



## **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 standard is characterized by the following intellectual virtues: courage, carefulness, tenacity, fair-mindedness, curiosity, honesty, and humility.

Mature Christian self-government is generally characterized by students who properly govern themselves even when they don’t feel like it; even when there is no visible form of authority present.

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 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 students choose not to follow the above guidelines,  
they 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?

## 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 be 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. You may not be late to class because of trying to print an assignment.

## Consider the Specifics of the Assigned Tasks

If your teacher asked you to....	He means to . . . .
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.

## 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 some of the steps written below just aren't that important.

### 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. Therefore, 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	furthermore	on the contrary	thus
also	hence	on the other hand	
besides	however	otherwise	
consequently	instead	still	
for example	like wise	that is	
for instance	moreover	therefore	

*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.

## 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>	<p>Value: first, second, secondly, etc. next, last, finally</p> <p>Time: then, once, after, afterward, next, subsequently, previously first, second, at last, meanwhile, immediately, soon at length, when, yesterday, today, tomorrow</p> <p>Space: above, across, under, beyond, below, nearby, nearer, opposite to, adjacent to, to the left/right, in the foreground, in the back ground</p>
<b>Relationship</b>	<p>Similarity: similarly, likewise, in like manner</p> <p>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</p> <p>Cause/Effect: consequently, because, since, therefore, due to, as a result, accordingly</p>

## 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

Symbol	Meaning
☹ or ☺ or ☻	delete
^ or > or ˆ	caret
	transpose
¶	begin a new paragraph
↵	comma
↵	apostrophe
⊙	period
; or ;/	semicolon
: or Ⓜ	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 that 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

### 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.

**Plagiarism is a disciplined offense that results in a behavior consequence and an academic penalty.**

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.

### MLA In-Text Citations

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

The following MLA conventions are copied directly from

<https://owl.english.purdue.edu/owl/resource/747/02/>

## Basic in-text citation rules

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

### General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

## In-text citations: Author-page style

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

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. Oxford UP, 1967.

## In-text citations for print sources with known author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966.

## In-text citations for print sources by a corporate author

When a source has a corporate author, it is acceptable to use the name of the corporation followed by the page number for the in-text citation. You should also use abbreviations (e.g., nat'l for national) where appropriate, so as to avoid interrupting the flow of reading with overly long parenthetical citations.

## In-text citations for print sources with no known author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *Global Warming: Early Signs*. 1999. Web. 23 Mar. 2009.

We'll learn how to make a Works Cited page in a bit, but right now it's important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

## Author-page citation for classic and literary works with multiple editions

Page numbers are always required, but additional citation information can help literary scholars, who may have a different edition of a classic work like Marx and Engels's *The Communist Manifesto*. In such cases, give the page number of your edition (making sure the edition is listed in your Works Cited page, of course) followed by a semicolon, and then the appropriate abbreviations for volume (vol.), book (bk.), part (pt.), chapter (ch.), section (sec.), or paragraph (par.). For example:

Marx and Engels described human history as marked by class struggles (79; ch. 1).

## Citing a work by multiple authors

For a source with two authors, list the authors' last names in the text or in the parenthetical citation:

Best and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9).

The authors claim that surface reading looks at what is "evident, perceptible, apprehensible in texts" (Best and Marcus 9).

Corresponding works cited entry:

Best, David, and Sharon Marcus. "Surface Reading: An Introduction." *Representations*, vol. 108, no. 1, Fall 2009, pp. 1-21. JSTOR, doi:10.1525/rep.2009.108.1.1

For a source with three or more authors, list only the first author's last name, and replace the additional names with et al.

According to Franck et al., "Current agricultural policies in the U.S. are contributing to the poor health of Americans" (327).

The authors claim that one cause of obesity in the United States is government-funded farm subsidies (Franck et al. 327).

Corresponding works cited entry:

Franck, Caroline, et al. "Agricultural Subsidies and the American Obesity Epidemic." *American Journal of Preventative Medicine*, vol. 45, no. 3, Sept. 2013, pp. 327-333.

## Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you're using (and underline or italicize the title), as each version varies in its translation, followed by book (do not italicize or underline), chapter and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

If future references employ the same edition of the Bible you're using, list only the book, chapter, and verse in the parenthetical citation.

## Citing indirect sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

## Citing non-print or sources from the Internet

With more and more scholarly work being posted on the Internet, you may have to cite research you have completed in virtual environments. While many sources on the Internet should not be used for scholarly work (reference the OWL's [Evaluating Sources of Information](#) resource), some Web sources are perfectly acceptable for research. When creating in-text citations for electronic, film, or Internet sources, remember that your citation must reference the source in your Works Cited.

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers, but often, these sorts of entries do not require any sort of parenthetical citation at all. For electronic and Internet sources, follow the following guidelines:

- Include in the text the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name).
- You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function.
- Unless you must list the Web site name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

## Miscellaneous non-print sources

Werner Herzog's *Fitzcarraldo* stars Herzog's long-time film partner, Klaus Kinski. During the shooting of *Fitzcarraldo*, Herzog and Kinski were often at odds, but their explosive relationship fostered a memorable and influential film.

During the presentation, Jane Yates stated that invention and pre-writing are areas of rhetoric that need more attention.

In the two examples above "Herzog" from the first entry and "Yates" from the second lead the reader to the first item each citation's respective entry on the Works Cited page:

Herzog, Werner, dir. *Fitzcarraldo*. Perf. Klaus Kinski. Filmverlag der Autoren, 1982.

Yates, Jane. "Invention in Rhetoric and Composition." *Gaps Addressed: Future Work in Rhetoric and Composition*, CCCC, Palmer House Hilton, 2002.

## Electronic sources

One online film critic stated that *Fitzcarraldo* "has become notorious for its near-failure and many obstacles" (Taylor, "Fitzcarraldo").

The *Purdue OWL* is accessed by millions of users every year. Its "MLA Formatting and Style Guide" is one of the most popular resources (Russell et al.).

In the first example, the writer has chosen not to include the author name in-text; however, two entries from the same author appear in the Works Cited. Thus, the writer includes both the author's last name and the article title in the parenthetical citation in order to lead the reader to the appropriate entry on the Works Cited page (see below). In the second example, "Russell et al." in the parenthetical citation gives the reader an author name followed by the abbreviation "et al.," meaning, "and others," for the article "MLA Formatting and Style Guide." Both corresponding Works Cited entries are as follows:

Taylor, Rumsey. "Fitzcarraldo." *Slant*, 13 Jun. 2003,

[www.slantmagazine.com/film/review/fitzcarraldo/](http://www.slantmagazine.com/film/review/fitzcarraldo/).

Russell, Tony, et al. "MLA Formatting and Style Guide." *The Purdue OWL*, 2 Aug. 2016,

[owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/).

## Multiple citations

To cite multiple sources in the same parenthetical reference, separate the citations by a semi-colon:

. . . as has been discussed elsewhere (Burke 3; Dewey 21).

## When a citation is not needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge. Remember, this is a rhetorical choice, based on audience. If you're writing for an expert audience of a scholarly journal, for example, they'll have different expectations of what constitutes common knowledge.

### Works Cited Basic Rules

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. Do not italicize the words Works cited or put them in quotation marks and center the words Works Cited at the top of the page.
- Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name: Burke, Kenneth; Levy, David M.; Wallace, David Foster.
- 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.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.

- For online sources, you should include a location to show readers where you found the source. Many scholarly databases use a DOI (digital object identifier). Use a DOI in your citation if you can; otherwise use a URL. Delete “http://” from URLs. The DOI or URL is usually the last element in a citation and should be followed by a period.
- All work cited entries end with a period.
- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.

## MLA Works Cited Page: Books

Below is the general format for any citation:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2<sup>nd</sup> container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

### Basic Book Format

The author’s name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

### Book with One Author

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

### Book with More Than One Author

When a book has multiple authors, order the authors in the same way they are presented in the book. The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn and Bacon, 2000.

### A Work Prepared by an Editor

Cite the book as you normally would, but add the editor after the title with the label, "Edited by"

Bronte, Charlotte. *Jane Eyre*. Edited by Margaret Smith, Oxford UP, 1998.

### Poem or Short Story Examples:

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*, edited by Philip Smith, Dover, 1995, p. 26.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*, edited by Tobias Wolff, Vintage, 1994, pp. 306-07.

### Article in a Reference Book (e.g. Encyclopedias, Dictionaries)

For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

"Ideology." *The American Heritage Dictionary*. 3rd ed., 1997.

## The Bible

Italicize "The Bible" and follow it with the version you are using. Remember that your in-text (parenthetical citation) should include the name of the specific edition of the Bible, followed by an abbreviation of the book, the chapter and verse(s). (See Citing the Bible at [In-Text Citations: The Basics.](#))

*The Bible*. Authorized King James Version, Oxford UP, 1998.

## Basic Style for Citations of Electronic Sources (Including Online Databases)

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks.
- Title of the website, project, or book in italics.
- Any version numbers available, including editions (ed.), revisions, posting dates, volumes (vol.), or issue numbers (no.).
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (p. or pp.) or paragraph numbers (par. or pars.).
- URL (without the https://) DOI or permalink.
- Date you accessed the material (Date Accessed)—While not required, it is highly recommended, especially when dealing with pages that change frequently or do not have a visible copyright date.
- Remember to cite containers after your regular citation. Examples of containers are collections of short stories or poems, a television series, or even a website. A container is anything that is a part of a larger body of works.

Use the following format:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2<sup>nd</sup> container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

## Citing an Entire Web Site

It is a good idea to list your date of access because web postings are often updated, and information available on one date may no longer be available later. When using the URL, be sure to include the complete address for the site except for the https://.

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2008,

owl.english.purdue.edu/owl. Accessed 23 Apr. 2008.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov.

## A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. If the publisher is the same as the website name, only list it once.

"Athlete's Foot - Topic Overview." *WebMD*, 25 Sept. 2014, [www.webmd.com/skin-problems-and-treatments/tc/athletes-foot-topic-overview](http://www.webmd.com/skin-problems-and-treatments/tc/athletes-foot-topic-overview).

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, [www.ehow.com/how\\_10727\\_make-vegetarian-chili.html](http://www.ehow.com/how_10727_make-vegetarian-chili.html). Accessed 6 July 2015.

## An Image (Including a Painting, Sculpture, or Photograph)

Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, and the date of access.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid. *Museo Nacional del Prado*, [www.museodelprado.es/en/the-collection/art-work/the-family-of-carlos-iv/f47898fc-aa1c-48f6-a779-71759e417e74](http://www.museodelprado.es/en/the-collection/art-work/the-family-of-carlos-iv/f47898fc-aa1c-48f6-a779-71759e417e74). Accessed 22 May 2006.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Archive*, [www.artchive.com/artchive/K/klee/twittering\\_machine.jpg.html](http://www.artchive.com/artchive/K/klee/twittering_machine.jpg.html). Accessed May 2006.

## An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the web magazine in italics, publisher name, publication date, URL, and the date of access.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*, 16 Aug. 2002, [alistapart.com/article/writeliving](http://alistapart.com/article/writeliving). Accessed 4 May 2009.

## An Article in an Online Scholarly Journal

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication. Include a URL, DOI, or permalink to help readers locate the source.

### Article in an Online-only Scholarly Journal

MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, indicate the URL or other location information.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal*, vol. 6, no. 2, 2008, [www.socwork.net/sws/article/view/60/362](http://www.socwork.net/sws/article/view/60/362). Accessed 20 May 2009.

## E-mail (including E-mail Interviews)

Give the author of the message, followed by the subject line in quotation marks. State to whom to message was sent with the phrase, "Received by" and the recipient's name. Include the date the message was sent. Use standard capitalization.

Kunka, Andrew. "Re: Modernist Literature." Received by John Watts, 15 Nov. 2000.

Neyhart, David. "Re: Online Tutoring." Received by Joe Barbato, 1 Dec. 2016.

## A Listserv, Discussion Group, or Blog Posting

Cite web postings as you would a standard web entry. Provide the author of the work, the title of the posting in quotation marks, the web site name in italics, the publisher, and the posting date. Follow with the date of access. Include screen names as author names when author name is not known. If both names are known, place the author's name in brackets.

Editor, screen name, author, or compiler name (if available). "Posting Title." *Name of Site*,  
Version number (if available), Name of institution/organization affiliated with the site  
(sponsor or publisher), URL. Date of access.

Salmar1515 [Sal Hernandez]. "Re: Best Strategy: Fenced Pastures vs. Max Number of  
Rooms?" *BoardGameGeek*, 29 Sept. 2008, boardgamegeek.com/thread/343929/best-strategy-  
fenced-pastures-vs-max-number-rooms. Accessed 5 Apr. 2009.

## A Tweet

Begin with the user's Twitter handle in place of the author's name. Next, place the tweet in its entirety in quotations, inserting a period after the tweet within the quotations. Include the date and time of posting, using the reader's time zone; separate the date and time with a comma and end with a period. Include the date accessed if you deem necessary.

@tombrokaw. "SC demonstrated why all the debates are the engines of this campaign." *Twitter*, 22  
Jan. 2012, 3:06 a.m., twitter.com/tombrokaw/status/160996868971704320.

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## A YouTube Video

Video and audio sources need to be documented using the same basic guidelines for citing print sources in MLA style. Include as much descriptive information as necessary to help readers understand the type and nature of the source you are citing. If the author's name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author's name before the title.

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Example of a "Works Cited" page follows.

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