

Rockwood Area School District

Research Writing Handbook

Edition 1

2011

PART I

Grammar

Numerals

- General

- Spell out numerals that can be written in one or two words. Other numerals are written as figures.

six
twelve
thirty-four
ninety-one

two hundred
four thousand
seventeen million
twelve billion

$6\frac{3}{4}$
 $12\frac{5}{8}$
109
743

1,234
12,897
139,962
9,087,432

- Hyphenated numbers

- Use the hyphen for numerals from twenty-one to ninety-nine, including ordinal numerals.

twenty-six
fifty-three

twenty-sixth
fifty-fourth

- Different numbers in the same phrase

- Numerals should be expressed in the same manner when located in the same phrase.

11 out of 151 (or eleven out of one hundred fifty-one).
from 25 to 125 (or from twenty-five to one hundred twenty-five).

- Dates, page numbers, the divisions of books and plays, and identification numbers

- These numerals are rarely spelled out; however, numerals beginning sentences (including dates) must be spelled out. Therefore, avoid beginning a sentence with a numeral.
- When necessary, sentences should begin as follows:

One hundred thirty-three students were surveyed for this assignment.

- Dates

- “April 17, 1863” or “17 April 1863” is acceptable but not “April 17th, 1863.” Be consistent and use the same format throughout the essay or paper.
- Express decades and centuries in lower case letters.

the eighties the nineties the twenty-first century

Note:

1. Expressing decades in figures is becoming acceptable.

the 1880s the 1980s the 1770s

2. If the century is being used as an adjective, it must be hyphenated.

seventeenth-century science

eighteenth- and nineteenth-century literature

- Both “in 1950-53” and “from 1950 to 1953” are clear and acceptable, as is “from 1950-51 to 1967-68,” but “from 1950-1968” alone is not acceptable because omitting the preposition “to” after “1950,” is inaccurate and confusing.
- Page numbers and the divisions of books and plays.

page 45

chapter 22

part 2

act 1, scene 3 or Act I, scene iii, or I.iii.

- Identification numbers.

Elizabeth II

Pope John Paul I

Channel 1

Interstate 80

- Percentages and amounts of money

- Write percentages and amounts of money as you do other numbers. If these numbers cannot be spelled out in *one or two words*, they may be written as numerals with the appropriate symbol.

five percent

fifty-six percent

one hundred ten percent

ten dollars

forty-three dollars

four thousand dollars

sixty-three cents

5 ¼ %

3.96 average

16.37 million

\$3.87

\$124.00

\$3,987.63

- Inclusive numbers
 - In connecting consecutive numbers, give the second number in full for numbers through ninety-nine. For larger numbers, give only the last two figures of the second if it is within the same hundred or thousand.

5-6	105-10	491-507
16-29	581-98	993-1007
51-72	754-91	8723-9001
88-94	2015-19	

Antecedent

- A pronoun must agree with its antecedent in person and number.

Incorrect:

The Shakespearean Society presented their literary award to Jim Blake. (The pronoun, "their," is third person plural, but the antecedent, "Shakespearean Society," is third person singular.)

Correct:

The Shakespearean Society presented its literary award to Jim Blake. (Both the pronoun, "its," and the antecedent, "Shakespearean Society," are third person singular.)

Incorrect:

The Confederacy placed Robert E. Lee in command of their troops. (The pronoun "their" is third person plural, but the antecedent, "Confederacy," is third person singular.)

Correct:

The Confederacy placed Robert E. Lee in command of its troops. (Both the noun "Confederacy" and the pronoun "its" are third person singular.)

- Antecedents such as "each," "everybody," "anyone," "either," and "neither" generally require a singular pronoun.

Personal Pronouns / Possessive Adjectives

- In formal writing, do not use personal pronouns or possessive adjectives of the first or second persons (I, me, my, mine, myself, we, us, our, ours, ourselves, you, your, yours, yourself, yourselves).

Incorrect:

As you can see, Henry David Thoreau exemplified the transcendental writers.

Correct:

It is evident that Henry David Thoreau exemplified the transcendental writers.

Incorrect:

In our country, the Constitution guarantees freedom of the press.

Correct:

The United States Constitution guarantees freedom of the press.

Incorrect:

In conclusion, I believe that William Shakespeare accomplishes his purpose of presenting an interesting, informal history of England in *Henry V*.
As the author of your original work, whatever you write is your opinion, and the reader is aware of this fact; therefore, the pronoun "I" is unnecessary.

Correct:

In conclusion, William Shakespeare accomplishes his purpose of presenting an interesting, informal history of England in *Henry V*.

Compare To / Compare With

- Use "compare to" to show the similarity between two items.

Columbus compared the earth to a ball.

- Use "compare with" to show differences between two items.

The critic compared the book with the film.

About / Of

- Use "about" when expressing factual knowledge on a subject.

He knew about the Beatles and their history.

- Use “of” when expressing passing acquaintance with or simple recognition of a subject.

He knew of the Beatles but not their music.

Try To / Try And

- In formal writing, “try” is followed by the infinitive.

Try to use “try to” rather than “try and.”

Different From / Different Than

- Use “different from” not “different than.”

Fewer / Less

- Use “fewer” if items can be counted.

Mike had fewer cookies than Dave.

- Use “less” if items cannot be counted.

Mike had less milk than Dave.

The Coordinating Conjunctions

- When the conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, and *yet* separate two independent clauses, a comma is required before the conjunction.

An independent clause contains a subject and a verb. It stands alone and is a complete sentence.

She went to the grocery store, and Steve went to the Galleria.

You may also separate independent clauses with a semicolon when the two sentences are related; then the conjunction is unnecessary.

She went to the grocery store; Steve went to the Galleria.

DO NOT use a comma when you use “and” to connect two words.

Jen ate peas and carrots.

DO NOT use a comma when you use “and” to connect two phrases.

Robert Frost is known for his poems about nature and for his observations about human nature.

DO NOT use a comma when you use "and" to connect a compound subject.

Both Martha and George Washington lived at Mount Vernon.

DO NOT use a comma when you use "and" to connect a compound predicate.

James kicked violently and screamed loudly at his mother.

Use a comma before "and" when it separates the last two items in a series.

Washington, Adams, and Jefferson were the first three presidents of the United States.

WHEN ITEMS IN A SERIES REQUIRE COMMAS, USE A SEMICOLON TO SEPARATE THE ITEMS IN THE SERIES.

Abigail Williams, the devious schemer; Mary Warren, the honest servant; and Elizabeth Proctor, the wronged wife, are major characters in *The Crucible*.

Punctuation of Conjunctive Adverbs

- These adverbs include:

therefore	however	consequently	nevertheless
then	furthermore	likewise	thus
next	finally	indeed	

When these adverbs join two independent clauses, they must have a semicolon before them and a comma after them.

The film director Elia Kazan was identified by the House Un-American Activities Committee as a communist sympathizer; therefore, his career in Hollywood was destroyed.

When these adverbs begin sentences, they require commas after them.

Many in the film world believed that what happened to Kazan was wrong. However, today he is revered as a pioneer in cinema.

Colons

- A colon calls attention to what follows it. It is used to introduce a series, quotation, example, or explanation.

The requirements for college admittance are as follows: a high school diploma, a grade point average of three or higher, a Scholastic Achievement Test score of 1200 or higher, and a passing score on the Pennsylvania State Standardized

Assessment exam.

Dashes

- A dash is typed as two hyphens.

It is used to indicate parenthetical elements that break the flow of thought in a sentence.

William Shakespeare wrote in iambic pentameter – a poetic construct consisting of two syllables per foot and five feet per line – in all of his plays.

It is used to indicate parenthetical elements that require several internal commas.

Arthur Miller – playwright, screenwriter, and former husband of Marilyn Monroe – was also brought before the House Un-American Activities Committee.

It is used before a summarizing appositive.

Cowardly, uncoordinated, and socially inept – these characteristics of Ichabod Crane are inserted by design by the author.

PART II

Responding to Essay and Research Topics

In order to answer adequately and correctly essay and research questions, students must understand what they are being asked to do. Below are terms and examples that will show students what they are being asked to do.

Analyze: determine the nature and relationship of the component parts of; break down.

- Analyze the Supreme Court's decision in *Plessy v. Ferguson* and how it arrived at that decision.

Assess: judge the value or character of something; apprise; evaluate.

- Assess the cultural and historical value of the literature of the Harlem Renaissance.

Compare: examine and determine the similarities.

- Compare the writing styles of Ralph Waldo Emerson and Henry David Thoreau.

Contrast: examine and determine the differences.

- Contrast the mood of *Macbeth* with the mood of *Much Ado About Nothing*.

Compare and Contrast: examine and determine the similarities and differences.

- Compare and contrast the characters of Jay Gatsby and Tom Buchanan.

Describe: give a full account; tell about; give a word picture.

- Describe Miss Emily Grierson's house in "A Rose for Emily."

Discuss: talk over; write about; consider or examine by argument or from different points of view; debate; present the different sides.

- Discuss the controversial elements of Langston Hughes's writing.

Evaluate: give the positive and negative points; appraise, give a judgment regarding the value; discuss the advantages and disadvantages.

- Evaluate Robert Frost's use of nature in his poem "Birches."

Explain: tell the meaning; make clear or plain; make known in detail; make clear the cause.

- Explain the title of Flannery O'Connor's "The Life You Save May Be Your Own."

PART III

General Information About Writing and Research Papers

Plagiarism

Plagiarism is defined by Dictionary.com as “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.” Plagiarism is NOT acceptable writing practice under any circumstances. Note that paraphrasing a writer's work is unacceptable if it is a “close imitation.” This means that a writer should always use his/her own words to express his/ her own thoughts. If the writer is expressing the thoughts of another, then he/she should give the originator of the words and information credit for his/her work by using **citation**. Any information gathered from a source that is not oneself should be cited.

When to Cite

The writer must acknowledge any material that is not his/her own by citing. A writer should provide citation in the following instances:

1. The writer uses material that is the exact wording from a website or text. (An example would be if a writer uses “cut and paste” to take material from a website and then uses it in a paper.) This is considered a direct quotation.
2. The writer copies a table, chart, diagram or photo from a source.
3. The writer creates a table, chart, or diagram from the data provided by a source.
4. The writer paraphrases the work of another.
5. The writer gives facts and information that are obviously not common knowledge.

When researching, the writer may arrive at his/her own conclusions. If these conclusions are original and completely the writer's own, then they do not need to be cited.

Common Knowledge

Information that is considered common knowledge is material which most people would know or that all sources would phrase fairly identically. For example, “Snow is frozen precipitation,” is common knowledge because most people would know this without research. Also, “President Kennedy was assassinated on November 22, 1963, in Dallas, Texas,” is a fact that some people may not know; however, it is a fact that would be stated almost identically in all sources on the Kennedy assassination. In order for a fact to be considered common knowledge, it must be found in five or more sources. A fact is considered common knowledge **only** if the above circumstances exist. Items that are common knowledge do not require citation.

How To Cite Parenthetically

When utilizing any information that is not solely one's own in a paper, one needs to cite parenthetically. This entails placing the appropriate citation information in parentheses after a sentence containing a researched fact.

When parenthetically citing, the first word from the source's citation on the works cited page is used. If that source has pagination, the page where the fact was found is included in the parentheses.

- For example, given this works cited page entry:
 - Abrams, Richard. *Electroconvulsive Therapy*. New York: Oxford University Press, 2007. Print.
- A citation from that entry might be:
 - Electroconvulsive therapy is a controversial subject. (Abrams 2)

Note that the first word in the citation is used, and because this source is a book, the page number is also given. If you are citing several facts in a row from the same source, you must use the first word from the citation on your works cited page for each fact UNLESS you are citing facts from a print source with pagination. If you cite from a print source with pagination without using interrupting facts from other sources, you may give the page number only.

- Therefore, if the fact immediately following the last example above is:
 - It is considered a valid treatment. (45)
- You can see how the parenthetical citation given is simply the pagination.

You must keep the punctuation of the first word of the citation from the works cited page.

- So, if the citation on the works cited page is:
 - "Economic Recession Ahead." *New York Times* 23 May 2008: Web.
- The citation would be as follows:
 - Economists are divided as to the future of the market. ("Economic")
- A source without pagination would obviously be cited as above, without page numbers.

Consult your instructor for further information about citing parenthetically.

Do Not Use Trite and Colloquial Expressions

Trite expressions are those that have been used so often that they have become stale and worn out. Use an original expression instead. Some trite expressions are: "on the other hand," "better late than never," "easier said than done," "last but not least," and "by the way." There are many more examples that cannot be listed here. If the writer is concerned about whether or not what he/she has written is trite, he/ she should ask the instructor.

Colloquial expressions are things that may be commonly said in conversation, but are either incorrect or unacceptable in formal writing. Some commonly used colloquial expressions are: “off of” (instead use “from”); “yous,” “yinz,” or “youins” (instead use the plural “you”); and “gonna” (instead use “going to”). There are many other colloquial expressions that should not be used in formal writing. If the writer is concerned about whether or not what he/she has written is colloquial, he/ she should ask the instructor.

“Don’ts” in Formal Writing

- Do not use contractions (“don’t,” “can’t,”).
- Do not use slang expressions (“dissed,” “props,” “my peeps,” “bling”).
- Do not change verb tenses unnecessarily (She went to the store and buys makeup.).
- **Never** end a sentence with a preposition.
- Do not state and restate the same thing.
- Do not overuse a particular word or phrase.
- Do not end one sentence with a word and begin the next sentence with the same word.

“Dos” in Formal Writing

- Do maintain a logical flow within a paragraph and from one paragraph to another. (Make sure what you write is in proper order and makes sense.)
- Do use transitional words such as “therefore,” “thus,” “next,” “also,” “additionally,” and “however.” (There are many more transitional words. Be sure to vary them.)

Avoid Unnecessary Words

Avoid the use of language that adds nothing to the paper and detracts from the rest of the writing. This often happens when trying to make a paper longer; do not uselessly extend your paper.

PART IV

Research Formatting

General Information

- The instructor will determine the variety and number of sources required.
- Read primary sources as much as possible.
 - When possible, read original documents and authors (Abraham Lincoln, Thomas Jefferson, F. Scott Fitzgerald, Walt Whitman, John Donne, and so forth).
 - Obtain the views of contemporaries whenever this is relevant to the topic.
- When researching, carefully select sources based on the topic and thesis. Sources should not be too general, nor too specific. For example, when researching the Salem witch trials, one may utilize a general text on witchcraft and its history, but most material would be gathered from specific sources pertaining to the witch trials in Salem, Massachusetts, in 1692.
- Historical and literary journals may be used (*British Heritage*, *American Heritage*, and so forth).
- Many authors include a list of annotated sources (sources with summaries and explanations) at the end of the chapter, book, article, or website. Looking for items on this list may provide more information on the topic.
- Wikipedia is **NOT** an acceptable source. However, many reliable Wikipedia contributors include extensive lists of their sources at the ends of their articles; therefore, Wikipedia can be a valuable resource even though it cannot be used as its own source on a works cited page.

Margins

- All margins should be one inch: top, bottom, left, and right. Indent the first line of each paragraph one-half inch from the left margin. (In the 2007 version of Microsoft Word, these are the default settings for the margins; in addition, the tab button will give the appropriate indentation if unaltered.)
- Margins and tabs set to any other size are **not** acceptable unless expressly indicated by the instructor.

Text Formatting

- Use the font Times New Roman, in twelve point size. **No other fonts or sizes are acceptable** unless expressly indicated by the instructor. Unless it is appropriate, do not bold, italicize, or underline.
- Double-space the complete research paper, including quotations and works cited pages.
- After each end punctuation mark (period, question mark, exclamation point), leave one space unless alternate spacing is preferred by the instructor.

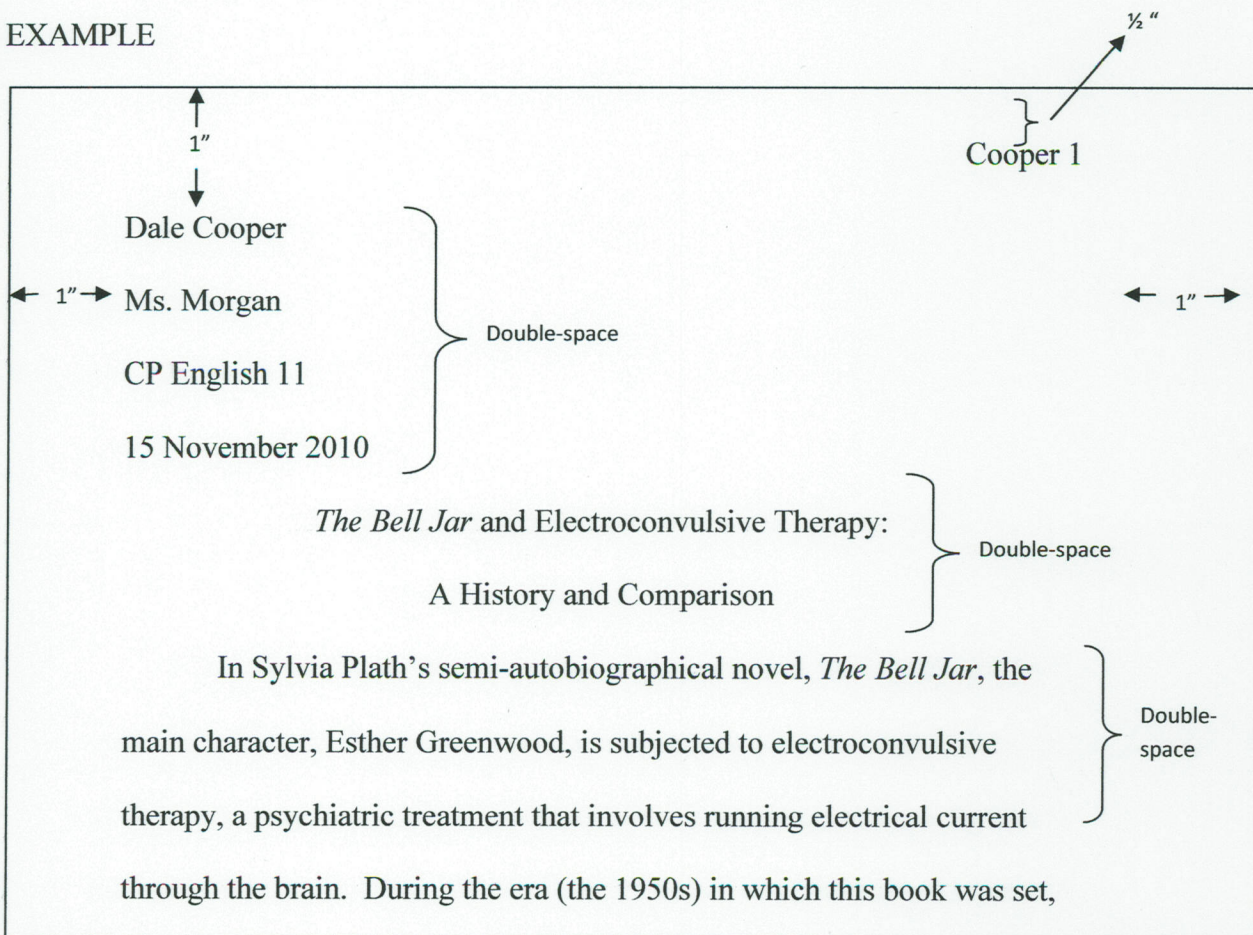
Heading and Title

- At the top left side of the paper, type your name, your instructor's name, the class title and the date, each on separate lines in that order. They should be double-spaced like the rest of the paper. On the next line, type the title and center it. You should begin the paper on the next line. (See example.)

Page Numbers

- Create a header on your page and type your last name and page numbers at the top right. In Microsoft Word 2007, the header is already formatted properly, and you can access the auto-numbering feature. See your instructor for assistance if necessary.
- Your last name is on every page with the number so that if your paper's pages are somehow separated, they can be reassembled easily. (See example.)

EXAMPLE



Underlining and Italicizing

- Italicize the following items; when completing handwritten work, you must underline the following because you do not have the ability to italicize. These include the titles of:
 - books (*Huckleberry Finn*)
 - plays (*Romeo and Juliet*)
 - long poems (*Beowulf, The Iliad*)
 - magazines (*Time*)
 - newspapers (*The New York Times, The Daily American*)
 - Italicize only the words that appear as the title (called the “masthead”) at the top of the front page of the newspaper you use. For example, Johnstown’s paper, *The Tribune-Democrat*, does not have “Johnstown” on its front page in the masthead. (It is **not** called *The Johnstown Tribune-Democrat*.)
 - scholarly journals (*Lancet*)
 - works of classical literature (*The Republic* by Plato)
 - films (DVDs) (*Alien Vs. Predator*)
 - radio and television series (*Everybody Loves Raymond*)
 - long musical works
 - ballets (*Swan Lake*)
 - musicals (*Cats*)
 - operas (*La Boheme*)
 - instrumental works (*Handel’s Messiah*)
 - Instrumental music identified by form, number, and/or key, rather than by title is not italicized nor is it placed within quotation marks (*Brahms’ 2nd Piano Concerto*).
 - paintings (*Mona Lisa*)
 - sculptures (*The Thinker*)
 - court cases with the names of the plaintiff and the defendant (*Brown Vs. The Board of Education of Topeka, Kansas*)
 - ships (*U.S.S. Cole*)
 - aircraft (*Air Force One*)
 - spacecraft (*Apollo XIII*)
 - trains, but not railroads (*California Zephyr*)
- Place the following within quotation marks
 - titles of articles from magazines, newspapers, scholarly journals (“Who Needs Organic Food?”)
 - titles of articles from encyclopedias (“King, Martin Luther, Jr.”)
 - chapter titles (“The Custom House”)
 - short stories (“Paul’s Case”)
 - short poems (“Birches”)
 - essays (“Self-Reliance” by Ralph Waldo Emerson)
 - lectures (“Self Made Men” by Frederick Douglass)
 - speeches (“I Have a Dream”)
 - addresses (“The Gettysburg Address”)
 - television episodes (“The Soup Nazi”)

- parts of a larger work (“Study in Scarlet” from *The Complete Sherlock Holmes*)
 - individual songs (“Fergalicious”)
 - common names of paintings or sculptures (“The Night Watch” by Rembrandt, really called *The Militia Party of Captain Frans Banning Cocq*)
 - titles of courses (“Biology 101 for Non-Majors”)
 - unpublished works (letters, diaries, dissertations)
- Note
 - The above rules apply to any material obtained online. For example, if you are using a copy of a Shakespearean sonnet from Project Gutenberg online, you must still put the title of the sonnet in quotes because it is a poem.
- Exceptions
 - The practice of italicizing titles or of enclosing them within quotation marks does not apply to the following:
 - parts of books

Preface	Contents	Index	Forward
Chapter	Appendix	Introduction	Glossary
 - sacred writing of all faiths, including the Bible, its divisions, and its versions

Bible	Genesis	Torah
New Testament	Acts	Talmud
Kings	Koran	Old Testament
Gospels	Book of Mormon	King James Version
 - the names of creeds and confessions of faith

Apostles’ Creed	the Thirty-Nine Articles
Augsburg Confession	Institutes of the Christian Religion
Ninety-Five Theses	
 - government documents, statutes, treaties, and alliances

Declaration of Independence	Magna Carta
the Constitution	Versailles Treaty
First Amendment	Edict of Nantes
Civil Right Act	Triple Entente
Wagner Act	Holy Alliance
- Frequent Use of a Title
 - If a title is to be mentioned often in the text, after the first full reference in the text, use only a shortened (if possible, familiar or obvious) title or abbreviation (e.g. “Nightingale” for “Ode to a Nightingale”; *Much Ado* for *Much Ado About Nothing*; HEW for Department of Health, Education, and Welfare).

Quotations

- General
 - Whenever printed material is quoted directly, reproduce the statement exactly as it appears in the original source, paying special attention to capitalization, punctuation, and spelling.

- Punctuation

- Periods and commas are always placed within the quotation marks. For example:
 - FDR states, “The only thing we have to fear is fear itself.”
 - Bismarck, “The Iron Chancellor,” united Germany.
- Colons and semicolons are always placed outside the quotation marks.
 - She spoke of “the protagonists”; yet I remembered only one in “The Tell-Tale Heart”: the mad murderer.
- Punctuation which is part of the quoted material is placed within the quotation marks.
 - Patrick Henry eloquently prodded the Virginia House of Burgesses into action with such rhetorical questions as “Why stand we here idle?...Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery?”
- A direct quotation is introduced by either a comma or by a colon. A comma is usually used to introduce a direct quotation; however, a colon is used formally to introduce a lengthy prose quotation, and it is usually used to introduce a verse quotation as a lengthy quote. Refer to the sections below for examples.
 - Byron described his cousin as one who “walks in beauty like the night.”

- Short Quotations – Prose and Poetry

- Short quotations are incorporated with the body of the text. A short prose quotation consists of not more than four lines, whereas a short verse quotation consists of one line or parts of two lines. Use a comma to introduce a short quote preceded and followed by a space to indicate the separate lines.
 - In “Maud Muller,” Whittier succinctly expresses man’s regret for lost opportunities with words, “Of all sad words of tongue or pen, / The saddest are these: ‘It might have been!’”(Note the punctuation of the quotation within the quotation)

- Long Quotations

- If you are using a quotation of more than four lines, set it off from your text by beginning a new line. Continue double spacing your text, and the entire quotation should have a margin of two inches from the left side of the page (twice the left margin of the text of your paper).
- A colon usually introduces such a quotation although other punctuation may be necessary. (See your instructor for information on this if needed.)
- If you are quoting two paragraphs or more, indent the first line of each paragraph a quarter inch. However, do not indent the first paragraph as above unless it is the first line in the paragraph quoted.

EXAMPLE 1

Cooper 12

One tenet of the gothic literary style involves one or more characters with questionable sanity. In this excerpt from *Jane Eyre*, Charlotte Bronte follows this tenet by having her heroine say:

I heard voices, too, speaking with a hollow sound, and as if muffled by a rush of wind or water: agitation, uncertainty, and an all-predominating sense of terror confused my faculties. Ere long, I became aware that some one was handling me; lifting me up and supporting me in a sitting posture, and that more tenderly than I had ever been raised or upheld before. I rested my head against a pillow or an arm, and felt easy.

(Bronte 78)

Although Bronte seems to restore her reader's confidence in the end, the initial assertion is that Jane is not in complete possession of her mental faculties.

EXAMPLE 2

Cooper 19

Bronte also asserts the gothic component of the stark setting and personal alienation in *Eyre*:

This room was chill, because it seldom had a fire; it was silent, because remote from the nursery and kitchen; solemn, because it was known to be so seldom entered. The house-maid alone came here on Saturdays, to wipe from the mirrors and the furniture a week's quiet dust: and Mrs. Reed herself, at far intervals, visited it to review the contents of a certain secret drawer in the wardrobe, where were stored divers parchments, her jewel-casket, and a miniature of her deceased husband; and in those last words lies the secret of the red-room--the spell which kept it so lonely in spite of its grandeur.

Mr. Reed had been dead nine years: it was in this chamber he breathed his last; here he lay in state; hence his coffin was borne by the undertaker's men; and, since that day, a sense of dreary consecration had guarded it from frequent intrusion. (62)

The deathly cold of the room and its isolation from the household create the ominous atmosphere required in the gothic form.

- See your instructor for information on lengthy quotes from drama and poetry.

- Ellipsis
 - Any omissions of words, phrases, or sentences from quoted material must be noted by ellipsis (three spaced periods [...]) with a space before the first period and a space after the last period.
 - “My seat, ... was a low ottoman near the marble chimney-piece; the bed rose before me; to my right hand there was the high, dark wardrobe, with subdued, broken reflections varying the gloss of its panels.” (Bronte 66)
 - The ellipsis is not needed whenever a part of a sentence is quoted, and it is obvious that some words have been omitted.
 - FDR stated, “The only thing we have to fear is fear itself.”
 - If the ellipsis does occur at the end of a sentence and if it is also the end of your sentence, use four spaced periods with no intervening space between the last word and the first period.
 - For, as Paine stated in *Common Sense*, “It is repugnant to reason ... that this continent can longer remain subject to any external power” (301)
 - If an ellipsis is necessary in any other situation where material is omitted, please see your instructor for information.

- Interpolation
 - Whenever the author of an essay or research paper inserts his own words into a quotation, he/she notes this fact by enclosing his/her words within brackets, not parentheses which indicate the parenthetical words of the original author.

Capitalization of Titles

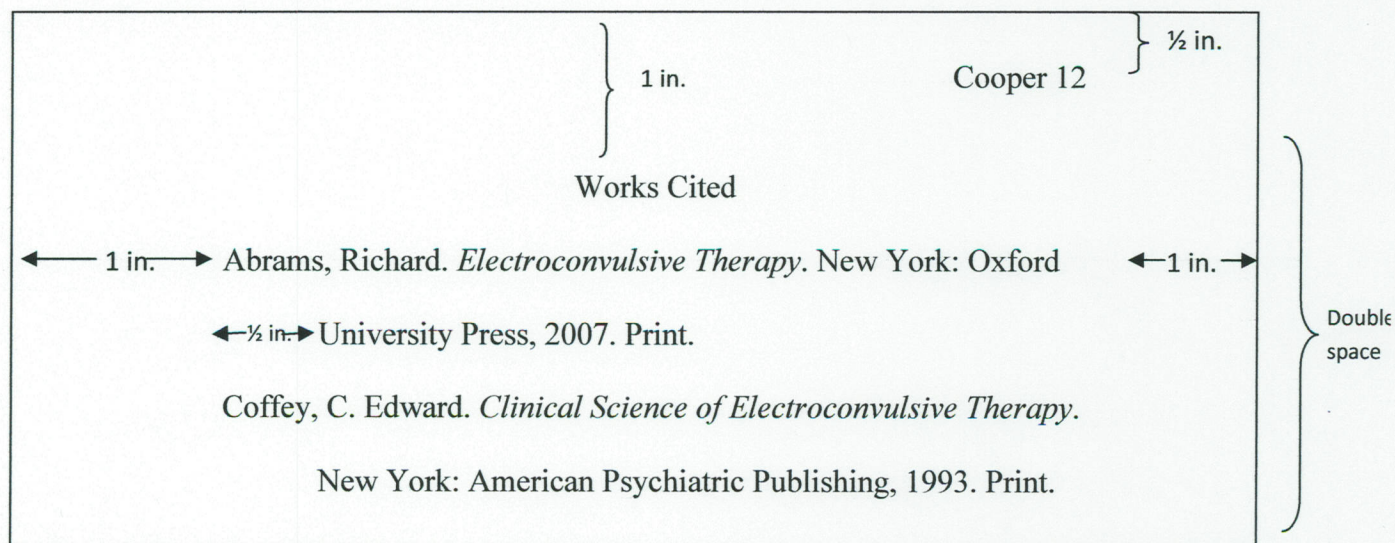
- Titles of Works
 - In all titles, always capitalize the first letter of the first word, the last word, and all principal words. The articles (a, an, the), short conjunctions (fewer than five letters), and short prepositions are not capitalized unless they are the first or last words of the title.
 - Examples:
 - *Around the World in Eighty Days*
 - *The Devil and Daniel Webster*
 - “Stanzas Written on the Road Between Florence and Pisa”

- Titles Accompanying Proper Names
 - Current practice requires the capitalization of titles preceding a proper name but not those that follow the proper name.
 - Examples:
 - Senator John Glenn OR John Glenn, the senator
 - General George Patton OR George Patton, the general
 - If the writer wants to emphasize the position of a person’s official office, then it should be capitalized. If it is not an official title, then it is not capitalized.
 - Examples:
 - A senator should be qualified. The Senator from West Virginia is a lawyer.
 - If a title is used in place of a person’s name, it is usually capitalized.
 - Example:
 - Please sit down, Officer, and I will serve you.

WORKS CITED

- All sources used in the completion of a paper must be cited. This means you must keep a record of what sources you used. You will keep this record on a “Works Cited” page.
- The format for a works cited page is as follows:
 - This page should have the same name and page numbering in the header as the rest of your paper.
 - This page is the LAST page of your paper. It is not counted as part of page requirements.
 - For example, if your instructor tells you a paper must be five full pages long, the Works Cited page will, at minimum, be page six.
 - The words “Works Cited” should be centered one inch from the top of the page.
 - The margins of the paper are one inch, the same as the rest of your paper. However, each entry on your page will have a one-half-inch hanging indent.
 - Double-space within and between entries, as in the rest of your paper.
 - All entries should be in ALPHABETICAL ORDER, regardless of punctuation on the entry.
 - If the first word of one of your entries is “the” or “a,” this word should be moved to the end of that particular section of the entry. For example, if you have an entry that begins: “The Life of Sylvia Plath,” the entry should be changed to read: “Life of Sylvia Plath, The.”

SAMPLE



ARTICLE IN A NEWSPAPER	<p>author's name title of article name of newspaper date of publication</p> <p>Roberts, Adam. "Economic Recession Ahead." <i>New York Times</i> 23 May 2008: B1+. Print.</p> <p>page number (add "+" if continued on another page)</p>
ARTICLE IN A MAGAZINE	<p>author's name article title magazine name magazine date pages used</p> <p>Jones, Bill. "Presidential Hopefuls." <i>Time</i> 15 May 2007: 23-27. Print.</p>
ARTICLE IN AN ENCYCLOPEDIA	<p>author's name title of article name of encyclopedia editor's name</p> <p>Stuart, Robert. "Bipolar Disorder." <i>Encyclopedia Americana</i>. Ed. Travis J. Lloyd. 24th ed. 2001. 435-37. Print.</p> <p>edition number year of publication pages used</p>
ARTICLE IN A DICTIONARY	<p>entry definition number name of dictionary edition year published pages used</p> <p>"Bipolar Disorder." 3. <i>Oxford English Dictionary</i>. 62nd ed. 2008. 1046-47. Print.</p>

INTERNET

ENTIRE WEBSITE	<p>author's name title of web page name of editor sponsoring organization</p> <p>Adams, Alexandra P. <i>Learning About Depression</i>. Ed. Joan Shaw. American Psychological Society, 11 Feb. 2010. Web. 19 Dec. 2010.</p> <p>date page last updated date page was accessed</p>
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ARTICLE FROM A WEBSITE	author's name	title of article	title of web page
	Kincaid, Regis D. "Defining Manic Behavior." <i>Bipolar Disorder Symptoms</i> . Ed.		
	editor's name	sponsoring organization	date article published/updated
	Irene P. Freed. Psychology Online, 26 July 2009. Web. 23 Feb. 2010.		
			date accessed

PERSONAL INTERVIEW	interviewee's name	date of interview	
	Burkart, Richard. Personal interview. 24 Feb. 2008.		
SURVEY	surveyor's name	title of survey	date of survey
	Fisher, Laura. "School Lunch Selections." Survey. 30 Mar. 2009.		

Please consult your instructor for further information about citing other sources.

Here is a sample works cited page. For appropriate formatting instructions, see page 20.

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