li>Facts systematically build argument</li> </ul>	<ul style="list-style-type: none"> <li>Facts support thesis</li> <li>Facts are relevant to position</li> <li>Sufficient data to prove thesis</li> </ul>	<ul style="list-style-type: none"> <li>Some/Many facts do not support thesis</li> <li>Weak data</li> <li>Incorrect use of facts</li> <li>Too much factual data – reads like a report</li> </ul>	
	Commentary: Quality/ Quantity	<ul style="list-style-type: none"> <li>Consistently weaves commentary and fact</li> <li>Draws reader to position</li> <li>Ideas clearly presented</li> <li>Compelling</li> <li>Ratio of facts to opinion is effectively balanced and appropriate to topic</li> </ul>	<ul style="list-style-type: none"> <li>Commentary helps develop argument</li> <li>Persuades reader</li> <li>Develops clear ties between commentary and thesis</li> <li>Ratio of facts to opinion well balanced and appropriate to topic</li> </ul>	<ul style="list-style-type: none"> <li>Some links between commentary, facts, and thesis</li> <li>Convincing</li> <li>Appropriate to topic</li> <li>Holds reader's interest</li> <li>Adequate balance between fact and commentary</li> </ul>	<ul style="list-style-type: none"> <li>Commentary may be present but not tied to factual data</li> <li>Insufficient use of commentary or too much commentary (essay like)</li> <li>Not engaging</li> <li>Repetitive commentary</li> </ul>	
Conclusion	<ul style="list-style-type: none"> <li>Synthesis of information</li> <li>Raises issues to greater whole</li> <li>Smooth and logical</li> </ul>	<ul style="list-style-type: none"> <li>Compelling</li> <li>Clearly goes beyond thesis</li> <li>Raises new or related issue for future discussion</li> </ul>	<ul style="list-style-type: none"> <li>Effective</li> <li>Sense of completion</li> <li>Attempts to go beyond thesis</li> <li>Attempts to look at big picture</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion repeats opening or thesis</li> <li>Weak or lacking conclusion</li> <li>Leaves reader hanging</li> </ul>		
S T Y L E	Readability	<ul style="list-style-type: none"> <li>Demonstrates unique style</li> <li>Paper is interesting to read</li> <li>Consistently varies sentence structure and length</li> <li>Transitions are varied</li> </ul>	<ul style="list-style-type: none"> <li>Develops style</li> <li>Some sentence variety</li> <li>Consistent use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>Paper reads smoothly</li> <li>Clear progression of argument</li> <li>Attempts originality and sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>Progression inconsistent; choppy</li> <li>Style not clearly developed</li> <li>Sentences lack variety or originality</li> <li>Errors distract reader</li> <li>Reader not engaged</li> </ul>	
	Mechanics (Grammar, punctuation, etc)	<ul style="list-style-type: none"> <li>Demonstrates excellence in grammar, syntax, and mechanics of writing throughout the paper</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of careful editing and revising</li> <li>Few errors throughout the paper</li> <li>Syntax is good throughout paper</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of editing and revising</li> <li>Some mechanical errors, but do not interfere with readability</li> <li>Minor problems with grammar or syntax</li> </ul>	<ul style="list-style-type: none"> <li>Little or no evidence of editing or revising</li> <li>Many grammar errors</li> <li>Many mechanical errors</li> <li>Poor syntax</li> </ul>	

