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On-Line Databases for information:

GoWYLD.net – then click “on-line databases”

CCPLS.org – then click on ”magazines and more”

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	Evidence	Experience
	Everyday occurrence	Expert opinion	Effective illustration
	Events	Elaboration	Explanation

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

E's

RDF (with transition)

E's

E's

Conclusion

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 – Side by Side TS
- Pattern #10 – Semicolon TS
- Pattern #11 – Two Nouns and Two Commas TS
- Pattern #12 -- Using a Quotation TS
- Pattern #13 – Compare/Contrast TS
- Pattern #14 – Where or When + What’s Happening TS

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.

<p><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</p>	<p><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</p>
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ACADEMIC HONESTY EXPECTATIONS

CCHS expects its staff and students to be honest in all their behaviors and decision-making. CCHS 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 CCHS Writing Guide. Staff at CCHS 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 CCHS Honesty Code. The consequences of the behavior will be:

- a. A zero on the assignment, test, or quiz with no opportunity to make up the work for credit (If the assignment involved a DSPA the students will be expected to make-up the work for DSPA recording); and/or
- b. Referral by a CCHS staff member to the Dean of Students for inclusion in a PowerSchool log entry. The referral will be the result of dishonesty on a major assignment or habitual dishonesty on two or more assignments. This log will begin at grade 10 and continue through graduation. Once a student's name is listed in the log, the entry will remain on file for the entire high school experience; and
- c. A conference with your parent/guardian and the teacher(s) involved.

Continued dishonesty may result in:

- The student being required to redo the assignment with supervision (Saturday school OR lunch detention) in order to resubmit the assignment for no credit. This will allow the student to remain in the classroom and keep current with the coursework in order to achieve class credit.
- Withdrawal from the class when the next cheating occurred with a grade of F on the transcript and loss of credit.
- Continued dishonesty may result in:
 - Possible expulsion from National Honor's Society
 - suspension (for that week) from activities
 - loss of mentorship opportunity
 - loss of late arrive/early release

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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FRAMED ESSAY

Introduction: (Blues:) _____
_____. (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
Mr. Anderson
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

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Active Verb List

*Avoid passive verbs--*am, is, are, was, were, be, being, been, had, have, has, do, did, does, could, should, would, this, and that.*

*Replace overused verbs--*get, got, went, put*--with precise, active verbs.

accelerate	catalog	cultivate	entertain	host	listen	portray	remodel	staff	volunteer
accomplish	centralize	customize	envision	hypothesize	locate	predict	render	standardize	weigh
achieve	chair	debug	equal	identify	log	prepare	reorganize	streamline	widen
acquire	change	decide	establish	illuminate	maintain	prescribe	repair	strengthen	win
act	chart	define	estimate	illustrate	make	present	replace	structure	wish
activate	check	delegate	evaluate	imagine	manage	preside	report	study	work
adapt	choose	deliver	examine	implement	manipulate	prevent	represent	summarize	write
address	clarify	demonstrate	excel	improve	market	print	require	supervise	wrote
adjust	classify	depend	execute	improvise	maximize	prioritize	research	supply	
administer	coach	design	exemplify	include	measure	process	reshape	support	
advance	collaborate	designate	exhibit	incorporate	mediate	produce	resolve	surpass	
advertise	collect	detect	expand	increase	merge	program	respond	survey	
advocate	combine	determine	expedite	index	mobilize	prohibit	restore	sustain	
aid	communicate	develop	experiment	indicate	modify	project	result	synthesize	
allocate	compare	devise	explain	influence	monitor	promote	retrieve	systematize	
allow	compile	diagnose	explore	inform	motivate	proofread	return	target	
analyze	complete	differ	express	inform	move	propose	reveal	taught	
announce	compose	direct	extend	initiate	navigate	protect	review	teach	
answer	compute	discover	extract	innovate	need	prove	revise	tend	
appeal	conceive	discuss	fabricate	inspect	negotiate	provide	revitalize	terminate	
apply	conceptualize	dispense	facilitate	inspire	net	publicize	route	test	
appraise	conclude	display	fashion	install	observe	purchase	run	tighten	
approve	condense	dissect	finalize	institute	obtain	pursue	sample	total	
arbitrate	conduct	distinguish	fix	instruct	occur	qualify	save	track	
arrange	confer	distribute	focus	integrate	offer	question	schedule	trade	
ascertain	connect	divert	forecast	intend	open	raise	screen	train	
assemble	conserve	document	form	interact	operate	rate	search	transcribe	
assess	consolidate	draft	formulate	interpret	orchestrate	reach	secure	transform	
assign	constitute	earn	foster	interview	order	realize	select	translate	
assist	construct	edit	found	introduce	organize	reason	send	transmit	
attain	consult	educate	fulfill	invent	originate	receive	separate	travel	
augment	contact	effect	furnish	inventory	outline	recognize	serve	tutor	
authorize	contain	elevate	gain	invest	overcome	recommend	shape	uncover	
award	continue	eliminate	gather	investigate	overhaul	reconcile	share	understand	
balance	contrast	emphasize	generate	involve	oversee	record	signal	undertake	
begin	contribute	employ	govern	issue	participate	recruit	simplify	unify	
believe	control	encourage	gross	join	perform	reduce	simulate	unite	
belong	convert	enforce	guide	judge	persuade	refer	sketch	update	
boost	convey	engage	handle	keep	photograph	refine	sold	upgrade	
brief	convince	engineer	head	lack	pilot	reflect	solve	use	
bring	coordinate	enhance	heighten	launch	pinpoint	rehabilitate	sort	utilize	
budget	correspond	enlarge	help	lead	pioneer	relate	spearhead	validate	
build	counsel	enlist	hinders	learn	place	rely	specialize	verbalize	

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.

Works Cited: The list of Works Cited appears at the end of the paper. For example, if the text of your research paper ends on page 10, the works cited list begins on page 11.

Evaluating Sources

When selecting outside sources for an essay, you should make three careful considerations: their authority, accuracy, and currency. Not all sources are the same. Some may sound professional, but may actually be biased, inaccurate, out-of-date, or even misleading. Consider the following:

1. Authority

For a print source, check to see that the work is published by a reputable publisher. Is the publication information readily available?

Electronic sources pose different issues regarding authority. Any person, group, or institution can post information on the web. For that reason, one should closely examine these sources.

Is the editor of the website prominently displayed on the homepage?

Does the website cite the author?

Is the site sponsored by a reputable organization, company, or educational institution?

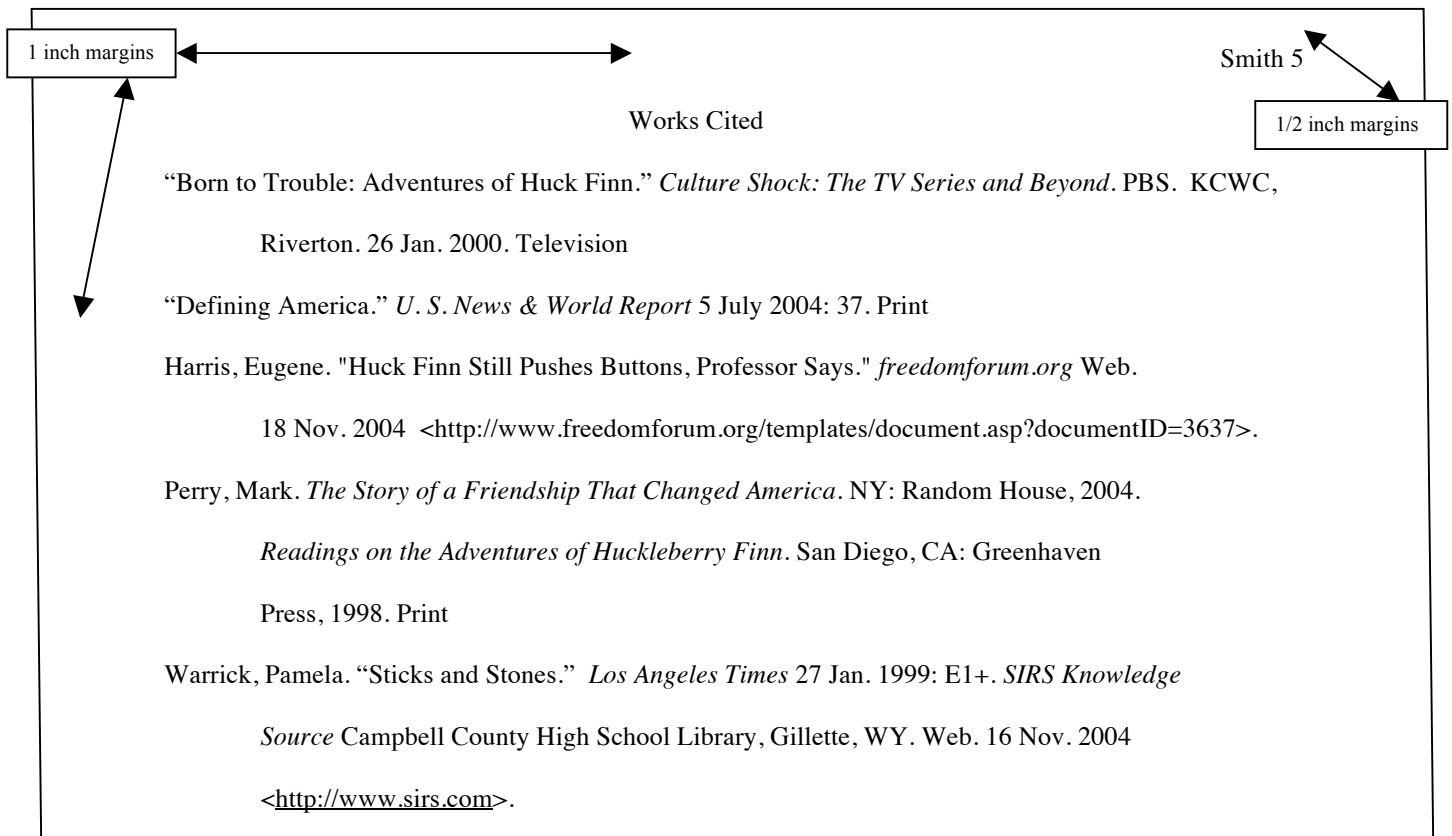
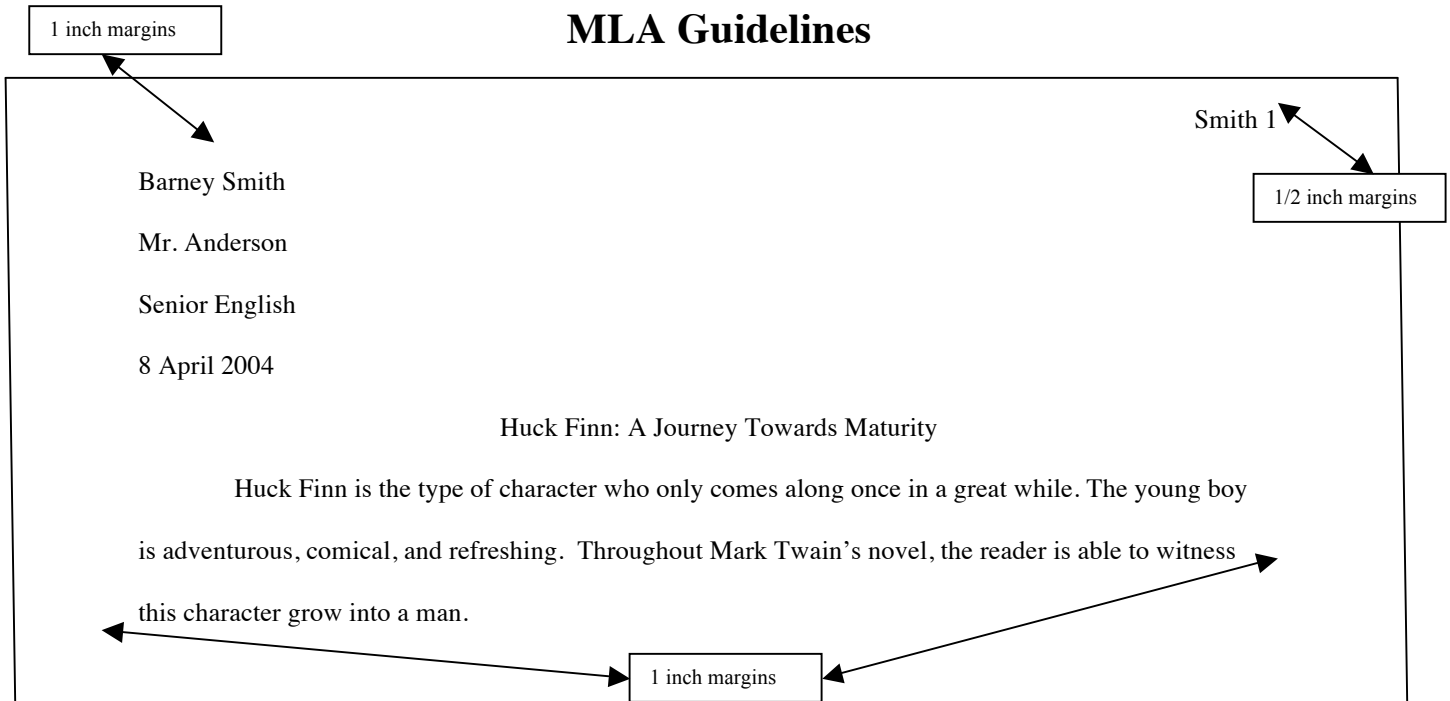
2. Accuracy

Are sources provided for the published information? Are the sources accurate and reputable? Can they be verified?

3. Currency

Are publication dates readily available? Are these dates recent?

MLA Guidelines



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. -<u>blend</u> 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

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
Mr. Anderson
Senior English
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.

Smith 6

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*. Campbell County High School Library, Gillette, 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. Titles beginning with numerals are listed as if the numeral were spelled out. 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." <i>Culture Shock: The TV Series and Beyond</i>. PBS. KCWC, Riverton. 26 Jan. 2000. Print.</p> <p>"Defining America." <i>U. S. News & World Report</i> 5 July 2004: 37. Print.</p> <p>1914: The Coming of the First World War. Ed. Gwendolyn M. Hall. Baton Rouge: Louisiana State UP, 2000. CD-ROM.</p> <p>Perry, Mark. <i>The Story of a Friendship That Changed America</i>. NY: Random House, 2004. <i>Readings on the Adventures of Huckleberry Finn</i>. San Diego, CA: Greenhaven Press, 1998. Print.</p> <p>Zoglin, Richard. "Signing on the Mississippi." <i>Time</i> 7 July 2003.</p> <p><i>eLibrary.bigchalk.com</i>. Campbell County High School Library, Gillette, WY. Web. 20 Mar. 2004 <http://www.elibrary.com>.</p>
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WORKS CITED EXAMPLES

BOOKS

<p>Last, First. <i>Title of Book</i>. Place: Publisher, copyright.</p>	<p>(1) One Author Berek, Judith. <i>No Place To Be: Voices of Homeless Children</i>. Chicago: Houghton Mifflin Company, 1998. Print.</p>
<p>Last, First. <i>Title of Book</i>. Place: Publisher, copyright.</p> <p>---. <i>Title of Book</i>. Place: Publisher, copyright.</p> <p><i>*Note: "... represents the name of the author in the previous example, when the author has several works listed in the Works Cited</i></p>	<p>(1a) One Author—more than one work Berek, Judith. <i>No Place To Be: Voices of Homeless Children</i>. Chicago: Houghton Mifflin Company, 1998. Print.</p> <p>---. <i>Still No Place To Be: More Voices of Homeless Children</i>. Chicago: Houghton Mifflin Company, 1999. Print.</p>
<p>Last, First, First Last and First Last. <i>Title of Book</i>. Place: Publisher, copyright.</p> <p>Last, First, et al. <i>Title of Book</i>. Place: Publisher, copyright.</p>	<p>(2) Multiple Authors</p> <p>(a) Two or Three Authors Rowe, Richard, Larry Jeffus and Shawn Smith. <i>The Essential Welder</i>. Albany: Delmar, 2000. Print.</p> <p>(b) More than Three Authors Fritz, Jean, et al. <i>The World In 1492</i>. New York: Henry Holt and Company, 1992. Print.</p>
<p><i>Title</i>. Place: Publisher, copyright.</p>	<p>(3) Unknown Author <i>Chronicle of the Cinema</i>. London: Dorling Kindersly Publishing, Inc., 1995. Print.</p>
<p>Last, First. "Work Title." <i>Title of the Book</i>, editor, Place: Publisher, copyright. Pages.</p> <p>Last, First. "Title of the Story." <i>Title of the Textbook</i>. Place: Publisher, copyright. Pages.</p>	<p>(4) Single Work from an Anthology</p> <p>(a) Literary work in a larger volume of work Hansberry, Lorraine. <i>A Raisin in the Sun</i>. <i>Black Theatre: A Twentieth-Century Collection of the Work of its Best Playwrights</i>. Ed. Lindsay Patterson, New York: Dodd, 1992. 221-76. Print.</p> <p>b. Single work from a textbook Jacobs, W. W. "The Monkey's Paw." <i>Prentice Hall Literature: Timeless Voices, Timeless Themes. Platinum</i>. New Jersey: Prentice Hall, Inc., 2000. 46 – 53. Print.</p>
<p>Last, First. "Title of Article." <i>Title of the Book</i>, date published. Rpt in <i>Title of the Anthology</i>. Editor. Vol. #. Place: Publisher, copyright. Pages.</p>	<p>(5) Literary Criticism Volumes</p> <p>a. Single work from an anthology: multiple volumes Bly, Robert. "Louise Erdrich (Another World Breaks Through)." <i>The New York Times Book Review</i>, August 31, 1986. 2. Rpt. in <i>Contemporary Literary Criticism</i>. Ed. Daniel G. Marowski. Vol. 54. Detroit: Gale Research, 1989. 135-137. Print.</p>

REFERENCE WORKS

<p>Last, First. "Topic Researched." <i>Title of Reference Work</i>. Copyright.</p>	<p>(6) Signed entry ("Signed" means there is a known author) Lesko, Leonard H. "Banana Trees." <i>World Book Encyclopedia</i>. Vol. 13. Chicago: World Book, 2007. 434. Print.</p>
<p>"Topic Researched." <i>Title of Reference Work</i>. Volume #. Place of publication: Publisher, Copyright year. Page #. Print (for print source)</p>	<p>(7) Unsigned ("Unsigned" means there is <u>no</u> known author) a. Encyclopedia "Method Acting." <i>World Book Encyclopedia</i>. Vol. 13. Chicago: World Book, 2007. 434. Print. b. Dictionary "Success." <i>Webster's New Collegiate Dictionary</i>. Springfield: G & C Merriam Co., 2009. Print.</p>

**ARTICLES: Magazines and Newspapers
GoWYLD.net – online databases**

<p>Last, First. "Article." <i>Database Source</i> date of publication. Pages.</p> <p>Last, First. "Title of the Article." <i>Original Source of Article</i> 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.</p> <p>Last, First. "Title of Article." <i>Original Source of Article</i> 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.</p> <p>"Title of Article." <i>Original Source</i> with publication information: Page. <u>Name of the database used</u>. Name of service. Name of Library System. Date of access and URL.</p>	<p>(8) On-Line Subscription Services/Databases http://www.ccpls.org or http://www.gowylld.net ***The ccpls.org site is the better choice because our Public Lib. System purchases additional subscriptions available only to Campbell Co. residents.</p> <p>a. CQ Researcher Clemmitt, Marcia. "Health-Care Reform." <i>CQ Researcher</i> 19.29 (2009): 693-716. <i>CQ Researcher</i>. Web. 18 Sept. 2009. <http://library.cqpress.com/cqresearcher/cqresrre2009082800>.</p> <p>b. SIRS: <u>Newspaper article</u> Canon, Scott. "Thirst for Oil Turns Sanctuary into Battleground." <i>Kansas City Star</i> 25 July 2008: n. pag. <i>SIRS Researcher</i>. Web. 18 Sept. 2009. <http://sks.sirs.com/cgi-bin/hst-article-display>. <u>Magazine article</u> Birger, Jon. "Oil from a Stone." <i>Fortune</i> 12 Nov. 2007: 105+. <i>SIRS Researcher</i>. Web. 18 Sept. 2009. <http://sks.sirs.com/cgi-bin/hst-article-display>. <u>Journal article</u> Warren, John Robert, and Eric Grodsky. "Exit Exams Harm Students Who Fail Them -- And Don't Benefit Students." <i>Phi Delta Kappan</i> 90.9 (2009): 645-649. <i>SIRS Researcher</i>. Web. 18 Sept. 2009. <http://sks.sirs.com/cgi-bin/hst-article-display>.</p> <p>c. eLibrary Gray, Edward G. "New Lands, New Lives." <i>Colonial America: A History in Documents</i>. N.p.: Oxford University Press, 2003. n. pag. <i>eLibrary</i>. Web. 1 Sept. 2009. <http://elibrary.bigchalk.com>.</p>
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<p>Last, First. "Title of Article." <i>Original Source</i> and date of publication: pages. <u>Name of the database used</u>. Name of Service. Name of Library System. Date of access and URL.</p> <p>Last, First. "Title of Article." <i>Original Source</i>. Editor. Volume #. City of publication: publisher, year Pages. <u>Name of the database used</u>. Name of Service. Name of Library System. Date of access and URL.</p>	<p>d. EBSCO Kraus, Daniel. "Edgar Allan Poe's Tales of Death and Dementia." <i>Booklist</i> 106.1 (2009): 89. <i>MasterFILE Premier</i>. Web. 18 Sept. 2009. <http://web.ebscohost.com/ehost/detail>.</p> <p>e. Literature Criticism Online "Love Medicine by Louise Erdrich." <i>Contemporary Literary Criticism</i>. Ed. Janet Witalec. Vol. 176. Detroit: Gale, 2003. 71-212. <i>Literature Criticism Online</i>. Web. 4 Sept. 2009. <http://galenet.galegroup.com/servlet/LitCrit/wylrc_campbell/FJ3543050003>.</p> <p>f. Literature Resource Center Cline, Carolyn Garrett. "William Sydney Porter." <i>American Magazine Journalists, 1850-1900</i>. Ed. Sam G. Riley. Vol. 79. Detroit: Gale, 1989. N. pag. Vol. 79. Dictionary of Literary Biography. <i>Literature Resource Center</i>. Web. 7 Sept. 2009. <http://go.galegroup.com.ez.lib.wy.us/ps/start.do>.</p> <p>**With SIRS and eLibrary, students will need to pay attention to the type of source they are citing (Magazine, Book, Journal, Transcript, etc.) and cite it accordingly.</p> <p>***URLs are included in these examples in case teachers request it, but URLs are <i>only</i> required if the reader cannot locate the source without the URL or when required by an instructor.</p> <p>****The thing to remember with all online database citations is that you cite according to the print source first (Magazine, Book, Journal, etc.) and then add the name of the database, medium of database (Web), and date of access.</p>
<p>Last, First. "Article." <i>Magazine Title</i> date of publication: Pages. Print.</p> <p>"Article." <i>Magazine Title</i> date of publication: Pages. Print.</p>	<p>(9) Print copy</p> <p>a. Signed Talcott, Richard. "Great Comets." <i>Astronomy</i> May 2004: 36-41. Print.</p> <p>b. Unsigned "They Didn't Hear the Screams." <i>Newsweek</i> 23 Oct. 2000: 7. Print.</p>
<p>"Article." CD-ROM. <i>Collection Title</i>. Publisher, Copyright date.</p> <p>Last, First. "Article." <i>Newspaper (Title and State)</i> date of publication. CD-ROM. <i>Collection Title</i>. Publisher, Copyright.</p> <p>Last, First. "Article Title: Subtitle." CD-ROM. CD ROM title. Publisher, Copyright.</p>	<p>(10) Articles on CD-ROM</p> <p>"Fiber Optics Technicians." CD-ROM. <i>Choices</i>. Bridges, 2008.</p> <p>Farquhar, Brodie. "Former Sundance Reactor Site May Require Cleanup." <i>Casper StarTribune (WY)</i> 21 Jan. 2003. CD-ROM. <i>NewsBank NewsFile Collection</i>. NewsBank, Inc. 1997-1998.</p> <p>Reynolds, Michael. "For Whom the Bell Tolls: Critical Evaluation." CD-ROM. <i>Masterplots Complete 1999</i>. Salem Press, 1999.</p>

MISCELLANEOUS AND NON-PRINT SOURCES

<p><i>Pamphlet Title.</i> Place: Source of Information, Copyright. Print.</p>	<p>(11) Pamphlet <i>Wyoming Coal: A Concise Guide 2001.</i> Gillette, Wyoming: Wyoming Coal Information Committee, 2001. Print.</p>
<p><i>Film Title.</i> Director. Performers. Distributor. Release Year. Medium.</p> <p><i>Film Title.</i> Director/Production Company. Year of Release. DVD, Film, or Videocassette.</p>	<p>(12) Film/video</p> <p><i>It's a Wonderful Life.</i> Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.</p> <p><i>Secrets of Lost Empires: Colosseum.</i> Nova Production by WGBH Educational Foundation, 1997. Videocassette.</p>
<p>Interviewee Last, First. Interview Identified. <i>Published Source</i> date of publication. Pages.</p> <p>Interviewee Last, First. Interview identified (title of it, interviewer). <i>Television program.</i> Network. Station, Location. Date of broadcast.</p> <p>Interviewee Last, First. Identification of entry as type of interview. Date of interview.</p>	<p>(13) Interview</p> <p>a. published or recorded interviews Gordimer, Nadine. Interview. <i>New York Times</i> 10 Oct. 1991, late ed.: C25.</p> <p>b. interviews broadcast on television or radio Wiesel, Elie. Interview with Ted Koppel. <i>Nightline.</i> ABC. WABC, New York. 18 Apr. 2002.</p> <p>c. interviews conducted by the researcher/student Curry, Mike. Personal interview. 2 Nov. 2004.</p> <p>Evenson, Duane. E-mail Interview. 5 Feb. 2006.</p> <p>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:

<u>A Work Cited Only on the Web</u>	<u>A Work on the Web Cited with Print Publication Information (a previously published work that has been posted to the Web)</u>
<ol style="list-style-type: none"> 1. The name of the author, editor, compiler, director, narrator, performer, or translator of the work. 2. Title of the work (italicized if the work is independent; in quotation marks if the work is part of a larger work). *Untitled works may be identified by a genre label: Home page, Introduction, Online posting... (no italics or quotation marks for genre labels) 3. Title of the overall Web site (if different than #2) 4. Version or edition used. 5. Publisher or sponsor of the site (if unavailable, use N.p.). 6. Date of publication (day, month, and year, depending on what is available). (If nothing available, use n.d.) 7. Medium of publication. 8. Date of access (day, month, year) 9. URL in angle brackets, hyperlink removed, and with a break after the // or / if necessary. Hanging indent should be used if the entry extends more than one line. <p>***URL is optional, depending on the instructor.</p>	<ol style="list-style-type: none"> 1. Add the publication information for the print source (see page 17, 18 of CCHS Writing Guide) 2. Title of the database or Web site (italicized) 3. Medium of publication consulted (Web) 4. Date of access (day, month, year) 5. URL in angle brackets, hyperlink removed, and with a break after the // or / if necessary. Hanging indent should be used if the entry extends more than one line. ***URL is optional, depending on the instructor.

<p><i>Site's Title.</i> Electronic publication information (version number, sponsoring institution or organization). Medium. Access Date. URL optional.</p> <p>“Article Title.” <i>Site Title.</i> Sponsor. Access Date. Medium.</p>	<p>(14) Organization/Institution <i>Thomas: Legislative Information in the Internet.</i> Lib of Congress. Washington. Web. 9 Oct. 2009. <http://thomas.loc.gov/2004>.</p> <p>“Ask PDGA.” <i>Partnership for a Drug-Free America.</i> The Partnership for a Drug-Free America. Web. 9 Oct. 2009. < http://www.drugfree.org>.</p>
<p>Government Name. Government agency that issued the document. <i>Publication Title.</i> Place: Publisher. Copyright. Medium.</p> <p>Country. Government Branch. Publication Title. Number of Congress, session of Congress. Type and number of Publication. Place: Publisher, Date. Medium.</p>	<p>(15) Government New York State. Commission on the Adirondacks in the Twenty-First Century. <i>The Adirondack Park in the Twenty-First Century.</i> Albany: State of New York, 1990. Print.</p> <p>United States. Congress. <i>A descriptive Catalogue of the Government Publications of the United States, September 5, 1774 – March 4, 1881.</i> US 48th Cong., 2nd sess. Misc. Doc. 67. Washington: GPO, 1885. PDF file.</p>

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<p>Last name of site's creator, First Name. Site's Title or Home Page (Italicized). Medium. Access Date. URL</p>	<p>(16) Personal Site Lancashire, Ian. <i>Ian's World</i>. Web. Nov 2009. <IansWorld.com>.</p>
<p>Last, First. "Poem Title." Book in which work was published. Editor, Books' copyright. Medium. Access Date. URL</p> <p>Organization/Institution/Committee which collected the material. "Topic of Research." <i>Title of Source</i>. Place: Publisher, Copyright. Medium. Date Accessed. URL.</p>	<p>(17) Poem/Book Dickinson, Emily. "A Book." <i>Modern American Poetry</i>. Ed. Louis Untermeyer. 1919. Bartleby.com. Web. 3 Nov. 2000. <EmilyDickinsonBartleby.com>.</p> <p>United States Department of Labor. "Social Worker." <i>Occupational Outlook Handbook: 2003-2004</i>. Washington, GPO, 2003. Web. 5 Nov. 2008. <USDL.gov>.</p>
<p>"Topic of Research." <i>Web Source</i>. Publisher. Medium. Date Accessed. URL.</p>	<p>(18) Article in Reference Database "Lichen." Britannica.com. Encyclopedia Britannica. Web. 9 Oct 2009. < http://www.britannica.com/EBchecked/topic/339680/lichen>.</p>
<p>Print: Last, first names. "Title of letter." Date of the letter and the number (if available or assigned by the editor). Name of collection. Name of editor(s), Volume (if available). Place of publication: Publisher, date. Page numbers. Medium.</p> <p>Memo: Writer's Last, First Name. "Title (enclosed in quotations)". Memo Description indicating recipient, Document Date, Delivery Medium.</p> <p>Email: Last, First. Title of message (taken from subject line in the e-mail and enclosed in quotations), Description of the message. Document Date. Medium.</p>	<p>(19) Email Message/Letter/Memo Published letter: Woolf, Virginia. "To T.S. Elliot." 28 July 1920. Letter 1138 of <i>The Letters of Virginia Woolf</i>. Ed. Nigel Nicolson and JoAnne Trautmann. Vol. 2. New York: Harcourt, 1976. 437-38. Print.</p> <p>Memo: Steiger, Larry. "Lab Safety." Memo to Science dept. fac., Campbell County High School, Gillette. 10 October 2009. TS.</p> <p>Email: Steiger, Larry. "Thoughts on Impromptu." Message to the author. 16 July 2006. E-Mail.</p>
<p>Last, First. Title Italicized, ed. First Last. Periodical Volume.Issue (Date): n. page. Web. Date Accessed. URL.</p>	<p>(20) Online Periodical Raja, Masood Ashraf. <i>Rev. of Voices of Resistance: Muslim, Women on War, Faith, and Sexuality</i>, ed. Sarah Husain. <i>Postcolonial Text</i> 3.2 (2007):n. pag. Web. 5 June 2008. < http://postcolonial.org/index.php/pct/article/view/700/423>.</p>

TIPS FOR MLA WORKS CITED

1. For a 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](http://www.chass.utoronto.ca:8080/~ian/index.html)>.

MLA CHANGES AT A GLANCE

from Online Writing Lab at Purdue: <http://owl.english.purdue.edu>

- No More Underlining! Underlining is no more. MLA now recommends italicizing titles of independently published works (books, periodicals, films, etc).
- URLs are optional: While website entries will still include authors, article names, and website names, when available, MLA no longer requires URLs. Writers are, however, encouraged to provide a URL if the citation information does not lead readers to easily find the source. **MOST CCHS TEACHERS WILL STILL ASK FOR URLs**
- Continuous Pagination? Who Cares? You no longer have to worry about whether scholarly publications employ continuous pagination or not. For all such entries, both volume and issue numbers are required, regardless of pagination.
- Publication Medium. Every entry receives a medium of publication marker. Most entries will be listed as Print or Web, but other possibilities include Performance, DVD, or TV. Most of these markers will appear at the end of entries; however, markers for Web sources are followed by the date of access.
- New Abbreviations. Many web source entries now require a publisher name, a date of publication, and/or page numbers. When no publisher name appears on the website, write N.p. for no publisher given. When sites omit a date of publication, write n.d. for no date. For online journals that appear only online (no print version) or on databases that do not provide pagination, write n. pag. for no pagination.

Suggestions for Literary Analysis

- Write in 3rd person (avoid the use of *I, me, my, mine, we, us, our, your, your,* and *you're* unless these words are found in quotes).
- In the introduction, identify the title and author of the literary work
- Italicize titles of plays, novels, and works that stand alone; place quotation marks around titles of poems and short stories.
- Provide examples by using direct quotes whenever possible. For each quote, provide enough discussion. Your discussion should be about twice as long as the quote.
- Blend/weave a direct quotation into your own writing.
- Document direct quotations correctly by placing the page number (or the act, scene, and line numbers for plays or line numbers for poems) in parentheses at the end of the sentence, after the closing quotation mark (or last word), and before the period.
- Mark all changes in direct quotations with ellipses.
- If what you are quoting ends with a question mark or an exclamation point, include this mark of punctuation before the closing quotation mark, but place a period after the closing parenthesis as well.
- When you weave a direct quotation into your writing (without using any type of tag), punctuate as though the words were your own.
- Leave a space between the closing quotation mark (or the last word in the sentence) and the opening parenthesis.