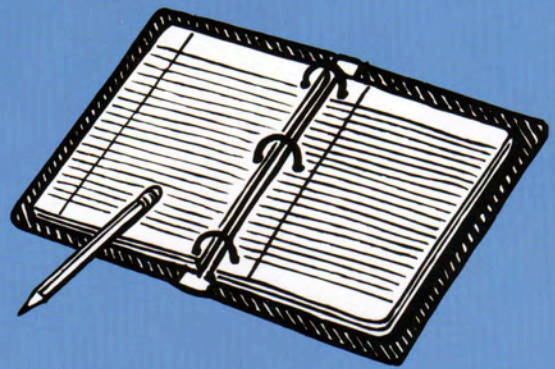


# Hubbard Exempted Village Schools

## ENGLISH DEPARTMENT

### Style Manual

### Grades 7-12



**“Words - so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.”**

**~Nathaniel Hawthorne**

# Writing Expectations by Grade Level

## 7th & 8th Grade:

- Literary Response
- 5-7 Paragraphs
  - Narrative
  - Argumentative or Persuasive
  - Informative/Expository
- Literary Analysis
- Creative Writing
- Journaling

## 11th Grade:

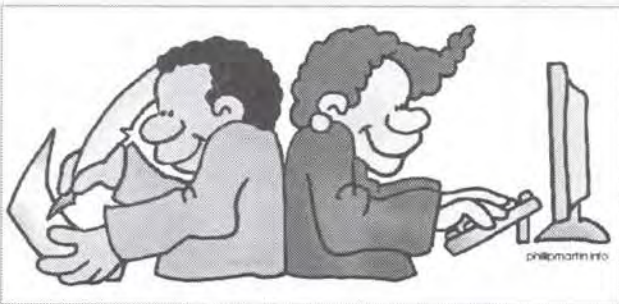
- Research Paper (3-5 pages; 800-1000 wds)
- MLA Documentation
  - 3-5 Sources (primary & secondary)
  - Works Cited Page
  - Note & Bibliography Cards
- Journaling
- Literary Analysis

## 9th & 10th Grade:

- Five Paragraph Themes
- Essays (250-800 wd length)
  - Argumentative or Persuasive
  - Cause-Effect
  - Definition
  - Descriptive
  - Expository
  - Comparison-Contrast
- Creative Writing
- Journaling

## 12th Grade:

- Research Paper (5-8 pages; 1000-1600 wds)
- MLA Documentation
  - 5-8 Sources (primary & secondary)
  - Works Cited Page
  - Note & Bibliography Cards
- Essay Forms:
  - College Application
  - Literary Analysis
  - Descriptive
  - Argumentative/Persuasive
  - Process
  - Comparison-Contrast
  - Cause & Effect
  - Classification
  - Definition
- Journaling



# *Plagiarism and Educational Cheating*

## **Plagiarism:**

Plagiarism is defined as using words and ideas that are not one's own to complete an assignment, project or essay. This includes using print materials or online materials, or the work of peers and other adults. This may also include 'borrowing' and not citing properly.

## **Cheating:**

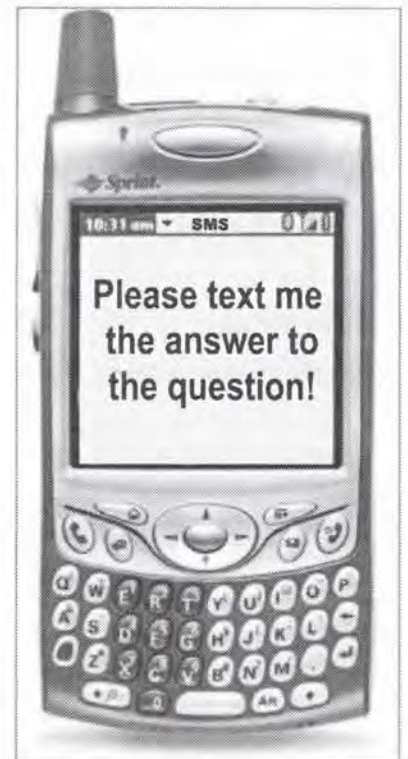
When a student uses word-for-word answers, writing, or information that has already been written by another student or person. This includes copying homework assignments, sharing answers on tests, or taking what has been done already and using it of as work done independently.

## **Here are some practical examples of cheating:**

- Copying answers.
- Student completing assignments for each other.
- Providing answers to a quiz or test, through verbal, written, or electronic means.
- Someone gives a student an answer to a quiz or test, through verbal, written, or electronic means.

## **All of the following are examples of plagiarism:**

- A student downloads a paper from the internet that has been written already, uses it as original work.
- A student has a friend or relative write the paper for him/her and uses it as original work.
- A student copies information from magazines, newspapers, books, websites in small chunks. (sentence or paragraphs) and pieces together a paper, making no mention of the magazine article and in no way indicating that he/she used it.
- A student types information from magazines, newspapers, books, websites but does not put quotation marks around the information to show that it is someone else's work.
- A student turns in a paper that she/he wrote, but the paper includes a paragraph that was copied from a source that the student does not acknowledge.



# *Plagiarism and Educational Cheating*

- A student turns in a paper that includes specific ideas on a topic. The ideas are in the student's own words, but the student got the ideas from a website. There is no acknowledgement of the website as a source.
- A student writes a paper, then asks a friend to read the rough draft. The friend 'retypes' or edits it, corrects spelling and grammatical errors but also changes portions of the paper from the original.
- A student's paper includes a sentence from a magazine article (word-for-word). The student acknowledges the article in a parenthetical citation and on a references page, but neglects to put quotation marks around the sentence.

## **What are some of the consequences of cheating or plagiarism?**

- The student does not learn the content or lesson that was assigned. This is a disservice to the student.
- The student loses the respect and trust of his/her teachers and instructors. He/she will earn the reputation as one who has the potential to copy and cheat; it can be very difficult to be trusted after this incident.
- The student can be barred from admittance to National Honor Society or other academic opportunities if there are plagiarism and/or cheating occurrences in one's permanent file.
- In college, a student may be placed on academic probation or asked to leave the school.

## **How can you avoid cheating or plagiarizing?**

- Do not put other people in an awkward position by asking to copy or cheat from them.
- Begin the project early.
- Ask questions to make sure all aspects of the assignment are clear and understandable.
- Clarify the directions to make sure if an assignment is able to be completed with a partner. If it is, the contribution on the assignment should be balanced and collaborative.
- Seek guidance from the teacher while working on the assignment.

# *Plagiarism and Educational Cheating*

- Work individually on projects or assignments; the temptation to cheat may be too great otherwise.
- Knowledgeable friends or experienced adults may give a student guidance, but he/she should do the work.
- Know that projects and assignments are designed for one to complete as a means of learning content.

Adapted from:

[http://www.ololcollege.edu/archive\\_material/Plagiarism\\_Project/Defining\\_Plagiarism1.html](http://www.ololcollege.edu/archive_material/Plagiarism_Project/Defining_Plagiarism1.html)

<http://wpacouncil.org/positions/WPAplagiarism.pdf>



# General Essay Guidelines

## INTRODUCTION

- 5-7 sentences in this paragraph
- Usually the first sentence is the thesis statement
- **Thesis Statement** – One sentence that states the main idea of the essay
- Introduction should catch the reader's attention

### Sample of Attention Getters:

- Rhetorical question
- Important fact or shocking statement
- Relating an anecdote
- Using direct quotations

## BODY

- The number of paragraphs will depend on the structure of the assignment
- Standard format would include three (3) body paragraphs
- Body paragraphs support the thesis of the essay

### Each body paragraph should contain:

- Topic sentence
- Sentences that offer details that support the topic sentence
- A transition sentence ends sums up the paragraph and connects to the next paragraph

## CONCLUSION

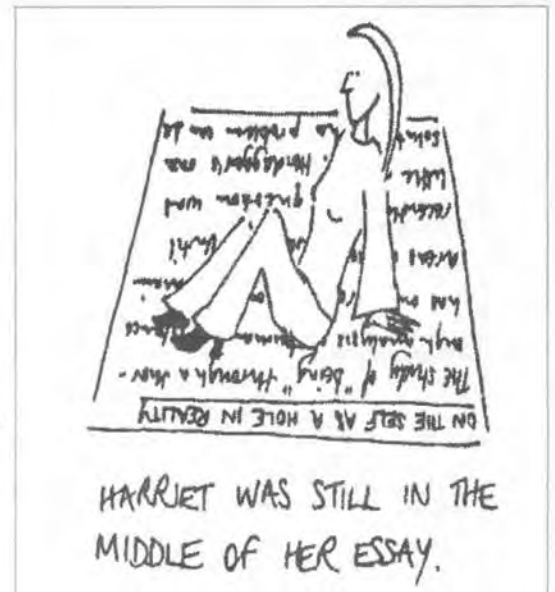
- Final paragraph of the essay
- 5-7 Sentences in this paragraph

### The concluding paragraph should:

- Restate the thesis statement in different words
- Summarize the supporting details found in the body paragraphs

### Points to Remember:

- Don't use second person point of view "you" or first person "I".
- Don't talk about your paper: (my report, in my essay, this paper will...etc.)
- Usually an essay is written in third person



# General Essay Rubric

Good writing is a complex accomplishment involving the organization of ideas, the select use of vocabulary, attention to readers and purpose, and the “mechanics” of grammar, spelling, punctuation, and handwriting. This rubric should provide you with information about the quality and dimensions of good writing and feedback about your progress.

Name:		Topic:			
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<b>Idea Development</b>	No clear focus or main idea; details are confusing	Stated main idea; most details relate to it	Clear focus; appropriate main ideas; details relate and clarify ideas	Cohesive; well defined and elaborated main idea; details increase interest and meaning	
<b>Organization</b>	Ideas not ordered	Some order of main idea + details or sequence	Main idea + details or sequential, as appropriate	Good flow of ideas from topic sentence + details or sequence	
<b>Conventions</b>	Several grammar punctuation, and case errors	Few grammar, punctuation, and case errors	Minor errors in grammar, punctuation and case; variety used	Correct grammar, punctuation and case throughout; variety used	
<b>Voice</b>	The writer sounds unsure. The voice needs to fit the audience	The writer sometimes sounds unsure, & the voice needs to fit the audience better	The writer's voice sounds knowledgeable & confident. It fits the audience	The writer's voice sounds confident, knowledgeable & enthusiastic	
<b>Thesis Statement</b>	Inappropriate, unrelated, little focus on thesis	Adequate; needs more careful work and attention to thesis	Well constructed; good use of topic, opinion, & reasons	Writing is enhanced by the attention given to the thesis	
<b>Paragraphs</b>	One paragraph or text divided but not by content	Supporting details mostly grouped into appropriate paragraphs	Ideas appropriately divided into paragraphs with supporting details	Strong paragraphs ordered to develop story or exposition	
<b>Citations</b>	Inappropriate, unrelated, or no citations used	Minimal citations used appropriately	Appropriate in quantity, quality, and application	Extensive, varied, and appropriate	
<b>Followed Directions</b>	Little or no directions followed	Minimal attention to directions	Attempted to follow directions; few mistakes made	Followed directions precisely	

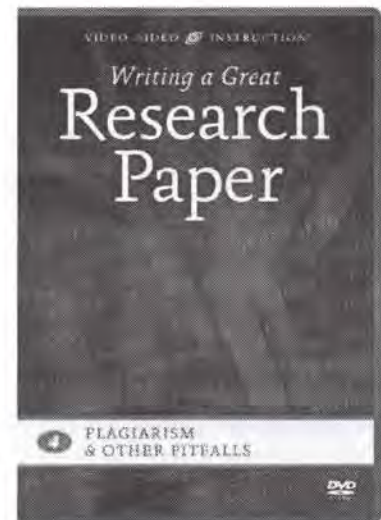
# General Research Paper Guidelines

## GENERAL GUIDELINES:

- Create a clearly worded thesis statement which reflects the focus of the entire paper.
- Statements in the paper must be supported with information from **reliable sources**.
- Standard written English is required with no slang, idioms, abbreviations, contractions or broken words.
- The paper should be free of spelling, punctuation, sentence structure, grammar, and capitalization errors.
- Write the paper in the third person; do not use first or second person pronouns.
- All data, whether quoted directly or paraphrased, must be documented (credited to the source).
- The paper must be typed in the standard MLA format.
- A list of sources must be included.

## STEPS IN THE PROCESS

- Select and narrow a topic
- Find sources
- Create source or bibliography cards
- Compose a list of WORKS CITED based on source cards
- Take notes
- Formulate a thesis
- Compose an outline
- Organize notes and materials
- Write the rough draft, including documentation
- Edit and revise for content
- Edit for correctness of form
- Prepare the final paper (this may include a class presentation)





# General Research Paper Guidelines (cont.)

## HELPFUL HINTS:

- When given the choice, select a topic of interest.
- Limit the topic to what can be thoroughly covered in the required length.
- Understand all aspects of the assignment.
- Look for a wide variety of sources early in the project.
- Keep up with all deadlines.
- Do not skip any steps in the writing process; allow plenty of time to revise and save all work.

## GET ORGANIZED:

- Make sure the outline is revised and complete.
- Divide note cards by category and put them in order.
- Check for missing information, repetitions or irrelevancies.

## WRITE THE INTRODUCTION:

- Use one or two paragraphs of introduction.
- Create interest.
- Provide the necessary background to create context.
- State the thesis clearly and provide a general overview of the paper.

## WRITE THE BODY:

- Follow the outline when drafting the body.
- Include all material from note cards.
- Use transitions between and within paragraphs.
- Frame quotations and paraphrases with explanatory information or analysis by using signal phrases (the author's name, credentials, occasion of the statement, etc.).
- Identify the source in the text.
- Use a mixture of both paraphrases and quotations to support your thesis and place these in context so that they do not stand alone.
- Avoid over quoting.
- Provide parenthetical citations for all borrowings.

## WRITE IN THE CONCLUSION:

- Refer to the original thesis.
- Use new form, style and wording of thesis rather than repeating the introduction.
- End with force and energy; use a clincher statement or call to action.



# Research Paper Rubric

Research Paper Rubric      Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
<b>Title Page</b>	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent	
<b>Thesis Statement</b>	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent, no evidence	
<b>Introduction</b>	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence	
<b>Body</b>	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	Not applicable	
<b>Organization- Structural Development of the Idea</b>	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable	
<b>Conclusion</b>	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Absent	
<b>Mechanics</b>	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
<b>Usage</b>	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
<b>Citation</b>	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
<b>Bibliography</b>	Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites)	Done in the correct format with few errors. , Includes 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.)	Absent or the only sites are internet sites.	

# Thesis Statements: Crafting and Format

A thesis statement is the single, specific claim that the essay supports. A good thesis statement is not simply an observation, a question, or a promise. It includes a topic, a precise opinion, reasoning and direction. For a short paper, the thesis statement is often the first sentence. A complex thesis for a longer paper will be near the end of the introductory paragraph.

**Thesis Statement Example :** *The novel Black Elk Speaks accurately represents Native American lifestyle through its attention to cultural detail, its use of Native American words, and its direct quotes from Black Elk.*

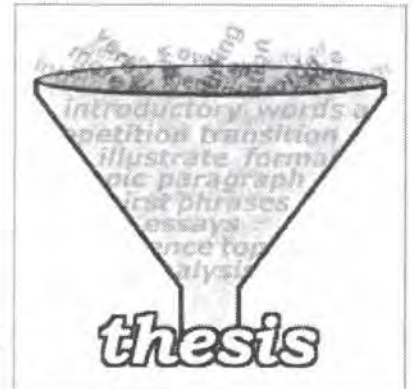
- **Topic:** *The representation of Indian lifestyle in the book **Black Elk Speaks***
- **Opinion:** *the book is accurate*
- **Reasoning and Direction:** *the book pays attention to cultural detail, it uses Native American words, and it uses direct quotations from Black Elk. The rest of the paper will establish the truth of each of these supporting points, and then explain why they add up to support the truth of the thesis statement.*

Dennis G. Jerz, "Thesis Statements: How to Write Them in Academic Essays." October 29, 2011.  
<http://jerz.setonhill.edu/writing/academic1/thesis-statement-writing-academic-essays/>.

## **Introduction with Thesis Statement Example :**

Teenagers in many American cities have been involved in more gangs in the last five years than ever before. These gangs of teens have been committing many violent crimes. The victims of these crimes are both gang members and people outside of gangs. Many people do not want to travel to areas in cities because of the danger from this problem.

***For this violent situation to stop, it is going to take a combined effort on the part of many people. Excellent, supervised after-school programs, more jobs available for teens, and healthy family relationships will go a long way towards ending this 21st century urban crisis.***



## **A clear thesis statement has several characteristics:**

- It is not a fact, but is an assertion about facts
- It takes some sort of stand
- It justifies discussion and signifies direction
- It expresses one main idea

## *Distinction between a Paraphrase, Summary & Quote*

**How to Summarize:** a summary is a condensed version--in the student's own words-- of a text, and it should:

- Identify the main points
- Condense the message
- Maintain the emphases of the original
- Be shorter than the original

\*\*Avoid plagiarism by signaling at the beginning of the summary whose work you are referring to and by citing the source at the end of your paper. (The MLA documentation style is used in the example below.)

### Original Text/Quotation

*"The big picture is about knowledge building: each piece of reported research adds to the collective construction of knowledge. Research serves as the foundation on which new contributions to knowledge are built. Without citation, there is no reliable and organized system for knowledge building, no mortar for securing the foundation" (Walker and Taylor 9).*

### Summary

*Walker and Taylor point out that the real purpose of citation is to create a shared knowledge base (9).*

**Quote:** writing the author's exact words and punctuations. Be sure to use quotation marks. (**Q**)

**Paraphrasing:** use your own words to convey the essence of the sentence(s). (**P**)

**Summarizing:** writing down the main idea of the author concisely and using your own words. (**S**)

## *Distinction between a Paraphrase, Summary & Quote (Cont.)*

**How to Paraphrase:** a paraphrase is a detailed, accurate rendition--in the student's own words--of a text. Please consider these tips when paraphrasing:

- Restate the entire message in one's own words following the progression and emphases of the original sentence
- Expect that the paraphrase could be as long as the original or longer
- Avoid plagiarism by signaling at the beginning of the paraphrase whose work is being referred to and by citing the source at the end of the paper. (The MLA documentation style is used here.)

### **Original Text/Quotation**

*"The big picture is about knowledge building: each piece of reported research adds to the collective construction of knowledge. Research serves as the foundation on which new contributions to knowledge are built. Without citation, there is no reliable and organized system for knowledge building, no mortar for securing the foundation" (Walker and Taylor 9).*

### **Paraphrase**

*Walker and Taylor emphasize that the real reason why we cite sources we have consulted is to contribute to the creation of shared knowledge. The research of others is the base on which new understanding is established. If we did not cite the work of others, there would be no accepted method "for knowledge building" (9).*

## *Distinction between a Paraphrase, Summary & Quote (Cont.)*

**How to Use a Quotation:** There are four main points to remember with a quotation:

- Lead up to it
- Signal that it is a quotation by using quotation marks
- Cite the quotation
- Elaborate on its significance

\*The last point is very important. A quotation does not speak for itself. Comment on its significance; don't just insert it to prove that you have done research.

**A short quotation of no more than 4 lines, with author mentioned in your writing:**

Subject: Joseph Campbell, educator and author, who is famous for his books on mythology

Lucille French, writing in the magazine *The Village Voice*, states, "There is no one quite like Joseph Campbell. He knows the vast sweep of man's panoramic past as few have ever known it" (24).

**A long quotation (block quote) of more than 4 full lines, with author mentioned in your writing:**

Subject: The Brothers Grimm, publishers of fairy tales in Germany in 1812

Peter Opie, author of *The Classic Fairy Tales*, recognized the important contribution made by the Grimm Brothers.

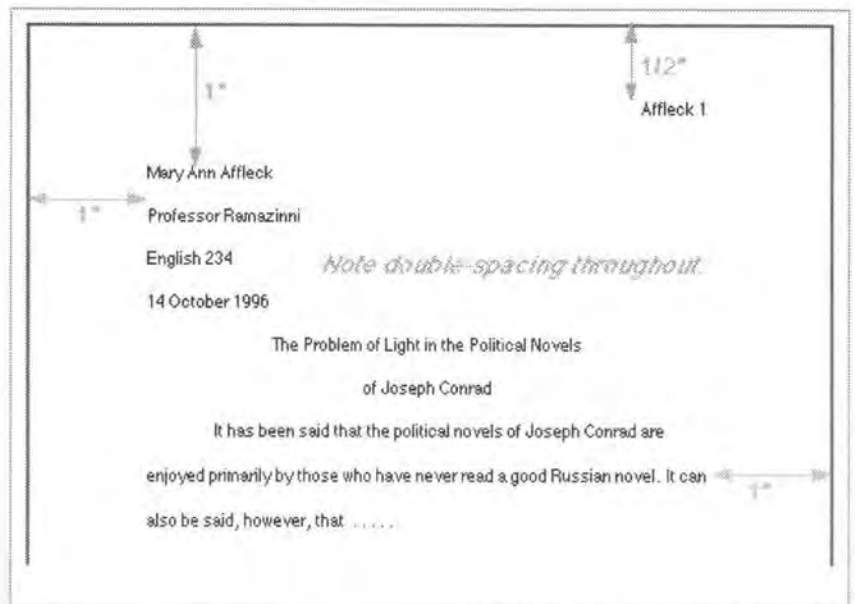
He wrote:

The Grimms were visionaries: the first substantial collectors to like folk tales for their own sake; the first to write the tales down in the way ordinary people told them. . . ; and the first to include the identity of the people who told the tale. The Grimms revived popular interest in the oral tradition at the same time that they instituted critical interest, beginning an interest in a previously unexamined literary past. (39)

# How to Document Properly in MLA style

- 1 inch margins
- Indent the first word of every paragraph in 5 spaces, or one tab.
- Always double space the entire document, including between paragraphs spacing is rarely acceptable.
- A title page is not required for any assignment—instead, follow MLA formatting for a simple heading on all of your essays:
  - A. Place in the left corner of your document (not in a header!!) and double space the following: 1) Student Name, 2) Instructor's Name, 3) Course Name, 4) Date.
  - B. Then, write the title on the next line and center it. Begin typing the essay on the following line.

- There is no need to add extra spaces between paragraphs, even though Word 2007/2010 may put them in automatically. Change settings if necessary.
- Titles of essays are not in WordArt, bolded, or larger than the rest of the essay, nor are they in quotation marks.
- A particular font type and size is not required, but must be legible and based upon instructor preference; for example, your instructor may select Times New Roman, 10, 12 or 14pt. font.
- Pagination involves numbering essays following MLA Style: in the header, type the last name, then a space and then the page number of the document. For some assignments, this will be a requirement.



# *Guidelines for Parenthetical Documentation*

In MLA style, referring to the works of others in a student's text is done in two ways. When making reference to someone else's idea, either through paraphrasing or by quoting them directly, one must:

- provide the author's name (or the title of the work) and the page (or paragraph) number of the work in a **parenthetical citation**
- provide full citation information for the work in the **Works Cited list**

This allows readers to know which sources are used in the essay, and then be able to look them up themselves, so that they can use them in their scholarly work. Here are some basic guidelines for referring to the works of others in a student essay:.

## **Parenthetical Citations**

MLA format follows the author-page method of citation. This means that the author's last name and the page number(s) from which the quotation is taken must appear in the text, and a complete reference should appear in the **Works Cited List**. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of the sentence.

### **For example:**

- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).
- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).
- Wordsworth extensively explored the role of emotion in the creative process (263).



## Preparing a Works Cited Page

- Begin the Works Cited at the top of a new page.
- The words Works Cited-no quotes, no underline, and not all in CAPS-appear at the center of the top line of the page.
- Double-space the entire Works Cited page.
- Begin each entry flush with the left margin.
- Indent five spaces after the first line of each entry.
- All works cited must be placed on the page in alphabetical order.
- Where there is no author, as in unsigned newspaper, magazine, or other articles, use the title of the article, alphabetizing according to the first significant word in the title.
- Punctuate carefully-underline book titles, plays, movies, and videos. Put quotation marks around the titles of articles, essays, chapters, poems, and short stories.
- Capitalize first, last, and all major words in titles, including those following hyphens in compound words. That is, capitalize all words except articles (a, an, the) prepositions (in, on, of, between, among, etc.), coordinating conjunctions (and, but, or, nor, so, for, yet) and the infinitive "to".
- Proofread carefully.

---

### Book Format:

Author's last name, first name. *Title of book*. Publication city: Publisher, year. Medium of publication.

### Example - One Author:

Bleicher, Steven. *Contemporary Color Theory & Use*. New York: Delmar, 2012. Print.

### Example - Two Authors:

Okuda, Michael, and Denise Okuda. *Star Trek Chronology: The History of the Future*. New York: Pocket, 1993. Print.

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## Preparing a Works Cited Page (Cont.)

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### Book Format:

Author's last name, first name. *Title of book*. Publication city: Publisher, year. Medium of publication.

### Example - One Author:

Bleicher, Steven. *Contemporary Color Theory & Use*. New York: Delmar, 2012. Print.

### Example - Two Authors:

Okuda, Michael, and Denise Okuda. *Star Trek Chronology: The History of the Future*. New York: Pocket, 1993. Print.

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### Electronic Book Format:

Author's last name, first name. *Title of book*. Publication city: Publisher, year. *Title of database or website*. Medium consulted. Date of access.

### Example - One Author:

Hirsch, Robert. *Light and Lens : Photography in the Digital Age*. Burlington, MA: Focal Press, 2007. *ebrary collections*. Web. 21 June 2011.

### Example - Three Authors:

Burtenshaw, Ken, Nik Mahon, and Caroline Barfoot. *Fundamentals of Creative Advertising : An Introduction to Branding*. London, GBR: AVA Publishing, 2006. *ebrary collections*. Web. 21 June 2011.

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# Preparing a Works Cited Page (Cont.)

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## Scholarly Journal Format:

Author's last name, first name. "Title of article." *Title of journal* Volume.Issue (Year): Pages.  
Medium of publication.

## Examples:

Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next Generation."  
*Studies in Popular Culture* 13.2 (1991): 53-65. Print.

Solomon, Jonathon D. "Learning from Louis Vuitton." *Journal of Architectural Education* 63.2  
(2010): 67-70. Print.

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## Newspaper or Magazine Format:

Author's last name, first name. "Title of article." *Title of newspaper or magazine*. Date of  
publication: Pages. Medium of publication.

## Example:

Di Rado, Alicia. "Trekking through College: Classes Explore Modern Society Using the World of  
Star Trek." *Los Angeles Times*. 15 Mar. 1995: A3. Print.

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## Article or Online Database Format:

Author's last name, first name. "Title of article." *Title of journal or magazine* Volume.Issue (Year):  
Pages. Title of database. Medium consulted. Date of access. <URL (optional)>.

## Example - Proquest:

McCarthy, Erin. "10 Scenes That Changed Movie History." *Popular Mechanics* 184.1 (2007): 64.  
*Research Library Core, ProQuest*. Web. 23 Feb. 2010.

## Example - Wilson Web:

Jays, David. "First Love, Last Rites." *Sight & Sound* 17.10 (2007): 34-5. *Art Full Text, H. W. Wilson*.  
Web. 23 Feb. 2010.

# Preparing a Works Cited Page (Cont.)

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## Website:

Name of author, editor, director, etc. "Title of work (for a specific article or page)." *Title of website*. Date of posting/revision. Publisher/sponsor of website. Date of publication. Medium consulted. Date of access. <URL (optional)>.

### Example - Article or Page:

Gross, Doug. "It's Social Media Day -- again!" *CNN.com*. Cable News Network, 30 June 2011. Web. 30 June 2011.

Bureau of Labor Statistics, U.S. Department of Labor. "Drafters." *Occupational Outlook Handbook*, 2010-2011 Edition. Web. 23 Feb. 2010. <<http://www.bls.gov/oco/ocos111.htm>>.

### Example - Blog Posting:

Vigor, Emily. "The art of Cera Hensly and the AAU Library Photography section." *AAU Library Blog*. Academy of Art University Library. 16 Mar. 2011. Web. 30 June 2011.  
<<http://lmo.academyart.edu/blog/?p=787>>.

---

## Film Format:

*Title of film or video*. Film studio or distributor, Release year. Format.

### Example - Film:

*It's a Wonderful Life*. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

### Example - DVD:

*Rebel Without a Cause*. Dir. Nicholas Ray. Perf. James Dean, Natalie Wood, Sal Mineo, and Jim Backus. 1955. Warner Home Video, 2005. DVD.

## *Preparing a Works Cited Page* (Cont.)

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### **Song or Sound Recording:**

Creator's Last Name, First Name. "Song Title." Album/CD Title. Publisher, Year. Publication Medium. Day Month Year accessed (if online).

### **Example:**

Beethoven, Ludwig van. *The 9 Symphonies*. Perf. NBC Symphony Orchestra. Cond. Arturo Toscanini. RCA, 2003. CD.

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### **Podcast:**

Author Last Name, First Name. "Podcast Title" Host Name. Publisher. Institution. *Name of Podcast Service or Web Page*. Day Month Year posted. Publication Medium (MP3, Web, etc). Day Month Year accessed.

### **Example:**

Allington, Adam. "Invasive Reeds Help Treat Wastewater." *The Environment Report*. 20 Nov. 2006. Great Lakes Radio Consortium. 27 Nov. 2006

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### **Government Document:**

Author. Title of Document. Place of Publication/Presentation. Month Day, Year. Volume, Edition. Reel. Archive Location, Year filed. Format.

### **Example:**

Cleveland, Grover. "Message of the President of the United States. Paper communicated to the two houses of Congress, Washington. D.C. August 8, 1893." *Grover Cleveland Papers*, series 6, sub series A, reel 85. Washington: Library of Congress, 1965. Microfilm.

# Preparing a Works Cited Page (Cont.)

Levi 6

Heading is centered.

## Works Cited

List is alphabetized by authors' last names (or by title, if a work has no author).

First line of each entry is at left margin; next lines are indented 1/2".

Double-spacing is used throughout.

- Ambrose, Anthony. Letter. *New England Journal of Medicine* 337.2 (1997): 128. Print.
- Cain, Alasdair, and Mark Burriss. "Investigation of the Use of Mobile Phones while Driving." *Center for Urban Transportation Research*. Coll. of Engineering, U of South Florida, Apr. 1999. Web. 12 Mar. 2001.
- Cohen, Peter J. Letter. *New England Journal of Medicine* 337.2 (1997): 127. Print.
- Harvard Center for Risk Analysis. "Cellular Phones and Driving: Weighing the Risks and Benefits." *Risk in Perspective*. President and Fellows of Harvard Coll., July 2000. Web. 15 Mar. 2001.
- Jacobs, Annette. "Guest Opinion: No New Laws Needed for Driver Distractions." *Wireless Week*. Advantage Business Media, 24 May 1999. Web. 12 Mar. 2001.
- Kilgannon, Corey. "Road Warriors with Laptops." *New York Times* 15 Aug. 2000: A23. Print.
- Redelmeier, Donald A., and Robert J. Tibshirani. "Association between Cellular-Telephone Calls and Motor Vehicle Collisions." *New England Journal of Medicine* 336.7 (1997): 453-58. Print.
- Sundeen, Matt. "Cell Phones and Highway Safety: 2000 State Legislative Update." *National Conference of State Legislatures*. Natl. Conf. of State Legislatures, Dec. 2000. Web. 11 Mar. 2001.

*Notes*

