



## HERITAGE CHRISTIAN ACADEMIC EXPECTATIONS

Academic excellence at HCA is characterized by curriculum, expectations, and relationships that *hold students accountable to the I Corinthians 10:31 standard*: “Whether therefore you eat, or drink, or whatsoever you do, do all to the glory of God.” Academic excellence requires students to practice scholarly habits and provides students with opportunities to glorify God with their academic activities. Whether it is preparing for a math quiz, engaging in a class discussion, or reading a novel, “doing school to the glory of God” requires students to practice Christian self-government and fully commit to completing each learning task for His purpose.

The I Corinthians 10:31 standards is characterized by the following intellectual virtues: courage, carefulness, tenacity, fair-mindedness, curiosity, honesty, and humility.

Mature Christian self-government is generally characterized by a student who properly governs him/herself even when he/she doesn’t feel like it; even when there is no visible form of authority present. The most typical mistakes made by students come from undisciplined, immature behavior:

- off-task talking – more attentive to other students and social concerns than academics
- daydreaming – easier to let the mind wander than to be focused on the class
- taking shortcuts – skipping steps in homework, because it seems easier and faster
- wishful thinking - lying to self about the effects of short cuts “*A zero won’t hurt my grade.*”
- lack of follow through - not investing time and effort to finish assignments/ projects

Some common tips for success include:

1. coming prepared to class with an organized notebook, completed homework, textbook, pencils, etc; ready to start when the tardy bell rings
2. participating in class activities - note taking, asking questions, following discussion
3. using study time in class to do the day’s assignment

4. reviewing notes and the chapter routinely; comparing notes with other students
5. making homework plan before leaving school and completing the plan with integrity
6. using calendar/day timer to plan free and study time; long range planning for major projects
7. being a good steward of the learning opportunities provided by actively engaging above and beyond the minimum requirements

### **STUDY CHECKLIST**

Life is more than books and education, but God has placed you now with books and education so you need to know how to cope.” Jerry White

*Making the Grade*

#### **How to Cope at School**

1.  Attend every class.
2.  Come prepared to class; bring all necessary materials.
3.  Be attentive to instruction. Take notes as necessary.
4.  Ask questions on confusing material.
5.  Engage in class discussions and active listening.
6.  Copy the assignment in a SECURE place.
8.  Use study time wisely in class
9.  Review your homework before you leave the school.

#### **How to Cope at Home**

1.  Do your homework at an optimal learning time.
2.  Choose an appropriate study area.
3.  Budget your study time.
4.  Do the most difficult/disliked homework first.
5.  Bring all the needed materials to the study area.
6.  Set goals for each half hour/hour of study.
7.  “Tell” your notes to someone
8.  Review notes periodically
9.  Be on guard for distractions and excuses to quit.

#### **In General**

1.  Do ALL assigned homework.
2.  Turn assignments in on time.
3.  Plan out your week/month.
4.  Don’t put off homework until the weekend.
5.  Keep organized.
6.  Evaluate graded homework and tests.
7.  Evaluate your study habits.
8.  Govern your attitude.

### **GUIDELINES FOR GROUP WORK**

Teachers often give students the opportunity to work in small groups.  
Please follow the guidelines below; do not abuse the privilege of working with others.

**Students need to be:**

**I. ORDERLY**

- divide work and responsibilities evenly
- be organized; keep track of papers, handouts, etc.
- stay focused on the assigned task

**II. RESPONSIBLE**

- use time wisely
- follow teacher directions accurately
- do what you have been assigned to do
- bring what you said you would bring
- participate in all work
- remember others are dependent on you for their grade

**III. COOPERATIVE**

- communicate politely and work patiently with others
- do your work with a pleasant attitude
- encourage others in your group to do their best work

*If a student chooses not to follow the above guidelines,  
he/she will be re- assigned an individual project to be completed in the time remaining.*

## READING STEPS

**reading** - to observe the meaning of something written/ printed. . . to have such knowledge of a language as to be able to understand it. . . to make out the significance of. . . to understand. . .to discover or explain the meaning. . .to occupy oneself seriously with study.

### Step 1

- read introductory/explanatory material if provided; it often gives clues to meaning and areas of significance or emphasis
- try to determine copyright date; gives a time perspective to the selection
- read notes on the author; provides insight to author's direction and tone
- review questions and vocabulary list at the end of the selection; gives the reader focus of selection
- begin reading and take notes of a few key events from each chapter
- after completing the reading revise notes
- write 2 -3 sentence summary of the book or section you are assigned

### Step 2

- Ask yourself these questions
  - What is my purpose in reading this text?
  - What does the central character want?
  - What is standing in his way? What strategy does he use in order to overcome this block?
  - Who is telling you this story?
  - What style does the writer employ?
  - Analyze images and metaphors
  - Look at the beginnings and endings
- Jot down answers to the above questions with specific quotations and page numbers to support your answers

### Step 3

- Consider the following questions for possible writing assignments
  - Is it true?
  - What is the author's stated purpose(s) for writing this text?
  - What is the author's implied purpose(s) for writing this text?
  - Do you sympathize with the characters? Which one and why?
  - Does the writer's techniques, tone, and content give you a clue as to his worldview?
  - Is there an argument in this book?

## ANALYSIS OF A POEM

1. Discover the author by finding out when and where he lived, what he believed, what was important to him and why, and what elements were common in the writing of that time.
2. Pre-read the poem.
  - Read and think about the title. Write down at least one thing you believe the title means and write down at least one question you have about the meaning of the title.
  - Read through the poem once to spot new words. Write down and find the definitions for words you don't know.
  - Look at the last word of each line to determine the rhyme scheme.
3. Thoughtfully read the poem and write down your ideas.
  - Slowly read the poem, considering the meaning as you go.
  - Determine the meter of the poem and think about the tone created by the meter. Is it quick and staccato, or is it slow and long?
  - What does the rhyme contribute to the meaning?
  - What words or phrases are repeated or emphasized? Why did the author choose to repeat those particular words?
  - How is the poem divided and what does each stanza represent? (for example, a progression of thoughts or time)
4. Analyze the poem.
  - Use what you observed about the poem to determine its tone. (happy, sad, patriotic, loving, angry, proud, reminiscent, etc.)
  - Look for the literary devices used in the poem such as metaphor, simile, personification, etc. and think about what they mean. Do your ideas about these devices match your other observations?
  - Use what you observed about the poem to determine its main idea. Write a complete sentence defining the main idea.
  - Consider what you learned about the author and relate the author's life and experience to the meaning of the poem.
5. Explain the poem.
  - Take a few minutes to think about everything you discovered. Write at least three complete sentences to give evidence proving your idea about the main idea.
  - Describe how the author used meter and rhyme to convey the tone.
  - Describe how the author used word choice and literary devices to convey the main idea.
  - Explain how the author's experience of life, beliefs, and era are represented in the poem.
6. Personally Connect to the poem.
  - Put yourself in the author's position. How would you feel in the same circumstances?
  - Imagine what the author might have felt, thought, and believed had he lived in your neighborhood today?
  - Describe your personal feelings as you read the poem. Did the poem challenge your ideas and beliefs? Explain in at least three sentences your personal reaction.

## PUBLIC SPEAKING

The oral report is an integral part of most students' academic curriculum. Yet students often do little more than read from the printed page with their eyes downcast and their voice mumbling through the words revealing inadequate preparation and insufficient attention to the art of delivery.

Using a key word outline provides an ideal opportunity to give students true public speaking practice throughout the year. Just as it is important to have opportunities to reconstruct meaning from the key words in an outline when writing, so it is vital to learn to speak in front of a group using brief notes rather than reading.

At first, when speaking publicly, the students should:

1. Stand in front of a group, without fidgeting or wiggling, with hands on the podium.
2. Look at the keyword outline, which should be written in meaningful phrases
3. Look down at the first line of key words, mentally form them into a complete sentence
4. Look at the audience and speak in a conversational style using complete sentences
5. Repeat the process with little delay between sentences.

Students are prohibited from using the “uh’s” and “um’s” as well as the words “like”, “ya know” and “stuff.”

Gradually with more experience and longer reports students will develop and use slightly longer outlines with more descriptive words and phrases. Student oral reports will be graded on the following:

<b>CRITERIA</b>	<b>STANDARD</b>
<b>Content</b>	The topic is appropriate to the speaker's grade level and the criteria of the assignment
<b>Rate</b>	All words are spoken with appropriate pauses and phrasing and are understood by the listeners
<b>Volume</b>	All words can easily be heard
<b>Enunciation</b>	All words clearly pronounced with appropriate expression
<b>Eye Contact</b>	Speaker glances at notes occasionally.
<b>Poise</b>	Speaker is calm and relaxed at the podium.
<b>Audio-Visual</b>	Supplementary material is well-done and adds to the clarity of the presentation

### **DAILY HOMEWORK**

The purpose of homework is to pre-learn/prepare, review, reinforce, and enrich. Homework is an opportunity to practice self-government, perseverance, time management, initiative, resourcefulness, and Christian scholarship.

Consider the purpose of each given assignment:

- Allow you to practice something you have already learned
- Allow you to apply something you have already learned to a new situation
- Check whether you understand something you have already learned
- Allow you to analyze something you have already learned
- Allow you to pull together several things that you have already learned
- Allow you to reflect on your learning
- Introduce new information to you that we will study soon
- Help you to review for an upcoming test or quiz

Most daily work will be written, but it may be typed. Teachers may modify standards as needed for the specifics of the classroom. For longer compositions see Publication Rules on page 34.

- blue or black ink
- lined, straight - edged 8 1/2" x 11" white paper
- double space between answers
- keep work within margins
- use complete sentences and paragraph form
- for longer writings, use one side of the paper only
- write legibly
- head the paper in the following manner:
  - In the upper left-hand corner write your name, the course and the date.
  - Center the title (exercise and page number) of your paper a double space below the information in the left hand corner

### **Coursework & Grading**

Grades will be based on daily assignments, long-range projects, reports, class participation and tests.

Extra credit will given sparingly. If a teacher chooses to give extra credit, it will be offered to the entire class, not just to an individual student based on the individual need.

### **Late Homework**

If homework is not turned in on time the following will apply

- 1 day late-the highest grade possible would be a 75%
- any additional days late-will be up to the discretion of the teacher
- repeat offenders will receive a zero on any late work

### **Technology Problems**

If students experience computer or printer problems at home while doing homework or projects, they must email the teacher and explain the issue before the class time. If the student's printer breaks down, they should first email their assignment to a friend who could print it. If that is not an option, the student must email the assignment to the teacher, but 10% may be deducted from their grade.

### **Consider the Specifics of the Assigned Tasks**

<b>If your</b>	<b>He means to . . . .</b>
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<b>teacher asked you to....</b>	
discuss	Depending on what follows the word <i>discuss</i> , this prompt usually requires the writer to do some or all of the following: analyze, explain, describe, and/or evaluate the various components and/or significance of a topic.
describe	Communicate to the reader a complete and detailed “picture” of the object, event, process, or concept. Details include time, place, people, actions, causes, effects, metaphoric language, etc. Description often requires analysis. Description is more visual than explanation.
explain	Clarify a process or communicate the significance of a topic. Differs slightly from “describe”, in that it is less visual than description.
summarize	Reduce the important information down into main ideas and supporting details that describe the key parts of the text or topic in paragraph form.
illustrate	Use detailed examples to support a statement or side of an issue.
trace	Describe or explain a subject in chronological order. This will often include interpretations of the significance of events, along with cause/effect inferences.
respond (and reflect)	Communicate your reaction, opinion, or position after reading (or viewing) a text. Include examples and details from the text to support your reflection, interpretation, and critique.
critique	Analyze and describe the positive and negative aspects of a topic. Make an overall recommendation for or against it.
justify	Give clear and rational examples and details that support a decision, opinion, event, or statement.

## NOTEBOOK STANDARDS

Class notebooks are a reflection of the individual student’s character, scholarship and stewardship. These notebooks will serve as an:

- organized collection of your school work
- a compilation of your growth as a scholar
- a record of your maturity in Christian reasoning
- a source of reference for class work later in the school year

Your notebooks should be maintained to the following standards:

- work is to be kept in a 3 ring binder for the full school year
- work is to be filed behind the appropriate divider
- work should be kept in chronological order
- loose pages and dividers should be repaired with reinforcement rings
- the front of the notebook and spine should have the class name and your name neatly printed
- no other markings should be made on either the outside or inside covers
- the notebook will be graded according to each teacher’s discretion

Grading will be based on:

- neatness
- orderliness/organization
- completeness

## STEPS IN THE RESEARCH WRITING PROCESS

Students often make three serious errors that “doom” their papers from the start.

- The first is to jump into writing without any planning. Rushing into a paper with a poorly chosen topic is often the start of a poorly written paper resulting in a poor grade.
- Secondly, students procrastinate leaving themselves short of time to do each step properly.
- Lastly, taking shortcuts; foolishly assuming that some of the steps written below just aren’t that important.

### 1. Clarify assignment

understand exactly what are the criteria and expectations

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### I. Pre-Writing Process

- a. **Clarify the Assignment** – Read and re-read the assignment. As the teacher explains expectations, take notes, highlight, and ask questions to make sure you know all the requirements. Teachers use specific terms to let students know how to approach a written assignment. So look for words such as identify, describe, explain, define, compare, contrast, analyze, evaluate, persuade, etc.
- b. **Consider Your Needs** – Which elements of the assignment will be easiest and most difficult? Tell someone right away if you anticipate needing help.
- c. **Get Organized** – Gather all the resources you need before you begin.

### II. Brainstorm

- a. Think about the assignment and create a KWL table in your notebook.
  - i. Divide the page into three equal, vertical sections.
  - ii. Fill in the columns to summarize your familiarity with the topic and develop an idea based on the results.
- b. Glance through your notes and texts and take a quick look on the Internet to find out if sufficient resources are available. You may need to adjust your topic if it’s hard to find just what you need.
- c. In your notebook, write down your favorite ideas. Label them as 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices.  
*Sample Ideas: Sherman’s march, limited resources in the south, railroad expansion in the north, Grant’s military strategy, Lincoln’s leadership*

### III. Develop a Thesis Statement

- a. Consult with your teacher regarding your topic and adjust it according to his recommendations.

- b. Your thesis statement is the basis for your paper. If someone asked, “What is your paper about?” Your answer would represent your thesis. ***Everything you write should relate directly to your thesis statement.*** Draft your thesis statement using the following steps:
  - i. Draft a single sentence that states your main idea. *DO NOT* use first person language (*I, me, you, etc.*) in your thesis statement.
  - ii. Draft a second sentence summarizing your main points. Do not elaborate. Just state the main points.
  - iii. Try to combine the sentences using transitional words, phrases or clauses.
  - iv. Check your spelling, grammar, punctuation and clarity.
  - v. Read your thesis statement aloud to a person who will tell you whether or not it makes sense.

***Sample Thesis Statement: The Civil War came to an end because General Grant had an excellent military strategy, Sherman’s march through Georgia cut the southern states in half, and, most importantly, because resources in the south were depleted.***

#### IV. Conduct Research

- a. Find credible sources.
  - i. A credible source is one that can be trusted because it was created by someone who has good credentials.
  - ii. Credible resources are unbiased, meaning they present facts or theories that have basis in fact.
 

***Sample Credible Sources: academic periodicals, encyclopedias, topical books written by credentialed individuals, official web sites, etc.***

***Sample Non-credible Sources, popular magazines, books based on assumption with flimsy evidence, blogs or works of fiction.***
  - iii. Find different types of resources.
    - 1. Your paper will be more interesting if you explore the topic from a variety of sources.
    - 2. Types of sources you may consider include:
      - a. other works by the same author (in literature)
      - b. primary sources such as diaries, news articles from the time, historical documents, research, etc.
      - c. sources that explain historical, cultural, religious, technological, economic and political contexts
      - d. art, music, and other forms of expression that may lend insight
  - iv. Use the tools and steps recommended by your teacher to record your research. These may include note cards, note pages, bibliographies and more.
  - v. Record the documentation for every source you use, whether you plan to cite it or not. You never know when you may pull some of that research into your project.
- b. Organize your research.
  - i. Sort your notes into categories representing your main points.
  - ii. Highlight quotes you plan to use “as is” or paraphrase.
  - iii. Once the notes are sorted, put them in order, first to last, as you plan to use them in your paper.

#### V. Create an Outline

- a. Your outline is the skeleton of your paper. The section you are reading now is a traditional outline. Even if your teacher hasn’t asked for one, you should produce an outline to organize your composition. Look at the sample outline following this section for an example.
- b. The Introductory paragraph

- i. Begin with a “hook,” a sentence which creates interest for the reader.
  - ii. Talk about the topic in general terms, referring to the assignment.
  - iii. Your thesis statement will be the last sentence of your introductory (first) paragraph.
- c. Body Paragraphs
  - i. In each body paragraph, you will discuss one of your main points, providing evidence, quotes, examples, illustrations and references.
  - ii. Use MLA citations when you quote, paraphrase or present ideas that are not your own.
  - iii. Use transitional sentences at the end of each body paragraph to move forward to the next point.
- d. Concluding paragraphs demonstrate logical thinking and effective scholarship, leading the reader to agree with, or seriously consider, your ideas.
  - i. Sum up the main points, making a connection between these points and your thesis.
  - ii. Make an assertive statement, giving the reader something to consider. Do not use 1<sup>st</sup> or 2<sup>nd</sup> person language.
  - iii. Craft a final statement restating your main idea, bringing a close to the paper.

VI. **Revise and Craft the Paper**

- a. Read the first draft and revise sentences that don’t flow well, have obvious errors, or seem awkward.
- b. Correct errors in spelling, punctuation, grammar, style, agreement, etc. *Spell check and grammar check don’t catch everything. Students are responsible for producing stylistic, academic, well-crafted compositions.*
- c. Look for words that are common and replace them with more specific language.
- d. Avoid Thesaurus abuse. Just because a word sounds fancier doesn’t make it appropriate. Consider the best word for the context. **Word Choice Examples:**
  - i. **Ordinary:** The southerners were *very hungry* because of the blockade.
  - ii. **Thesaurus Abuse:** The southerners were *famished* because of the blockade.
  - iii. **Just Right:** The southerners were *starving* because of the blockade.
- e. **Crafting** means taking extra time and giving your paper additional attention to create more developed sentences, including elements such as: complex, compound, sentences, parenthetical phrases, clauses, clarifying statements, and more.

VII. **Provide Documentation**

- a. A Works Cited page only lists sources cited in the paper.
- b. A Bibliography lists all sources used in your research.

**SAMPLE ALPHANUMBERIC OUTLINE**

**THE COLLEGE APPLICATION PROCESS**

I. CHOOSE DESIRED COLLEGES

- A. Visit and evaluate college campuses
- B. Visit and evaluate college websites
  - 1. Look for interesting classes
  - 2. Note important statistics

## II. PREPARE APPLICATION

- A. Write personal statement
  - 1. Choose an interesting topic
    - a. Describe an influential person in your life
      - (1) Favorite high school teacher
      - (2) Grandparent
    - b. Describe a challenging life event
  - 2. Include important personal details
    - a. Volunteer work
    - b. Participation in varsity sports
- B. Revise personal statement

## III. COMPILE RESUME

- A. List relevant coursework
- B. List work experience
- C. List volunteer experience
  - 1. Tutor at foreign language summer camp
  - 2. Counselor for suicide prevention hotline

\* <http://classroom.synonym.com/write-basic-formal-outlines-mla-papers-4768.html>

## EXPANDING THE PARAGRAPH TO THE ESSAY

### The Paragraph

#### I. Beginning

Consists of a topic sentence that introduces key words of the paragraph

#### II. Middle

Consists of sentences each of which supports the main idea or topic

- A. Sentence 1 – an item of support
- B. Sentence 2 – a 2<sup>nd</sup> item of support
- C. Sentence 3 – a 3<sup>rd</sup> item of support

**Note:** Normally the minimum number of adequate support for a brief paragraph is 4 sentences each of which develops/proves the topic. These supporting sentences should be tied together by transitional words/phrases

#### III. End - Clincher

A concluding sentence related to the topic sentence.

### The Five Paragraph Essay

#### I. Introduction

Consists of the 3-4 sentences which concludes with the thesis or controlling statement.

#### II. Body Paragraphs (The Middle)

Consists of at least 3 paragraphs; each has its own topic sentence developed from the thesis statement.

- A. Paragraph 1 – usually starting with a topic sentence which uses the first key word of the thesis. All other sentences elaborate or prove this major point.
- B. Paragraph 2 – uses the second key word or idea stated in the thesis statement. Followed by supporting sentences.
- C. Paragraph 3 – Third key idea or word is developed and supported.

**Note:** Normally the minimum of adequate support for a brief essay is three body paragraphs.

#### III. Conclusion

A concluding paragraph of 2 – 3 sentences which include an idea or reference from the introduction.

## THE CONTROLLING STATEMENT

### **A controlling statement is:**

more than a topic sentence. It is the skeleton for a complete essay; it includes everything to be covered in the essay. Should include 2 -3 specifics.

### **A controlling statement consists of:**

a subject

It must be clearly worded and restricted as possible. It answers: "What is the main idea?"

an assertion

This is the writer's idea, argument or viewpoint toward the topic. It helps to restrict the the topic. It is enhanced by the use strong action verbs. It answers: "What am I going to say about this topic?"

key terms

These indicate the number of areas to be developed and the order in which they will be discussed. They should be parallel in structure. They may also point out an order of importance. It answers: "How am I going to support and prove my topic?"

### **A controlling statement should:**

1. be a declarative sentence
2. have an action verb
3. express key terms in parallel structure
4. contain a point of view/opinion/argument

## SENTENCE STRUCTURE AND PUNCTUATION

## I. Simple Sentence

Has one independent clause; equals a complete thought

May have compound parts

*The girls and most of the boys have decided to go on the mission trip.*

## II. Compound Sentence

Has two or more independent clauses

No subordinate clauses

Each side of the conjunction will be a complete thought

Joined with correct punctuation and/or conjunction

### A. use coordinating conjunction and comma (fanboys)

for, and, nor, but, or, yet, so

*The students finished most of their yard work, but they hadn't even started cleaning the inside.*

### B. use a semicolon (;) no conjunction is necessary.

*The class elected Tom as president; he was also an officer last year.*

### C. use a conjunctive adverb with a semicolon and comma

accordingly

also

besides

consequently

for example

for instance

furthermore

hence

however

instead

like wise

moreover

on the contrary

on the other hand

otherwise

still

that is

therefore

thus

*The mail was delayed for the entire city; therefore, the package arrived too late.*

### D. use a correlative conjunction and a comma

either. . .or

neither. . .nor

not only. . .but also

*Neither of the Congressmen would vote for the issue, nor would most of the Senate.*

## III. Complex Sentence

Has one independent clause with one or more dependent clauses

Four types of dependent clauses

each with its own rules of punctuation

*If a new believer reads the Gospel of John, which is the fourth book of the New Testament, he will develop a foundational knowledge Jesus Christ..*

### A. adverb dependent clause

generally found at the beginning or end of the sentence

use a comma if it is at the beginning

clauses can be turned around and the meaning will remain the same  
uses subordinate conjunction at the beginning of the adverb clause

after	before	unless
although	if	until
as	since	when
as if	so that	whenever
as soon as	than	where
because	though	while

*Because of the heavy rains, the activities were delayed.*  
*The activities were delayed because of the heavy rains.*

### **B. adjective dependent clause**

can be found anywhere in the sentence  
will follow a noun or pronoun  
uses a relative pronoun at the beginning of the adjective clause

who whom whose which that

If the clause is essential to the meaning – no punctuation

*All of the people who worked on the space program were honored during the program.*

If it is nonessential to the meaning, use commas

*The garden, that was planted last May, produced large quantities, which were given to the needy.*

### **C. noun dependent clause**

uses no punctuation; introduced by indefinite relative pronouns

whom	whomever	what	whatever
which	whichever	when	whenever
where	wherever	that	
who	whoever	whosoever	

*Whatever is needed to finish the project will be donated by the community.*

## **IV. Compound-Complex Sentence**

Contains two or more independent clauses and one or more dependent clauses

"Hatred, which could destroy so much, never failed to destroy the man who hated, and this was an immutable law." (James Baldwin)

## **TRANSITIONS**

The novel, *Everything Under the Sun*, from a first time writer was both a surprising financial and critical success because of its fascinating characters and intriguing plot. Readers eagerly await the possible sequel.

## 1. Transitional Word or Phrase

**But** at this time, the author has not committed to writing another book because of the lengthy research that would be required.

## 2. Pronoun

**This** enthusiasm by the reading public may provide enough pressure to interest the author in a sequel despite the lengthy research that is required.

## 3. Repetition of words or phrases

These **fascinating characters** will no doubt hold the interest of readers for a second or even third additional novel.

## 4. Synonym of Idea

**Popularity with readers** is a key factor in whether an author chooses to commit his time to writing a second book.

### USING SOURCES IN PERSUASIVE WRITING

Academic writing requires presenting your sources and your ideas effectively to readers. According to Gaff and Birkenstein (2005), the first element in the process involves entering a conversation about ideas “between you—the writer—and your sources to reflect your critical thinking (ix). The sentence frames allow you, the writer, to organize your ideas in relationship to your thesis, supporting evidence, opposing evidence, and the conclusion of your argument.

#### INTRODUCING WHAT “THEY SAY”

- A number of sociologists have recently suggested that X’s work has several fundamental problems.
- It has become common today to dismiss X’s contribution to the field of sociology.
- In their recent work, Y and Z have offered harsh critiques of Dr. X for \_\_\_\_\_.

#### INTRODUCING “STANDARD VIEWS”

- Americans tend to believe that \_\_\_\_\_.
- Conventional wisdom has it that \_\_\_\_\_.
- Common sense seems to dictate that \_\_\_\_\_.
- The standard way of thinking about Topic X has it that \_\_\_\_\_.
- It is often said that \_\_\_\_\_.
- My whole life I have heard it said that \_\_\_\_\_.
- You would think that \_\_\_\_\_.
- Many people assumed that \_\_\_\_\_.

#### MAKING WHAT “THEY SAY” SOMETHING YOU SAY

- I’ve always believed that \_\_\_\_\_.

- When I was a child, I used to think that \_\_\_\_\_.
- Although I should know better by now, I cannot help thinking that \_\_\_\_\_.
- At the same time that I believe \_\_\_\_\_, I also believe \_\_\_\_\_.

### INTRODUCING SOMETHING IMPLIED OR ASSUMED

- Although none of them has ever said so directly, my teachers have often given me the impression that \_\_\_\_\_.
- One implication of X's treatment of \_\_\_\_\_ is that \_\_\_\_\_.
- Although X does not say so directly, she apparently assumes that \_\_\_\_\_.

### INTRODUCING AN ONGOING DEBATE

- In discussions of X, one controversial issue has been \_\_\_\_\_. On the one hand, \_\_\_\_\_ argues \_\_\_\_\_. On the other hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.
- When it comes to the topic of \_\_\_\_\_, most of us will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.
- In conclusion, then, as I suggested earlier, defenders of \_\_\_\_\_ can't have it both ways. Their assertion that \_\_\_\_\_ is contradicted by their claim that \_\_\_\_\_.

### CAPTURING AUTHORIAL ACTION

- X acknowledges that \_\_\_\_\_.
- X agrees that \_\_\_\_\_.
- X argues that \_\_\_\_\_.
- X believes that \_\_\_\_\_.
- X denies/does not deny that \_\_\_\_\_.
- X claims that \_\_\_\_\_.
- X complains that \_\_\_\_\_.
- X concedes that \_\_\_\_\_.
- X demonstrates that \_\_\_\_\_.
- X deplors the tendency to \_\_\_\_\_.
- X celebrates the fact that \_\_\_\_\_.
- X emphasizes that \_\_\_\_\_.
- X insists that \_\_\_\_\_.
- X observes that \_\_\_\_\_.
- X questions that \_\_\_\_\_.
- X refuses the claim that \_\_\_\_\_.
- X reminds us that \_\_\_\_\_.
- X suggests that \_\_\_\_\_.
- X urges us to \_\_\_\_\_.

### INTRODUCING QUOTATIONS

- X states, "\_\_\_\_\_."
- As the prominent philosopher X puts it, "\_\_\_\_\_."
- According to X, "\_\_\_\_\_."
- X herself writes, "\_\_\_\_\_."
- In his book, \_\_\_\_\_, X maintains that "\_\_\_\_\_."

- In X's view, "\_\_\_\_\_."
- X agrees/disagrees when she writes, "\_\_\_\_\_."
- X complicates matters further when he writes, "\_\_\_\_\_."

### EXPLAINING QUOTATIONS

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X's point is that \_\_\_\_\_.
- The essence of X's argument is that \_\_\_\_\_.

### DISAGREEING, WITH REASONS

- I think X is mistaken because she overlooks \_\_\_\_\_.
- X's claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X's view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- X contradicts himself. On the one hand, he argues \_\_\_\_\_. But on the other hand, he also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.
- X claims \_\_\_\_\_, but we don't need him to tell us that. Anyone familiar with \_\_\_\_\_ has long known that \_\_\_\_\_.

### AGREEING—WITH A DIFFERENCE

- I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- X surely is right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- X's theory of \_\_\_\_\_ is extremely useful because it sheds insight on the difficult problem of \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.
- If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.

### AGREEING AND DISAGREEING SIMULTANEOUSLY

- Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede that \_\_\_\_\_, I still insist that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- I'm of two minds about X's claim that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.

- My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's argument about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

### **SIGNALING WHO IS SAYING WHAT**

- X argues \_\_\_\_\_.
- $\frac{3}{4}$  According to both X and Y, \_\_\_\_\_.
- Politicians \_\_\_\_\_, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- But \_\_\_\_\_ are real and, arguably, the most significant factor in \_\_\_\_\_.
- But X is wrong that \_\_\_\_\_.
- However, it is simply not true that \_\_\_\_\_.
- Indeed, it is highly likely that \_\_\_\_\_.
- But the view that \_\_\_\_\_ does not fit all the facts.
- X is right/wrong that \_\_\_\_\_.
- X is both right and wrong that \_\_\_\_\_.
- Yet a sober analysis of the matter reveals \_\_\_\_\_.
- Nevertheless, new research shows \_\_\_\_\_.
- Anyone familiar with \_\_\_\_\_ should see that \_\_\_\_\_.

### **EMBEDDING VOICE MARKERS**

- X overlooks what I consider an important point about \_\_\_\_\_.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

### **ENTERTAINING OBJECTIONS**

- Yet some readers may challenge the view that \_\_\_\_\_. After all, many believe \_\_\_\_\_. Indeed, my own argument that \_\_\_\_\_ seems to ignore \_\_\_\_\_ and \_\_\_\_\_.
- Of course, many will probably disagree with this assertion that \_\_\_\_\_.

### **NAMING YOUR NAYSAYERS**

- Here many feminists would probably object that \_\_\_\_\_.
- But social Darwinists would certainly take issue with the argument that \_\_\_\_\_.
- Biologists, of course, may want to dispute my claim that \_\_\_\_\_.
- Nevertheless, both followers and critics of Malcolm X will probably dispute my claim that \_\_\_\_\_.
- Although not all Christians think alike, some of them will probably dispute my claim that \_\_\_\_\_.
- Non-native English speakers are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

### **MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND**

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim that \_\_\_\_\_.
- While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.

- On the one hand, I agree with X that \_\_\_\_\_. But on the other hand, I still insist that \_\_\_\_\_.

### INDICATING WHO CARES

- \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades] \_\_\_\_\_ suggests that \_\_\_\_\_.
- What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.  
 Researchers have long assumed that \_\_\_\_\_. For instance, one eminent scholar of cell biology, \_\_\_\_\_, assumed in \_\_\_\_\_, her seminal work on cell structures and functions, that fat cells \_\_\_\_\_. As \_\_\_\_\_ herself put it, “\_\_\_\_\_” (200-). Another leading scientist, \_\_\_\_\_, argued that fat cells “\_\_\_\_\_” (200-). Ultimately, when it came to the nature of fat, the basic assumption was that \_\_\_\_\_. But a new body of research shows that fat cells are far more complex and that \_\_\_\_\_.  
 If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes \_\_\_\_\_. However, new research shows \_\_\_\_\_.
- These findings challenge dieters’ common assumptions that \_\_\_\_\_. <sup>3/4</sup> At first glance, teenagers appear to \_\_\_\_\_. But on closer inspection \_\_\_\_\_.

### ESTABLISHING WHY YOUR CLAIMS MATTER

- X matters/is important because \_\_\_\_\_.
- Although X may seem trivial, it is in fact crucial in terms of today’s concern over \_\_\_\_\_.
- Ultimately, what is at stake here is \_\_\_\_\_.
- These findings have important consequences for the broader domain of \_\_\_\_\_.
- My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.
- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

From “They Say/I Say”: The Moves That Matter in Academic Writing, by Gerald Graff and Cathy Birkenstein. W.W. Norton & Company: New York, 2006.

### TRANSITION WORDS

Type of Signal	Words to Use
<b>Addition</b>	in addition, furthermore, moreover, also, equally important
<b>Example</b>	for example, for instance, thus, in other words, as an illustration, in particular
<b>Suggestion</b>	for this purpose, to this end, with this object
<b>Emphasis</b>	indeed, truly, again, to repeat, in fact

<b>Granting a Point</b>	granted that, although, though, even though, while it may be true, in spite of
<b>Summary</b>	in summary, in conclusion, therefore, finally, consequently, thus, accordingly, in short, in brief, as a result, on the whole
<b>Sequence</b>	Value: first, second, secondly, etc. next, last, finally  Time: then, once, after, afterward, next, subsequently, previously first, second, at last, meanwhile, immediately, soon at length, when, yesterday, today, tomorrow  Space: above, across, under, beyond, below, nearby, nearer, opposite to, adjacent to, to the left/right, in the foreground, in the back ground
<b>Relationship</b>	Similarity: similarly, likewise, in like manner  Contrast: in contrast to, however, but, still, nevertheless, yet, conversely, notwithstanding, on the other hand, on the contrary, at the same time, while this may be true  Cause/Effect: consequently, because, since, therefore, due to, as a result, accordingly

## HOW TO BEGIN

The following are types of openings that can be used in an expository composition although the most popular and perhaps the most interesting to the reader is the personal anecdote.

humor	descriptive picture	nostalgia	leading question
concrete example	direct quotation	personal anecdote	statistics
paradox	puzzling statement	allusion	poetry
shocking statement	challenge		

As we approached the red and white tent we could hear the stomping and snorting of the animals, smell the hot buttered popcorn in the air and feel the excitement of the crowd as they eagerly pushed toward the

ticket booth for the first ever circus in our hometown.

My siblings and I learned the secrets of our family by exploring the dusty attic at the top of my Grandfather's house and the mysterious cellar deep beneath its foundation.

Mary was painfully torn between elation and terror as Tom invited her for a ride on his new motorcycle.

When my sister went off to college, I enthusiastically inherited her room, her large closet and most of all her parking space in the garage, but I was dismayed to hear I would now be responsible for her two cats.

When it comes to conservation of energy, most homes in the typical American community receive an F on energy saving practices as revealed in the latest US Department of Energy annual report.

My world had just fallen apart. I failed my latest test in Chemistry; I dinged my mom's car in a fender bender and worst of all I just lost my best friend.

“Worry does not empty tomorrow of its sorrow, it empties today of its strength.” An insightful sentiment that its author, Corrie ten Boom grew to understand as she found the struggle to survive the Nazi prison camp a daily battle which required godly strength.

To fully respond to the charges of treason that had been leveled against them, Julius and Ethel Rosenberg hired one of the most eccentric attorneys of the era, William R. Stephenson. Even though he lost the case and his clients were sent to prison, he went on to become the most sought after lawyer in America.

Over 50% of new teachers will resign during their first three years on the job. With this kind of drop out rate, school districts will be looking for nearly 400,000 new teachers during the next seven years.

## GRAMMAR GLOSSARY

**Adjectives** – Words that describe nouns and pronouns. Answer the questions, “What kind?” “How much?” “Which one?” or “How many?”

**Adverbs** - Words that describe verbs, adjectives or other adverbs. Answer the questions, “When?” “How?” or “To what extent?”

Usually formed by adding –ly to an adjective

### **Agreement of Pronoun and Antecedent**

Pronouns and antecedents (the words that pronouns refer back to) must agree or match.

Follow these rules:

A pronoun replaces a noun. To make sure that your writing is clear, always use the noun first before using the pronoun.

Use a singular pronoun with a singular indefinite pronoun.

Example – If *anyone* questions the amount, refer *him* to payroll.

**Clause** Group of words that have a subject and verb. Independent clause is a complete thought; it can stand alone as a sentence. A dependent clause also has a subject and verb, but cannot stand alone; it is not a complete sentence. See page 18 for examples.

**Conjunctions** Connects words, phrases or clauses. See examples on page 18.

**Interjections** Words used to show strong emotions; generally set off with an explanation mark.  
Example: Oh! Wow!

**Misplace Modifier** A misplaced modifier is a describing word that is placed too far away from the noun or pronoun that it is describing. As a result, the sentence is confusing or amusing.

Example – The author read from his book wearing new glasses.

Correction – The author wearing his new glasses, read from his book.

**Noun** Words that name a person, place or thing. Proper nouns should be capitalized such as Ft. Collins, Elizabeth, Sony

**Parts of Speech** English words are divided into eight different parts of speech according to their function in a sentence - Adjectives, adverb, conjunction, interjection, preposition, pronoun, noun and verb.

**Prepositions** Words that link a noun or pronoun to another word in the sentence. Common prepositions:

Example: Cheryl walked into the room and placed the book on the table.

**Verbs** Words that name an action or describe a state or being. There are four types:

Action verbs tell what the subject is doing.

Examples – jump, swim, think

Linking verbs relate the subject to a descriptive word following the verb.

Example – Betsy seems sick. (Sick describes Betsy)

The milk tastes sour. (Sour describes milk.)

Linking verbs – be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste  
turn, become

Helping verbs are added to another verb to make the meaning clear or to show tense.

Example – She will arrive tomorrow.

The pharmacist could have the order filled by Wednesday.

## STYLISTIC TECHNIQUES

Each of the techniques below will be required in your writing as they are introduced in the classroom and as your skills develop. Please note how often each is to be used throughout the composition.

**I. Dress Up's** One of each of the following in each paragraph. Underline.

**1. who/which** - adjective clause; “who” or “which” following a noun

The lion who felt he would never be able to disentangle himself from the hunter's net was the most grateful for the appearance of the little mouse.

**2. -ly words** (adverb)

The fox casually mentioned how pleased he would be to hear the crow sing.

**3. because (adverb clause)**

The hare was delighted because he knew it would be an easy race.

**4. strong verb**

**5. quality adjective**

**6. conjunctive adverb (compound sentences)**

The rabbit dozed peacefully; however, the tortoise plodded persistently.

**7. dual adverbs, verb or adjectives**

All the animals haunted and tormented the panic stricken hare.

**8. noun clause**

The king of beasts never imagined that a puny rodent could help him.

**9. adverbial and adjectival “teeter-totters”**

**Double adverb followed by adverb clause**

The fox secretly and cruelly laughed as the foolish crew began to sing

**Double adjectives followed by adjective clauses**

The hare scoffed at the humble and lethargic tortoise who had challenged him.

**II. Sentence Openers** Each one in every paragraph as possible; no more than two of the same in a row.

Place number of sentence opener in margin

**1. subject**

The *tortoise* felt confident and challenged the hare to a race

**2. prepositional**

*In* a flurry the shocked hare dashed towards the finish line

**3. ly**

*Calmly* the triumphant tortoise placed his foot over the finish line.

**4. ing**

*Shrieking* with fear, Peter scrambled to evade the rabid wolf.

**5. Clausal - Adverb**

*Since* killer bees are so hard to contain, they are becoming dangerous.

**6. VSS** (very short sentence)

*Call me Ishmael.*

**7. ed**

*Deceived* by the cunning fox, the narcissistic crow began her song.

**III. Decorations** A different one per paragraph; no more than 4 per essay. Write ‘dec’ in margin

**1. Question**

Where did the real wolf lurk?

**2. dialogue**

“Why won’t they believe me?” screamed Peter in despair.

**3. 3sss**

Killer bees invaded America. Viciously they attacked. Humans suffered greatly.

**4. dramatic opening and closing**

**5. simile-metaphor**

She was as flighty *as a butterfly*.

**6. alliteration**

*Clumsily*, he *clawed* and *clambered* up the *cliff*.

**IV. Sentence Style** (Triple Extensions) One different style per paragraph. Write “triple” in margin.

**1. word repetition**

*Fearing* for his sheep, *fearing* that the villagers would not arrive in time and ultimately *fearing* for his life, Peter screamed “help” as he bolted down the hill.

**2. phrase and clausal repetition**

They lived in a land *where the winter was harsh, where food was scarce and where provisions for the winter had to be stored.*

### 3. repeating - ing words

*Arguing, whining* and *pleading* with all her charm, Jenny used every means at her disposal in an attempt to persuade her father to change his mind.

### 4. repeating – ly words

The killer bees *forcefully, repeatedly* and *consistently* pushed northward.

### 5. repeating adjectives or nouns

Peter’s deceptive cries for help finally determined the *attitude, behavior* and *actions* of the village citizens.

### 6. repeating verbs

With all his might, the mouse *gnawed, jerked* and *yanked* at the thick rope.

## TYPICAL MISTAKES IN WRITING

Weak style choices are a key mistake found in poor writing. Though these word choices may be grammatically correct, they are written in an elementary style which reflects lazy thinking.

Avoid the following weak patterns of writing:

- Repeating words and phrases
- Using “There is/are Here is/are” as a sentence beginner
- Filling sentences with over used words from the banned word list such as - good, bad, really, very, thing, pretty, fun, it, get.
- Choosing passive verbs instead of vigorous active verbs
- Writing in first or second person

- Inserting filler/repetitive sentences that add no new information, but are included to make the paragraph appear longer
- Settling for longer poorly worded phrases rather than choosing specific descriptive vocabulary
- Repeating the same sentence patterns rather than using the stylistic techniques
- Choosing slang expressions versus more sophisticated vocabulary

## **REVISION CHECKLIST GRADING GUIDELINES**

### **I. Essay Structure**

#### **Introduction:**

- 3 – 5 sentences
- catchy opening
- strong controlling statement with key words

#### **Body Paragraphs:**

- topic sentence with: action verb  
key words (core words from controlling statement)  
point of view
- generally 5 supporting sentences
- all key words from topic sentence developed
- appropriate number of stylistic techniques
- prove the point?
- transition within paragraph
- transition to next paragraph

#### **Conclusion:**

- 3 – 4 sentences

- relation to introduction

## **II. Mechanics**

### **Grammar**

- sentence variety
- variety of conjunctions
- vocabulary variety
- spelling
- capitalization

### **Publishing**

- neatly typed (written)
- appropriate font; margins, etc.
- attribution and documentation

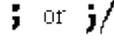
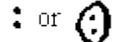
## **III. Content**

- worthy and appropriate topic for the assignment
- strong central idea explained with insight and depth
- display understanding of material
- use of creativity
- sufficient, specific and relevant supporting material

## **IV. Overall**

- all facets of the paper meet the requirements of the assignment
- this might include criteria for publishing, visual aids, title pages, etc.

### **PROOFREADERS' MARKS**

<b>Symbol</b>	<b>Meaning</b>
 or $\delta$ or $\delta/$	delete
 or $>$ or $\hookleftarrow$	caret
	transpose
	begin a new paragraph
	comma
	apostrophe
	period
 or $;/$	semicolon
 or $\odot$	colon
<b>AWK</b>	awkward wording
<b>D</b>	check diction - poor choice of words

<b>DMS</b>	doesn't make sense
<b>GE</b>	grammar error
<b>NCS</b>	not a complete sentence
<b>P?</b>	need proof- documentation, quote, support
<b>Rep</b>	repetitious word or phrase
<b>RO</b>	run on sentence
	spelling error
<b>SHCH</b>	short and choppy sentences
<b>T?</b>	Is this information true/accurate?

### **PUBLICATION RULES**

1. Essays should be typed
2. Use 12 point font - Times New Roman
3. No more than 1" margins around text
4. Double space between lines of text
5. Indent first line of each paragraph 5 spaces.
6. Create a header that numbers your papers consecutively in the upper right hand corner beginning with the second page.
7. Do not make a title page. In the upper left-hand corner type your name, the course and the date.
8. Center the title of your paper a double space below the information in the left hand corner
9. Use MLA method of notation

#### **MLA In-Text Citations**

In writings that borrow information not considered common knowledge, the author must be clearly documented.

#### **Plagiarism**

Plagiarism is using someone else's words or ideas without acknowledging the author. This would include

- copying directly word for word without quotation marks
- copying key phrases or words
- summarizing ideas that are not commonly known

## Example

“When we moved to Kansas with our one year old boy, the two warnings we received were to watch out for tornadoes and the brown recluse spiders. Tornadoes were our immediate fear, but our true nightmare became the brow recluse.” Debbie Gerber

All of the following sentences are examples of plagiarism because they use either use the author’s ideas or key phrases without proper citation.

- Two concerns we received when moving to Iowa, “Watch out for tornadoes and spiders.”
- Tornadoes were our first scare, but our real worry was spiders.
- When moving to the states of the Great Plains, newcomers should be concerned with the possibility of severe storms that may produce tornadoes and the various insects that are native to the area.

There are various methods to cite sources and works that are used in writing; Heritage will use the MLA method. Listed below are examples of in-text citations.

- Author named in signal phrase Ordinarily, you should introduce the material being cited with a signal phrase that includes the author’s name. Put the page number in parentheses at the end of the quotation and before the period.

*Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words in to new sentences that she was never taught” (67).*

- Author not named in a signal phrase If there is no signal phrase, the author’s last name and page number must appear in the parentheses.

*A chimp at the Yerkes Primate Research Center “has combined words in to new sentences that she was never taught” (Davis 67).*

- Two or more works by the same author Include the title either in the signal phrase or in abbreviated form in the parenthetical reference.

*In Eloquent Animals, Flora Davis reports that a chimp at the Yerkes Primate Research center “has combined words into sentences that she was never taught” (67).*

*Flora Davis reports that a chimp at the Yerkes Primate Research center “has combined words into sentences that she was never taught” (Davis, Eloquent 67).*

- Unknown Author If the author is not given, either use the complete title in a signal phrase or use a shortened form in the parentheses.

*The UFO reported by the crew of the Japan Airlines flight remains a mystery. Radar tapes did not confirm the presence of another craft (“Strange Encounters” 26).*

- Novel, Play or Poem In citing literary sources, include information that will enable readers to find the passage in various editions of the work.

Novel – include page number and then section or chapter number if possible.

(138; ch. 8).

Play – include act, scene and line numbers separated by periods  
(3.2.21 – 23).

Poem – cite the part if there are number of parts and then the line numbers  
(10. 229 – 231).

### Works Cited

At the end of your paper, full publishing information from each of your cited sources should be listed.

- Start a new page and title your list “Works Cited.”
- List in alphabetical order all the sources cited in your paper.
- Alphabetize these works using the author’s last name; if there is no author use the title.
- Information needed for each listing can generally be found on the title page of the book.
- Unless your teacher requests, sources not cited should not be included in this list.

Additional information about citations can be found by using a search engine for “works cited.” One good site is **easybib.com**. Many websites will be listed that summarize proper forms of citation and give multiple examples.

Example of a “Works Cited” page follows.

Johnson - 15

### Works Cited

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