

# **ST. JOSEPH'S SECONDARY SCHOOL**

## **STUDENT WRITING**

**and**

## **POLICIES GUIDE**

**2007**

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## COMMON INSTRUCTIONAL TERMS

<b>Analyze</b>	to “break apart” and show the relevance of each part to the whole
<b>Argue</b>	to adopt a point of view and support it with relevant data
<b>Assess</b>	to state how important something is or is not and to give reasons to support the argument
<b>Compare</b>	to point out similarities
<b>Contrast</b>	to point out differences
<b>Criticize</b>	to pass judgement on the merits or faults of what you are studying
<b>Describe</b>	to give a word “picture”
<b>Evaluate</b>	to judge the importance, value or truth of a statement and give evidence to prove the judgement
<b>Examine</b>	to inspect, to consider all aspects, to observe something
<b>Explain</b>	to make a point clear using a logical, step-by-step procedure
<b>Justify</b>	to prove or give reasons for a particular stance
<b>Outline</b>	to write a brief skeleton account of or about some person, place, event, etc.
<b>Paraphrase</b>	to write in your own words
<b>Prove</b>	to establish that something is true by giving factual evidence or clear, logical reasons
<b>Show</b>	to give evidence or display knowledge about something
<b>Summarize</b>	to boil down to essential points
<b>Trace</b>	to outline, to give a brief account of a set of events

# DEPARTMENT POLICIES

## QUIZZES AND TESTS

*You must be present for all tests and quizzes!* A quiz or test which was announced in advance may be made up if

- ☐ you were absent for a good reason -- e.g. illness, and you have a note from home if you are under 18; a note explaining the circumstances if over 18, or
- ☐ your teacher has received written notice ahead of time (not on the same day) concerning an important appointment or event on that test date,
- ☐ and the test has not been handed back yet, and
- ☐ you take the personal responsibility to contact your teacher immediately when you return from your absence to make up that test.

OTHERWISE, A MARK OF "INCOMPLETE" WILL BE ASSIGNED.

If you are absent without a valid reason on the day the test is to be written, you will receive a mark of "incomplete".

Anyone caught talking, copying answers, or cheating in any way will have their paper taken away and receive a mark of "incomplete".

## LATE SUBMISSIONS

- ☐ **MAJOR ASSIGNMENTS**  
You will be allowed a three day 'window' for the submission of all major assignments. If you do not hand in the assignment on or before the final date, a mark of "incomplete" will be assigned. It is *necessary* that assignments be handed in at the beginning of the period in the class for which the assignment is due.
- ☐ Please be aware that missed assignments can weaken the overall level for the term work and even jeopardize your chances to earn the course credit.

## TEXTBOOKS

- ☐ All texts must be returned to your teacher(s). If you fail to return books, you will not be permitted to borrow books for any future courses.

## **CHEATING AND PLAGIARISM**

Each student is expected to produce his/her own work. The following approach by a student will be given a mark of “incomplete”:

- ☐ Submitting as your own work an assignment done by another person.  
(A student who gives the work or assignment to another student is penalized the same as the student who receives the work and plagiarizes it.)
  
- ☐ Submitting the same assignment for credit in more than one course.  
Plagiarism means taking credit for someone else’s work in whole or in part whether copied or paraphrased without acknowledgment. If in doubt, consult your teacher before submission.
  
- ☐ ‘Borrowing’ *ideas* from another source without acknowledgment. Also, changing the wording of a sentence, or changing the verb tense is still plagiarism.

**Please remember that any borrowed information must be accompanied by a parenthetical reference. Please refer to pages 3 – 6 for a full explanation.**

## **HOW TO AVOID PLAGIARISM**

**PLAGIARISM** is taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and passing them off as your own. Simply changing the language of the information you are using also constitutes plagiarism if you do not acknowledge your source.

Since we cannot always be original, it is entirely acceptable to present another person's ideas in your work. However, it must be done properly to avoid plagiarism.

### **BASIC PRINCIPLES**

- ⇒ When borrowing another person's words, use quotation marks and include a complete reference (author's name, date, pages). \*
- ⇒ Do not paraphrase another writer's words and pass them off as your own.
- ⇒ When borrowing another person's ideas, acknowledge their origin.

\*Internet sources must also be acknowledged.

### **EXAMPLES**

**Should you want to use this source:**

Over time, technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing

human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy, and biological resources of the earth. \*

\*Pimental, David, "Population Growth and the Environment: Planetary Stewardship", *Electronic Green Journal*, #9, December, 1998. Online. Internet. [June 22, 1999]. Available WWW:<http://egj.lib.uidaho.edu/piment1.html>

## WHAT IS UNACCEPTABLE

You wrote\* :

This is **unacceptable** because:

Research has shown that **technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life.**

- Other than the first four words, the text has been copied word for word from the original document without any quotation marks that would indicate that the passage is a quote.
- The source you are using is not cited.

---

You wrote\*:

This is **unacceptable** because:

Research has shown that the advancement of **technology has been** the prime factor in **increasing** you use many of the author's words **industrial and agricultural production**, developing **transportation and communications**, and improving **health care** and **many aspects of human life.** (Pimental, 1998)

- Even though you mention your source, without quotation marks, you use many many of the author's words without quotation marks.

---

You wrote\*:

This is **unacceptable** because:

Research has shown that the advancement of science has been beneficial to the areas of agricultural and industrial production and communication and transportation fields. Furthermore, science has greatly improved health care and is the prime factor in a higher standard of life for many people.

- Though most of the words have been changed, the sentence structure has remained the same.
- This is paraphrasing without indicating the original source.

\* The words in **bold** are used in the original text.

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## WHAT IS ACCEPTABLE

You wrote:

This is **acceptable** because:

In his article on the effects of population growth on the environment, Pimental argues that “technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy, and biological resources of the earth” (1998).

---

- The author has been acknowledged, an a proper quoting technique has been used.
- When you quote a printed source, be sure to include the page numbers. Referencing styles vary from one discipline to another. Consult your teacher.

**You wrote:**

This is **acceptable** because:

According to Pimental “technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life”(1998). He cautions, however, that technological progress is dependent on natural resources.

---

- You have properly quoted and paraphrased the author.

**You wrote:**

This is **acceptable** because:

According to Pimental (1998), technology has greatly improved our standard of living. He cautions, however, that technological progress is dependent on natural resources.

- This is the proper way to paraphrase And the author’s ideas have been credited.

## TITLE PAGE & TYPE FORMAT

 *Cover Page* is to be as follows:

The Title of Your Paper

Your Name  
Course Code

Teacher's Name  
Name of School  
Date of Submission

**\*\*\* See Appendix A for a sample cover page.**

- 📄 *Introductory page* is started about one-third the way from the top and is not numbered.
- 📄 *Each subsequent page* is numbered in consecutive fashion beginning with page 2. The number is placed in the upper right hand corner and is without punctuation. Do not include the title page, Works Cited, or Bibliography in the pagination.
- 📄 *Margins* of at least 1 inch must be maintained on all sides. Indent the first line of each paragraph 5 spaces.
- 📄 *Double space* your essay, leaving one blank line between paragraphs. Use plain white 8.5 x 11 sheets.
- 📄 *Type* in a 12 or 10 point font. If you must *handwrite* your essay, use 8.5 x 11 sheets. Write in blue or black ink only. Double space your work.

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## LAB REPORT FORMAT

### ***Introduction:***

- ⇒ contains the *background information* that the reader needs to know in order to understand your lab report.
- ⇒ includes all relevant theories, terms, important people, etc.
- ⇒ done in paragraph format (a mini-essay).
- ⇒ direct quotes from a book or other sources must be referenced *or you will be guilty of PLAGIARISM and may receive a mark of zero.* (See Parenthetical Style of Documentation.)

e.g.: "Research evidence suggests that the large protein molecules are the key players in facilitative diffusion" (Galbraith 1989).

**Purpose:**

⇒ simply state the reason for doing the experiment in statement or question form.

**Apparatus and Materials:**

⇒ use two headings (apparatus is the hardware used and materials are the things that are used up.)

**Procedure:**

⇒ past passive B in the past without using 'I' or 'we'.  
INCORRECT: "We then put 100 ml of water in each beaker".  
CORRECT: "100 ml of water was added to each beaker".

**Observations:**

⇒ Record your results in either table/graph/written form as directed by your teacher, or as dictated by the lab.  
⇒ All tables and graphs must have an appropriate title.

TABLE 1: TITLE

time(min)	beaker #1 (EC)	beaker #2 (EC)
0	14	27
5	17	35
10	22	43

**Discussion:**

⇒ This is where you must explain "WHY YOU GOT WHAT YOU GOT"!!  
⇒ This is done in paragraph form (No first person!) and can be done quite easily if you do the following:  
a) Explain the results in your tables/graphs.  
b) Are there any trends or patterns?  
c) Is this what you expected? If so, why? If not, why?  
d) Any other observations made during the lab that need to be explained?

### **Conclusions:**

- ⇒ a direct statement related to your purpose

### **References:**

- ⇒ In science, the term “References” is used, *NOT* Works Cited or Bibliography.
- ⇒ When information is “referenced”, the year of this information is important. For example, our knowledge of cell membrane structure is different from the 1950s, to the 1970s to the 2000s. The more recent your references are, the better/stronger they are. So then, when a reference is made, the AUTHOR and YEAR should be given.

eg. Galbraith, D. (1989), *Understanding Biology*, John Wiley & Sons, Toronto, pgs 1- 15.

- ⇒ See the section on Works Cited/ Bibliography for more information.
- ⇒ References must be listed in alphabetical order.
- ⇒ A reference only needs to be listed once in your reference section.

## **Referencing in Science**

### **Why?**

Science ideas and concepts are changing constantly. Our knowledge of the atom, the cell, DNA , etc... is different today than it was 10, 20, 50 or 100 years ago. Scientists who discover things must be given credit for it by having their name associated with their findings, eg, Bohr’s model of the atom, Watson & Crick’s model for DNA, Einstein’s Theory of Relativity.

### **What needs to be referenced?**

You need to be clear in your writing as to what are YOUR ideas and what came from some other source. To refuse to do so can result in PLAGIARISM which is a serious offense ( see pages 3 – 6 in this guide). As you research your topic, you will be borrowing things from other people/sources. Any facts / diagrams / statistics / opinions / etc that are not your own MUST be referenced. You must state WHO and the YEAR of your source of information. Anything that is “general knowledge” should not be referenced. For example,

1. All eukaryotic cells have a nucleus.
2. Rising blood sugar levels stimulates the release of insulin.
3. Electrons are found orbiting the nucleus.

## **How to reference?**

As mentioned, the YEAR of your information is very important. So, the AUTHOR and YEAR become the main focus. Here are a couple of common usages:

**a. Paraphrasing an author** - Paraphrasing means that you are using the information from this source but you are crediting THEIR information even though you are writing it in YOUR own words.

**eg#1. The Naturopath diet occurs in two stages which deals with weight loss first by restricting simple carbohydrates and a weight maintenance stage which deals with returning to proper lifestyle pattern of eating (Kendall-Reed, 2001).**

**eg #2. The human brain has some 12 billion neurons and 500 synapses all linked together in incredible complexity (Bower and Hilgard, 1981).**

**b. Direct Quotes** - in this case, you are taking the information DIRECTLY from the source, so you place it in quotation marks, indicating the source (author, year) after the quotes.

**eg #1. “I believe that how we eat is an important determinant of how we feel and how we age” (Weil, 2001).**

**eg #2. “With few exceptions, the Mediterranean diet comes very close to adhering to all of the nutritional requirements of the body “(Weil, 2001).**

At the end of your report / lab, you should have a REFERENCE section where you list all of the sources you used for information. They are listed in alphabetical order and should follow this basic format:

**Author, (YEAR), Title, publisher/web site**

So, the examples used here would appear in the reference section as follows:

**Bower, G.H and Hilgard, E.R. (1981) , *Theories of Learning* 5<sup>th</sup> ed . , Englewood Cliffs, NJ, Prentice - Hall**

**Kendell-Reed, P (2001), *The Naturopathic Diet*, Quarry Press Inc.**

**Weil, A ( 2001), *Eating Well for Optimum Health* , Random House Inc, NY**

Your source only needs to be mentioned in the reference section ONCE even if you used it several times throughout your report. Ask yourself this simple question; did you use this reference in your writing? If so, it must appear in your reference section.

### **Other NOTES:**

**Internet Referencing** - This is still fairly new in terms of proper referencing techniques. Our commitment to our students is to prepare you for post-secondary education where you will be given more exact information regarding Internet referencing. The SJSS writing guide deals with many of these issues, but remember these common errors:

- a. Just because something appears on the Internet does NOT mean that it is correct. Anyone can put up a web site which could have false/inaccurate information. A web search on a search engine (eg. Google) will simply direct you to web sites that contain your key search words. It does not mean that they are valid.
- b. Some sites do not have actual authors. If not, here are some suggestions:
  - i. Refer to the SJSS writing guide for direction on this topic.
  - ii. Use the web site as your author. If there is no year mentioned, use today's date and mention in your reference section – (version current as of \_\_\_\_\_ )
  - iii. You may want to use the designations (internet 1, 2004) and (internet 2, 2004), etc as your authors. In your reference section, you will then place them in alphabetical order and include the necessary information as described here.

## **HOW TO WRITE A REPORT**

**REMEMBER:** A report is a summary of collected factual information and does not require a thesis.

### ***Writing the Report:***

- ☐ A report is different from an essay.
- ☐ A report is divided into several sections dealing with one aspect of the whole topic.
- ☐ A report contains many headings and sub-headings each of which is capitalized, underlined, and set apart from the body of the text.
- ☐ A report usually begins with a table of contents which outlines the report with appropriate page numbers.

- ☐ A short report (3-5 pages) often does not require a table of contents.
- ☐ A list of figures, tables, and graphs (along with their appropriate page numbers) should be included on a separate page after the table of contents.

### ***The Introduction***

- ☐ The purpose and the rationale of the paper are explained in the introduction.
- ☐ Also explained here are new terms which are used in the report.
- ☐ The method of reporting, scope of the research, and assumptions on which the report is based are explained here as well.
- ☐ Assume the reader knows absolutely nothing about your topic. How much information will he or she need to fully understand your report?

### ***The Body of the Report***

- ☐ Factual information is given and recommendations are given.
- ☐ Any detailed findings from research, experiments, or activities are presented.
- ☐ Any relevant tables, figures, or illustrations are included.
- ☐ Include proper titles, legends, scales, colours, borders, and other data.

### ***The Conclusion***

- ☐ Any results of the research or experiment are noted.
- ☐ Recommendations may be made.
- ☐ Areas of further study may be suggested.
- ☐ Conclude with a clear and concise summary of the study.

### ***Final Information***

- ☐ Add appendices and related but non-essential information (e.g. results of an interview or questionnaire) at the end.
- ☐ Add appropriate works cited and bibliography information.

### ***Final Tips***

- ☐ Avoid using the first person.
- ☐ Avoid using "it seems", "it appears", or "there" because it makes you sound uncertain. If you are not certain of your facts, why should the reader be certain about your credibility?
- ☐ Write in normal, clear paragraphs and avoid unnecessary jargon.
- ☐ Double space your work to make revisions easier.
- ☐ Consult a dictionary or computer spell-check for proper spelling.

## **HOW TO WRITE A REVIEW**

- ☐ A review is different from a report.
- ☐ A book, play, movie, or any other item of interest must be evaluated for its strengths and weaknesses.
- ☐ Your judgments are necessary and must be explained.

- 📄 You must, obviously, first read or watch what you are reviewing.
- 📄 Do not forget that you must try to form your judgements about the quality of the material as you read or watch.
- 📄 It is a good idea to make notes while you are reading or watching so that you will remember your first impressions of the material.
- 📄 Whether you 'like' or 'dislike' what you are watching is not as important as the good and bad qualities which it has.
- 📄 Consult a dictionary or use a computer spell-check for proper spelling.
- 📄 Specific content and methods will depend on the nature of the material and especially the subject with which you are dealing. A History book review is different from an English book review.
- 📄 Your teachers will give you more details.

## HOW TO WRITE AN ESSAY

**Specific essay formats vary from subject to subject but all essays would benefit from these few suggestions.**

- 📄 **Get a topic.** An essay must present a particular idea in an organized manner. It's hard to present an idea in any manner when you don't have an idea with which to begin. Pick a topic (e.g. "School") and narrow it to something specific (e.g. "The Effect of School on a Teenager's Social Life").
- 📄 **Establish a Thesis For Your Topic.** A thesis is a point of view to give your essay some direction. Without a thesis, your essay becomes a report (it is assumed that when a teacher wants "an essay" he or she means "an essay" and NOT "a report") and your marks will most likely suffer. Do some reading on your chosen topic to help you choose a point of view if you have problems deciding on one. ("School is a great place to improve a teenager's social life". Be as daring with your point of view as you want as long as you can support it!)
- 📄 **Research.** No matter what your essay topic is, it is essential that you complete your research before

beginning to write. Make sure that the books, magazines, newspapers, Internet, and other sources you use contain reliable information and consider the biases and slants the authors take in their material. Also make sure that the sources you choose for your research concern your topic.

- ☐ **Outline Your Work.** Before writing your essay, organize your information by creating a blueprint. Some essays will require a five-paragraph format and some will not so check with your teacher on the required style and format. A blueprint will help you determine if your information is important and if you have enough information to prove your thesis.

*Introductory Paragraph* (Contains motivator\*, thesis, blueprint)  
*Main Paragraphs* (Arrange your work logically to support your argument. Each paragraph should contain a sub-topic relating to your thesis.)  
*Conclusion* (Summarize your essay and retell your thesis.)

\*The motivator is always the first section of the introductory paragraph. It captures the attention of the reader. Ask your teacher for more details.

- ☐ **Write a Rough Draft.** No writer is so good that he or she can write an essay or anything perfectly on the first try. Sometimes it takes many tries to get a piece of writing to sound “good”. Consult a dictionary for proper spelling. If you are using a computer, run off a copy of your first draft and proof read it or have someone else read it to help you determine how it can be improved.

- ☐ **Read your essay out loud.** It helps you to find typos, and identifies awkward phrases. If it is difficult to say, then it is difficult to understand.

- ☐ **Write the Final Draft.** Is your essay ready to be carved in stone for the world to see until the end of time? If not, return to step five. You’re not ready yet.

- ☐ **Hand In All Your Research Notes, Indicating the Source for Each One.** Also hand in your rough draft(s) with your final copy. Be sure you have a neat, accurate title page. No rough notes and rough draft mean the final copy will NOT be marked. If you are using notes from the Internet or from an encyclopedia in your rough notes, highlight pertinent passages and indicate how these passages will be used in your essay.

- ☐ **You must include parenthetical documentation** to indicate source of direct quotes or important ideas.

- ☐ **Never use the “first person” when writing a formal essay.** Third person is always used.  
Incorrect: I think that Ophelia was a victim of Hamlet’s indecision.  
Correct: Ophelia was a victim of Hamlet’s indecision.

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## INTEGRATING QUOTATIONS

- ☐ In a formal or literary essay, you must use support to strengthen your argument. You may, and should, use quotations as support. Be sure that all quotations are properly cited with parenthetical references and with entries on the Works Cited page.

- ☐ Quotations from novels, poems, plays, short stories, articles, etc. must be smoothly incorporated into the text.

- ☐ There are three main ways to incorporate quotations into the text of your essay:

**1. Quotations that are only a few words long and which are not introduced with a colon.** These quotations should flow smoothly with your sentence.

**Example:** In Atticus' summation, he claimed that Tom Robinson's only crime was the fact that he had the "unmitigated temerity to feel sorry for a white woman"(Lee 204).

**2. Quotations that are less than three lines long and are introduced with a colon.** Again, these quotations should flow with the text of your essay but they follow an independent clause (a sentence) and provide further explanation and support for the reader. These quotes are not indented.

**Example:** In his summation, Atticus explains that Tom Robinson committed no legal crime; however, he was guilty of violating a social code when he admitted that he felt compassion for Mayella Ewell, a white woman: "And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's" (Lee 204).

**3. Quotations that are longer than three lines.** These quotations are  
a) introduced with a colon,  
b) indented,  
c) set off from your text, and  
d) single-spaced

**Example:** In his summation, Atticus explains that Tom Robinson committed no legal crime; however, he was guilty of violating a social code when he admitted that he felt compassion for Mayella Ewell, a white woman. He also points out the differences between Robinson and his accusers:

And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's...The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves...to [the] court in the cynical confidence that their testimony would not be doubted (Lee 204).

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**4. Poetry and Shakespeare** are quoted in the same way as prose quotations; however, use a backslash (/) to indicate the end of a line of poetry. NOTE: You would use the backslash only if the quotation is shorter than three lines.

**Example:** In Dylan Thomas' "Do Not Go Gentle Into That Good Night", the voice in the poem pleads with his father to fight death: "Do not go gentle into that good night/Rage, rage against the dying of the light".

If the quotation from the poem is longer than three lines, follow the format outlined above (in number 3) but follow the poet's original line divisions. Do NOT use quotation marks if the quote is indented!

**Example:** Romeo outlines, to Friar Lawrence, the extent of his misfortune:

Thou canst not speak of that thou dost not feel.  
Wert thou as young as I, Juliet thy love,  
An hour but married, Tybalt murdered,  
Doting like me, and like me banished,  
Then mightst thou speak, then mightst thou tear thy hair  
And fall upon the ground as I do now

**TIPS:**

- A) Do not overuse quotations. They are used to support your argument, not to overtake it.
- B) Use ellipses (...) If part of the quote is omitted. (See #3 above for an example.)
- C) Use quotations that are relevant to your argument!
- D) When introducing a quotation, NEVER say “This quote shows” or “the following quote shows”. Refer to the examples above for smooth introductions to quotations.
- E) Never end a paragraph with a quotation. You must always provide further comment. YOU should have the last word.
- F) If you need to change word(s) within a quotation, use square brackets.  
  
Example: “[He] paused and took out his handkerchief.”
- G) Remember to italicize the title of a book (*To Kill a Mockingbird*) and use quotation marks for poetry, short stories, or articles within a larger work (“Do Not Go Gentle Into That Good Night”).

## PARENTHETICAL STYLE OF DOCUMENTATION

- ☐ In the new MLA style, footnotes are replaced by brief parenthetical references that refer to a list of “Works Cited” at the end of your essay. *A parenthetical citation must appear in the paper each time you use material from a source.* If you do not credit your sources, you will be plagiarizing and will be in danger of receiving a mark of zero!
- ☐ The only information that will usually be necessary is the author’s last name and the page number of the book:

\* The early eighteenth century “saw the rise of a new leisure industry” (Rogers 10).

Note that no punctuation separates name and page number and that the sentence period follows the reference. In the case of an indented or set-off quotation, the sentence period precedes the reference. You can also name the author in the body of your sentence, in which case the only necessary parenthetical information will be the page number:

\*Rogers states that the early eighteenth century “saw the rise of a new leisure industry” (10).

In a number of cases, references will not be so straightforward; below are some cases you are likely to encounter:

- a) An Author of Two or More Works: If you are citing one work by the same author, place a comma

after the author's name and provide an abbreviated title -- (Frye, *Anatomy* 109).

b) A Work by Two or More Authors: Name both authors or, in the case of three or more authors, use the phrase *et al.*, meaning, "and others" -- (Nicholson and Rousseau 33) or (Abrams et al. 124).

c) Two or More Authors with the Same Last Name: Supply the author's first name in your reference -- (Samuel Johnson 298).

d) A Multivolume Work: Indicate the specific volume used -- (Blotner2:1347).

e) Citing a Work by Title: If you are citing a work for which no author is named, such as *The Chicago Manual of Style*, use a shortened version of the title -- (Chicago 305).

f) Biblical References: Biblical references are to be given in the body of the essay using an abbreviation for the name of the book. The name of the book, followed by the chapter and verses are given in parentheses, followed by the punctuation for the sentence. If a passage is referred to but not directly quoted, it should also be referenced.

Example: (Mt. 5: 1-15).  
(1 Cor. 13: 1-13).  
(1 Sam. 31:1-2)

g) Referencing from the Internet: *Any parenthetical reference from the Internet must be easily identifiable in the Works Cited.*

Option 1: Use the author's name and paragraph numbers. (Ross, pars. 3-5)

Option 2: If there is no author, use an identifiable word in the title. (Causes, pars. 10-12).  
The word "Causes" easily matches the title found in the Works Cited: "Causes of the American Revolution".

Option 3: If there is no author and no title, use the web site address. Do not use page numbers as pagination may not be consistent from system to system.



In citing famous literary works, such as Shakespeare's plays, include information about act, scene, and line numbers -- (*Othello* 4.2.7-13). This example refers to act 4, scene 2, lines 7 to 13. A poem like Spenser's *Faerie Queen* can also be cited parenthetically (*FQ* 3.3.53.3). This reference is to book 3, canto 3, stanza 53, line 3.

## WORKS CITED

☐ The list of Works Cited will appear at the end of your essay in alphabetical order according to author. You must include a list if you use the parenthetical style of documentation.

☐ The list of Works Cited is basically a resource for the reader. It provides detailed information about the sources that you have *paraphrased* and/or *quoted* in your essay.

☐ The form of the entries follows the traditional format of bibliographies --author, title, and publication information. Follow the punctuation exactly as it is given in the examples. Indent the second and subsequent lines of each entry five spaces. If you have consulted materials that you have not cited in your essay, these must be included in the Bibliography.

☐ See Bibliography page for examples on how to format entries.

\*\*\*See Appendix B for a sample Works Cited page.

## BIBLIOGRAPHY

The bibliography contains a listing of all information sources used in the preparation of the essay. The bibliographic entries also provide your reader with a guide for further reading on the topic. The sources must be listed in alphabetical order by author on a separate page at the end of the essay. Do not number the bibliographic entries.

The examples below indicate how to format entries for the Works Cited and Bibliography pages of your essay.

**Book (1 Author)**

Dotto, Lydia. *The Astronauts:: Canada's Voyageurs in Space*. Toronto: Stoddart Publishing Co. Ltd., 1993.

**Book (2 Authors)**

Eaton, Diane and Garfield Newman. *Canada: A Nation Unfolding*. Toronto: McGraw-Hill Ryerson Ltd., 1994.

**Book (3 Authors or more)**

Bothwell, Robert et al. *Canada Since 1945*. Toronto: Toronto University Press, 1989.

**(Editors)**

De Brou, Dave, and Bill Waiser. eds. *Documenting Canada*. Saskatoon: Fifth House Publishers, 1992.

**Book (No Author)**

*The Lone Escape*. Toronto: Excelsior, 1950.

**Encyclopaedia (Signed Article)**

Whitaker, Reg. "Trudeau, Pierre Elliott." *The Canadian Encyclopedia*, Volume III. 1985 ed.

**Encyclopaedia (Unsigned Article)**

"Bank of Montreal." *Encyclopaedia Canadiana*. 1958 ed. Volume 1.

**CD ROM (Encyclopaedia)**

Fenton, John H. "Liberal parties." *The New Grolier Multimedia Encyclopedia*. Release 6.

**Journal**

Weiss, Thomas G. "The United Nations at Fifty: Recent Lessons." *Current History*. (May 1995): 223-228.

**Magazine**

Branswell, Brenda. "A Man With A Mission." *Maclean's*. 16 September, 1996: 16-17.

**CD ROM Magazine**

Nelan, Bruce W. "Separatism: Is Canada Coming Apart." *Time Almanac* 1993. 4 June 1990.

**Newspaper (Signed Article)**

Bobak, Laura. "Suffer the Little Children." *The Ottawa Sun*. (Ottawa) 20 October 1996: Section 1.

**Newspaper (Unsigned Article)**

"Johnson urges distinct status for Quebec." *Standard-Freeholder*. (Cornwall) 4 February, 1999: A2.

**Newspaper (Editorial)**

"Election Sense." Editorial. *The Ottawa Citizen*. (Ottawa) 23 October, 1996: A10

**Interview**

McCormick, Edwin. Boer War Veteran, Toronto. Interview, 10 January 1980.

**Film**

*The Zulu War*. Director John Hassell. With Hazel Harrap and Gregory Jones. Unicorn Films. 1980.

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**Television & Radio**

"Conservatives in Canada: What Kind of Future?" News in Review. Narrator Knowlton Nash. C.B.C. October 1996.

**Government Document**

Canada. Department of Energy, Mines and Resources. Roddickton Mini-Hydro Development. Ottawa: Supply and Services Canada. 1983.

**Thesis**

Penlington, Norman. "Canada's Entry Into the Boer War." M.A. dissertation. University of Toronto. 1937.

**Review**

Kidder, Tracy. "The Destruction of Species." Review of *Sea of Slaughter*. By Farley Mowat. Book World (*The Washington Post*) 12 May 1985: 2.

**Play**

Shakespeare, William. *Hamlet*. Ed. George Rylands. London: Oxford University Press, 1961.

**Poem**

Keats, John. "Lamia," In *The Poetry of England*. Edinburgh: Forum Press, 1955.

**Short Story in an Anthology**

King, Thomas. "Borders". *Crossroads*. Eds. Dom Saliani and Nova Morine. Vancouver: Gage Educational Publishing Company, 1999.

**URLs (Universal Resource Locators)**

The following format should be used for citing URLs from the Internet in your bibliography.  
Author(s). <e-mail address>. Title of Article or Page. Type of Medium, at URL: <address> (last updated \_\_\_\_ or version current at \_\_\_\_).

Eli, Lhrer <eli@wwa.com> 'MLA citation style for internet documents?' Article <3ou9vI\$P91"news.wwa.com>, in: USENET newsgroup alt.usage.english (12 May 1995)

Hardcastle, Martin. Martin's poetry page. Internet WWW page at URL:  
<ftp://ftp.ra.phy.cam.ac.uk/pub/mjh22/poems/poems.html> (version current at 22 May 1995)

MacGregor, Steve. TTT-hejmpag'o de Stefano MacGregor. Internet WWW page at URL:  
<http://ftp.indirect.com/www/stevemac/ttt-hejmo.html> (version current at 12 May 1995)

Welcome to the RCMP. Internet WWW page at URL:  
<http://www.rcmp-grc.gc.ca/html/rcmp2.htm>(version current at 1996)

### The following is an explanation of what the above terms mean.

<u>Term</u>	<u>Meaning</u>
Author	The person who wrote the article (if available)
E-mail address	The Internet address of the author (if available)
Title	Title of the Page at the top of the Browser Title of the article in the news story or letter
Type of Medium	Usenet - for news readers
WWW	- for HTML or FTP sites
URL Address	The location of the page or article
Last Updated (Version Current At)	The date the page or article was last updated If not available, use the date accessed

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## PUNCTUATION AND GRAMMAR

### *Common Errors of Grammar and Usage*

- ☐ Sentence Fragments: an incomplete sentence punctuated as a sentence.  
Error: She could not unlock the door. Having lost her keys.  
Correction: She could not unlock the door since she had lost her keys.
  
- ☐ Run-on Sentences: a run-on sentence continues after it should have stopped.  
Error: She could not unlock the door since she had lost her keys and then she went to the neighbour's house but he wasn't home so she sat on the step until her mother returned.  
Correction: She could not unlock the door since she had lost her keys. She went to the neighbour's house but as he wasn't home, she sat on the steps until her mother returned.
  
- ☐ Comma Splice: a comma is used between two independent clauses when there should be a comma, semi-colon, conjunction, etc.  
Error: He lost her telephone number, he couldn't call her.  
Correction: He lost her telephone number so he couldn't call her.
  
- ☐ Fused Sentence: no punctuation is used between two independent clauses.

Error: He lost her telephone number he couldn't call her.  
Correction: Since he lost her telephone number, he couldn't call her.

- ☐ Faulty Agreement: a verb should always agree in number with its subject.  
Error: The increase in the fares were unexpected.  
Correction: The increase in the fares was unexpected.
  
- ☐ Faulty Pronoun Agreement: a pronoun should agree in number and person with the noun to which it refers.  
Error: If a student needs more information, they should ask at the office.  
Correction: If a student needs more information, she should ask at the office.
  
- ☐ Misplaced Modifier: creates ambiguity by seeming to look two or more ways at once.  
Error: She delivered a talk about her trip to the Arctic which was long and colourful.  
Correction: She delivered a long, colourful talk about her trip to the Arctic.
  
- ☐ Faulty Parallelism: all elements in a parallel construction should be treated equally. Be consistent, for example, in the use of pronouns.  
Error: He left behind his dogs, his children, and debts.  
Correction: He left behind his dogs, his children, and his debts.

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- ☐ Trouble with tenses when writing about literature:
  - use the present tense, not the past, to describe events in literature.

Error: Hamlet found the king praying, but was unable to act.  
Correction: Hamlet finds the king praying, and is unable to act.

  - use it also to describe the author's presence in the text:  
Correct: Now Shakespeare plays variations on the theme of Hamlet's indecision.
  
  - Shift tenses to allow for past, present, and future events in the work:  
Correct: Hamlet, who has sworn revenge earlier, is unable to act. He will only achieve his revenge later, and by accident.
  
  - Use the past tense to place author and work in historical context:  
Correct: Shakespeare probably completed the play in 1600 or 1601.

### ***Basic Principles of Punctuation***

- ☐ Use a comma between two independent clauses linked by a coordinate conjunction. (and, but, for, nor, or, yet, so)  

Error: He wore his heavy scarf and his coat came down to his knees.  
Correction: He wore his heavy scarf, and his coat came down to his knees.
  
- ☐ Use commas to link items in a series.

Correct: She bought a cat, a geranium, a bicycle, and a catamaran.

- ☐ Use commas to mark an interruption (which often provides additional but inessential information). The rule in this case is “two commas or none”.

Error: His request, which is reasonable will be granted.

Correction: His request, which is reasonable, will be granted.

- ☐ Use parentheses to make a somewhat more pronounced interruption than commas. The interruption may again provide additional but inessential information.

Correct: My aunt (my mother’s older sister) owns twelve harmonicas.

- ☐ Use a dash to make an even more pronounced interruption than commas or parentheses, and to stress a word or phrase. In typed manuscripts, incidentally, use two hyphens, without spaces, to indicate a dash.

Correct: Every living thing --the alligator included--made a dash for the door.

Correct: He got what he deserved--a black eye.

- ☐ Use square brackets to set off your own comments within a quotation. Notice that brackets which enclose *sic* (the Latin for *thus*) identify a mistake or peculiarity in the original.

Correct: The essay referred to “watery beer [sic]” in line twelve of Milton’s “Lycidas”.

- ☐ Use a semicolon to link closely related independent clauses.

Correct: Her future looks promising; she has been asked to exhibit paintings in Toronto.

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- ☐ Use a colon to introduce a series, an important clarifying detail, or for a formal introduction to a direct quotation.

Correct: The results of the poll are as follows: ten in favour, eight opposed, and two “don’t know”.

Correct: She was ruled by a single ambition: to own a mansion.

Correct: Horatio confirms our feelings about the dying Hamlet: “Now cracks a noble heart”.

- ☐ Use an apostrophe followed by ‘s’ to form the possessive singular of nouns (and follow this rule whatever the final consonant).

Correct: James’s diary, Keats’s poems, the church’s door

The main exceptions to this rule are a few ancient proper names: Jesus’ love, Moses’ laws.

- ☐ Add an apostrophe, with no following ‘s’, to form the possessive plural of most nouns.

Correct: Students’ essays, cars’ wheels, houses’ walls

The main exceptions are a few plurals not ending in ‘s’; write, e.g. women’s rights, children’s books, sheep’s fleeces.

- ☐ Add an apostrophe followed by an ‘s’ to form the possessive case for indefinite pronouns.

Correct: one’s, anybody’s, someone else’s, etc.

Note that the pronominal possessives (his, hers, its, theirs, yours, ours) take no apostrophe.

\*Avoid the common error of writing it's(a contraction for 'it is') instead of 'its' (the possessive).

Error: The cat licked it's paws.

Correct: The cat licked its paws.

Correct: It's a nice day.

## SPELLING

The following items refer to frequent spelling errors.

- ☐ "a lot" is always two words, meaning "many" or "much".
- ☐ "I saw" is the proper past form of "I see". The form "seen" is only used in combination with the verb "have" as in "I have seen", "you have seen" etc.
- ☐ there = "in that place" or with "there is" and "there are"  
their = belonging to them  
they're = short form of "they are"
- ☐ its = belonging to it  
it's = short form of "it is"
- ☐ to = towards  
too = "also" or "a lot" as in "too much"  
two = the number two
- ☐ where = "in" or "to what place"  
were = past tense of "are"  
we're = short form of "we are"
- ☐ "should have", "would have", and "could have" can be shortened to "should've", "would've", and "could've"; however, *it is better to avoid the use of contractions in formal writing.*

- ☐ “I did” is the proper past form of “I do”. The form “done” is only used in combination with the verb “have” as in “I have done”, “you have done”, and “s/he has done” etc.
- ☐ “Because” is proper. Don’t use “cause” in place of “because”.
- ☐ “going to” is proper. Don’t use “gonna” in place of “going to”.

☐ **Capital Letters must be used for**

- a) languages and nationalities -- English, French, Italian
- b) places -- Cornwall, Toronto, Ontario
- c) businesses and institutions -- Saint Joseph’s Secondary School
- d) titles -- *In the Heat of the Night* (main words)
- e) names and nicknames -- Jack, Jill, Mom, Sir, etc
- f) and always for “I” meaning “myself”

☐ **Abbreviations:**

Do not use “&” for “and” in formal writing.  
He’s = “he is” or “he has”                      shouldn’t = should not  
She’s = she is or she has                      couldn’t = could not  
Isn’t = is not                                      wouldn’t = would not  
Aren’t = are not                                  won’t = will not  
Can’t = can not

**APPENDIX A**

**SAMPLE COVER PAGE**

The Importance of Using Proper Format

  
  

E. Smith  
ENG2D

  
  

Mrs. McDonell  
St. Joseph’s Catholic Secondary School  
September 21, 2007

**APPENDIX B**  
**SAMPLE WORKS CITED PAGE**

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WORKS CITED

Bobak, Laura. "Suffer the Little Children." *The Ottawa Sun*. (Ottawa) 20 October 1996: Section 1.

Branswell, Brenda. "A Man With A Mission." *Maclean's*. 16 September, 1996: 16-17.

"Conservatives in Canada: What Kind of Future?" *News in Review*. Narrator Knowlton Nash. C.B.C. October 1996.

De Brou, Dave, and Bill Waiser. eds. *Documenting Canada*. Saskatoon: Fifth House Publishers, 1992.

Dotto, Lydia. *The Astronauts: Canada's Voyageurs in Space*. Toronto: Stoddart Publishing Co. Ltd., 1993.

King, Thomas. "Borders". *Crossroads*. Eds. Dom Saliani and Nova Morine. Vancouver: Gage Educational Publishing Company, 1999.

McCormick, Edwin. Boer War Veteran, Toronto. Interview, 10 January 1980.

Welcome to the RCMP. Internet WWW page at URL:  
<<http://www.rcmp-grc.gc.ca/html/rcmp2.htm>>(version current at 1996)

Whitaker, Reg. "Trudeau, Pierre Elliott." *The Canadian Encyclopedia*, Volume III. 1985 ed.

## APPENDIX C

### Présentation d'un travail en français

Tout travail a une page titre, les pages de travail et si nécessaire, des références en annexe et une bibliographie à la fin.

1. La page titre

Cette page annonce et présente votre travail. Veuillez consulter l'exemple à la fin des explications.

2. Les titres

Les titres sont toujours souligné, le premier mot seulement ayant une majuscule. Les autres, sauf si c'est un nom propre, sont en lettres minuscules.

3. Les citations

Lorsqu'on insère dans son texte une phrase, un passage ou même un mot d'un auteur, il s'agit d'une citation. Les mots d'une citation sont toujours entre guillemets " ".

Les citations courtes: elles sont incorporées dans le texte.

Les citations longues: de plus de deux lignes, elles sont écrites à l'extérieur

du texte, à simple interligne.

La citation est identifiée en inscrivant le nom de famille de l'auteur, le titre du livre et la page où se trouve la citation utilisée, entre parenthèses.

#### 4. Le plagiat

Le plagiat est un vol. Voici une liste de matériels qui doivent être reconnus dans votre texte ou dans votre bibliographie. Pour éviter le plagiat, vous devez toujours indiquer la référence dans les cas suivants:

- a) Les citations directes des mots d'une personne autre que vous.
- b) Les paraphrases des mots d'une personne autre que vous.
- c) Les faits et l'information qui proviennent d'une personne autre que vous.
- d) Les idées qui proviennent d'une personne autre que vous.

#### 5. La bibliographie

C'est la liste des livres, articles ou autres ouvrages que vous avez consultés pour votre travail. Elle doit être alphabétique, chaque élément séparé par une virgule.

(1) pour un livre:

Le NOM et le prénom de l'auteur, le TITRE, le tome (s'il y a lieu), le lieu de publication, le nom de l'éditeur, l'année de publication, le nombre de pages.

(2) pour un article:

Le NOM et le prénom de l'auteur, le TITRE de l'article, le titre de la revue ou de l'ouvrage d'où est tiré l'article, le volume, le numéro, (les mois et l'année), les numéros de la première page et de la dernière page de l'article.

(3) pour une adresse informatique:

Le NOM et le prénom de l'auteur, le TITRE (jour mois année), dernière mise à jour (jour mois année), le nom logique du site et le répertoire.

### **Exemple de la page de bibliographie**

#### **Bibliographie**

BESSETTE, Gérard, Les images en poésie canadienne-française, Montréal, Beauchemin, 1990, 282 pages.

CHAMBERLAND, Paul, "Fondation du territoire", Parti pris, vol. 2, no. 1, (mai-août 1997), pages 11 à 42.

DE GRANDPRÉ, Pierre, Histoire de la littérature française du Québec, tome III, Montréal, Beauchemin, 2000, 407 pages.

LANGEVIN, André, "Notre poésie en 1947", Notre temps, vol. 5, no. 14, (18 janvier 1987), page 4.

TURCOTTE, Raymond, *Le français dans nos écoles*, (15 octobre 1993), dernière mise à jour (28 mars 1997), [http://www.drev.dnd.ca\Lamontagne\](http://www.drev.dnd.ca\Lamontagne)

## EXEMPLE D'UNE PAGE TITRE

**Titre du travail non souligné  
(Exemple: L'importance d'un travail bien présenté)**

**par  
TON NOM**

**Travail présenté à  
madame D. Rae  
pour le cours FIF4D**

**St. Joseph's Catholic Secondary School  
Cornwall (Ontario)  
Le 5 novembre 2007**