



# WRITE RIGHT

Writing Style Manual  
James B. Conant High School

This manual is based on the requirements of the James B. Conant High School English Department. Some academic courses may require a different style of documentation. Always check with your teacher about the appropriate form of documentation when you are asked to write a research paper.

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The Purdue Online Writing Lab. 2008. Purdue University. 7 July 2008. <<http://owl.english.purdue.edu>>.

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## FREQUENTLY ASKED QUESTIONS

**Q: How do I know what and when to document?**

**A:** Cite your source in the following situations:

- a. Direct quotations (word for word)
- b. Ideas, examples, arguments or opinions of a source that you put into your own words (paraphrasing)
- c. Facts and statistics
- d. Factual information that is *not* common knowledge

**Q: How do I know whether factual information is common knowledge (not documented)?**

**A:** Factual information is common knowledge when it is undisputed information.

Some examples are:

- a. Abraham Lincoln wrote “The Emancipation Proclamation.”
- b. The Nile is a major river in Egypt.
- c. Pearl Harbor was bombed on December 7, 1941.

**Q: Won’t my research paper be a long series of quotations from other sources? How can I include my own ideas?**

**A:** By examining the information you have gathered and the opinions of experts, you then draw your own conclusions. Within your paper, you use the information to support your own ideas (thesis). The thesis statement, assertions, commentary, and concluding sentences will be your own interpretation and presentation of the topic and evidence.

**Q: What if the source is missing information like an author, date, city, page numbers, etc.?**

**A:** First it depends on the source. If a magazine or newspaper article is missing an author, refer to the source by the title of the article. If it is missing a city or date, put ‘n.p.’ or ‘n.d.’ for “no publishing place” and “no date” respectively. Do not put only the state or the country of publication. If it is an online source that is missing a page number, put “online”. Do not assume that if you omit it, your teacher will not notice it.

**Q: What is the difference between a primary source and a secondary source?**

**A:** For a literary paper, a primary source is the work (or works) that is the subject of your paper. For example, if you are writing a paper analyzing The Adventures of Huckleberry Finn, your primary source is that novel. A secondary source is a book or article about the work. For example, a book entitled The Mind of Mark Twain would be a secondary source in which you may find a discussion of imagery in The Adventures of Huckleberry Finn.

**Q: What is the difference between Works Cited, References, and Bibliography?**

**A:** In a **Works Cited**, you include only the sources you documented in your paper. Therefore, your list of sources on a works cited page should correspond to the parenthetical citations in your paper.

A **References** is a list of all the sources you looked at or read even if you didn’t directly refer to all of them in your paper.

A **Bibliography** is a comprehensive list of all works related to the subject. (Since it is so comprehensive, you will most likely never use a Bibliography.)

\*Usually your teacher will specify which one you should use.

## WHAT IS PLAGIARISM?

Plagiarism is presenting someone else's ideas, phrasing, facts, explanations, statistics, examples, or arguments as one's own.

It is an academic crime and is punished accordingly. Consult the English Department Plagiarism Policy for specific information.

To avoid plagiarism, you must carefully record all sources utilized in the research process, identify all notes taken by source and page number, and indicate direct quotes or partial quotes with quotation marks on the notecards and in the research paper itself.

Faulty or sloppy documentation can result in *unintentional plagiarism*, which is still a major academic error.

- Sources that should be documented include any written information, online information or oral interviews and media presentations.
- You do not have to document general factual knowledge such as the dates of the Civil War, the location of Monticello, or the birthplace of an author.
- Even when using a few words from a source, you must use quotation marks if the phrasing or word choice is unique to the original writer.

**See *page 18* for samples of plagiarism as a result of no citation or sloppy citation.**

**To avoid plagiarism, see *page 19* for examples of correct citation.**



## FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES

The following is a list of current MLA bibliography forms.

For scholarly research, do not include general dictionaries or encyclopedias, *Cliffs Notes*, *Masterplots*, *SparkNotes*, Wikipedia, etc. as sources.

### A BOOK WITH ONE AUTHOR

Author's Name. Title of Book. City of Publication: Publisher's Name, year of publication.

Example

Twain, Mark. <u>Adventures of Huckleberry Finn</u> .
New York: Signet, 1959.

### TWO OR MORE BOOKS BY THE SAME AUTHOR

Example Twain, Mark. Adventures of Huckleberry Finn.

    New York: Signet, 1959.

---. The Adventures of Tom Sawyer. New York:  
    Harper & Row, 1910.

### A BOOK WITH TWO OR MORE AUTHORS

Author's Names (start with last name for first author and then with first name for other authors).

Title of Book. City of Publication: Publisher's Name, year of publication.

Example

Gottfredson, Michael R. and Travis Hirschi.
<u>A General Theory of Crime</u> . Stanford,
CA: Stanford Univ. Press, 1990.

Note: If you have a book with more than three authors, include only the first author's name (last, first), and then use the abbreviation "et al", which stands for "and others".

### A BOOK WITH A CORPORATE AUTHOR

Corporation's Name. Title of Book. City of Publication: Publisher's Name, year of publication.

### A BOOK WITH NO AUTHOR OR EDITOR GIVEN

Title of Book. City of Publication: Publisher's Name, year of publication.

## FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D

### A BOOK WITH AN EDITOR BUT NO AUTHOR GIVEN

Editor's Name, ed. Title of Book. City of Publication: Publisher's Name, year of publication.

Example		Note: Abbreviation for "editor" is "ed." This is the only instance where editor's name comes before title and where "ed." is not capitalized.
	Bloom, Harold, ed. <u>J.D. Salinger's The</u>	
	<u>Catcher in the Rye</u> . Broomall, CA: Chelsea House, 1995.	

### A BOOK WITH BOTH AN AUTHOR AND AN EDITOR

Author's Name. Title of Book. Ed. Editor's Name. City of Publication: Publisher's Name, year of publication.

Example		Note: Abbreviation for "editor" is "Ed."
	French, Warren. <u>John Steinbeck</u> . Ed. Sylvia	
	E. Bowman. New Haven: College and University Press, 1961.	

### A TRANSLATION OF A BOOK

Author's Name. Title of Book. Translator's Name. City of Publication: Publisher's Name, year of publication.

Example		Note: Abbreviation for "translator" is "Trans."
	Marquez, Gabriel Garcia. <u>One Hundred Years</u>	
	<u>of Solitude</u> . Trans. Gregory Rabassa. New York: Harper & Row, 1970.	

### AN INTRODUCTION, PREFACE, FORWARD, OR AFTERWORD OF A BOOK

Author of Article. Work Type. Title of Book. By Author of Book. City of Publication: Publisher's Name, year of publication. Page Numbers.

Example		Notes: Elliott is the writer of the Afterword. "By" is written before the author of the novel.
	Elliott, Emory. Afterword. <u>The Jungle</u> . By	
	Upton Sinclair. New York: Signet, 1990. 342-50.	

## FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D

### AN ARTICLE FROM A SPECIALIZED ENCYCLOPEDIA, AUTHOR GIVEN

Author's Name. "Title of Article." Title of Book. Edition used. City of Publication:  
Publisher's Name, year of publication: Page numbers.

Example

Silverman, Robert A. "Crime Rates." <u>Ency-</u>
<u>clopedia of Sociology</u> . 2nd ed. New
York: Macmillan, 1992: 46-51.

### AN ARTICLE, ESSAY, CHAPTER, POEM OR SHORT STORY IN A SINGLE VOLUME BOOK/COLLECTION

Author's Name. "Title of Article." Title of Book. Ed. Editor's Name. Name of Book Series (if applicable). City of Publication: Publisher's Name, year of publication. Page numbers.

Example

Schmitz, Neil. "Huckspeech." <u>Mark Twain's</u>
<u>Adventures of Huckleberry Finn</u> . Ed.
Harold Bloom. <u>Modern Critical Inter-</u>
<u>pretations</u> . New York: Chelsea House,
1986. 45-68.

Note: Abbreviation  
for "editor" is "Ed."

### AN ARTICLE FROM ONE VOLUME IN A MULTI-VOLUME SERIES

Author's Name. "Title of Article." Title of Volumes. Editor's Name. City of Publication:  
Publisher's Name, year of publication. Volume number: Page numbers.

Example

<u>"Adventures of Huckleberry Finn: Mark Twain,</u>
<u>1884." Novels for Students</u> . Ed. Diane
Telgren. Detroit: Gale, 1997. 1:1-14.

Notes: When no au-  
thor is listed, as in  
this example, you can  
omit it.  
Underline the title of  
a book within the title  
of an article.

Notes: This is the format used for many of the literary sources, such as Contemporary Authors, Something About the Author, and others, especially many of the Gale sources.

In sources where there is introductory overview material (usually located next to the author's paragraph), such as Contemporary Literary Criticism, this format is also used.

## FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D

Notes regarding the following two entries:

List all the original publishing information first. Then list the information from the source where the article is reprinted.

You will usually find the original publishing information in italics at the end of the reprinted article. These formats will be used for sources such as Contemporary Literary Criticism, Short Story Criticism, or Novels for Students.

### A REPRINTED ESSAY, ORIGINALLY FROM A PERIODICAL

Author's Name. "Title of Article." Original Periodical Title Original date of publication: Original page numbers. Rpt. in Title of Volume or Series. Editor's Name. City of Publication: Publisher's Name, year of publication. Volume number: Page numbers.

Example	Edwards, Henry. "Freak Rock Takes Over?"	Note: Abbreviation for "Reprinted in" is "Rpt. in" Abbreviation for "editor" is "Ed."
	<u>New York Times</u> 17 Dec. 1972: 34-5.	
	Rpt. in <u>Contemporary Literary Criticism</u> . Ed. Sharon R. Gunton. Detroit:	
	Gale, 1982. 21: 304.	

### A REPRINTED ESSAY, ORIGINALLY FROM A BOOK

Author's Name. "Title of Article." Original Book Title. Original City of Publication: Original Publisher's Name, Original year of publication. Original page numbers. Rpt. in Title of Volume or Series. Editor's Name. City of Publication: Publisher's Name, year of publication. Volume number: Page numbers.

Example	Dixon, Bob. "Sexism: Birds in Gilded Cages."	Note: Abbreviation for "Reprinted in" is "Rpt. in" Abbreviation for "editor" is "Ed." The abbreviation "n.p." means that no publishing place is mentioned in the source information at the end of the reprinted essay.
	<u>Catching them Young: Sex, Race and</u>	
	<u>Class in Children's Fiction</u> . n.p.:	
	Pluto Press, 1977.1-41. Rpt. in <u>Con-</u>	
	<u>temporary Literary Criticism</u> . Ed.	
	Sharon R. Gunton. Detroit: Gale, 1982. 21: 417.	

## FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D

### ARTICLE IN MAGAZINE/PERIODICAL, WEEKLY

Author's Name. "Title of Article." Title of Periodical Date of publication: Page numbers.

Example

Allman, William F. "The Mental Edge." <u>U.S.</u>
<u>News &amp; World Report</u> 3 Aug. 1992: 50-6.

### ARTICLE IN MAGAZINE/PERIODICAL, MONTHLY

Author's Name. "Title of Article." Title of Periodical Date of publication: Page numbers.

Example

"Break the Age Barrier." <u>Prevention</u> Aug.
1992: 57-8.

Notes: When no author is listed, as in this example, you can omit it.

### A PHOTOGRAPH OF ARTWORK FROM A BOOK (A PAINTING, SCULPTURE, OR PHOTOGRAPH)

Artist's Name. Title of Art. Name of Museum, Organization, or Individual who owns collection. Title of Book. By Author of Book. City: Publisher, year of publication. Page number.

Example

Monet, Claude. <u>Woman With a Parasol</u>
<u>Facing Left</u> . Musee d'Orsay. 100
<u>Impressionist Masterpieces</u> . By Laurence
Madeline. Paris: Scala, 1999. 125.

### A CARTOON OR COMIC STRIP

Artist's Name. "Title of Art (if any)." Work Type (Cartoon or Comic Strip). Title of Newspaper or Magazine Date: Page number.

Example

Adams, Scott. "Dilbert." Comic Strip.
<u>Chicago Tribune</u> 9 July 2008: 8.

### AN ADVERTISEMENT

Name of Product or Company being advertised. Advertisement. Title of Publication Date: Page number.

Example

Nissan. Advertisement. <u>The Atlantic</u> July/
Aug 2008: 43.

## FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D

### NEWSPAPER ARTICLE, NUMBERED SECTIONS

Author's Name. "Title of Article." Title of Newspaper Date of publication: Section number:  
Page number.

Example

Kamin, Blair. "Honoring the Arts, but for Whose Sake?" <u>Chicago Tribune</u> 7 Aug. 1992: sec 5: 1.

### NEWSPAPER ARTICLE, LETTERED SECTIONS

Author's Name. "Title of Article." Title of Newspaper Date of publication: Section letter and page number.

Example

"Mouse Study May Lead to Transplant Ad- vances." <u>New York Times</u> 7 Aug. 1992: A9.

Notes: When no au-  
thor is listed, as in  
this example, you  
can omit it.

### PAMPHLET

Author. Title. Publication Location: Publisher's Name, date of publication.

Example

Illinois State Bar Association. <u>Your Rights if Arrested</u> . Springfield, IL: ISBA, 1990.

### INTERVIEW, UNPUBLISHED

Interviewee's Name. Interviewee's Title and Information. Interview. Date of interview.

Example

Bateson, Diane N., Assistant Director, Victims United. Interview. 6 May 1992.

### TELEVISION OR RADIO PROGRAM

"Title of Episode." Name of Program. Name of Network. Call Letters of Station, City. Date  
of program.

Example

"Fighting Back." <u>60 Minutes</u> . CBS. WBBM, Chicago. 12 July 1992.

**FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D  
ONLINE SOURCES**

\* Note: For all online sources, if you cannot find some of the information, cite what is available.\*  
Note: Be sure the url is included within carets and is not underlined. Do not let Microsoft Word auto format.

**ALL ONLINE REFERENCES THROUGH THE CHS “LIBRARY RESEARCH PRODUCTS” OR OTHER LIBRARY SEARCH PRODUCTS**

Author’s Name. “Title of Article.” Title of Periodical Volume number (Year): Page numbers. Database Name. Name of Library where accessed, City, State. Date you accessed information <URL of database>.

Example	
	Reid, Alastair. "You Can Go Home Again." <u>New York Review of Books</u> 51 (2004): 20-
	22. EBSCO Host. Schaumburg Township
	Library, Schaumburg, IL. 7 Oct. 2008
	<http://web.ebscohost.com>.

Example	
	Katel, Peter. "Illegal Immigration." <u>CQ Researcher</u> 15.17 (2005): 393-420. Congressional Quarterly. James B. Conant High School Library, Hoffman Estates, IL. 22 Aug. 2007
	<http://library.cqpress.com>.

Note: Include the URL for the database but not the entire article if it is very long and impractical.

**AN ARTICLE WITHIN AN ONLINE PERIODICAL (Newspapers, magazines, cnn.com, scholarly journals, etc.)**

Author’s Name. “Title of Article (or other document—poem, short story, etc.).” Title of Periodical Volume number. Issue number Date of publication: Page numbers. Date you accessed information <URL of article>.

Example	
	Spain, Joseph. "Juarez Loses Fight, Protest; Williams Also Denied." <u>Sports Illustrated</u>
	9 Nov. 2000: 3-4. 15 Aug. 2003 <http://
	sportsillustrated.cnn.com/olympics/2000/
	boxing/news/2000/09/30/boxing_sunday_ap/>.

Note: Volume number and issue number are omitted because they were not available.

**FORMAT FOR WORKS CITED/REFERENCE/BIBLIOGRAPHY ENTRIES CONT'D  
ONLINE SOURCES CONT'D**

*\* Note: For all online sources, if you cannot find some of the information, cite what is available.\*  
Note: Be sure the url is included within carets and is not underlined. Do not let Microsoft Word auto format.*

**A PROFESSIONAL OR PERSONAL SITE** *(Anyone who made his/her own website)*

Author's Name. "Title of Article." Title of Site Date of electronic publication Name of any Organization/Institution Associated with Site. Date you accessed information <URL of website>.

Example	
	Romance Language and Literatures Page 1 Jan.
	1997 Dept. of Romance Langs. and Lits.,
	U of Chicago. 15 Aug. 2003 <http://humanities.uchicago.edu/romance/>.

Note: When no author is listed, as in this example, you can omit it.

**ART WORK FOUND ONLINE**

Artist's Name. Title of Art. Date of Art. Name of Organization/Institution Associated with Site. Date you accessed information <URL of website>.

Example	
	Hopper, Edward. <u>Nighthawks</u> . 1942. The Art
	Institute of Chicago. 3 July 2008
	<http://www.artic.edu/aic/collections/artwork/111628>.

**A CARTOON OR COMIC STRIP FOUND ONLINE**

Artist's Name. "Title of Art (if any)." Work Type (Cartoon or Comic Strip). Title of Website Date of publication. Date you accessed information <URL of website>.

Example	
	Arkle, Peter. Cartoon. <u>Newyorktimes.com</u> 9 July 2008. 1 Aug 2008 <http://www.nytimes.com>.

Note: When the art has no title, as in this example, you can omit it.

**AN ADVERTISEMENT FOUND ONLINE**

Name of Product or Company being advertised. Advertisement. Date you accessed the information <URL of website>.

Example	
	Old Navy. Advertisement. 2 Feb. 2006 <http://www.oldnavy.com>.

## NOTE CARDS

Notice the difference between the two note cards. Whenever you take direct words from a writer, you *must* use quotation marks. *However*, both of these cards, if used within in your paper, *must* be documented.

### Original Text

Regardless of how one defines environmental terrorism, one thing is certain: Extremists are becoming increasingly aware of the tremendous damage they can inflict on a nation by targeting its environment, and how such acts of terror can bring immediate attention to their cause.

In Columbia, for example, terrorists have dynamited a state-owned oil pipeline more than 140 times in the past four years. Behind the bombings is a group called the National Liberation Army, whose guerrillas object to government concessions to foreign oil companies.

The pipeline links the huge Cano Limon reservoir, near the border with Venezuela, to the Caribbean Sea, winding almost 500 miles through jungles and over mountains. Besides disrupting oil flow, the bombings—which averaged one a week in 1988—have dumped more than 630,000 barrels (26 million gallons) into the country's rivers, lakes and wetlands.

The scourge of terrorism has speared throughout Central and South America...

### USING DIRECT QUOTES

Slug (topic)	Author's last name	Page number(s)
Dynamited Pipeline	Emerson	40
"In Columbia, for example, terrorists have dynamited a state-owned oil pipeline more than 140 times in the past four years."		

If there is not an author or page number see the samples on pages 16-17.

### PARAPHRASING

Pipeline Bombing	Emerson	40
Columbia--oil pipeline blown up more than 140 times in past four years by National Liberation Army (terrorist organization).		
26 million gallons of oil dumped into rivers, lakes, and wetlands.		

# SAMPLE BIB AND NOTE CARDS FOR A VARIETY OF SOURCES

## BIB CARD: PRINT SOURCE WITH AUTHOR AND PAGE NUMBERS

Emerson, Steve. "When Earth Takes the Hit." <u>International Wildlife</u> July/Aug. 1991. 38-41.
--

The author's last name on the note card indicates which source you used. This way, you can easily look back through your bib cards to find the correct source.

The page number(s) on your bib card should correspond with the page number(s) listed on your note card.

## CORRESPONDING NOTE CARD

The slug is the general topic of the information written on the card.

Dynamited Pipeline	Emerson 40
"In Columbia, for example, terrorists have dynamited a state-owned oil pipeline more than 140 times in the past four years."	

This is the page number where this information is found in the original source.

## BIB CARD: ONLINE SOURCE WITH AUTHOR

Lavanture, Douglas. "Fear as Governance: Arthur Miller's <u>The Crucible</u> as Contemporary Reflection." <u>Steppenwolf Home Page</u> 2008. 22 Aug. 2008 < <a href="http://www.steppenwolf.org/backstage/article.aspx?id=164">http://www.steppenwolf.org/backstage/article.aspx?id=164</a> >.
---

Since online sources usually don't have page numbers, use the word "online".

## CORRESPONDING NOTE CARD

McCarthy's Rule	Lavanture online
"McCarthy began to rule America's conscious with an iron fist, weeding out accused communists with his extensive use of the House Un-American Activities Committee, originally established in 1938 to condemn Nazi sympathizers in World War II."	

### BIB CARD: ONLINE SOURCE WITH NO AUTHOR

<u>"About Walter J. Ong, SJ." The Walter J. Ong</u>
<u>Collection.</u> 22 Dec. 2006. Saint Louis
University. 3 July 2008 < <a href="http://libraries.slu.edu/scong/aboutong/aboutong.html">http://libraries.slu.edu/scong/aboutong/aboutong.html</a> >.

If no author is listed, use the first few words of the title.

Since online sources usually don't have page numbers, use the word "online".

### CORRESPONDING NOTE CARD

Educational Career	<u>"About Walter..." online</u>
Walter J. Ong, SJ, University Professor Emeritus, William E. Haren Professor Emeritus of English, and Professor Emeritus of Humanities in Psychiatry at Saint Louis University, is known for his work in Renaissance literary and intellectual history.	

### BIB CARD: SOURCE WITH NO AUTHOR AND FREQUENT TITLE

<u>"Adventures of Huckleberry Finn: Mark Twain, 1884." Novels for Students.</u> Ed. Diane Telgren. Detroit: Gale, 1997. 1:1-14.

Book titles within article titles need to be underlined, and that needs to correspond on the note card

Since this title is fairly common, you may find it as the title of more than one source. To distinguish between sources with identical or similar titles, include the first word(s) from the bib card, but also include another unique element from the source information/bib card.

### CORRESPONDING NOTE CARD

Racism Controversy	<u>"Adventures..." Novels 14</u>
"The crux of the controversy is whether or not the novel presents an indictment of racism or simply reflects the generally accepted racist attitudes of the time period in which it was written."	

### TWO SOURCES BY THE SAME AUTHOR

If you have two sources/bib cards by the same author, on the note card use the author's last name but also unique word(s) from the title to distinguish between sources.

For example, Stephen King's books:

Top right of note cards should read:

Cujo

King Cujo 43

Carrie

King Carrie 108

# IMPROPER & PROPER CITATION EXAMPLES

## ORIGINAL NOTE CARD OF PRIMARY SOURCE

Offended Jim	Twain 86
“En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash.”	

## ORIGINAL NOTE CARD OF SECONDARY SOURCE

Racism Controversy	“ <u>Adventures...</u> ” <u>Novels</u> 14
“The crux of the controversy is whether or not the novel presents an indictment of racism or simply reflects the generally accepted racist attitudes of the time period in which it was written. For most critics, the issue boils down to the depiction of Jim. For some, Jim is nothing more than a minstrel stereotype... ‘who lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have,’ in the words of Julius Lester....But to others, a subtle satire on slavery and racism emerges from the text and takes precedence over any stereotypical depiction of African Americans.”	

## NO CITATION = PLAGIARISM

It is not fair to argue that the book condones racism or perpetuates its existence. Some could argue that Jim lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have. Others might be able to say that a subtle satire on slavery and racism emerges from the text and takes precedence over any stereotypical depiction of African Americans. The novel does present an indictment of racism. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance.

## SLOPPY CITATION = PLAGIARISM

### (WEAK PARAPHRASING OR ONLY CITED AT END)

It is not fair to argue that the book condones racism or perpetuates its existence. While there are some critics who believe that Jim lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have, the more subtle details of the text suggest otherwise. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance (“Adventures...” Novels 14).

### **CORRECT QUOTATION FORMAT**

It is not fair to argue that the book condones racism or perpetuates its existence. An article in Novels for Students states, “For most critics, the issue boils down to the depiction of Jim. For some, Jim is nothing more than a minstrel stereotype...but to others, a subtle satire on slavery and racism emerges from the text” (14). The more subtle aspects of Jim’s character prove this second idea. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance.

### **CORRECT PARTIAL QUOTATION FORMAT**

It is not fair to argue that the book condones racism or perpetuates its existence. While some critics, like Julius Lester, believe that Jim “lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have” (qtd. in “Adventures...” Novels 14), the more subtle details of the text suggest otherwise. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, he also maintains both his self-respect and his dignity by exposing his vulnerabilities and Huck’s ignorance. Mark Twain clearly makes “a subtle satire on slavery and racism” ( “Adventures...” Novels 14) by including these very human elements of Jim and ridiculing Huck.

### **CORRECT PARAPHRASE FORMAT**

It is not fair to argue that the book condones racism or perpetuates its existence. While some critics, like Julius Lester, believe that Jim can’t recognize his own identity apart from what whites want him to be (qtd. in “Adventures...” Novels 14), the more subtle details of the text suggest otherwise. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance.

## SAMPLE TITLE PAGE

This is not merely the title of primary source; it's the title of your paper.

Title of Paper

First and Last Name

English 302: 01  
Ms. Teacher  
January 4, 2002

These three lines are single spaced.

### Guidelines:

1. For titles of more than one line, double space and center each line.
2. Use capitals for the first letter of each word in the title (except for articles “the”, “an” and “a”).
3. Do not underline or use quotation marks for your own words. However, correctly punctuate any title which you may include within your title.
4. Center all the text on the title page.
5. The size of text on this page should be the same font size as the rest of the paper.

## SAMPLE OUTLINE

New P.E.: It's Time For a Change

Thesis: Without a doubt, Titusville has made the right decision in changing from the traditional competitive P.E. to the New P.E. system.

- I. Comparison of traditional and New P.E.
  - A. Situations involving problems with traditional Physical Education
    - 1. Jason Gregg
    - 2. Lamont Pratt
    - 3. Milwaukee athletes
  - B. Example of school that switched
  - C. Thesis: need for change to New P.E.
- II. Drawbacks of traditional P.E.
  - A. No lifetime conditioning
  - B. Varying student abilities
  - C. Unfair selection process
- III. Advantages of New P.E.
  - A. Safe learning environment
  - B. Fun atmosphere

If you go over one line, make sure to align the second line with the first.

### Guidelines:

1. Double space the entire outline.
2. Center the title of the paper (same as on title page) at the top of the outline.
3. Include the thesis statement between the title and the outline.
4. Do not use the words "introduction" or "conclusion" in your outline.
5. Stay consistent: Develop a phrase outline or sentence outline (depending on assignment), but not both.
6. Topics need to be divided into at least two subheadings (Dividing anything into fewer than two parts is impossible). I requires II, A requires B, 1 requires 2, etc.
7. Spacing is important. Indent each level consistently so that periods are aligned.
8. The size of text on this page should be the same font size as the rest of the paper.
9. The first word after each heading and subheading needs to be capitalized.

# SAMPLE PAPER: NON-LITERARY TOPIC

The first half of a paper by John Atchinson is included below.

## Paper outline

New P.E.: It's Time For a Change

## Citation details

Attention-getting opening

Jason Gregg was “a popular three-sport athlete at Malcolm High School in Lincoln, Nebraska. He was a punter and varsity basketball player with no known history of health problems. But two days before Christmas, Gregg collapsed following basketball practice, dead of a heart attack at 17” (McCord online). At the time of Gregg’s death, physical education at Malcolm High School consisted of what most people are used to: competitive games like soccer, basketball, football, and baseball. No one at the high school ever thought to check Jason Gregg’s actual fitness level. Jason is not alone. An article by Tom McCord explains two other situations in which young students died of unexpected medical problems. Lamont Pratt, another outstanding athlete in Omaha, died of a heart attack; he too, did not realize the seriousness of his condition. Also, in Milwaukee, Wisconsin, seven teenage athletes suffered from sudden cardiac arrest (online). In order to change this sad situation, Titusville, Pennsylvania, switched to New P.E., even though this small town has little money. New P.E. is a type of physical education which focuses on life-long physical skills to help a person stay healthy to prolong his or her life. Some people have questioned this move. They think that physical education is not that big of a deal, and it is not worth spending the money on the new equipment. Those who think it is a bad idea are completely wrong. Without a doubt, Titusville has made the right decision in changing from the traditional competitive P.E. to the New P.E. system.

Background on topic

Thesis statement at end of introduction paragraph

Assertion/first main point

Old-fashioned “just throw the ball out” physical education has many drawbacks. For example, it does not necessarily work on lifetime conditioning. In a traditional gym class, there is

The first time you **cite** the name of an **expert** in the paper use first and last name. Every time after, use only last name.

**Paraphrase** of information from **secondary source**; this should still include internal citation.

## SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

### *Paper outline*

Atchison 2

### *Citation details*

Evidence:  
Details and  
examples

little emphasis placed on learning about one's physical condition. There are not heart monitors to check pulse rates. All these classes do is pick teams for the particular sport being studied and throw out a ball to start playing, which in the long run is not the way to teach students about their physical health. This is the current state of physical fitness in America:

Evidence:Quota-  
tion from a  
source

“We have a health crisis coming down the road because we have a whole generation of kids who have not been active,” said Jim Baugh, president of Wilson Sporting Goods Co., who started P.E. 4Life. “They are not getting it at home, and they are not getting it at school.” Obesity-related diseases cost the United States more than 300,000 lives and \$100 billion a year, according to P.E. 4Life. And an inactive lifestyle can almost double the risk of coronary heart disease. (“New P.E.’ Aims” online)

Commentary

All of these health problems show the need for an alternative to the traditional version of P.E.

Assertion fur-  
ther supporting  
first main point

In addition, some students cannot keep up with other students in a regular P.E. class because many of them are inactive or overweight. They can't keep up with the students that are very athletic. The Center for Disease Control reports the following statistics:

Evidence: Facts  
and statistics

The CDC grew more worried about the sedentary state of the nation after a 1996 surgeon general's report that showed the percentage of overweight students roughly doubled between 1980 and 1994—to 14% for ages 6 to 11, and to 11% for ages 12 to 17. Meanwhile, only 25%

Whenever a quote is more than four lines long, special **block quote rules** apply:

- Begin a new line, indenting one inch (10 spaces).
- Place the end punctuation before the parenthetical documentation.
- Usually, omit quotation marks (as in the example below).

\*Here, however, the student is quoting an expert within the citation, so quotation marks are necessary.

Another quote that is longer than four lines is used. Follow the same **block quote rules** as above. Notice that the quotation marks are omitted here.

SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

*Paper outline*

*Citation details*

Atchison 3

of higher-school kids took a daily gym class in 1995, down from 42% in 1991. (“Phys Ed Isn’t ” online)

Commentary: Writer interprets statistics and draws conclusions

As one can see, the average number of overweight students is increasing. It is imperative for school officials to start getting kids off the couch and into New P.E. classes.

Assertion: Further supports first main point

When a P.E. class consists of team picking, the slow or overweight students usually get picked last. The teams are frequently chosen that way because the more competitive guys or girls typically are the ones picking the teams. They tend to select the teams based on kids who are most agile. When they pick teams like that, it leaves the least athletic kids on the side, so these kids feel left out.

Example used as evidence

Commentary

Sometimes they just pick their best friends. This makes many people dread competitive physical education. According to A. Virshop, a writer for Women’s Sports and Fitness magazine, “Ask any group of 10 adults for their memories of gym class...and seven of them will launch into litanies of frustration and humiliation: the groans when they came up to bat, the failure to do a single pull-up on the annual fitness test...P.E. seemed less a class than some tribal ritual for jocks to enjoy and the rest of us to endure” (qtd. in Moser online).

Quote used to support example

Commentary

It seems then that many years later, there are people still resentful about their traditional P.E. class.

Example used as evidence

Also, with the multicultural diversity in classrooms today, children who are not natural born citizens may not be in tune with American sports. “Futbol” in most other countries means soccer; basketball is not a major sport in Asia or India. It does not seem fair to expect the minority students to know how to play and to excel at these American sports in a U.S. classroom.

At the end of this citation, the punctuation is before the parenthetical documentation because it is in **block quote format**.

For quotes, be sure to identify the writer or speaker. Note, occasionally the writer or **speaker** may be **different from the author** of the source. Distinguish this by adding “**qtd. in**” to the parenthetical documentation.

## SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

### Paper outline

Atchison 4

### Citation details

Transition to second assertion

On the other hand, the New P.E. system is a very positive idea, for in the end it produces no losers. It is mainly a team-building experience in a safe learning environment. In a New P.E. class, students will learn about their pulse rate by using heart rate monitors, which will let them know how hard they are working and what their target workout rate actually is. According to Donald Mahoney, a high school principal in California:

Evidence

The heart rate monitors—in moderate use in other school districts such as Ocean View in Huntington Beach—are used once a week by each student during workouts. The results are transferred into a health and fitness computer program and made available to students and their parents. The school doesn't have any increased liability for the heart-rate monitors because they are not being used for diagnostic purposes. (qtd. in Vardon online)

This is the first mention of Donald Mahoney. After this, only refer to him as Mahoney.

Another example of the **block quote format**.

Commentary: Writer interprets facts and draws conclusions

But Greg Howit, a 29-year veteran of teaching physical education, notified parents when he saw "heart-rate irregularities in their children. One couple sent him a thank-you note, saying they would take their daughter to a cardiologist" (Vardon online). The New P.E. system is a way to learn about all the different methods one can use to stay healthy. A person will also find out how to get the best exercise he or she can, without all the name-calling and abuse that the competitive sports often offer.

Use of **partial quote** from **secondary source**: make sure both your words and those in quotes flow smoothly to form a complete sentence.

Assertion: Transition to third main point

Staying healthy is key to a person's life, but that is not the only thing a physical education class should offer. Physical Education should be fun, too. There are many different, fun, and non-competitive activities that the New P.E. system has to offer. The article

## SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

### *Paper outline*

Atchison 5

Quote used as evidence

“‘New P.E.’ Aims to Inspire All Kids” says, “Walk into Madison Junior High School’s gym in Naperville, Illinois, and you could easily mistake it for a health club—stocked with weight machines, treadmills, stationary bikes, stair steppers, a rock climbing course and heart rate monitors. Exercisers display T-shirts that say, ‘Getting Fit for Life at Madison Health Club’” (online). This approach is more able to get students’ minds off competition and onto how cool it would be to belong to a health club. If a teen gets involved with a healthy lifestyle early, then he or she might want to stay healthy for life. . .

Commentary

**...Paper continues...**

### *Citation details*

When the **source information** (in this case, the title, since the author’s name is not given) **used in paper**, only the page number is listed in the parenthetical citation. With online sources, if page number is not found, use the word “online”.

**This paper sample includes all online citations. See the next example, the literary topic paper, for examples of print sources.**

## SAMPLE WORK CITED: ALL ONLINE SOURCES

Atchison 11

### Works Cited

McCord, Tim. "In Pennsylvania, a School Wellness Center Promotes Life-long Fitness over Athletic Success." In the News 2002. 10 December 2002 <<http://www.healthfirstusa.com/education/information/articles/everykid.htm>>.

Moser, Bob. "Personal Fitness." Teaching Tolerance Magazine Fall 2002. 9 December 2002 <<http://www.tolerance.org/teach/exand/mag/features>>.

"New P.E. Aims to Inspire All Kids." In the News 2002. 10 December 2002 <<http://www.healthfirstusa.com/education/information/docs/wallstreet.htm>>.

"Phy Ed Isn't What It Used To Be; Now We Have 'New P.E.'" In the News 28 September 1998. 10 December 2002 <<http://healthfirstua.com/education/information/articles/titusville.htm>>.

Vardon, Susan Gill. "Teaching Gym Clash." Freedom Communication, Inc. 15 November 2002. 9 December 2002 <<http://www.ocregister.com>>.

Note: This sample only uses online sources. See the Works Cited on **page 32** for other types of sources.

### Guidelines:

1. The Works Cited should include only the sources that you actually end up using in the paper, either as direct quotes or paraphrases.
2. The Works Cited should be the last page(s) of your paper and numbered as such.
3. Double space the entire Works Cited.
4. Do not put extra spaces between entries.
5. Use a hanging indent for each entry (the first line needs to be all the way to the left, and every additional line within the same entry needs to be indented.)
6. Alphabetize entries by the first real word (not articles like "The", "A", or "An").
7. Follow the same punctuation and format as you used on your bib cards.

# SAMPLE PAPER: LITERARY TOPIC

Excerpts from a paper by Lisa Mackowski are included below.

**Here is the writer’s thesis: John Steinbeck’s The Pearl is an allegorical novel displaying the faults and struggles of man due to forces within man as well as forces of society.**

*Paper outline*

Assertion: A main point is the first sentence in the paragraph.

Evidence: Supporting details from primary source

Evidence: Supporting quote from primary source

Commentary

Assertion supporting the main point

Evidence

Commentary

Evidence

Commentary

Mackowski 3

. . . Throughout the novel, Juana is developed as an allegorical character. At the beginning of the story, Juana displays characteristics of the common housewife. She tends to the fire, prepares breakfast, and tidies the house. Allegorically, however, Juana is the voice of reason throughout the novel. She sees the true evil in the pearl: “Kino, this pearl is evil. Let us destroy it before it destroys us. Let us crush it between two stones. Let us—let us throw it back in the sea where it belongs. Kino, it is evil, it is evil” (Steinbeck 55). Although the pearl could bring prosperity, Juana knows through reasoning that the pearl could potentially harm the family.

Juana also is shown allegorically to have a tremendous sense of strength. The strength in her eyes alone is so great that when Kino “looked in Juana’s eyes, and when he looked away he had renewed strength” (Steinbeck 49). Moreover, Juana’s strength allows her to stay devoted to her husband. Despite her desperate pleas, Kino refuses to throw away the pearl. Thus, when Juana tries to rid her family of the evil, Kino chases her and beats her, but Juana stays strong even when she sees the transformation in Kino from man to animal. She learns to accept this change and agrees to follow Kino wherever the pearl leads him. Juana’s strength is the thread that keeps the family from unraveling, and “sometimes the quality of woman, the reason, the caution, the sense of preservation, could cut through Kino’s manness and save them all” (Steinbeck 59). Juana is the family’s last hope for the peace that they had before. Although she may appear to simply be a housewife, Juana

*Citation details*

When **summary** or details, not direct quotes, are used from the **primary source**, internal citation is unnecessary.

When a **direct quote** from a **primary source** is used, include internal citation in parentheses.

Use of **partial quote** from **primary source**: make sure both your words and those in quotes flow smoothly to form a complete sentence.

## SAMPLE PAPER: LITERARY TOPIC CONT'D

*Paper outline*

Mackowski 4

*Citation details*

Next main point  
as assertion for  
paragraph

is used as an allegorical character representing complete strength and reason.

Evidence

Kino is an allegorical character who represents man and man's desires. He is portrayed as a kind, loving, and accepting man in society and in the family before the discovery of the pearl. However, upon finding the pearl, Kino's behavior is transformed. The first effect of the pearl is that it triggers the unconscious desires of Kino. He now dreams of a better life: "We will be married—in the church," and "We will have new clothes" (Steinbeck 30). On the surface, these items seem appropriate; however, on a deeper level, they represent greed. The objects are things that Kino never felt as if

Commentary:  
Writer interprets  
secondary source  
and draws conclu-  
sion.

he needed before. The pearl transforms Kino, letting him think that he could become a part of the upper class. What he does not realize is that the upper class is a class that obsesses over worldly possessions, always wanting more than they have. As one critic states,

Evidence

"The civilized world has hatred for the outcast. It is so protective of money and worldly objects that it devours the lesser creature, always wanting more" (Timmerman 147). Kino forgets that the original motivation of the pearl is to save Coyotito's life, but because he is

Commentary

desperate to save the family he dreams of, the power of evil possesses Kino's thoughts and actions which transform him into another character.

Assertion contin-  
ues support of  
main idea

Through his hope for a better life, the pearl becomes Kino's soul. After Kino finds the pearl, it becomes Kino's soul in two ways.

Evidence

He identifies his soul with his son, who is an extension of Kino's future, and with Coyotito's education which will make the family free from their position in society (Lisca 69-70). Kino develops a

**Paraphrase of  
secondary source**  
also includes  
internal citation.

**SAMPLE PAPER: LITERARY TOPIC CONT'D**

*Paper outline*

Mackowski 5

*Citation details*

Evidence

desire and obsession to obtain material possessions and things he has never needed. Kino declares, “This pearl has become my soul,” and he continues, “If I give it up I shall lose my soul...” (Steinbeck 73). At this point Kino has lost sense of all his morals. Kino hides,

Commentary:  
Writer interprets secondary source and text.

attacks, and lives only to preserve his family not for the restoration of normalcy, but for his dreams of what the pearl will bring. He kills three men in the course of the novel, and Kino is portrayed as an

Evidence

animal. In “Kino: The Ideal Man,” Sunita Jain argues that “man is struggling to stay man, and is capable of being God, yet man falls to the level of animal, destroying others in order to preserve himself” (140). Because of the pearl, Kino sacrifices much more than he ends

Commentary:  
Concluding sentence echoes assertion

up with. Kino is portrayed as an allegorical character because of his transformation from good to evil, and because he represents every man’s dream of a better life for his family.

Assertion

The pearl is used by Steinbeck to portray many meanings

Evidence

from literal to allegorical. A pearl is a rare and beautiful jewel, either black or white, that is found in oysters. Through the pearl, hope for Kino and his family is symbolized. Kino hopes the pearl will bring many great things for his family: to “be married—in the church...have new clothes...a rifle...” (Steinbeck 24). The pearl

Commentary

also represents hope for Coyotito’s future because the pearl will provide the medical care to save his life and the ability to achieve higher education.

Assertion

The pearl also symbolizes the mutation of Kino’s soul. Initially, Kino is content with life; then, after finding the pearl, he displays evil characteristics. The pearl itself is an allegorical symbol of good and evil or light and darkness. The pearl is Kino’s driving force to pursue his dreams, and it holds the meanings of the different

When the **source information** (the author’s name and/or any title) already appears **in the text** of the sentence, only the page number is listed in the parenthetical citation.

**Ellipses** (...) are used when words or phrases are omitted. Ellipses (...) are used when a sentence is omitted.

## SAMPLE PAPER: LITERARY TOPIC CONT'D

### *Paper outline*

Mackowski 6

### *Citation details*

Evidence

songs that are playing in Kino's head like "The Song of the Family," that is playing in the beginning in the light, while "The Song of Evil" is in darkness. The pearl is shown to be an intermixing

Commentary

of good and evil through the description in the novel. As Michael Meyer notes, "Steinbeck not only uses the gray light that reflects off the pearl to give a negative image 'to stress the moral ambiguity of the gem by stating that the treasure has a ghostly gleam'"

Evidence

(33). Meyer also explains that Steinbeck does this to portray how "good and evil are inextricably mixed" (30): "[the pearl] captured the light and refined it and gave it back a silver incandescence"

Commentary

(Steinbeck 20). Steinbeck illustrates that people are not just good or evil, but that people are a mixture of these . . .

**. . . . Here is the conclusion of this paper:**

Thesis statement restated

The struggles and defects of man are portrayed through Steinbeck's allegorical novel The Pearl. Steinbeck's experiences of travel to various Indian villages as well as his knowledge of Indian mythology combine to create the realism in the novel. His realism is illustrated when he uses allegory through his characters and objects. Steinbeck not only wants his readers to believe his story, but he also wants them to relate it to their lives.

Summary of main points of paper

When first **citing an expert**, include both the first and last name. Any time after, only his last name is used, such as next sentence.

**Square brackets [ ]** are used when text from the original source has been replaced to clarify the meaning.

## SAMPLE WORKS CITED: PRINT SOURCES

Mackowski 7

### Works Cited

- Jain, Sunita. "Kino: The Ideal Man." Readings on The Pearl. Ed. Bruno Leone. San Diego: Greenhaven Press, 1999. 134-40.
- Lisca, Peter, "The Allegory of The Pearl." Readings on The Pearl. Ed. Bruno Leone, San Diego: Greenhaven Press, 1999. 68-73.
- Meyer, Michael J. "The Nature of Good and Evil in The Pearl." Readings on The Pearl. Ed. Bruno Leone, San Diego: Greenhaven Press, 1999. 29-40.
- Steinbeck, John. The Pearl. New York: Penguin Books, 1992.
- Timmerman, John H. "The Shadow and the Pearl: Jungian Patterns in The Pearl." Readings on The Pearl. Ed. Jackson J. Benson. London: Duke University Press, 1990. 143-61.

Note: This sample only uses print sources. See sample on **page 27** for online sources.

### Guidelines:

1. The Works Cited should include only the sources that you actually end up using in the paper, either as direct quotes or paraphrases.
2. The Works Cited should be the last page(s) of your paper and numbered as such.
3. Double space the entire Works Cited.
4. Do not put extra spaces between entries.
5. Use a hanging indent for each entry (the first line needs to be all the way to the left, and every additional line within the same entry needs to be indented.)
6. Alphabetize entries by the first real word (not articles like "The", "A", or "An").
7. Follow the same punctuation and format as you used on your bib cards.

## A-E-C FORMAT: PARAGRAPH ORGANIZATION

### ASSERTION

Statement of opinion, interpretation, or judgment that supports the thesis (the controlling idea, tying together all other elements in the paper assertions, evidence, and commentary).

### EVIDENCE

Statistics, examples, paraphrased information, facts, details, and/or direct quotes that provide specific support for the assertion.

### COMMENTARY

Explain and/or interpret evidence. Make the connection between evidence and assertion and/or thesis statement. Use your own words. (This is the most important part of the paragraph! It demonstrates your critical thinking.)



### EXAMPLE: LITERARY (BODY PARAGRAPH)

Assertion	Although in <i>To Kill a Mockingbird</i> Atticus Finch repeatedly emphasizes the importance of always being honest, ultimately he concedes that compassion for others may sometimes be more important than honesty. <i>After Bob Ewell is found stabbed to death, Atticus tells Heck Tate, "Nobody's hushing this up. I don't live that way" (273). However, when Tate insists that they "hush up" what happened,</i>
Evidence	<i>because "draggin' [Boo Radley] with his shy ways into the limelight" (276) would be a sin, Atticus finally agrees. He tells Scout, "Mr. Ewell fell on his knife. Can you possibly understand?" (276). He has decided to go along with Tate and cover up the truth about what really happened that night. He is grateful to Arthur Radley for saving his children and agrees with Tate that the kind of attention he would receive from the townspeople would make him embarrassed and uncomfortable. Atticus's compassion for Arthur overrules his belief that one should always be honest and open.</i>
Commentary	

## A-E-C FORMAT: PARAGRAPH ORGANIZATION CONT'D

### EXAMPLE: NON LITERARY (BODY PARAGRAPH)

Assertion	<p>The New P.E. system is a very positive idea, for in the end it produces no losers. <i>It is mainly a team-building experience in a safe learning environment. In a New P.E. class, students will learn about their pulse rate by using heart rate monitors, which will let them know how hard they are working and what their target workout rate actually is. According to Donald Mahoney, a high school principal in California:</i></p>
Evidence	<p><i>The heart rate monitors—in moderate use in other school districts such as Ocean View in Huntington Beach—are used once a week by each student during workouts. The results are transferred into a health and fitness computer program and made available to students and their parents. The school doesn't have any increased liability for the heart-rate monitors because they are not being used for diagnostic purposes (Vardon online). But Greg Howit, a 29-year veteran of teaching physical education, has notified parents when he saw "heart-rate irregularities in their children. One couple sent him a thank-you note, saying they would take their daughter to a cardiologist" (Vardon online).</i></p>
Commentary	<p><b>The New P.E. system is a way to learn about all the different methods one can use to stay healthy. A person will also find out how to get the best exercise he or she can, without all the name-calling and abuse that the competitive sports often offer.</b></p>



### ENGLISH DEPARTMENT STYLE RULES: HEADING AND TITLE

Heading	<p>In the upper right hand corner of the first page, write your name, the course title and period, the teacher's name, and the date.</p> <p>Each succeeding page must have your last name and page number in upper right hand corner.</p> <p>Cougar, Cassius English 102:06 Mr. Teacher September 10, 2008</p>
Title	<p>Center the title on the first line. Leave one line blank between the title and the first line of the text.</p> <p>No punctuation is needed at the end of the title, nor is there any need for quotation marks (unless you include a quotation or title of a short literary work) or underlining (unless you include the title of a larger literary work, such as a book).</p>

## COMMON ABBREVIATIONS

### Common Abbreviations:

*Ed.* = editor

*Vers.* = version

*n.p.* = no publishing place or  
no page number

*n.d.* = no date

*Trans.* = translator

*qtd. in* = quoted in  
(Use this if the writer or speaker  
is different from the author of the  
source.)

*rpt. in* = reprinted in  
(Use this if the source you found  
was originally published in a dif-  
ferent place.)

*pp* = page numbers  
(usually not used; only used if  
necessary for clarity)

### Names of months are often abbreviated:

*Jan.* = January

*Feb.* = February

*Mar.* = March

*Apr.* = April

*Aug.* = August

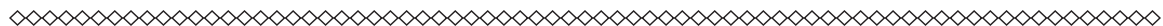
*Sept.* = September

*Oct.* = October

*Nov.* = November

*Dec.* = December

\* May, June, and July are not  
abbreviated.



## RULES FOR PUNCTUATING TITLES

### Underline (or Italicize) Titles of:

- Newspapers
- Magazines/Periodicals
- Books
- Plays
- Movies
- T.V. Series
- CD/Albums
- Long Musicals/Compositions
- Works of Art

### Use Quotation Marks for Titles of:

- Newspaper Articles
- Magazine or Periodical Articles
- Book Chapters
- Short Stories
- Movie Chapters
- T.V. Episodes
- Songs
- Comic Strips or Cartoons