Student Writing Tools

2001/02

Helen Keller Middle School
Easton, CT

John Read Middle School
Redding, CT

HKMS/JRMS
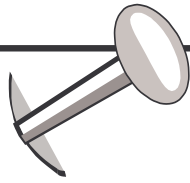# Student Writing Tools
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Helen Keller Middle School
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John Read Middle School
Redding, CT

Property of:

_____

Dear Sixth, Seventh, and Eighth Graders:

You probably never realized that your teachers are assigned major projects, too. Ours has been to design a booklet to support your development as an independent writer and editor. Our project took a gigantic effort to coordinate, but here it is, your *Student Writing Tools*, ready to help you help yourself become a better writer.

Your *Student Writing Tools* can be utilized in many ways. Though it's lightweight and won't strain the stitches of your backpack, this book is as helpful as any multi-purpose, hardware-holding toolbox. Use it to correct common spelling errors, especially with confusing words like *effect* and *affect* and *accept* and *except*. Figure out punctuation with your tools book instead of wildly guessing about just where to put your commas and semi-colons. Follow the steps for planning and writing essays, research reports and business letters; you'll be surprised how much better your papers will be.

We know only too well that documenting resources for a research based paper or project can be a real challenge, even a pain in the neck. But trust us. We have designed a section that will guide you through the most harrowing citations so you will be able to give credit to others in a correct and appropriate way.

Taking into account your desire to be as independent as possible, we've included a writing rubric, which gives you a clear picture of the qualities of strong writing. If you assess and fix your papers yourself before handing them in, you will probably be happier when they are returned to you. We know we'll be happier when we receive them!

Put *Tools* to the test and when you think of something you wish were in it, let us know. We have designated a representative from each school who will collect your feedback and pass it on to all of us. Please contact Mrs. Nancy Weber at JRMS or Mrs. Debora Marusa at HKMS.

Remember: "Writing energy is like anything else: The more you put in, the more you get out." (Richard Reeves)

Sincerely,

Your Language Arts Teachers

TABLE OF CONTENTS

HKMS/JRMS WRITING PROGRAM

The Writing Program — Writing is a process involving creativity and critical thinking. This process includes an interrelated series of activities: prewriting, writing, conferring, revising, editing, and publishing. Instruction focuses on helping the student develop a voice in writing, while presenting the tools she/he needs to skillfully revise and edit those words and ideas.

The Writing Rubrics — The writing rubrics are designed to help teachers and students identify specific areas of strength and weakness within a piece of writing. These assessments help guide further instruction and give students a clear direction for improvement.

The Book of Writing Models — *The Book of Writing Models* is a collection of student writing beginning in kindergarten and concluding in grade eight. The pieces are accompanied by an assessment rubric to help students and parents understand what constitutes a particular standard of writing.

Cumulative Writing Folders — These folders of individual writing samples are maintained throughout a student's academic career in the Easton/Redding school system. Samples of student writing are filed each year, and passed on to consecutive classroom teachers.

THE WRITING PROCESS

In middle school, you will be expected to write different types of papers, including:

- Narrative essays which tell a story by using main events, character development, conflict, and resolution.

- Expository essays and research reports which use information gathered from other sources to explain and elaborate on a given topic.

- Persuasive essays which persuade the audience to agree with the writer's point of view.

Prewriting — To help you organize and choose your topics, complete a web or other graphic organizer (Venn diagram, herringbone, t-chart, etc.). Brainstorm as many thoughts as you can, and consider the organization of your piece. Decide how you will organize your ideas into paragraphs (outline, general to specific, least important to most important, etc.).

Writing a First Draft — Write a clear, simple, working title to focus your thoughts. (You will probably change your title later.) Create a thesis statement, which is your statement of purpose, containing your main idea. Plan your introduction and body, organizing thoughts into paragraphs. Use transition words to help your writing flow. Write a conclusion that includes the ideas in your thesis statement but shows a deeper understanding of it.

Revision — Read the essay aloud so that your ear can help you find awkward constructions, repetitions, or disorganization. Consider using suggestions made by others. Check to see that you have a clear beginning, middle, and end, with well-developed paragraphs and explanations clearly elaborated. Use strong verbs and imagery where appropriate. Be certain that sentences are complete and grammatically correct, with varied sentence type and length. Be aware of the importance of voice and audience.

Proofreading — Check mechanics such as spelling, capitalization, and punctuation. Review pages 15-17 for help with proofreading.

Publishing — Create a polished product, using ink, cursive writing, or word processing. Remember that many people may be reading this final draft.

TRANSITION OR LINKING WORDS

Use transition or linking words to:

Show location

above
across
against
along
among
around
behind
below
beneath
beside
between
beyond
by
down
in back of
in front of
inside
over
near
off
onto
on top of
outside
throughout
to the left
to the right
under

Compare two things

likewise	as
in the same way	also
similarly	like

Add information

again	another
also	and
as well	besides
finally	in addition
for instance	for example
moreover	additionally
along with	next

Conclude or Summarize

finally   as a result   lastly
therefore   to sum up
in conclusion
all in all

Clarify

for instance
in other words
that is

Contrast things (show differences)

but
still
although
on the other hand
however
yet
otherwise
even though

Emphasize a point

again	truly
to repeat	in fact
for this reason	
to emphasize	

Show time

about	first	meanwhile	soon	then	afterward
after	second	today	later	next	yesterday
at	third	tomorrow	during	finally	as soon as
before	till	next week	when	until	immediately

FORMATTING A REPORT

The three major parts of a report include a title page, the body or text, and a reference list or "Works Cited." Following is a brief description of each part:

Title Page — The title page gives the title of the report, the name of the writer, the name of the class, the name of the teacher, and the date (see example below).

Body or Text — The body or text is the message the writer wishes to convey to the reader of the report. The body begins with an introduction that grabs the reader's attention and sets a clear statement of purpose (thesis) for the paper. It must end with a conclusion that does more than restate what has already been said.

Each page should have your last name and the page number in the top right-hand corner.

Works Cited — The final page of your report should be an alphabetical listing of all the reference materials used in writing your report. This listing is called a "Works Cited" (see the "Documenting Resources" section of this book for more information).

Standard Format for a Report — Use when no other specific instructions have been given by the teacher.

- Times New Roman or Arial font, 12 point

- Double spacing

- Title capitalized and centered

- Paragraphs indented

- Page numbered in upper right-hand corner
  (do not put number on title page)

- Title Page as illustrated

Famous People of the Past

Sam Price
U.S. History
Mrs. Smith
May 8, 2000
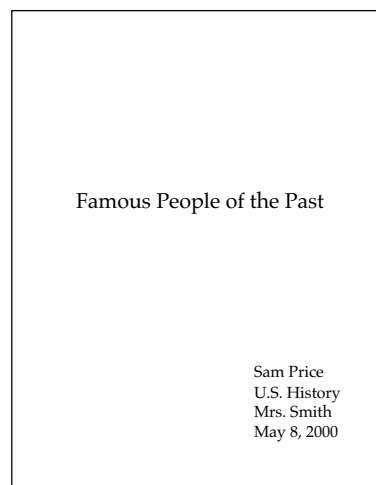
FORMATTING A BUSINESS LETTER

The business letter is made up of six basic parts: the heading, inside address, salutation, body, closing, and signature.

Heading — The heading gives the writer's complete address, plus the date.

Inside Address — The inside address gives the name, title, and address of the person or organization to whom you are writing.

Salutation — If the person has a title, make sure to include it. If the title is short, write it on the same line as the name, separated by a comma; if the title is long, write it on the next line.

If you are writing to an organization or a business, but not a specific person, begin the inside address with the name of the organization or business.

The salutation is the greeting. Always insert a colon after your salutation.

Use Mr. or Ms. plus the person's last name. Do not guess at Miss or Mrs.

If you don't know the name of the person who will read your letter, use a salutation like one of these:
Dear Sir or Madam:
To Whom It May Concern:

Body — The body is the main part of the letter. It should have single-spaced paragraphs with double spacing between each one (do not indent the paragraphs). If the letter is longer than one page, the second page requires a heading. In the upper left-hand corner, type the reader's name, the page number, and the date.

Closing — The closing ends the letter politely. Use "Sincerely" or "Yours truly" followed by a comma.

Signature —- The signature, including the writer's handwritten and typed name, makes the letter official.

Copy/attachment/enclosure — If a copy is being sent to another person, note that after the signature with "c: person's name." If an attachment or enclosure is included, note that after the signature with "Attach." or "Enc."

SAMPLE BUSINESS LETTER

Mr. Harry Potter
Gryffindor House
Hogwarts School of Witchcraft and Wizardry
April 13, 2000

Corporate Headquarters
Nimbus, Inc.
Diagon Alley
London, England

To Whom It May Concern:

I am very dissatisfied with my Nimbus 2000 broom. Recently, I was practicing for Quidditch when my broom was hit by a bludger. Upon impact, my broom snapped in half. It doesn't seem that this should have happened to a brand new broom. Other teammates have been hit by bludgers and their brooms are still in one piece. I believe that my broom had a defect and would like very much for you to research this. I have gathered all of the pieces and enclosed them so that you may examine them closely.

I feel fortunate that I was not seriously injured and hope you give this matter your utmost attention. I would hate to think that other Quidditch players are in danger if they are using a Nimbus 2000.

I will need to purchase a new broom and under the circumstances, I feel that a full refund is warranted. I was very pleased to be the owner of a Nimbus 2000 and with a refund, I can purchase another.

Please respond quickly. My Quidditch career depends on it.

Sincerely,

Harry Potter

Harry Potter

Enc.

HKMS/JRMS NARRATIVE WRITING RUBRIC

6 — Exemplary
This is a piece of writing that is superior in quality and demonstrates integration of the essential elements of writing. It is rich and skillfully executed. Synthesis is evident, and thinking is insightful. There is a clear sense of audience, and content is fully elaborated. There are no errors in sentence structure and/or mechanics. Vocabulary is precise, and a variety of figurative language is employed when appropriate.

5 — Commendable
This is a piece of writing that is clearly focused, and the purpose is achieved. It contains an effective introduction and conclusion, analyzes ideas, and displays insight. Details and sentence variety are used effectively, and vocabulary enhances meaning. Information is complete and correct, and there is an attempt at synthesis. When appropriate, figurative language is apparent, and dialogue may be used.

4 — Effective
This is a piece of writing that is generally focused. Its purpose is clear, however, it needs further development. There is evidence of sentence variety, transitions are used, and the details support the focus. At this level, figurative language is attempted when appropriate, and there are few mechanical errors.

3 — Approaches effective
This is a piece of writing whose focus may be too limited or too broad. The voice and sense of audience are inconsistent and the details are inadequate. The purpose is clear but not achieved. There is little sentence variety, and mechanical errors are apparent but do not interfere with the meaning of the piece.

2 — Not effective
This is a piece of writing that is not clearly focused, may contain repetitive details, merely recall information, and/or lack an introduction/conclusion. Information is merely listed rather than used to support the main idea. The piece contains only simple vocabulary, awkward sentences, and mechanical errors, which interfere with meaning.

1 — Errors block meaning
This is a piece of writing that is not focused, is off topic, and/or has few if any details. The writing has no sense of paragraphing, sentence structure, or punctuation. It conveys little or no information.

HKMS/JRMS DIAGNOSTIC WRITING RUBRIC

TASK	CONTENT/THINKING	ORGANIZATION	SENTENCE STRUCTURE	LANGUAGE/MECHANICS
voice, audience, form and purpose	logical development of ideas	clarity, paragraphing	variety and quality of sentences	variety, figurative language, dialogue
6 EXEMPLARY				
skillful use of voice	critical evaluation of information	skillful introduction / conclusion	variety enhances style and effect	rich and precise vocabulary
clear sense of audience	articulates clearly	title enhances meaning	no errors in structure	dialogue enhances piece
sophisticated use of form	insightful thinking	skillful use of transitions	no errors in usage	integrates figurative language
	rich & meaningful elaboration			
5 COMMENDABLE				
effective use of voice	attempts synthesis	clearly focused	effective sentence variety	vocabulary enhances meaning
sense of audience	some original ideas	effective introduction / conclusion	no errors in structure or usage	effective use of dialogue
effective use of form	effective use of details	effective title	no errors in verb tense	variety of figurative language
purpose clear and achieved	effectively elaborated	effective transitions	no errors in agreement	
		effective paragraphing		
4 EFFECTIVE				
authentic or academic voice	evidence of analysis	generally focused	some sentence variety	effective vocabulary
generally aware of audience	adequate details	satisfactory introduction/conclusion	errors do not interfere with meaning	appropriate figurative language
appropriate use of form	adequately elaborated	appropriate title	minimal errors in verb tense	appropriate use of dialogue
purpose clear / needs development		uses transitions	minimal errors in agreement	few errors in spelling, punctuation, capitalization
		paragraphing generally correct		
3 APPROACHES EFFECTIVE				
inconsistent voice	recognizes important information	focus limited / too broad	little sentence variety	vocabulary conveys meaning
inconsistent sense of audience	summarizes information	ineffective introduction/conclusion	errors intefere with meaning	attempts figurative language
awkward use of form	inadequate details	title inappropriate/ineffective	some awkward sentences	attempts dialogue
purpose clear / not achieved	details need elaboration	inadequate use of transitions	few errors in verb tense	errors in spelling, punctuation, capitalization distract
		some sense of paragraphing	few errors in agreement	
2 NOT EFFECTIVE				
weak voice	merely recalls information	focus unclear	no sentence variety	simple vocabulary
limited sense of audience	details merely listed	no introduction / conclusion	errors alter meaning	incorrect use of dialogue
inappropriate use of form	repetitive details	no title	many awkward sentences	incorrect word choice
unclear purpose	some inaccurate information	lacks transitions	verb tense errors interfere w/meaning	errors in spelling, punctuation, capitalization interfere with meaning
		little sense of paragraphing	agreement errors interfere w/meaning	
1 ERRORS BLOCK MEANING				
incorrect or unidentifiable voice	provides little or no data	no focus	sentences not formed or completed	very limited vocabulary
no awareness of audience	irrelevant details	off topic	run-on sentences	handwriting indecipherable
no awareness of form		no paragraphing	sentence fragments	unidentifiable spelling
no awareness of purpose				no sense of punctuation, capitalization

GRAMMAR AND USAGE

SPELLING RULES FOR SUFFIXES

Double the Final Consonant
- Double the final consonant before adding a suffix that begins with a vowel to a word that ends with a single vowel-consonant (get/getting).
- Double the final consonant before adding a suffix that begins with a vowel to a word that is accented on the final syllable and ends with a single vowel-consonant (permit/permitting).

Words Ending in Silent e
- Drop the final e before adding a suffix that begins with a vowel (have/having).
- Keep the final e when adding a suffix that begins with a consonant (late/lately).

Words Ending in y
- Change the y to i when adding a suffix to words that end in consonant-y unless the suffix begins with i (try/tried, happy/happiness).

PLURALS

- Add s to most nouns to form plurals (friend/friends).
- Add es to nouns ending with s, ss, sh, ch, or x (box/boxes, class/classes).
- Change the y to i and add es to nouns ending in consonant-y (country/countries).
- Add s to nouns ending with vowel-y (key/keys).
- Change the f or fe to v and add es to some nouns ending in f or fe (half/halves, knife/knives).
- Some nouns change their spellings to make the plural (foot/feet, mouse/mice).
- Some nouns are spelled the same for both singular and plural (sheep).
- Do not use apostrophes to form plurals. Apostrophes are only used with nouns to show possession. They are also used with pronouns to form contractions.

IE RULE

- i before e except after c, unless spelling an a-sound as in neighbor.

GRAMMAR AND USAGE

COMMONLY CONFUSED WORDS

affect - verb, to influence   "You can affect the outcome."
effect - noun, result or consequence   "What effect will this failing grade have on me?"
effect - verb, to make, to produce   "George effected a change."

accept - take or receive   "He accepted the trophy."
except - but   "Everyone except Ann was present."

are - verb   "We are on the right track."
our - denotes possession   "It is our right."
hour - sixty minutes   "We need to be there in an hour."

fewer than - a smaller number   "Fewer than sixty people came to Bingo night."
less than - a smaller degree   "She weighed less than a feather."

its - denotes possession   "The kitten raised its head."
it's - contraction of it is or it has   "It's the wrong time."

know - well informed   "He knows me well."
no - opposite of yes   "No, you can't go."
now - at the present time   "We need to finish this now."

right - opposite of left   "Turn right at the corner."
right - opposite of wrong   "That is the right answer."
right - exactly   "Drive right to school without stopping."
write - compose   "It's easy to write an essay."

there - denotes place   "Don't take him there."
their - denotes possession   "It was their home."
they're - contraction of they are   "They're almost ready."

to - towards   "Go to the store and buy seven thousand pens."
too - also, excess   "Can I go too?" "He's too thin."
two - number   "He has one dog and two cats."

we're - contraction of "we are"   "We're leaving now."
were - plural past tense of "to be"   "We were hungry, so we ate early."
where - denotes location   "Where are your textbooks?"

woman - singular   "I spoke with the woman."
women - plural   "Three women called."

who - answers he/she/they/I /we   "Who is going to the dance?"
whom - answers him/her/them/me/us   "Whom do you think?"

your - denotes possession   "It's your car."
you're - contraction of you are   "You're doing very well."

GRAMMAR AND USAGE

AGREEMENT

Make sure subjects agree with verbs:

Incorrect:	**Correct:**
"Don't Jerry work?"	"Doesn't Jerry work?"
"Joe were the best one."	"Joe was the best one."
"She and I am hungry."	"She and I are hungry."

Make sure pronouns/nouns agree with antecedents:

Incorrect:	**Correct:**
"Everyone read their books."	"Everyone read his or her book."
"Diagram the cells and its ..."	"Diagram the cells and their ..."

WORDS AND PHRASES

Incorrect:	**Correct:**
"alot"	"a lot"
"alright"	"all right"
"cause of"	"because"
"different than"	"different from"
"irregardless"	"regardless"
"is when" "was when"	"is", "was"
"like"	"as if," "for example"
"should of" "would of"	"should have," "would have"
"suppose to"	"supposed to"
"use to"	"used to"

TITLES

Italicize (or underline if handwritten):	**Use quotation marks:**
books	short stories
pamphlets	short poems
movies	songs
paintings	articles
operas	essays
newspapers	chapter titles
magazines	TV episodes
plays	
statues	
long poems	
ballets	
TV programs	

We read *To Kill a Mockingbird* in class.   The Backstreet Boys sing "I Want It That Way."

GRAMMAR AND USAGE

CAPITALIZE

- The days of the week, months, holidays, periods and eras in history, trade names, streets, formal documents, geographical names, political parties, holy days, and official titles.
    Tuesday, February, Christmas, Victorian, John Deere, Constitution.
- Words when they are a part of the title or when they are used as proper nouns.
    I saw Dr. Greenberg for my bad back. I went to the doctor.
    I asked Mom for money. My mom said, "No."
- Words which refer to a Supreme Being.
    I thank God for my good fortune.
- The first word in a direct quote.
    Her mother told her, "You can invite Suzy to sleep over."
- Words denoting religions, languages, nationalities, and races.
    Protestant   Vietnamese
- Degrees, titles, and abbreviations of organized groups.
    MADD   D.V.M.   Mr.   NAACP
- The first and last word of a title, and all the words in between except articles, conjunctions, and prepositions.
    My Brother Sam Is Dead   One Flew over the Cuckoo's Nest

COMMAS

- Separate words or groups of words in a sentence.
    Please bring needles, pins, fabric, and thread for sewing class.
- Separate two independent clauses joined by a coordinating conjunction.
    There was a fire drill yesterday, and we all filed outside.
- Separate adjectives of equal rank modifying the same noun.
    Suzy likes pretty, frilly, feminine clothing.
- Separate an introductory clause or long phrase from the rest of the sentence.
    After waiting in line for hours, we finally got to see the concert.
- Set off non-essential material in a sentence.
    The ice sculpture, however, melted before the party began.
- Separate items in addresses and dates.
    I moved to 4 Maple Road, Richmond, Virginia 22069 on September 15, 1984.
- Separate a person's name from his/her title.
    Joseph Wilson, M.D., will prescribe the medicine.

GRAMMAR AND USAGE

QUOTATION MARKS
- Surround the exact words of a speaker or writer.
  - Commas and periods go inside the quotation marks.
    - "Don't forget," my mother said, "to wipe your feet."
  - Question marks and exclamation points are placed inside the quotation marks when they relate only to the quoted material and outside when they relate to the entire sentence.
    - He asked, "Will you be there?" Did he answer, "I will be there"?
- Surround titles (see page 14).

PARENTHESES
- Enclose supplemental material in a sentence or at the end of a sentence.
  - Her mother (a pediatrician) loves the works of Shakespeare.
  - I turned off the alarm and went back to sleep. (That was my first mistake.)

APOSTROPHES
- Indicate a contraction.
  - didn't (did not)
- Are used with the letter s to form the possessive of most singular nouns.
  Do not add apostrophes to pronouns to show possession.
  - Joe's father   its engine failed

COLONS
- Follow the salutation of a business letter.
  - Dear Gentlemen:
- Indicate a list.
  - The colors are: blue, red, grey, and burgundy.

SEMICOLONS
- Separate two independent clauses which do not have a coordinating conjunction.
  - Think carefully before responding; your future may depend on your answer.
- Separate items in a list containing commas.
  - The choir is traveling to Vienna, Austria; Paris, France; and Florence, Italy.

GRAMMAR AND USAGE

HYPHENS
- Form compound words.
    commander-in-chief   three-time-loser
- Join a letter to a word.
    A-minus   L-shaped
- Create a two-word adjective that is a single idea.
    first-run movie   four-speed transmission
- Express word fractions.
    four-fifths
- Divide words at the end of a line.
    - Word may be divided only between syllables
    - Do not divide a one syllable letter from the remainder of the word.
    - Divide a compound word between its basic parts.
    - The hyphen always goes at the end of the line, never at the beginning.

DASHES
- Indicate a strong or sudden break in thought.
    I was just leaving—why are you here?
- Emphasize some part of the sentence. (Use them sparingly.)
    The wedding was perfect—beautiful, well organized, and sentimental.

DOCUMENTING RESOURCES

Before writing your paper, you will be gaining information from many different resources, including books, newspaper articles, and Internet sites. The information you gather from these resources will help you learn about your subject, narrow your topic, form opinions, and give you new ideas. In writing your paper, you will build on the information you gathered during the research process. You are required to cite the sources of that information.

There are several different formats for citing resources. The Easton/Redding/Region 9 school district uses the Modern Language Association (MLA) format as its standard. For more detailed information about MLA documentation, consult the *MLA Handbook for Writers of Research Papers* (5th edition).

The following information will help you better understand plagiarism, correctly cite sources within your paper, and prepare a Works Cited List.

Statement on Plagiarism

To present someone else's language, ideas, or creations as your own is considered plagiarism. This is a serious offense, much like stealing someone else's brilliant new invention or shiny new car.

IN-TEXT CITATIONS

When you copy someone else's exact words, it is a direct quotation. You must put the words in quotation marks and cite the source. When you write in your own words about someone else's ideas, it is paraphrasing. You must cite the source when paraphrasing, as well. You cite your sources (for both direct quotations and paraphrased ideas) by including brief in-text citations in your paper that correspond to a Works Cited List at the end of your paper.

In-text citations generally include the author's last name and the page number. If there is no author, use the first few words of the title. If the author's name is used in the text, you need include only the page number.

There are two different formats when quoting someone's words in your paper. Quotations of less than four typed lines are included within your text. Quotations of more than four typed lines are set off by indenting.

Example of short quotation:

quotation marks

At the conclusion of *Lord of the Flies*, Ralph was overcome by "...shuddering spasms of grief that seemed to wrench his whole body" (Golding 186).

parentheses before punctuation

Example of lengthy quotation:

At the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

no quotation marks

indent quotes of 4 lines or more 1 inch from left margin

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected that emotion, the other little boys began to shake and sob too. (Golding 186)

parenthesis after punctuation

PREPARING A WORKS CITED LIST

The Works Cited List is an alphabetical listing of all the sources you cited within your paper. Your in-text citations should directly correspond to this list. The following pages outline the correct format for this list and give examples of the most common citations you will use at middle school. Because of the complexities involved with citation (especially for online resources), we have made our best effort with these examples based on current standards. We ask students to do the same.

centered, boldfaced title

last page(s) of document

double space entire list

type first line at margin, indent following lines 1/2 inch

12

Works Cited

Almond, Elliott. "A World of Hurt: Playing with Pain." *The Seattle Times* 29 Sept. 1996, City ed: DI, 17.

Berger, Gilda. *Violence in Sports*. New York: Franklin Watts, 1990.

Brown, Curt. "Playing Hurt: Injuries in Youth Sports." *Star Tribune* 1 Nov. 1992, City ed: S1, 2.

Brubaker, Bill. "Violence Follows Some in Football off Field." *Washington Post* 13 Nov. 1994, City ed: Q87, 33.

Emmons, Mark. "Playing Hurt." *Detroit Free Press* 25 July 1996, City ed: F1, 10.

Mann, Sue B. "The Other Border." *New Mexico Business Journal* 1 July 1996: 32-36.

PREPARING A WORKS CITED LIST

Books and Pamphlets

List: the author's name, the title of the book or pamphlet, the city where it was published, the publishing company, and the year it was published.

Example of how to punctuate:
Greenblatt, Miriam. *Human Heritage*. New York: Glencoe, 1998.

If two or three authors: list second and third authors with first name first.
If four or more authors: list first author followed by "et al."
If no author: list editor followed by "ed." or begin with title.

Encyclopedias

List: the title of the article, the name of the encyclopedia, and the edition date or number followed by "ed.".

Example of how to punctuate:
"Leonardo DaVinci." *The World Book*. 1984 ed.

Magazine Articles

List: the author's name, the title of the article, the name of the magazine, the issue date, and the page number(s). (Do not place punctuation between the magazine name and issue date.)

Example of how to punctuate:
Magnusson, E. "Baseball's Drug Scandal." *Time* 16 Sept. 1985: 26-28.

Newspaper Articles

List: the author's name, the title of the article, the name of the newspaper, the edition date, the section number, and the page number(s). (Do not place punctuation between the newspaper name and issue date.)

Example of how to punctuate:
Emmons, Mark. "Playing Hurt." *Detroit Free Press* 25 July 1996, F1, 10.

If more than one edition for that date: list the name of the edition before the section number (example: city ed. or late ed.).

PREPARING A WORKS CITED LIST

CD-ROMS

List: the author's name (if given), title of the material, date of the material (if given), title of the database followed by "CD-ROM", and the CD publication date.

Example of how to punctuate:
"U.S. Population by Age: Urban and Urbanized Areas." *1990 U.S. Census of Population and Housing*. CD-ROM. 1990.

If the material is originally from a printed source (ex: a newspaper article): list all appropriate information for that source after the title of the material. NOTE: *Current Biography, Exegy, Magazine Article Summary, Newsbank,* and *SIRS* are all CD-ROMs.

Document from an Online Project or Information Database

List: the author with last name first (if given), title of material, title of project or database, date of electronic publication or latest update, name of any sponsoring institution or organization (if given), the date you accessed the material, and the URL (network address) within these brackets < >.

Example of how to punctuate:
"This Day in History: August 20." *The History Channel Online*. 1998. History Channel. 19 June 2001 <http://historychannel.com/thisday/today/980820.html>.

If you cannot find all of this information, cite what is available.

Article in an Online Periodical

List: the author (if given), title of material, name of the periodical, any identifying number (such as volume or issue if given), date of publication, page numbers (if given), the date you accessed the materiel, and the URL within these brackets < >.

Example of how to punctuate:
Kinsley, Michael. "Now Is the Summer of Too Much Content." *Slate* 20 June 1998. 25 June 2001 <http://www.slate.com/98-06-20/Readme.asp>.

If you cannot find all of this information, cite what is available.

PREPARING A WORKS CITED LIST

A Professional or Personal Website

List: name of the site creator (if given), title of site or description (such as Home page) if there is no title, the name of any institution or organization associated with the site (if given), the date of access, and the URL .

Example of how to punctuate:
Dawe, James. *Jane Austen Page.* 15 Sept. 2001
        <http://nyquist.ee.ualberta.ca/~dawe/austen.html>.

Encyclopedias Online

List: the title, the date of access, and the network address.

Example of how to punctuate:
Britannica Online. 9 May 2001. <http://www.eb.com/>.

Film or Video

List: title, director preceded by "Dir.", distributor, year distributed.

Example of how to punctuate:
It's a Wonderful Life. Dir. Frank Capra. RKO, 1946.

Television or Radio Program

List: title of the episode, title of program, title of series (if any), name of the network, call letters and city of local station (if any), and broadcast date.

Example of how to punctuate:
Middlemarch. Masterpiece Theatre. PBS. WGBH. Boston. 10 Apr.-15 May 1994.

PREPARING A WORKS CITED LIST

Personal Interview

List: the interviewee with his or her title, the words "Interview by author", the date of the interview, and the location of the interview.

Example of how to punctuate:
Weicker, Lowell, U.S. Senator. Interview by author. 9 Sept. 1988, Easton.

Review

List: the author's name, the title of the review, the words "Review of" following the piece being reviewed, the author of the piece, the title of the publication, the date of the publication, and the page number.

Example of how to punctuate:
Hartung, Phillip T. "The Screen." Review of *2001: A Space Odyssey*, by Stanley Kubrick.
    Commonwealth, 3 May 1968: 207-208.