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(cont’d on next page)
Hey, why do we need a Table of Contents? What’s it good for? Wouldn’t it be better just to page through the thing until I find what I want?

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

The DPCDSB defines plagiarism as:

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

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

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

Avoiding Plagiarism

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

- the exact written or spoken words of another person;
- another person’s idea, opinion, or theory; even if you express it in your own words;
- graphs, statistics, tables, charts, drawings, artwork, dance steps/routines, or anything else you did not create yourself;
- paraphrases or summaries of another person’s spoken or written words.

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

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

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

---

No, no! Use the guide! You only need to use the books if you can't find what you need in the guide!

Cool! That'll save time.

TWO books? TWO books!? Way too much information!

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

Totally! I'll come with.
APA Format

Note: This section is adapted from the:


See this book for more detailed information and further examples. Check the your school and public library catalogues.

Paper

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

Font

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

Spacing

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

Margins

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

Title Page

- The running head and page number appear on the title page and on each subsequent page about ½ inch down and on the same line.
- On the title page ONLY, the words Running head: (followed by a colon) are included before the shortened version of the essay title, which is written in all caps.
- The running head is left-aligned; the page number is right-aligned.
- Type your essay title in upper and lowercase letters centered on the upper half of the title page about an inch down from the top of the page (a half inch down from the running head and page number.) Do not bold, underline or put your title in quotation marks.
- APA recommends that your title be no more than 12 words in length and that it contain only essential words, with no abbreviations. If the essay title requires two or more lines, double-space between the lines.
- Under the title, type your name in upper and lower case, first name then last name.
- *If your teacher instructs you to do so, include his/her name below.
- Next, include the name of the educational institution (secondary school).

**Sample Title Page – APA Style**

<table>
<thead>
<tr>
<th>Running head: HITLER’S RISE</th>
<th>Running head with capitalized short title, page number aligned with right margin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of the Rise of Adolf Hitler</td>
<td>Title, double-spaced</td>
</tr>
<tr>
<td>Alec Smart</td>
<td>Author and school, double-spaced</td>
</tr>
<tr>
<td>St. Joan of Arc C.S.S.</td>
<td></td>
</tr>
</tbody>
</table>

**Abstract Page**

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

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

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

**Text**

- The text always begins on a new page. The running head—short capitalized version of the essay title—appears on every page of the essay, left-aligned, while the page
number appears on the same line, but against the right margin.

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

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

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

In-Text Citations (Parenthetical Documentation)

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

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

  Hitler rose to power by "playing upon the psyche of the German people, a psyche he understood well" (Taylor, 1965, p. 67).

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

  Hitler’s rise to power was dependent on numerous social, political, and economic factors (Taylor, 1965).

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

  Hitler rose to power by "playing upon the psyche of the German people, a psyche he understood well" (1965, p. 67).
• If both the name of the author and the date are used in the signal phrase, parenthetical reference is not essential, but APA does recommend that page number(s) be included.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- References always begin on a new page.
- The References page is numbered and includes the running head at the top left corner of the page and the page number flush against the right margin.
- Type the word References in upper case and lower case letters, centred, at the top of the page. Do **not** type the word in bold, italics, or use underlining or all capital letters.
- Do not use subheadings on this page.
- All sources are listed alphabetically by the author’s last name. Use “hanging” paragraphs. (The first line of each entry is flush against the left margin. If the reference continues onto a second, third line, etc., indent each subsequent line five spaces.) If the author of an article is not included, alphabetize using the first **important word** of the title.
- Double-space your entire References page. Do not include extra line spaces.
- Only the first word of the title and proper nouns (name nouns) are capitalized.

**Important Changes to References Information from the 6th Edition**

**Place of Publication**

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

**Magazine and Journal Issue Numbers**

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

**Internet Articles**

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

**Journal Articles from a Web Site or Database:**
Journal articles now require a DOI (Digital Object Identifier) number in the References citation, if one has been assigned. See below.

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

http://www.crossref.org/guestquery/
All sources on the References page must have been referred to in the text of the paper and cited within that text. Do not list extra sources on your References page that you have not specifically quoted or paraphrased and documented in your paper.

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

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

Annotated References
Examines changing American values since 1900, based on information from Gallup Polls.
Rather conservative in the author’s interpretation of the numbers and in the comments the author chose to publish as examples of opinions in the book.

Examples of Sources for APA References and In-Text Citations

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

Also, note that the chart has been completed using the Times New Roman font, which is the only typeface APA recommends.
# APA References and In-Text Citations

## Books – Print

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic Format</strong></td>
<td>Author (last name, initial(s) of first name and middle name (if any)).  (Year of publication). <em>Title in italics</em> (Edition, if given). Place of publication: Publisher.</td>
<td>(author’s last name, year of publication)</td>
</tr>
<tr>
<td></td>
<td>• For &quot;Place of Publication&quot; list city and the State/Province Code for cities in the United States or Canada, list City and Country for all other cities.</td>
<td>Include the page number if you are using a specific quotation.</td>
</tr>
<tr>
<td></td>
<td>• For &quot;Title of books&quot; capitalize only the first word of the title and the subtitle (i.e. the first word after the colon or dash) and any proper nouns.</td>
<td>For paraphrasing a particular idea, APA guidelines encourage you to include the page number (although it is not required).</td>
</tr>
<tr>
<td></td>
<td>Use the ampersand (&amp;), instead of &quot;and&quot; between the authors names.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give author’s names for three to seven authors. Use the ampersand (&amp;) instead of the word “and” before the last author’s name.</td>
<td>(Blair et al., 2004) – all subsequent citations</td>
</tr>
<tr>
<td></td>
<td>List the first six authors, then insert three ellipses (…) followed by the last author.</td>
<td>For direct quotations include page number.</td>
</tr>
</tbody>
</table>
# Books – Print

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>If the author is unknown, place the title in the author position. If the work is signed &quot;Anonymous&quot; then list the author as &quot;Anonymous&quot;.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Include the word &quot;In&quot; with the title of the dictionary.</strong></td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td>The Bible is cited in the text of your research assignment. It is not cited in the Reference list. For in text citation - give the book, chapter and verse of the passage, followed by the version of Bible you used.</td>
<td><em>(Mark 6:30 New Revised Standard Version)</em></td>
</tr>
</tbody>
</table>
# Books – Print

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Include title of the article after publication date. Use “In” with title of encyclopedia and include volume and page numbers.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enclose the title of article in quotation marks.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Include the word &quot;In” before the name of the book editor(s). The name of the book editor is in normal order. For a book with no editor, include the word “In” before the title of book.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Books – Electronic

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Format</td>
<td>Author’s last name, initials of first name and middle name (if any). (year of publication). <em>Title of book</em>. Retrieved from URL</td>
<td>(author’s last name, year of publication)</td>
</tr>
<tr>
<td><strong>Use DOI (Digital Object Identifier) if provided instead of URL.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did you know that print books or ebooks are all books? The citations are formatted differently, but they’re ALL BOOKS!
# Books – Electronic

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>originally published in print</em></td>
<td><a href="http://www.gutenberg.org/files/51/51-h/51-h.htm">http://www.gutenberg.org/files/51/51-h/51-h.htm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Race and prejudice [Electronic version]. Detroit:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gale Group. Retrieved from Gale Virtual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference Library database.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.merriam-webster.com/dictionary/genealogy">http://www.merriam-webster.com/dictionary/genealogy</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Include the word &quot;In&quot; before the title of the dictionary.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1761942/Japan-earthquake-and-tsunami-of-2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Include title of the article after publication date, use &quot;In” with title of encyclopedia and include volume and page numbers.</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic Format</strong></td>
<td>Author’s last name, initials of first name and middle name (if any). Date of newspaper/magazine/journal (year, month day). Title of Article. <em>Title of newspaper/magazine/journal</em>, Volume number (issue number), page numbers.</td>
<td>(author’s last name, year of publication)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic Format</strong></td>
<td>Author’s last name, initials of first name and middle name (if any). Date of newspaper/magazine/journal (year, month day). Title of Article. <em>Title of newspaper/magazine/journal, volume number</em> (issue number), page number(s). Retrieved from name of database [Not required by APA style, however some instructors want students to include the name of the database] or URL.</td>
<td>(author’s last name page)</td>
</tr>
</tbody>
</table>

- **If DOI (Digital Object Identifier) is provided**, include it after the page number.
- **If no DOI is provided use the URL of the home page. There is no period at the end of the URL.**
- **Instructors may want students to use the name of the database instead of the URL of home page. Include period after name of database.**

**No period after DOI (digital object identifier). Format for DOI is lower case doi:xxxxxxxxxx**
<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic Format</strong></td>
<td>Author’s last name, initials of first name and middle name (if any). Date of newspaper/magazine/journal (year, month day). Title of Article. <em>Title of newspaper/magazine/journal, volume number (issue number), page numbers.</em> Retrieved from URL.</td>
<td>(author’s last name page)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic format</td>
<td>Author/Institution/Company/Organization responsible for the Web Page. (Publication date or last update – year, month day). Title of article/document. Retrieved from URL</td>
<td>(author’s last name, year of publication)</td>
</tr>
</tbody>
</table>

**Web page on website with an author**


(Norcia, 2011, para. 1)

---

**Web page on website with Group or Corporate Author**


(UNESCO, 2011)

---

**Website without an author or date of publication**


(“Civil Rights in Canada”, n.d.)

---

**Tips**

- Begin with the title if no author is given.
- Use (n.d.) if no date is given.
- When quoting a particular passage, include the specific paragraph number.
- Use a shortened title in italics, within quotation marks, when there is no author.

---

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

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

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Include the format in square brackets after the title.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Insert the words &quot;Letter to the editor&quot; in square brackets after the title of the letter. If the letter has no title, use the bracketed words as the title. There is no period after title of the article.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Other Print Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo or Graphic from a Magazine</td>
<td><img src="image" alt="Atom Drawing" /></td>
<td>If you refer to the graphic or photo later on in your paper, use the figure number and a short description.</td>
</tr>
<tr>
<td></td>
<td><em>Figure 1. Atom drawing. Adapted from “Building an Atom Trap,” by M. Anderson, 2011, May, Popular Science, 5 p. 36. Copyright 2011 by Bonnier’s Technology Group.</em></td>
<td></td>
</tr>
</tbody>
</table>

**References for graphics, photos, etc., are placed directly in your paper, beneath the graphic.**

### Social Media

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Wikis are always changing, therefore retrieval date (month day, year) is required.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Social Media

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>

*Title of messages for blogs, newsgroups, forums etc. are not in italics. If the author’s name is not available, provide the screen name.*

### Other Web and Electronic Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>

**Did I hear someone say “video games?”**

*I used a few as sources for my Media Studies project.*
## Other Web and Electronic Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clipart</td>
<td>Royalty free clip art, like the images available from Microsoft Office, do not need to be cited in the reference list.</td>
<td>(Microsoft Office Online, 2011) OR (Office.Microsoft.com – ClipArt Search: “screenbean”, 2012)</td>
</tr>
</tbody>
</table>

References for images are placed below the image in your research paper. Look for the copyright date and name of the copyright holder at the bottom of the web site home page.
# Other Web and Electronic Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>
  Use [Motion Picture] if viewed in the theatre, use [DVD] if viewed on DVD.                                                                                                               | (Cobb & Yu, 2011) |

Include “On” with the title of the album after the song title.  
Include side and band or track number.

I didn’t know a music recording could be a source!  
Just about anything can be a source! You just have to make sure you cite it properly.
### Other Types Information Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview or Email (personal)</td>
<td>Personal communication (interview, emails, letters, telephone conversations) are cited within the text of your research assignment and not included in the reference list.</td>
<td>(J. Smith, personal communication, August 10, 2011)</td>
</tr>
<tr>
<td>Class Lecture</td>
<td>Class lectures are treated as personal communication if they are unpublished (i.e. not copied and distributed in print or on the web with the instructor's permission). Therefore they are cited within the text of your research assignment and not included in the reference list.</td>
<td>(J. Doe, Class Lecture, March 8, 2011)</td>
</tr>
</tbody>
</table>

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

POP CULTURE

References


POP CULTURE


Notes on APA Style

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

2. Do not address the reader as “you.” (“You will see...”)

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

4. Do not use contractions. Use “do not” and “is not,” instead of “don’t” and “isn’t.”

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

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

7. The date a resource was published is very important in APA. If your source information does not have a date, it is often not a valid source for APA.

![Missing information is a major clue that the source you are planning to use may not be credible or valid. Check with your teacher librarian to be sure.](image)
Paper and Font

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

First Page Setup

- Assignments in MLA do not use title pages, unless your teacher requires one.
- Instead, in the top left hand corner of the page, type your name, your instructor’s name, the course code, and the date, double-spacing between lines.
- Double-space again and centre the title.
- Double-space between the title and the first line of the text.
- Do not underline your essay title, or put quotation marks around it. Do not use all capital letters. Simply capitalize the first word and all key words in the title.
- Note that the first page is numbered in the same way as the others.
Some novels focus on the life of one main character; some are told entirely from that character’s point of view. This does not necessarily mean, however, that all the minor characters in the book are insignificant. In fact, Minor character James Castle is representative of what happens when idealism is taken to an extreme. The jumping indicates that when

Page Numbers

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

Following Pages Setup

- The remaining pages in the body of the assignment are set up with the same margins and page number format; however, the four heading lines and the title are not repeated on each page.
- Each new paragraph should be indented one tab or five spaces. Do not put extra spaces between paragraphs.
Quotations

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

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

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

> that Holden hates anything hypocritical. When he meets an adult, he is likely to say, “Strictly a phony” (86). Few people, if any, come up to his standards. Only his old friend, Jane Gallagher, gains his grudging approval and that seems to be because Holden sees her as different:
>
> She was a funny girl, old Jane. . . . She was always reading and she read very good books. She read a lot of poetry and all. She was the only one, outside my family, that I ever showed Allie’s baseball mitt to, with all the poems written on it. (77)

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

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

Although Hamlet seems to be a man of action when he says “Haste me to know’t, that I, with wings as swift / As mediation . . . / May sweep to my revenge” (Ham. 1.5.35-37), it quickly becomes obvious that he is not as determined as he seems. He delays the confrontation with Claudius, pretends to be mad and decides to test the Ghost’s story. Contrast him with Macbeth, whose own wife thinks he may be “too full o’ th’ milk of human kindness” (Mac. 1.5.17) to kill Duncan, but who, after an initial hesitation, quickly seizes the opportunity to murder his King, when Duncan arrives at Macbeth’s castle that very night.

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

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

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

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

Parenthetical Documentation

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

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

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

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

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

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

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

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

He’s here in double trust:
First, as I am his kinsman and his subject,
Strong both against the deed: then, as his host,
Who should against his murderer shut the door,
Not bear the knife myself. (Mac. 1.7.12-16)

At first, Macbeth is very reluctant; it is only his “vaulting ambition” (1.7.27) that causes him to go ahead with the deed. If ambition had not burned

Works Cited

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

- The words Works Cited are centred.
- Do not underline, bold, italicize, use a different font, write in all capital letters, or put quotation marks around the words Works Cited.
- Do not group sources together; i.e., do not put books with books, electronic sources with electronic sources, and so on. All sources are listed in alphabetical order according to the author’s last name (or title if author cannot be determined).
- Double-space the Works Cited page(s); no extra line spaces between citations.
• Works Cited entries are not numbered.

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

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

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

• The title of each source is italicized.

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


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

• The designation of Web comes before the date of access. Other mediums can be: Performance, DVD, CD, Lecture, Television, Videocassette, etc. For most of these, the medium designation comes after the year of publication. See MLA chart examples.
• If a publisher’s name is not provided on the web site, write N.p. for no publisher given.
• When the date of publication is not given, write n.d. for no date.
• Every journal citation, whether for a print or electronic version must include the Volume and Number (if available) after the title of the journal. See example below.


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

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

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


Ensure you are punctuating each citation as required. See the sample citations for many different sources on the pages that follow.
# Books – Print

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Format</td>
<td>Author’s Last name, Author’s First name. <em>Title</em>. Place of Publication: Publisher, Date of Publication. Type of Material.</td>
<td>(author’s last name page)</td>
</tr>
<tr>
<td>Four or More Authors</td>
<td>Fu, Jia Fang, et. al. <em>Nanchang Sisters</em>. Hamilton: Chisholm Press, 2010. Print.</td>
<td>(Fu, et. al. 52)</td>
</tr>
</tbody>
</table>

**Preferably, include a long corporate author’s name in the lead-up to the quotation or paraphrase so that the reading of the essay is not interrupted with an extended parenthetical reference.**
<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Include page numbers for a specific article from a single volume of a multivolume work.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>List the names of other collaborators after the title. Place them in the order in which they appear on the title page.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Citations for Shakespeare include an abbreviated version of the title and the act, scene and line numbers.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>In citations for widely-used reference books, full publication information is not required.</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Books – Electronic

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic Format</strong></td>
<td>Author. “Title of article.” <em>Title of Book</em>. City of Publication: Publisher, Year. Database Title. Format. Date of Access.</td>
<td>(author’s last name page)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If the article does not have continuous pagination, type the first page number, followed by the (+) sign. If the magazine is published weekly or biweekly, include the publication day before the month.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Newspaper                              | DiManno, Rosie. “On the Edge of a Nuclear Winter.”  
| **If the city of a local newspaper is not included in the title, provide it after the title in square brackets, NOT italicized: *Globe and Mail* [Toronto]** |                                                                                                                                                    |                  |
| Journal (scholarly or peer-reviewed)   | Webster, Paul Christopher. “Global Action Required in Response to New Breed of Drug-Resistant Bacteria.” *Canadian Medical Association Journal.*  
182.15 (2010): 1602-03. Print.                                                                                                                                | (Webster 1602)   |
| **Always include the volume and issue numbers of a scholarly journal, regardless of pagination.**                                                          |                                                                                                                                                    |                  |

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

Don’t worry about it! You don’t have to memorize formatting. Just use the guide examples as models for the sources you need to document.
<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>Grant, Kelly. “Where public housing meets the market.” Globe &amp; Mail [Toronto]. 24 Apr. 2010: M1. CPI.Q. Web. 27 Apr. 2010. Include the name of the city where the newspaper is published in square brackets, if it is not part of the title.</td>
<td>(Grant M1)</td>
</tr>
</tbody>
</table>
Periodicals - Web

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic format</td>
<td>Author. “Title of Page.” <em>Title of Website.</em> Sponsor or Publishing Organization. Publication date or last update. Format. Date of Access. &lt;include URL if teacher requests it, or if the site cannot easily be found without it.</td>
<td></td>
</tr>
<tr>
<td>Web Site Without Author or Date of Publication</td>
<td><em>EasyBib.com.</em> ImagineEasy Solutions, n.d. Web. 8 May 2009.</td>
<td>(<em>EasyBib</em>)</td>
</tr>
</tbody>
</table>

## Other Print Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Treat a brochure or pamphlet as you would a book.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>If you do not have the author’s name, cite the name of the government, followed by the department that issued the publication. If the author is known, the name may begin the entry. If there is an editor or compiler, you designate such after the author’s name: Blackstone, Mari, comp.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Other Print Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Miracle by Lancome. Advertisement. <em>People</em> 18 June 2010: 2. Print. <strong>Provide the name of the product, company or institution that is the subject of the advertisement.</strong></td>
<td>(Miracle 2)</td>
</tr>
<tr>
<td>Class Notes/Handout(s)</td>
<td>Brennan, Nial. “Bioethics.” Grade 11 University Biology, St. Augustine Secondary School, Brampton. 25 April 2010. Print.</td>
<td>(Brennan)</td>
</tr>
</tbody>
</table>

### Social Media

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
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</thead>
<tbody>
<tr>
<td>Generic Format</td>
<td>Author. Format Identifier. “Title of Message/Entry.” <em>Title of Web Site.</em> Publisher/Sponsor. Date of posting or last update. Format. Date of Access. <strong>Use N.p. if you cannot find the publisher/sponsor, and n.d. if you cannot find the date of publication.</strong></td>
<td>(Author’s last name)</td>
</tr>
</tbody>
</table>
## Social Media

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>
| Twitter        | Oceanking. Web log post. "Shark Fin Slaughter!"  
<http://twitter.com/oceanking/status/235790435>.                                                                                                                                                                                                                                      | (Oceanking)      |
| E-mail         | Blackpool, Genevieve. "Re: Boys’ Literacy." Message to Annie Doyle. 15 Nov. 2010. E-mail.                                                                                                                                                                                                                                                          | (Blackpool)      |

## Other Web and Electronic Sources

<table>
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</table>
## Other Web and Electronic Sources

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<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Game (CD)</strong></td>
<td><em>Left 4 Dead 2.</em> Redwood City: Electronic Arts, 2009. CD.</td>
<td>(Left)</td>
</tr>
<tr>
<td><strong>Clipart</strong></td>
<td><em>Screenbean.</em> Clipart, 2007. Microsoft Word file.</td>
<td>(Screenbean)</td>
</tr>
</tbody>
</table>

Note that if the source was a DVD, you would substitute DVD for Film.
## Other Web and Electronic Sources

<table>
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<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>

## Other Common Sources

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Works Cited Entry</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>

Name of the person interviewed. “Title of interview.” (if any) Interviewer’s name if known. *Title of website.* Publisher or Sponsor, Date of publication (Day month abbr. year). Format. Date of Access.

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

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

49
# MLA Sample Works Cited

## Works Cited


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


---

### Reprinted article in a collection

### Review of a film

### Newspaper article - database

### Dictionary from database

### Blog

### Brochure or pamphlet

### Musical composition in print

### E-mail

### Book, with editors

### Image from the web

### Journal article - database

### Multivolume series - e-books
Burden, P.Y. "Paradox in King Lear." Grade 12 University English. Pauline


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


199-204. Print.


Personal photograph by author. JPEG file.


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


Microsoft PowerPoint file.

Mikkelson, Barbara and David P. Mikkelson. “Some Rules Kids Won’t Learn in School.”  


Springsteen, Bruce. Born in the USA. Sony Music Canada Inc. 1990. CD.


Trudeau, Justin. Personal interview. 30 Aug. 2009.


Print.


Notes on MLA Style

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

2. Do not use artificial phrasing such as ―This quotation proves . . .‖ or ―This essay will discuss . . .‖.

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

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

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

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

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

8. Put quotation marks around titles of short stories, essays, newspaper, magazine and journal articles, a page within a web site, a title of a poem in a book of poems, etc.

---

Did somebody say style? We’ve got style to spare!

Great, but we’re talking about ESSAY style.
Use of MLA

MLA format should be used for all English essays.

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

Paragraphs

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

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

Introduction

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

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

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

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

**General**

**Introductory Paragraph**

- General statements to introduce the topic. Include title of work and author’s name.
- Relevant information about your topic that answers some of the 5 W questions.
- Sentences which lead naturally and inevitably to the thesis statement.
- Subject to teacher preference, the thesis statement is the last sentence.

**Specific**

**Thesis**

- The thesis should be given in the form of a statement.
- It should state the essential opinion that you will support in your essay.
- It should not merely state the obvious, but be something worth proving/arguing.

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

**General**

**1st middle paragraph**

- Begin each middle paragraph with topic sentence(s) that make(s) a point to support the thesis or argument statement.
- Follow the topic sentence(s) with proof from the text(s) you’re discussing in the form of quotations or paraphrases. Format them correctly.
- Discuss/elaborate/explain how the proof you’ve provided supports your thesis statement. This should be the longest part of the paragraph.
- The last sentence of each paragraph should bring a conclusion to your discussion.

**Concluding Paragraph**

- Concluding paragraph begins with restatement of the thesis.
- Summary of major points covered in essay and how they support the thesis. Include only points that you have supported with examples and discussion/elaboration. Do NOT introduce any new ideas.
- End with a sentence that is your absolute final word on your thesis/topic.
Note: The verb forms in the thesis statement are all present tense: becomes, realizes and comes. The consistency helps make the sentence grammatically parallel.

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

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

Thesis Statement for a Longer or Comparative Essay

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

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

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

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

Developing a Thesis Statement for the 5-Part Essay

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

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

Good: Macbeth’s destruction is brought about by his overwhelming ambition, his poor judgement, and his evil acts. (parallel form: noun—noun—noun)
Developing a Thesis Statement for the Longer Comparative Essay

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

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

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

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

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

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

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

The Undeserving Outcasts

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

Topic Sentences for Middle Paragraphs

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

1. Macbeth’s relentless ambition ultimately results in his downfall.
2. The poor judgment he exercises in a number of situations also contributes to Macbeth’s defeat.

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

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

**Use of Quotations**

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

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

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

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

   Horvath uses incidents from the 90 year old twins’ past to emphasize that their life experiences allow them to view things differently than other people—particularly young people. This is made especially clear when Pen-Pen tells Ratched about how Tilly felt when their mother committed suicide and how it contrasted with Pen-Pen’s own view of the event:

   ‘Tilly didn’t understand how [Mother] could have left her that way... She just wouldn’t see Mother as anything but Mother. She was so angry with her... But the truth was that that summer, Mother couldn’t be anyone’s mother. And I often think the truth isn’t good or bad, it’s just the truth.’ (185)

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

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

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

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

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

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

Lily Lewington
Mr. Liscombe
HRE4U1
22 Oct 2008

Is Torture Ever Justified?

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

The example follows the pattern of GST—general, specific, thesis—and that the thesis statement is still expressed as one sentence at the end of the introductory paragraph.

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

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

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

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

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

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

2. **Narrow the Focus of Your Topic.**
   a) In the example above, depending upon the length of the paper required, the student writing the paper should concentrate on a limited number of jazz “greats.” This is one way to focus the essay.

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

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

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

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

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

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

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

4. Cite all your sources.

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

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

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

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

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

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

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

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

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

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

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

## A Summary

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

**Source Selection Tip**

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

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

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Paraphrasing

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

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

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

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

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

Example

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

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

This is an incorrect paraphrase that is plagiarism:

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

The example above is plagiarism because:

- The student has only changed around some words and phrases, left out a few words here and there and changed some of the sentence structure; but, it’s far too close to the original quotation;
- the student does not provide the source of the ideas through parenthetical documentation (in-text citation).

If you do either, you are plagiarizing.
Below is a correct paraphrase, which follows the rules.

Students in the Midwest seem to suffer the most from bullying when they are in junior high, specifically grades 5–8. But, after grade 10, bullying rates decrease (Hoover and Oliver 10).

The paraphrasing example above is correct because:
- the student uses his/her own words;
- lets the reader know the source of the information by using parenthetical documentation;
- accurately presents the main idea of the original text.

You must do all three to create a correct, acceptable paraphrase.

Common Knowledge — Information You Don’t Have to Cite

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

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

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

Example: In her book New Moon, Stephenie Meyer’s main character Bella Swan discovers that if she puts herself in physical danger, she can actually hear Edward’s voice in her head, telling her to stop what she’s doing (245). This shows that Bella is suffering from Edward’s sudden departure so much that she does not even care if his voice is a hallucination; she just want to hear it and as the story progresses, she deliberately puts endangers herself over and over again.

Since the connection between Bella’s suffering and her desire to hallucinate is not generally known and is an opinion, you need to cite the source.

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

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

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

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

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

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

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

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

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

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

   Great literature is simply language charged with meaning to the utmost possible degree (Ezra Pound). Accordingly, any words that don’t contribute meaning to a passage dilute its power. Less is always better. Always.
4. **Never use the passive [verb tense] when you can use the active.**

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

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

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

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

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

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

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

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The information on pages 70 and 71 is from:


PowerPoint Advice for Creating Your Slides

1. Light/Dark

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

2. Consistency and Flow

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

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

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

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

3. Special Effects

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

   b) The same goes for incorporating film clips or audio. There must be a good reason to include the media. You never use them simply to “take up time.”

Purposeful visuals improve the presentation and never make viewers wonder why effects were included.
4. Balance

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

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

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

5. Graphics

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

![The St. Vincent DePaul Society](image)

By: Carolina Chan and Miriam Rashad

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

6. Capitalization and Grammar

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

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

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

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

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

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Let's get together after school to practise! Cool.
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