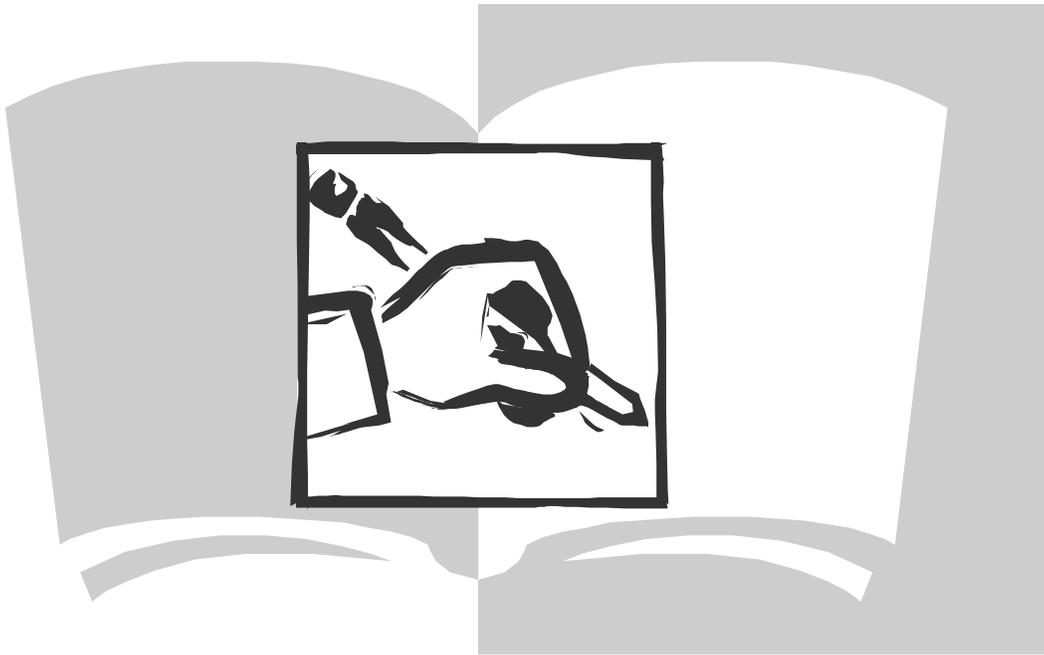


The Write Approach:

English Language Arts Research and Writing Guide



Student Name: _____

John Burroughs High School

Burbank, CA



The Write Approach

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Glossary of Writing and Research Terms

Annotated Bibliography: Includes a summary and/or evaluation of each of the sources used for researching a topic.

Audience: Those whom you want your writing to reach. A writer needs to choose the appropriate words and style for his or her intended audience.

Body Paragraph: Makes up most of an essay and has three main parts: a topic sentence, concrete detail/commentary, and a concluding sentence.

Citation: [also known as *parenthetical* or *in-text citation*] Names a source and page number for text which quotes from, uses specific details from, or paraphrases source/research materials used for the writing of an essay or research paper.

Claim: [also *point* or *argument*] A statement a writer makes that presents his main point or idea, the argument he/she is trying to prove. A thesis is the main claim, but topic sentences make claims related to the thesis.

Cluster: [also *Map* or *Tree Diagram*] A type of prewriting designed to help a writer generate ideas and organize them around key words or important concepts that he or she will eventually develop into the essay.

Commentary: Judgments, opinions, or explanations a writer makes about a topic. These sentences explain how or why your detail is important to the paragraph topic and help explain how the detail supports the essay thesis. The two or three sentences immediately following a supporting [concrete] detail.

Concluding Sentence: The final sentence in a body paragraph which sums up the central idea discussed in the paragraph.

Conclusion: The final, or concluding, paragraph in a piece of writing, which leaves the reader with a strong final impression about the topic.

Editing: The step in the writing process where the writer fixes the errors in usage, grammar, spelling, punctuation. Essays should also be edited for formatting mistakes such as a missing heading, indents, or spacing problems. [Focus is on writing mechanics.]

Essay: A multiparagraph piece of writing on one central topic in which the writer uses details and explanations to support thesis. One may be formal or informal, and it is characterized by organization, unity, and coherence.

Evidence: [Also called *Concrete Detail* or *examples*] facts, quotes, testimony, and/or support a writer uses to prove or back up any claim or statement a writer presents.

Explanation: See *Commentary*

Expository: Writing that is a detailed description of a theory, problem, or proposal discussing the issues involved, or a commentary on a written text discussing its meanings and implications.

Final Draft: The “last” and best copy of a piece of writing which is neat and has been revised and edited for correctness. It should contain no errors.

Glossary: An alphabetical collection of specialist terms and their meanings, usually in the form of an appendix.

Heading: Student information which appears at the top of each page of writing. Page one includes the student’s name, date, class, and period. All following pages include just the student’s last name and the page number.

Hook: [also *Grabber* or *Lead*] A catchy and attention-grabbing start to a piece of writing which interests the reader in the topic. Common hooks are surprise statements, descriptions, anecdotes, statistics, questions, dialogue, or addressing the reader directly.

Introduction: The first paragraph in a piece of writing which has three responsibilities: to grab the reader’s attention, to present the topic of the essay, and to state the thesis of the essay.

Map: (see *Cluster*)

Narrative: Writing which tells a story or gives an account of something, frequently written in first or third person point of view.

Paragraph: A group of sentences that work together to develop an idea or accomplish a purpose. It typically deals with a single topic. An essay generally has three types of paragraphs: introduction, body, and concluding.

Paraphrase: To restate something using your own words.

Plagiarism: Copying or rewording someone’s ideas, words, or work and presenting it as your own without giving credit to the source [See *Citation*].

Prewriting: The first stage of the writing process when the writer formulates ideas, gathers information, and details about a topic, and plans how to organize an essay.

Proofreading: An important step in the writing process when you read the text and mark corrections which need to be made. [See *Editing*].

Prompt: A task or assignment one is given which asks for a specific kind of writing and gives definition and direction to the assigned topic.

Quotation: The use of another’s writing, words, ideas, etc.

Revising: The process of rereading a draft and making changes to improve it. During revision, a writer may add, remove, move, and substitute text. [Focus is on content].

Rough Draft: The first, and imperfect, piece of writing on a topic where the writer just gets the ideas down on paper. Don't worry about organization, style, or mechanics; they come in a later draft.

Rubric: A rating scale used to determine the quality of a piece of writing. It contains a summary of each of the areas to be assessed in a piece of student work and levels of achievement for each area.

Summary: A shortened version of something that has been said or written, containing only the main points.

Supporting Detail: [Also known as *concrete detail*] A fact, quote, statistic, piece of evidence, or other concrete piece of information a writer uses to support a topic.

Thesis: Usually a one sentence statement, made in the introduction, which defines the main idea of an essay. It remains the controlling idea of the entire essay.

Title: The original, creative name given to a piece of writing.

Topic Sentence: The first sentence in a body paragraph, it tells the main idea of the paragraph.

Transitions: Words or phrases that make smooth connections between parts of a piece of writing, they bring ideas together. They are leaving one thought and entering a new one.

Voice: In **active voice**, the subject of a sentence performs the action expressed by the verb, ex: "Jim kicked the ball." Using **passive voice**, the subject of the sentence receives the action or is acted upon, ex: "The ball was kicked by someone on the other team."

Works Cited Page: An alphabetical list of works comprised of works quoted from or works referenced in a paper.

THE WRITING PROCESS

**S
U
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A
R
T**

PROOFREAD & EDIT & WRITE A FINAL DRAFT
Look for grammar, spelling, and punctuation errors. Format to meet requirements.

PLAN
Consider the following aspects of your response:
topic, audience, instructions, and format.

PRE-WRITE
Brainstorm, map, cluster, or outline to generate and organize ideas.

WRITE
Write a first draft to get your ideas on paper. Try to write as much as possible without stopping.

REVISE
Read your first draft and think about ways to make it better. Add information and reorganize if necessary.

WRITE
Write a second draft with the changes you made in the revision process.

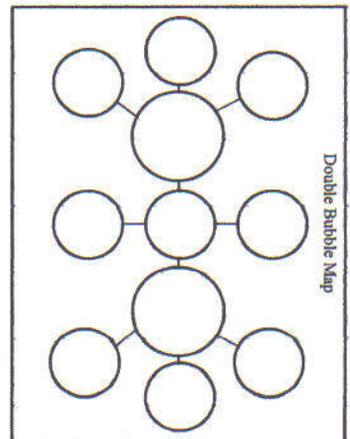
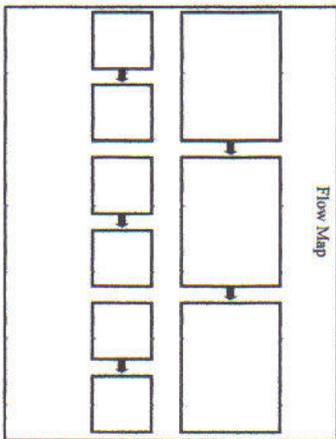
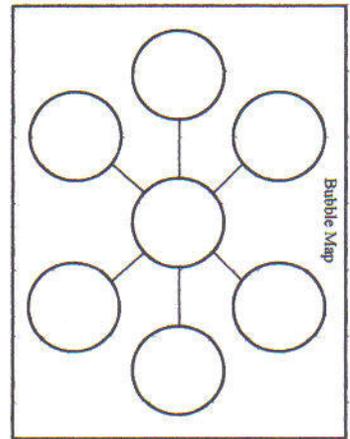
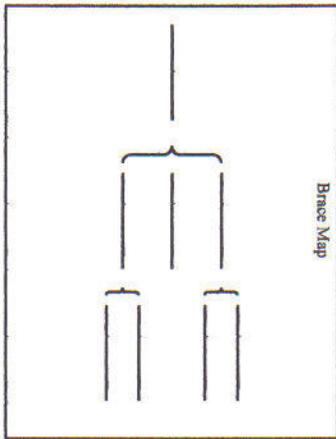
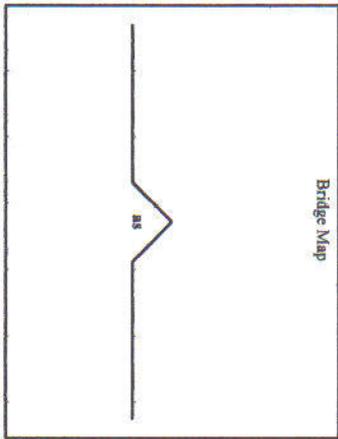
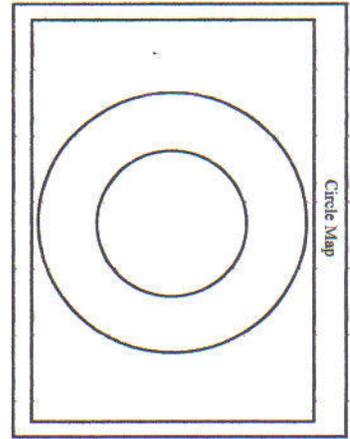
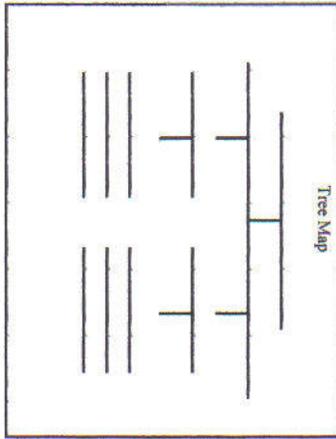
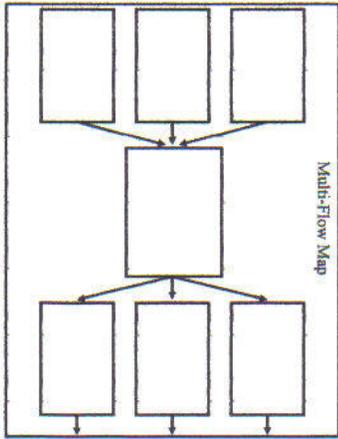
REVISE
Read your second draft. Share your work with others. Review the assignment requirements.

WRITE
Write another draft with the changes made in the revision process.

TAKE ANOTHER BREAK
Step away from your work and let things rest again.

TAKE A BREAK
Let things rest for a day or two. Set your writing aside and engage in other activities to clear your mind so you can return to your writing objectively.

Thinking Maps



How to Write to Each of the Six Types of Prompts

| | |
|--|---|
| <p>Biographical Narrative Essay</p> <ol style="list-style-type: none">1. Choose a topic.2. Write an introduction & thesis.3. Select events & plan their order.4. Determine the point-of-view.5. Set a narrative pace.6. Choose voice & tone.7. Conclude in a clear & purposeful way. | <p>Response to Literature</p> <ol style="list-style-type: none">1. Think critically about the text you read.2. Connect your own interpretation to the main ideas of the text.3. Write an introduction & thesis.4. Support your ideas with examples from the text.5. Think about your reader.6. Write an interesting conclusion. |
| <p>Expository Essay</p> <ol style="list-style-type: none">1. Choose a topic you want to investigate.2. Write an introduction & thesis.3. Find & use appropriate research.4. Include only significant facts & details.5. Anticipate potential problems your readers may encounter.6. Write an interesting conclusion. | <p>Persuasive Essay</p> <ol style="list-style-type: none">1. Choose a topic.2. Clarify your position.3. Write an introduction & thesis.4. Find & use compelling evidence.5. Defend your statements.6. Adopt an authoritative tone.7. Address readers' concerns & counter-claims.8. Write an interesting conclusion. |
| <p>Technical Document</p> <ol style="list-style-type: none">1. Know your topic.2. Write an introduction that clarifies your purpose.3. Organize your points logically.4. Provide accurate details.5. Anticipate reader needs.6. Use scenarios, definitions and examples.7. Write a clear conclusion that revisits key points. | <p>Reflective Essay</p> <ol style="list-style-type: none">1. Choose a topic.2. Write an introduction & thesis.3. Connect the topic with your own ideas.4. Organize your ideas.5. Express your point of view.6. Write a conclusion. |

Jane Schaffer Research Writing Terms

Introductory Paragraph

- **Grabber/Hook/Lead**
 - an anecdote, famous quote, question, startling fact, etc. that pulls the reader into the essay
 - should be a broad statement; doesn't need to even *mention* the book
 - connect this grabber to thesis statement throughout introduction
- **Thesis Statement**
 - appears as the LAST sentence of the introductory paragraph
 - contains the central idea of the essay
 - prepares the reader for the supporting details that will follow

Body Paragraphs

- **Topic Sentence (TS)**
 - what the paragraph is about
 - usually the first sentence in the paragraph
 - other sentences in the paragraph should support and connect to TS
- **Concrete Detail (CD)/Example/Evidence**
 - supports the central idea of the essay
 - concrete details are facts from text, direct or paraphrased quotations, or other examples to prove the TS
- **Commentary (CM)/Explanation**
 - connects the CDs to the TS and the thesis statement
 - offers further detail
 - expresses the writer's opinion (YOUR opinion)
 - explains the author's point in depth (author of the analyzed book)
- **Concluding Sentence (CS)**
 - comes at the end of the paragraph
 - echoes topic sentence and bridges to the next paragraph

Concluding Paragraph

- **Concluding Statement**
 - appears as the FIRST sentence of the conclusion paragraph
 - restates the thesis
 - connect concluding statement to "So What?" statement throughout conclusion paragraph
- **So What?**
 - Why does this topic matter in a broad sense, beyond the book?

Chunk Paragraphs

- a combination of concrete details and accompanying commentaries
 - in English, will usually be 1 CD:2 CM
 - in History, will usually be 2 CD:1 CM
 - in Math and Science, will usually be 3 CD:0 CM or 2:1

Writing a Thesis Statement

What is a thesis statement?

The term “thesis” comes from the Greek word for *putting* or *position*. It gives your position on whatever issue you are discussing.

Thesis statement rules:

- Clearly state your opinion and why you hold this opinion
- Directly address the writing prompt (determine what kind of paper you are writing: analytical, expository, or argumentative)
- Maintain a specific focus (suggesting a relationship between all the points you will cover)
- Say something worthwhile
- Use authoritative language
- The thesis statement usually appears at the end of the first paragraph of a paper and is usually one sentence in length

Formulating a thesis statement:

1. State the topic under consideration:
(ex. cell phones)
2. State the specific issue in the form of an opinion (give your position):
(ex. Cell phones should be allowed in the classroom)
3. Give three to four intelligent reasons to support your thesis statement (your rationale):
(ex. Reason #1: Cell phones can help students take notes.
Reason #2: Using cell phones in class will keep students interested in class lessons.
Reason #3: Cell phones can be used to look up relevant information to the class.)
4. State your opinion (position) with your reasons (rationale) to create a thesis:
(ex. Cell phones should be allowed in the classroom because they can help students take notes, they keep students interested in class lessons, and cell phones can be used to look up relevant information to the class.)
5. Revise your thesis statement to make it easier for the reader to understand:
(ex. Cell phones should be allowed in the classroom because they help students stay interested in teacher lesson plans by enabling students to research information relevant to the class.)

Types of Thesis Statements and Examples:

- An analytical thesis statement breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.

Example: An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The essay that follows the above thesis statement should explain the analysis of the college process and explain the the challenge facing admissions counselors.

- An expository (explanatory) thesis statement explains something to the audience.

Example: The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The essay that follows the above thesis statement should explain how students spend their time studying, attending class, and and socializing with peers.

- An argumentative thesis statement makes a claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

Example: High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The essay that follows the above thesis statement should present and argument and give evidence to support the claim that students should pursue community projects before entering college.

The Sheridan Baker Thesis Machine

This type of thesis "making" is provisional and should be polished. It does, however, offer the writer a method to begin thesis development.

1. Topic and Issue (Rough Thesis)
 - State the topic under consideration
 - Recognize and state the specific issue. (Often the topic is defined in the prompt).
 - **Example:** The Cooler hours should or should not be extended by one hour on weeknights and weekends.
2. Position (Rough Thesis)
 - Give your position on the topic.
 - **Example:** (Resolution) The Cooler hours should be extended daily by one hour.
3. Rationale (Rough Thesis)
 - Add your main reason in a "because" clause.
 - By using a "because" type clause, you can convert the resolution into a sentence that states your position on the issue while providing a main rationale for the position.
 - **Example:** The Cooler hours should be extended until 12:30am on weeknights and 9pm on weekends because many students both study and eat later.
4. Although Clause (Rough Thesis)
 - Refine the rough thesis by adding stipulations in an "although clause" (these are conditions or exceptions to your position).
 - **Example:** Although by extending the Cooler hours, more staffing will be required, the cooler hours should be changed to a later time because many students eat and study later.
5. Polish (Polished Thesis)
 - Refine wording: consider eliminating the overt use of "because" or "although," or direct use of personal pronouns, such as "I."
 - **Example:** Although the extension of the Cooler hours requires more staffing, the hours should be changed to 12:30am on weeknights and 9pm on weekends to accommodate many students who eat and study later.

“Creating a Thesis Statement.” The Owl at Purdue. 2009. 5 July 2009

<<http://owl.english.purdue.edu/owl/resource/545/01/>>.

“Thesis Machine.” Oxy’s Writing Center Online. 5 July 2009

<<http://departments.oxy.edu/cae/writing/thesismachine.html>>.

Writer's Signal Words

TIME/SEQUENCE WORDS

then
now
today
meanwhile
while
first of all
in the first place
secondly
soon
soon after
after
in the meantime
later
further
first
second
third
last
next
finally
at last
afterwards
at the same time
to begin with
immediately
suddenly
consequently
eventually
until
already
during
presently
thereafter
much
some
several
lastly

ILLUSTRATION/ EXAMPLE WORDS

for instance
for example
to illustrate

LISTING WORDS

the following
then
another
moreover
besides
next first
second
third
also
in addition
additionally
furthermore
likewise
as well as
and
many
some
several
lastly

DIRECTION WORDS

away from
opposite to
adjacent to
on the opposite side
in close proximity
close to
underneath
above
between
below
across from
farther
beyond
nearby

ADDITIONAL THOUGHT WORDS

and
moreover
further
furthermore
also
likewise
too
again
besides

CONNECTING WORDS

to this end
with this in mind
in spite of
in any event
in addition
indeed
moreover
and
again
furthermore
besides
for instance
at length
also

COMPARE/ CONTRAST WORDS

even though
but
however
yet
otherwise
although
despite
still
on the contrary
on the other hand
nevertheless
rather than
conversely
equally important
in like manner
by comparison
compared with
differing from
similarly
likewise
equally
in the same manner
unfortunately

CONDITIONAL WORDS
even though
as though
whereas
unless

CAUSE/EFFECT WORDS

as a result
so that
therefore
for this reason
thereupon
consequently
as though
as if
thus
hence
accordingly
provided that
in order to
since
because
on account of
so
it follows that

SUMMARY WORDS/ CONCLUSION WORDS

to sum up
to summarize
in brief
in short
as I have stated
in other words
that is to say
as has been noted
on the whole
hence
consequently
thus
so
for this reason
therefore
as a result
it follows that
to conclude
in conclusion

Things NEVER to Do in an Essay

1. Do not use slang, texting language, emoticons, or shortened words. Only use appropriate abbreviations (Dr., Mr., Ms.). Also, do not overuse exclamation points!!!

Examples:

| Don't Use | Use Instead |
|----------------------------------|--|
| u | you |
| & | and |
| cuz, cause, or b/c | because |
| til or till | until |
| ☺ or ♥ | |
| etc. | and ... |
| should of/ would of/ could of | should have/ would have/ could have |

2. Do not make your essay title *look* special. All of the creativity should be in the **wording**, not the appearance. This means you cannot use Word Art, special fonts, underlining, italicizing, all caps, quotation marks or anything else that will make it stand out beyond being centered.
3. Do not forget to indent each paragraph with one TAB and do **not** add an extra line of space between paragraphs.
4. Do not use Arabic (regular) numerals when writing numbers unless you follow these rules:
 - a. Any number that is written with one or two words is to be written out. (write “twenty-nine” instead of “29” and “one thousand” instead of “1,000”)
 - b. Any number that is written with three or more words uses Arabic numerals (write “365” instead of “three hundred and sixty-five”)
 - c. If the number begins a sentence, write it out, no matter how many words the number contains.
☹ **206** bones are enveloped in an adult’s skin.
☺ **Two hundred and six** bones are enveloped in an adult’s skin.
5. Do not begin an essay or thesis statement with any of the following phrases:
 - a. In this essay, I will write about...
 - b. The story I am going to write about is...
 - c. This is my essay on...
 - d. This book is about...Similarly, do not end an essay with the following:
 - a. This was my essay about...
 - b. I hope you liked my essay.
 - c. The End

6. Do not include boring, overused words in your writing. By the time you enter high school, your vocabulary should allow you to avoid using such trite words. Some words not to use:
 - ☹ stuff; well; nice; thing; wanna; sort of; okay; kinda; good; bad/sad/mad; great; overuse of *and*, *but*, *so* or *because*; basically; barely; really; “back in the day”
7. Do not forget to check your writing—revise, proofread, and edit as much as you can! Have someone else read it for you. Read it aloud. Read it backwards for spelling errors. Your final draft should be FINAL.

Items Specific to Formal Expository Essays about Literature

8. Do not use contractions. Instead of “isn’t,” use “is not.” Write “should have” instead of “should’ve.”
9. Do not use “I” or “you.” You should not use first or second person pronouns unless they are in a quotation and you have integrated them in order to demonstrate that they come from the text.
 - ☺ After the town is blown up, General Moncada remarks, ““They’re as well armed as we are”” (Garcia Marquez 155).
- 9A. Only write in the third person (he, she, it, they, etc.). Instead of saying “you,” use “one.”
 - ☹ If you are happy and you know it, clap your hands.
 - ☺ If one is happy and knows it, he or she should clap his or her hands.
10. Do not write in the past tense. Expository essays should be written in the present tense unless:
 - a. you are writing about factual history.
“Tsar Nicholas II abdicated his throne in 1917.” (Because this is factual history, you may use the past tense for “abdicate.”)
 - b. you are writing about something that takes place before the events of the book begin.
“The reasons for the feud are unknown, but the Capulets and Montagues hated each other for generations.” (Because the hatred began before the events of *Romeo and Juliet*, you may use the past tense for “hate.”)
- 10A. If a book is written in past tense, you still need to keep your essay in the present tense. You can change the quote so that it will integrate into your sentence.
 - ☹ Elie is despondent when he sees that his “father was sent to the left” (Wiesel 96).
 - ☺ Elie is despondent when he sees that his “father [is] sent to the left” (Wiesel 96).

JOHN BURROUGHS HIGH SCHOOL

MLA Guidelines and Style Sheet

Page set-up for ALL typed papers:

1. The entire paper has 1" margins on all sides.
2. The entire paper, including the heading, is double-spaced. Never add additional spaces between paragraphs or titles.
3. The font is 12-point, Times New Roman.
4. The heading is left justified and double-spaced if typed, but single-spaced if handwritten. The heading contains the following information, in this order:
Student's Name
Teacher's Name – Period Number (Mrs. Smith – 3)
Class or Course Title
Date written out with **NO** abbreviations. (17 August 2009)
5. The title is centered one space below the heading. **DO NOT** underline the title, put it in quotation marks, write it in ALL UPPERCASE, *italics*, bold or any special font or size.
6. Create a header to number all pages. Include your last name and the page number separated by only a single space, one-half inch from the top, right justified. For example: Smith 2. (MLA states the header is optional on page 1.)
7. The rest of the paper is left justified.
8. All paragraphs are indented five spaces (1 tab).

Citations:

1. Parenthetical citations within the body of the text include the author's last name and the cited page number. The author's name may be cited either as part of the introduction for the quote or after the quote, but before the period. Punctuation for the sentence follows the final citation parenthesis.
Ex: Medieval Europe was a place both of "raids, pillages, slavery, and extortion" and of "traveling merchants, monetary exchange, towns if not cities, and active markets in grain" (Townsend 10).
Or
Ex: As Townsend explains, Medieval Europe was a place both of "raids, pillages, slavery, and extortion" and of "traveling merchants, monetary exchange, towns if not cities, and active markets in grain" (10).
2. The Works Cited page follows the main body of the text and all entries are alphabetized by author's last name, or if no author is applicable, by title of publication.
3. Students **MUST** document in the "Works Cited" page:
 - a. direct quotations from the text
 - b. sections of books or articles that are paraphrased
 - c. parts of books or articles that are summarized
 - d. the source of ideas or interpretations, including but not limited to websites

Tom and Daisy live in their own world, a world where they are at the top and everyone else is inferior. This attitude leads them to think that they are entitled to behave recklessly, without regard for others. Nick defines Tom and his wife, Daisy, in such a way when he says, "They smash up things and creatures and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, by the mess they made" (Fitzgerald 179). This lack of concern is exemplified when Tom

Quote Integration
To avoid drop-quotes, add your own words to the sentence before the quote.

In-Text Citations
After a quote, cite your source by providing the following information in parenthesis:

Author's last name (space) page #

Punctuation for the sentence follows the final parenthesis.

Along with Myrtle Wilson, Jay Gatsby also falls victim to the immoral behavior of the Buchanans. Gatsby was in love with Daisy from his younger days and tried hard to win her back.

Margins
The entire paper (all four sides) should have 1" (one inch) margins.

alcohol was illegal. Still he didn't deserve what happened to him, all he wanted was to belong and share the happiness they seemed to have. Tom's social class led him to think that he could use Gatsby. Tom's wrong doings are seen when he sells Gatsby out by saying, "What if I did tell him? That fellow had it coming to him. He threw dust into your eyes just like he did in Daisy's, but he was a tough one" (Fitzgerald 178). This comment leads George Wilson, Myrtle's husband, to be so consumed with grief that he shoots Gatsby thinking he was the one responsible for her death. Daisy and Tom both had a hand in Gatsby's death. While they moved on, Gatsby

and Myrtle lay six feet under. Tom and Daisy didn't bother to attend either of the funerals showing neither had compassion or a sense of morality.

In the end, Tom and Daisy were the cause of much pain because of their carelessness towards others. And yet they were the ones who got away, and were not affected. Because of Tom and Daisy's social and economic class they lack morals, they are used to getting whatever they want and never thought about the consequences.

Font

The font should be 12-point size. Select Times New Roman.

Academic Honesty

All work must be the student's own.

All work must adhere to the JBHS Academic Honesty Guidelines.

See page ____ for reference.

Works Cited

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Charles Scribner's Sons, 1925.

Works Cited

If the paper contains citations, a separate Works Cited page follows the essay.

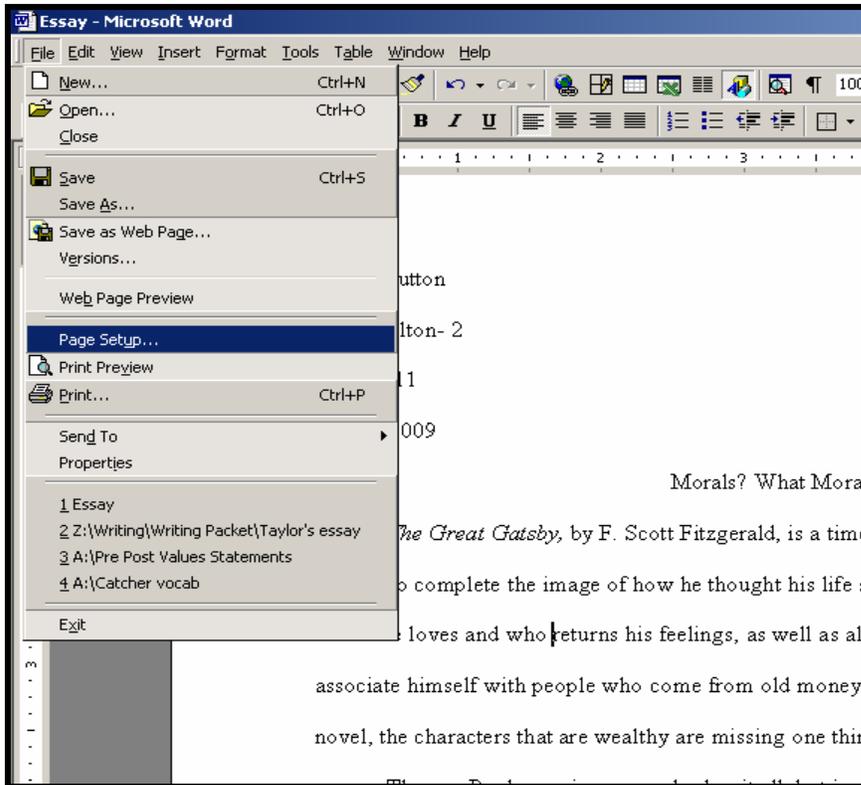
All entries are alphabetized by author's last name, or if no author is applicable, by title of publication.

Entries should be double-spaced.

For entries that go onto a second line, add a hanging indent.

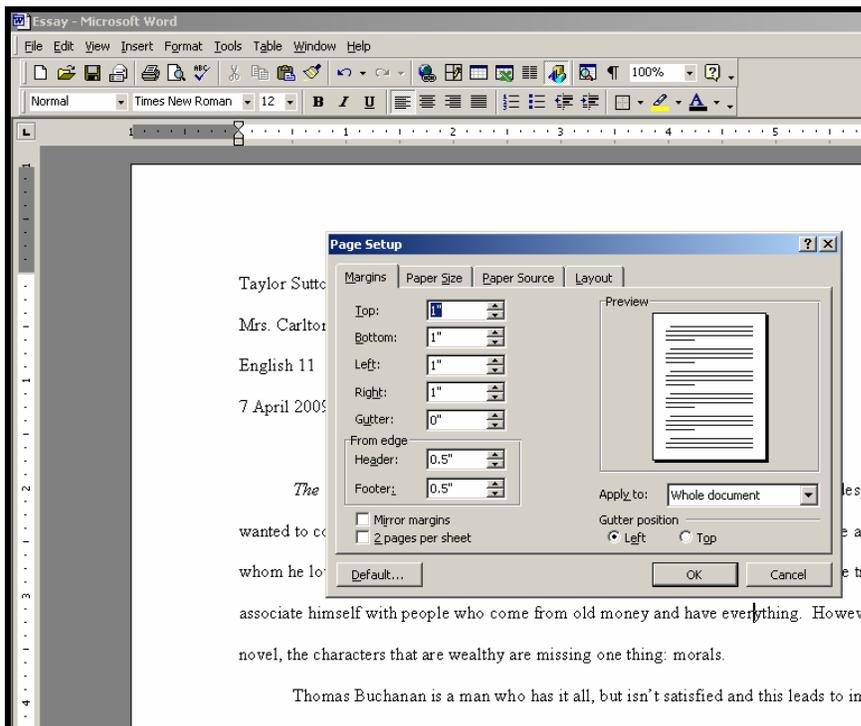
Guide to Formatting Essays Using Microsoft Word

How to Change the Margins



Step 1:

Go to **File**. Drag the mouse to **Page Setup**.

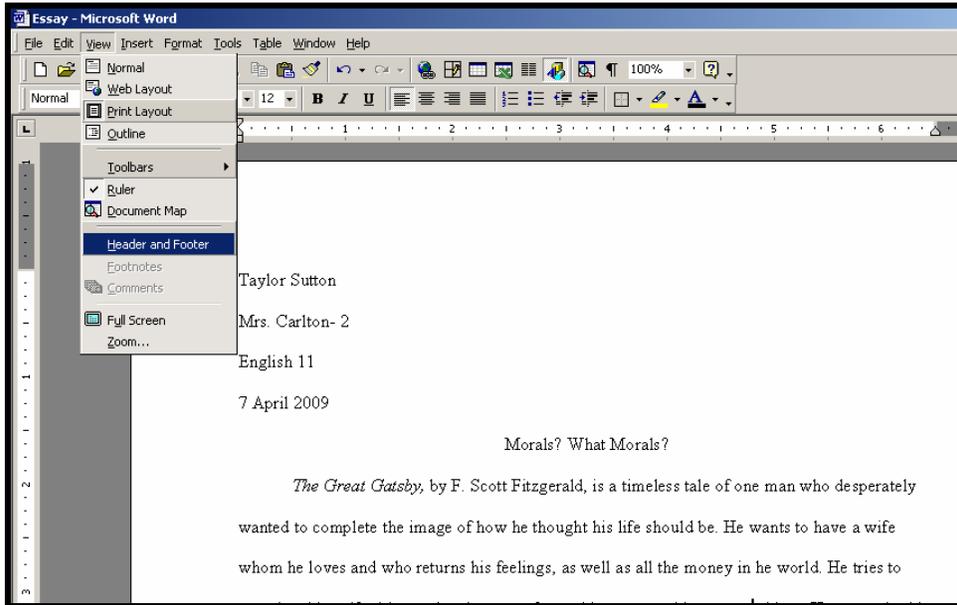


Step 2:

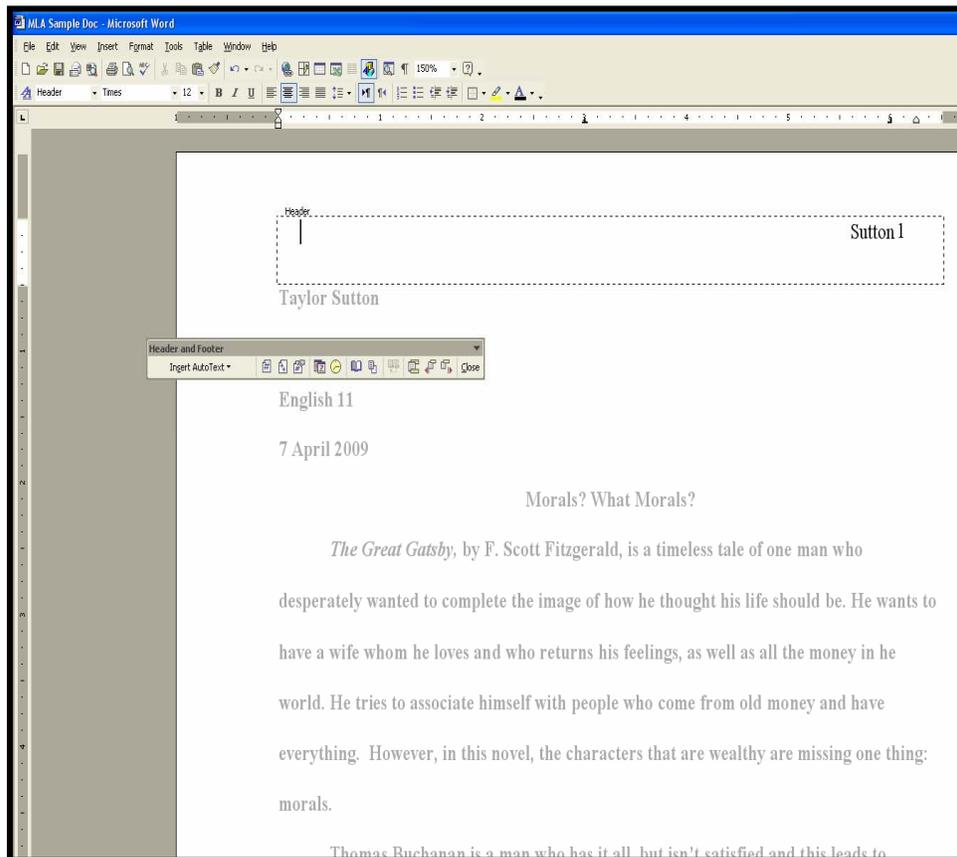
In the window that appears, **change all margins** (Top, Bottom, Left, and Right) to 1" (one inch).

You can press the up/down arrows next to each number OR enter the numbers on your keyboard. Click **OK**.

How to Add a Header



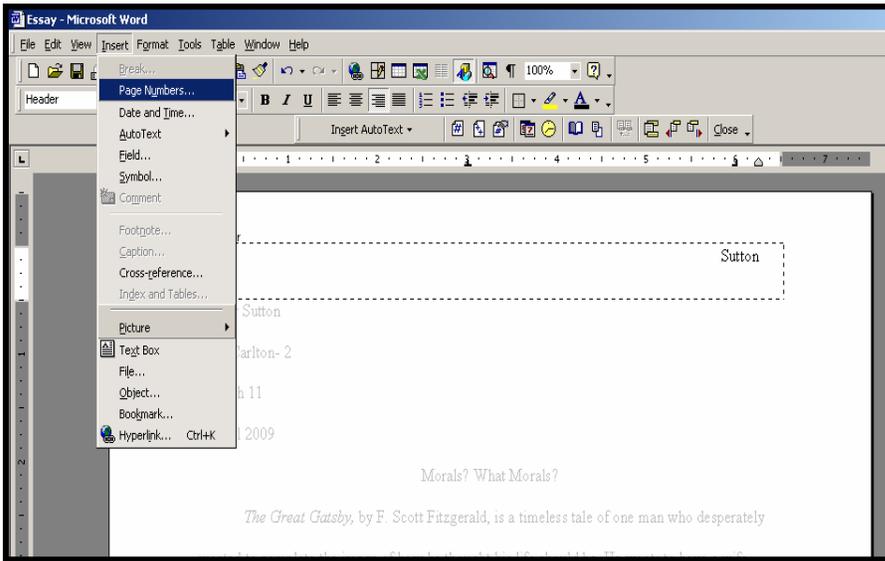
Step 1:
Go to **View**.
Drag the mouse to
Header and Footer.



Step 2:
In the box that appears, **type the text** you want to appear on every page.

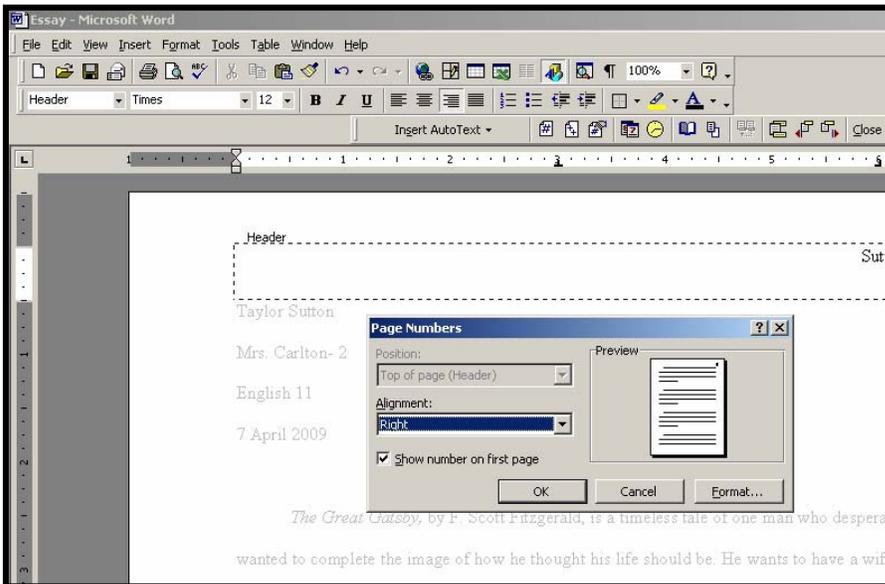
Change font and alignment of the text to match the rest of the document.

How to Add Automatic Pagination



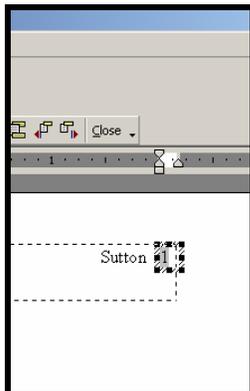
Step 1:
Go to **Insert**.
Drag the mouse to **Page Numbers**.

If adding page numbers to the Header, as with MLA style, the cursor must be in the header before you do this step.

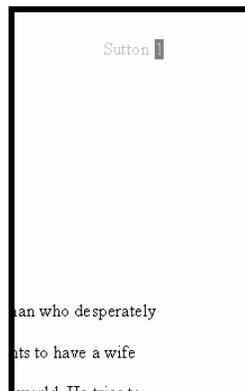


Step 2:
In the window that appears, **select the location** for the page numbers.

If you have added page numbers to the Header, **Top of page (Header)** will already be selected for you. Change the alignment to **Right**. Click **OK**.

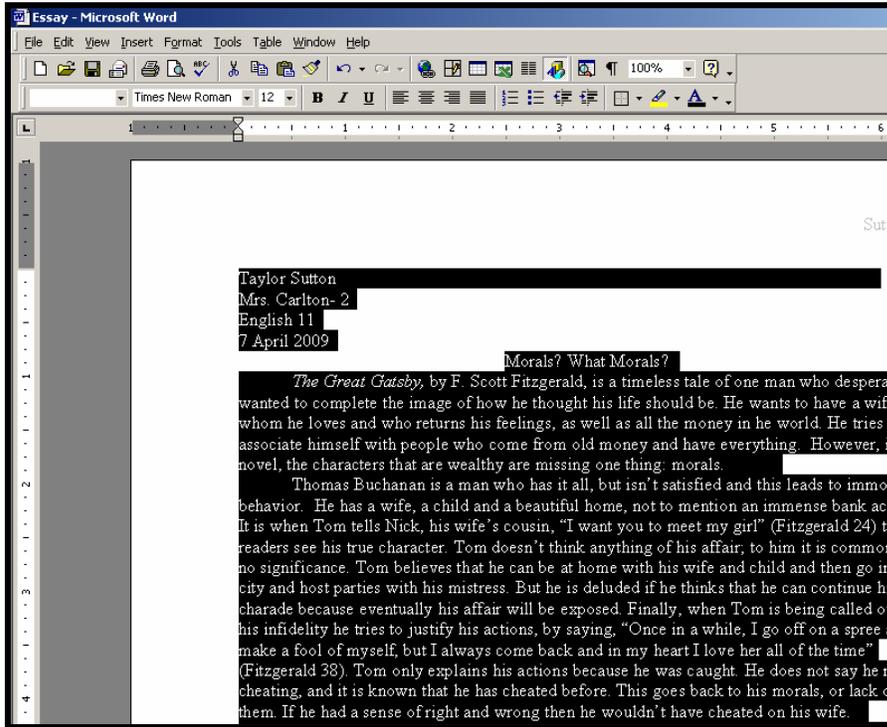


Step 3 (optional):
If necessary, click on the number to adjust the placement of the text box.



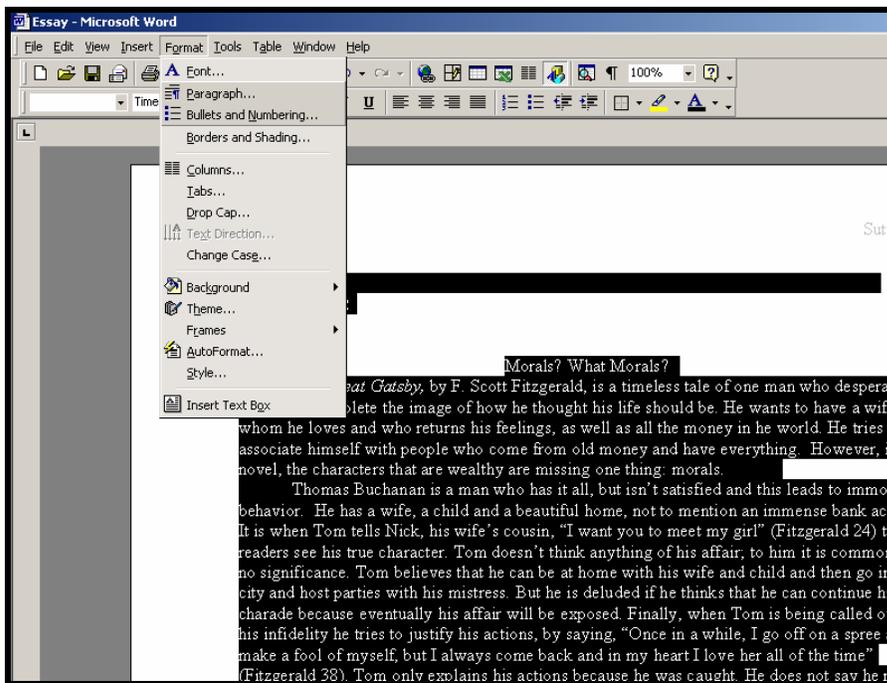
Step 4:
Click back into the body of your document to leave the Header. The page numbers will remain in a gray box.

How to Double-Space



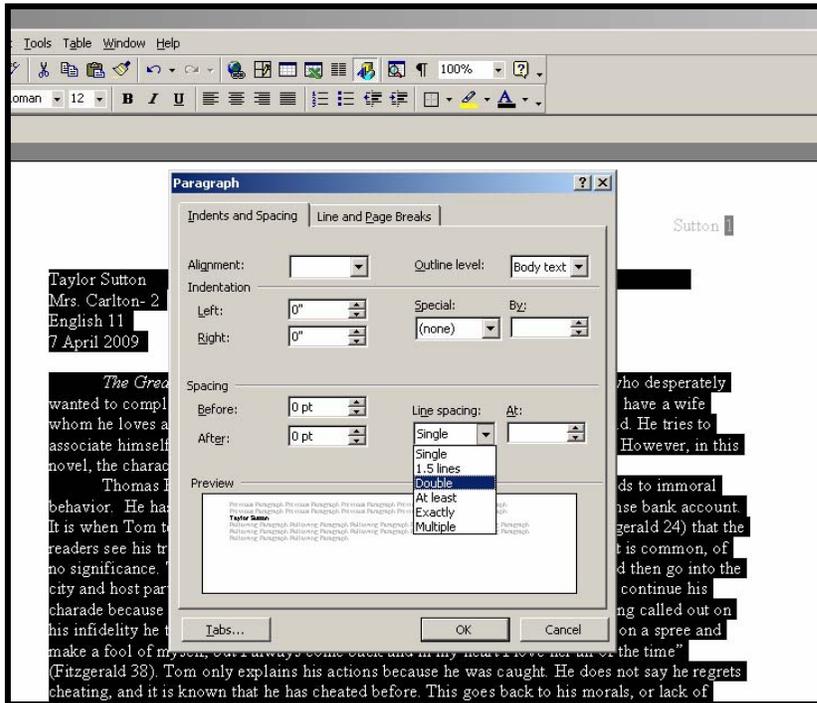
Step 1:
Eliminate any extra spaces in your document (between the title and the body, between paragraphs, etc.)

Highlight the text to double-space. You can hold the shift key and drag your mouse over the appropriate text. Or, if everything in the document can be double-spaced, go to Edit, then choose Select All.



Step 2:
Go to Format. Drag the mouse to **Paragraph.**

How to Double Space (continued)

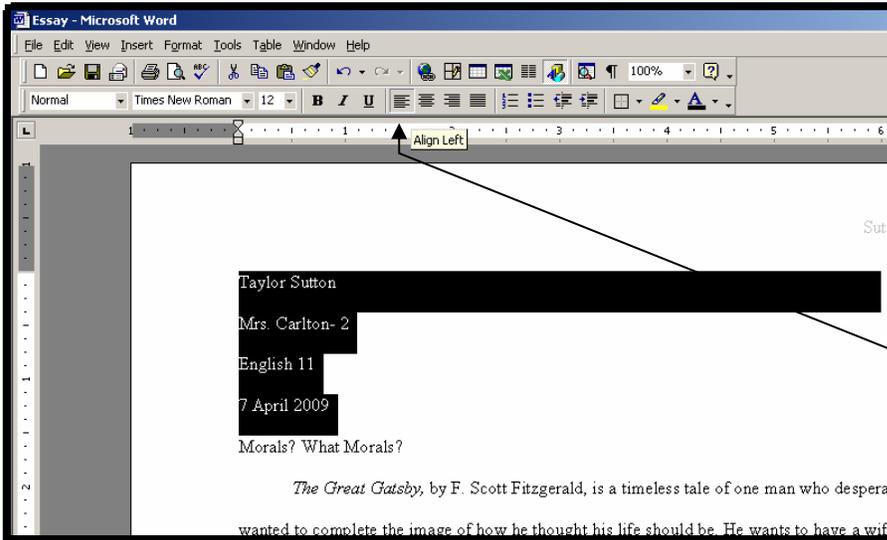


Step 3:

In the window that appears, find the Spacing section. In the drop-down menu for Line spacing, select **Double**.

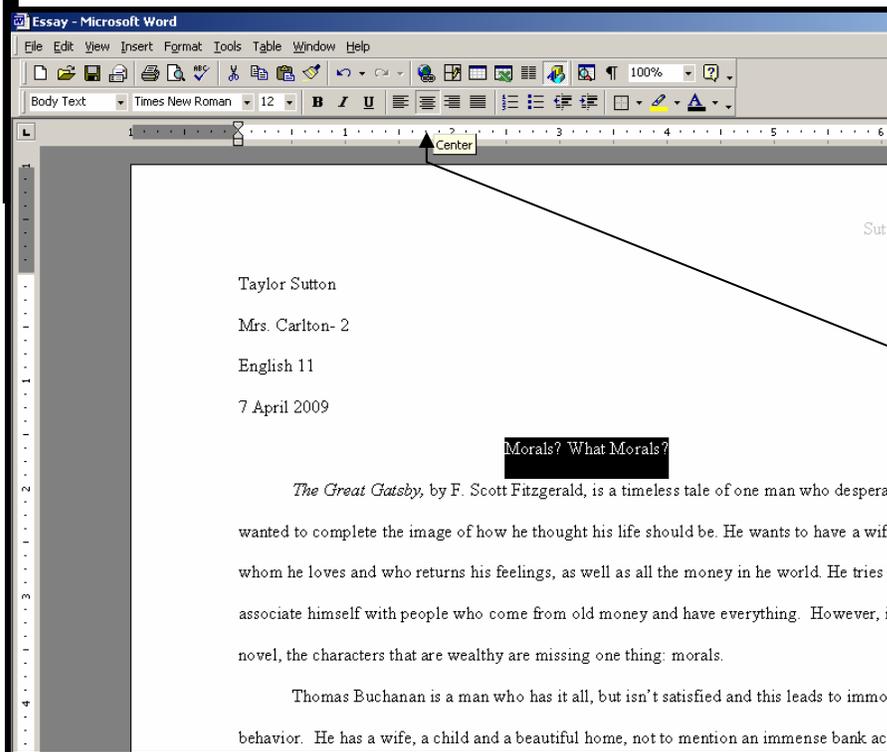
To avoid extra spaces, also make sure that the spacing Before and After paragraphs is at 0 pt (zero points).

How to Align Text



To Align Left:
Most writing should be left-justified, or aligned along the left edge.

Select the text to align, and click **Align Left**.

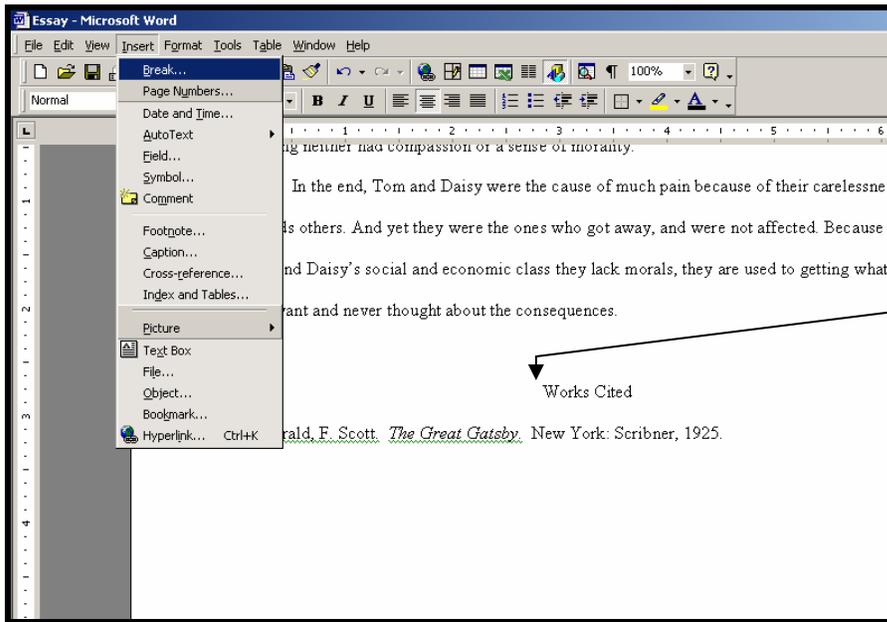


To Center:
Some writing, like titles, should be centered.

Select the text to align, and click **Center**.

NOTE: If you do not see these buttons, go to View, drag the mouse to Toolbars, and select the Formatting toolbar.

How to Add a Page Break

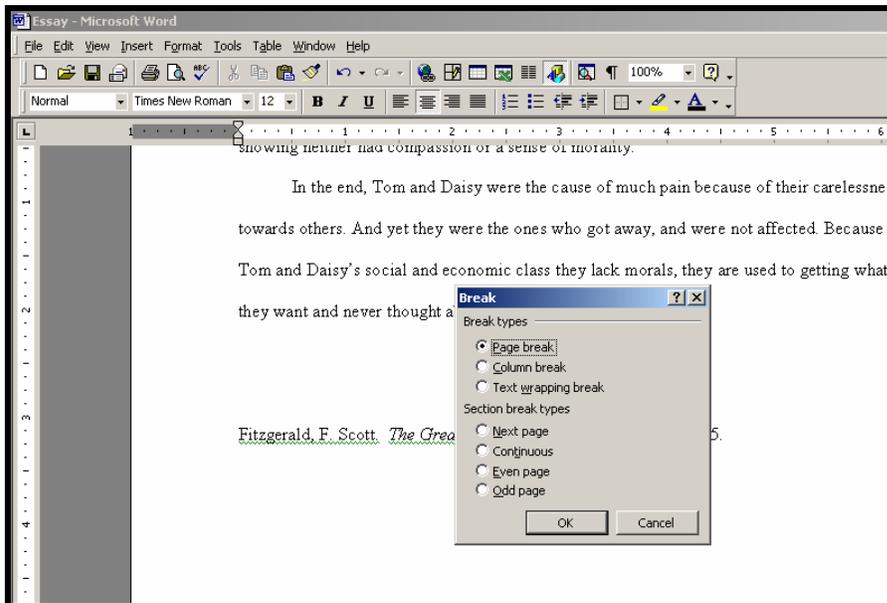


Step 1:

Some text, such as the Works Cited, should be placed on a separate page of the document.

Place the cursor where you want the new page to start.

Go to **Insert**. Drag your mouse to **Break**.

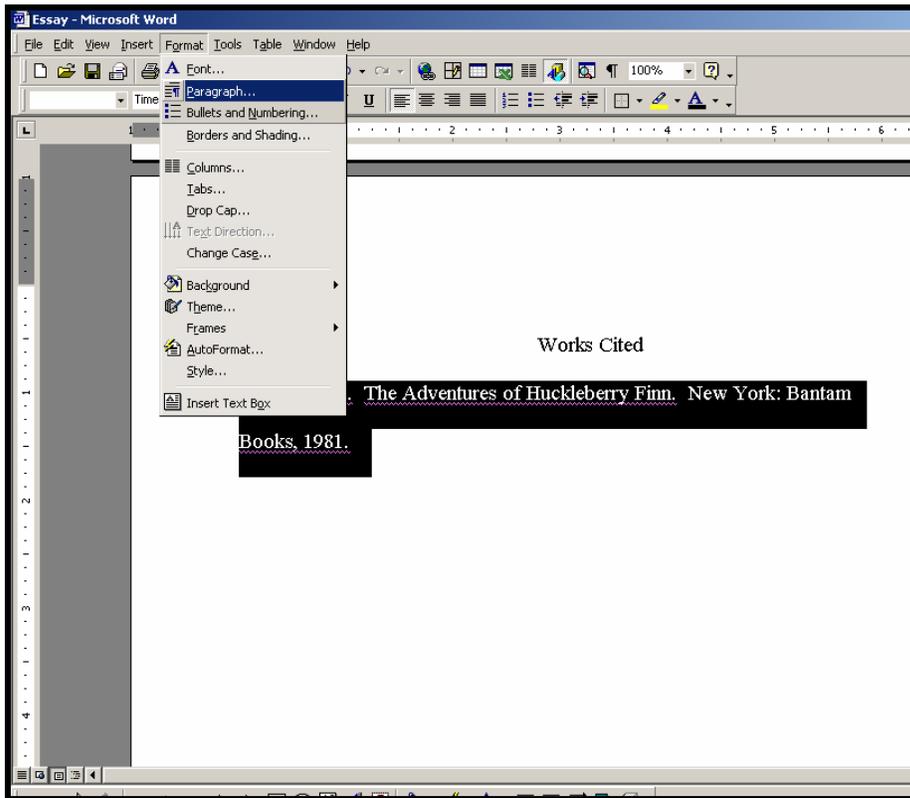


Step 2:

In the window that appears, select **Page Break** and click **OK**.

The text will automatically move to the next page.

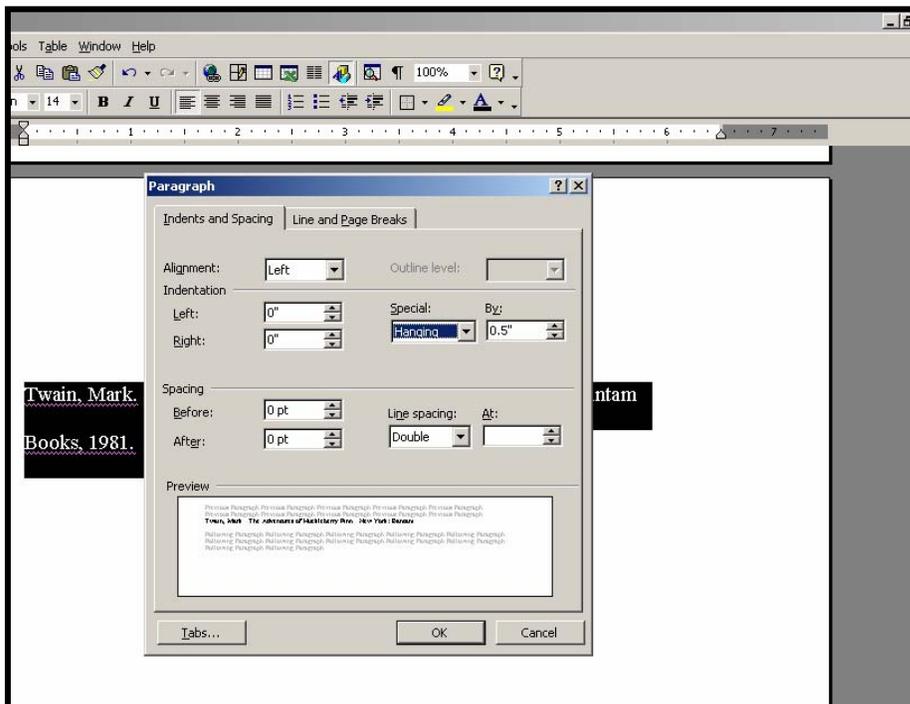
How to Add a Hanging Indent



Step 1:

A hanging indent means that every line is indented *except* the first. This is the appropriate way to format entries in the Works Cited that are longer than one line.

Highlight the text that needs to have a hanging indent. Go to **Format**. Drag the mouse to **Paragraph**.



Step 2:

In the window that appears, find the Indentation section. In the drop-down menu for Special Indentation, select **Hanging**. Change the size of the indentation to 0.5" (1/2 inch). Click **OK**.

Revising and Proofreading Essays

Revision: improving your ideas, organization, and word choice

Proofreading: checking spelling, punctuation, and grammar for errors

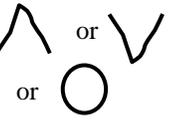
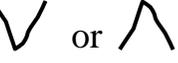
Revision Checklist:

- Reread the prompt or assignment. Make sure you are answering the question or prompt and clearly addressing all parts of the writing task: audience, format, what your response should look like, what type of evidence or support the prompt is asking for.
- Check for missing words or confusing sentences by reading the essay aloud. If something doesn't sound right, work on it until it does. Make sure you use the exact words you want.
- Look at your organization and transitions. Do your ideas flow smoothly?
- Introduction Paragraph:
 - Does the grabber begin the essay in an interesting way? Could it be better?
 - Does the middle of the paragraph successfully connect the grabber to the thesis? Can anything be added or deleted to make it stronger?
 - Have you mentioned the book's author, genre, and title?
 - Thesis: only *one* opinion about the topic?
- Body Paragraphs:
 - Does the topic sentence clearly connect to the thesis?
 - Does the concrete detail (CD) support the thesis?
 - Does the commentary (CM) explain the significance of the CD? Explain how the CD proves your thesis true.
- Conclusion Paragraph:
 - Does the concluding statement rephrase the thesis enough to remind the reader of the original opinion?
 - Does the middle of the paragraph successfully connect the concluding statement to the "so what?"
 - Is the "so what?" something the reader cares about or wants to know more about?
- Quotes:
 - There should be at least one quote in an essay about literature. If there isn't, try to find better proof through a quote to replace a weak CD.
 - Check that quotes are correctly written: quotes are exact, deletions are shown through ellipses (...), changes are shown through brackets [], and citations are correctly written (quo-par-punc).
- Check that writing is exact and to the point. Don't spend fifteen words on what it takes eight words to say. Be simple and clear.
- Replace any words or phrases that may be awkward sounding, confusing, unclear, or misleading. Make sure you aren't using the same word over and over.
- Look for sentence variety. Do sentences appear in different forms and lengths?

Proofreading Checklist:

- Fix run-ons and fragments.
- Read the essay backwards, word by word. This allows you to focus on spelling of individual words. Check frequently misspelled words, like there/they're/their.
- Read the essay aloud, pausing at punctuation marks. If the pause is awkward or missing, change the punctuation as necessary.
- Look at the form. Check that your essay is neat, legible, and looks like an essay.

JBHS Proofreading Symbols

| Symbol | Definition | Example |
|---|--|---|
|  | Indent for a new paragraph. |  So he yelled, "What are you doing?" "I don't know." I answered. |
|  | No new paragraph. Attach this paragraph to the preceding | She screamed at the top of her lungs.  All the neighbors turned to look. |
|  | Circled word is misspelled. | By William Shalespear |
|  | Capitalize a lower case-letter. | By William <u>sh</u> akespeare |
|  | Lower-case a capital letter | I bought a book for my U nkle. |
|  | Add punctuation: comma, period, semicolon, colon, dash, apostrophe, etc. | Elephants do not sleep in Janes house. |
|  | Add a space. | alot |
|  | Add something: Insert a missing word, letter, or phrase. | Costs ^{a lot of} money |
|  | Close a space. | dog house clo se up |
|  | Delete a word, letter, punctuation or phrase | Costed a lot of money |
|  | Omit or delete something | She was very very very rich. |
|  | Incomplete sentence/fragment | Because Jared's so rich. frag |
|  | Run-on Sentence | I wasn't talking, I wasn't complaining, I didn't say anything, and Sam was talking. r/o |
|  | Comma splice | It was an amazing dog, Fido could swim underwater and catch frisbees. cs |
|  | Change the order of the words. | The sat cat on the mat. |
|  | Move circled words to place marked by arrow. | The girl has a dog <u>in the red dress</u> . |
|  | Good point | The metaphor enriches the way we see her character grow.  |
|  | Too wordy | She was rich, richer than anyone ever could imagine, so rich she had purses.... wdy |

| | | |
|-------|---|---|
| WC | Wrong Word Choice | Hooray, I was excerted ^{WC} into Harvard! |
| W/O | Write out. | I owe her 33 ^{WO} cents. |
| sl | Casual language/slang | Gotta ^{sl} give the girl pr ^{sl} ops for her song. |
| av | Use active voice. | The boy was badly bitten by the dog. av |
| cl | Cliché | She was as old as the hills. cl |
| rep | Repetitious | His shoes were ugly, and stupid, and not very stylish or fashionable. rep ? |
| ? | Incomprehensible/ illogical | The elephants argued all through Friday and on to Saturday. ? |
| awk | Awkward wording or phrasing | When comparing school spirit, this has been attributed to numerous awk |
| ts | Unclear or no topic sentence | My dog has fleas. Cats don't have fleas. Fish get algae. Turtles hibernate. ts |
| // | Parallelism: faulty parallel structure | Sam likes texting, to swim, and baseball // |
| t | Wrong verb tense or random change in verb tense | I ran down the street and give him my keys. t |
| E | Need evidence/example | Everyone likes <i>Twilight</i> . E |
| agr | Agreement | Sean is taller than me . agr |
| S-V | Subject –verb agreement | S-V She talk in class too much. |
| pro | Wrong pronoun case | Someone left their backpack on the field. pro |
| CD | Needs concrete detail | Cats are considered to be more sophisticated than dogs... cd? |
| CM | Needs commentary or explanation | Seventy percent of your body is water. You can drink three gallons of water per day. Drinking too... cm? |
| trans | Transition: needs transition | He was arrested fifteen times for DUI. He drank too much... trans |
| → | Margins: correct the margins | ← <i>Twilight</i> by Stephanie Meyers is about teenager Bella Swan's romance with vampire Edward Cullen. It's ... |

PROOFREADING/EDITING WORKSHEET

Author's Name _____

Paper's Title _____

FORM--The paper adheres to the correct form:

Yes No Heading is correct and on the top four lines
First & Last Name
Teacher's Name - Period #
Class Title - Grade
Date Written Out with no abbreviations

Yes No Paragraphs are indented.

Yes No Title is centered on the 4th line.

Yes No Margins are correct -- 1" on all sides.

Yes No Second and subsequent pages have Name and page
number heading on the top right-hand corner.

PARAGRAPHS

Yes No The paper has a new paragraph for each new topic
or idea.

Yes No The paper has a new paragraph for each change of
speaker.

SENTENCES

Yes No Every sentence ends with a period, question
mark, or exclamation point.

Yes No Every sentence contains a subject and a verb,
and expresses a complete thought.

Yes No Every verb agrees with every subject.

Yes No Every sentence is complete: no run-ons or
fragments.

Yes No The paper has varied sentence lengths.
The longest sentence has _____ words.

Yes No The author has varied sentence beginnings and
sentence types to avoid monotony (being boring).

Yes No The author has capitalized the first word in
each sentence.

Yes No The author has kept the same tense throughout the
story or essay. (Past or Present)

PUNCTUATION WITHIN SENTENCES

Yes No The author has used commas to set off non-

restrictive elements, repeat information.

- Yes No The author has used commas to separate items in a series.
- Yes No The author has used commas after long introductory clauses.
- Yes No The author has used commas before the conjunction (and, or, but, etc.) in a compound sentence.
- Yes No The author has used commas in dates and addresses.

WORDS

- Yes No The author has spelled all words correctly. (The editor has circled any words in doubt.)
- Yes No The author has spelled all homonyms (sound alike words such as there, their , and they're) correctly.
- Yes No The author has used apostrophes (') correctly in contractions and possessives.
- Yes No All proper nouns are capitalized.
- Yes No The author has avoided repeating the same word too many times.
- Yes No The author has avoided hot air, words that don't say anything, slang, etc.

TITLE

- Yes No All titles have been correctly punctuated.
- Yes No The author has capitalized words in the titles correctly.

Legibility

- Yes No Paper is neat and legible.

MLA Quoting and Citation Guide

When writing an expository essay, you **MUST** give credit to the sources from which you receive your information. Even if you are not *directly* quoting the source, i.e. paraphrasing or using ideas, you must cite the source.

Quotations:

- A quotation is the strongest proof you can have to back up a topic sentence. However, do not *overuse* quotes. Use them selectively.
- A quotation is defined as the EXACT words being taken from a source. The words, spelling, punctuation, and grammar *cannot* be changed, unless you demonstrate the changes that you make.
 - If you take out a word, phrase, or paragraph, you must replace the missing pieces with an ellipsis. An ellipsis is a series of three periods with a space before and after each. (. . .)
 - Original: “He has dark-brown hair that kicks out in front and a slight cowlick in the back” (Hinton 6).
 - Changed: “He has dark-brown hair . . . and a slight cowlick in the back” (Hinton 6).
 - If you choose to change a word (i.e. make a pronoun clearer), you must make the change within square brackets [].
 - Original: “He’s not as tall as Darry” (Hinton 7).
 - Changed: “[Soda is] not as tall as Darry” (Hinton 7)
 - If the quote has internal punctuation, keep it. Change quotation marks to single quotation marks (from “ to ‘) if there is a quote inside of the piece that you are quoting.
 - “‘Johnny,’ she said quietly, ‘you mother’s here to see you’” (Hinton 122).
- If your quote becomes more than four typed lines, set it off from the rest of your text by going to the next line, moving the entire quote in ten spaces, and removing quotation marks. Use a colon before the quote.

In-text Parenthetical Citation:

- At the end of the quote, paraphrase, or borrowed idea, the page number of the source must be put into parentheses, followed by the period.
 - “He went around *trying* to break laws” (20).
- If you are using more than one source in the essay, the author’s name must precede the page number.
 - “He went around *trying* to break laws” (Hinton 20).
- If the citation comes from a play, cite the act, scene, and line numbers.
 - “What’s in a name? That which we call a rose/ By any other name would smell as sweet” (II.2.43-44).
- If the quote itself ends with a question mark or exclamation point, keep the punctuation, cite as usual, and then add the period.
 - “‘You feel okay now?’” (Hinton 158)

Quote Integration FAQs

Frequently Asked Questions

What is quote integration?

Quote integration is putting exact words or phrases from a book (quotations) into your own sentence.

Why should I integrate quotes into my essay?

By integrating your quotations, you have a chance to explain the context of the quotation. Also, the essay will sound less awkward and smoother!

How do I integrate quotations into my essay?

There are a few ways to integrate quotes from a work of literature into your essay! Be careful with your punctuation, as it affects the sentence. You should use a variety of the following methods, instead of only using one repeatedly.

1. Introduce the quotation with a complete sentence and a colon.

This can help to explain the context of your quotation and will help you connect your concrete details to your commentaries. Do NOT use a semi-colon (;) or a comma (,) in this situation.

Example: Romeo uses a metaphor to demonstrate that Juliet brings light to his life: “It is the East, and Juliet is the sun” (II.2.3).

2. Use an introductory or explanatory phrase, separated from the quotation with a comma.

This is similar to the example above, but the introductory phrase is NOT a complete sentence, and therefore MUST be followed by a comma.

Example: To demonstrate that Juliet brings light to his life, Romeo declares, “It is the East, and Juliet is the sun” (II.2.3).

3. Make the quotation a part of your own sentence without any punctuation between your own words and the words you are quoting.

This should be done seamlessly, so that if the sentence is read aloud, a listener would not know where the quoted material begins and ends.

Example: Capulet refuses to marry Juliet to Paris at first because she is too young and “is yet a stranger in the world” (I.2.8).

There are times when you may need to change the quote to fit your sentence.

- If you drop something from the middle of the quotation, you must use an ellipse (...) to demonstrate that something has been removed. Do not use ellipses at the beginning or end of the quote, even if you are only using part of a sentence from the book.
 - Original: “I wonder at this haste, that I must wed / Ere he that should be husband comes to woo” (III.5.123-124).
 - Integrated: Juliet “wonder[s] at this haste, that [she] must wed / Ere he ... comes to woo” (III.5.123-124).
- If you add or change something in the quotation, put the change in brackets [] to demonstrate the change. You might use these brackets to change verb tense or person, or to clarify pronoun antecedents.
 - Original: “Put up thy sword, / Or manage it to part these men with me” (I.1.69-70).
 - Integrated: Benvolio pleads with Tybalt to “[p]ut up [his] sword / Or manage it to part these men with [Benvolio]” (I.1.69-70).

4. Use short pieces of quotations as a part of your own sentence.

Again, this should be done smoothly, using the rules seen in technique 3.

Example: Juliet’s beauty appears to Romeo as a light in the darkness, as he describes her as “a rich jewel in an Ethiop’s ear” and “a snowy dove trooping with crows” (I.5.53,55).

For further explanation or examples, consult writingcenter.gmu.edu/resources/handouts/integratingfictionquotes.pdf or www2.ivcc.edu/Rambo/eng1001/quotes.htm.

WORKS CITED Page (M.L.A. STYLE, seventh edition)

CITATIONS WITHIN THE DOCUMENT:

Within the document you should place a parenthetical citation with enough information to send your reader to the correct source in your Works Cited list (Marcuse 197). [Note: no commas and the period goes outside of the parentheses.]

If more than one work by the same author is used, a shortened version of the title is given in the citation: “(Marcuse, *Survey* 197).”

When creating your Works Cited Page, remember to:

- Begin the Works Cited on a new page, but number consecutively (for example, if the last page of your essay is page 3, the Works Cited is page 4).
- Alphabetize each entry by first letter.
- Italicize all titles of books, magazines, films, etc. **No** underlining any more].
- Put quotation marks around the titles of poems, short stories, and articles.
- Indent the 2nd line and all subsequent lines of each citation.
- Double-space all entries.

Works Cited Entries -- Each citation has three parts separated by periods:

Author’s name. Book Title. Publication Information.

♦ **The author’s name should include:**

Last name, first.

Two or more authors: the second author is listed first name first

Three or more authors: the third and subsequent authors are marked as “, et al.”

The editor of an anthology: listed as last name, first name, ed.

♦ **The title should include:**

“Title of Article, or story, poem, or song”

Title of Book (Italicize the book title. Always include the book's subtitle. [ex: *Twelfth Night: Or What You Will*]) Capitalize the first letter of all words in the title, except internal short prepositions and articles: the, of, to, a, at.)

Name of editor or translator

Number of the edition and or volume used

Name of the series

♦ **Publication information should include:**

The place of publication:

The name of the publisher [You may use a shortened form of the publisher' name as long as it’s clear. (ex: “Holt” instead of “Holt, Reinhart, and Wintson.”)]

The date of publication.

Page numbers

Publication medium, such as: Print, Web, Performance, DVD, or TV

The date of access for Web sources.

For more help, please see:

<http://www.studyguide.org/MLAdocumentation.html>

<http://owl.english.purdue.edu/owl/resource/557/01/>

<http://dianahacker.com/>

<http://writingcenter.gmu.edu/resource.html>

SAMPLE WORKS CITED ENTRIES

BOOKS:

One Author

Marcuse, Sibyl. *A Survey of Musical Instruments*. New York:
Harper, 1975. Print.

Two or More Authors

Aiken, Michael, Lewis Ferman, and Harold L. Sheppard. *Economic Failure, Alienation, and Extremism*. Ann Arbor: U. of Michigan P, 1968. Print.

More than Three Authors

Bailyn, Bernard, et al. *The Great Republic: A History of the American People*. Lexington: Heath, 1977. Print.

No Author or Anonymous Author

Encyclopedia of Virginia. New York: Somerset, 1993. Print.

Editors or Translators

Feldman, Paula R., ed. *British Women Poets of the Romantic Era*. Baltimore: Johns Hopkins UP, 1997. Print.

Story or article from an anthology:

Bond, Nelson. "The Voice from the Curious Cube." *100 Great Science Fiction Short Stories*. Ed. Isaac Asimov, Martin Harry Greenberg, and Joseph D. Olander. New York: Doubleday, 1978. 172-175. Print.

Magazines and Newspapers:

Frohlich, Cliff. "The Physics of Somersaulting and Twisting." *Scientific American*. Mar. 1980: 154-64. Print.

Unsigned article

"Fertilizing Trees and Shrubs." *Southern Living* Feb. 1980: 170-171. Print.

Works Cited 2

Daily Newspaper:

"Study Labels Alcohol Fuel as Threat to Food Supply." *Dallas Times Herald*. 16 Mar. 1980: A: 14. Print. [Note section number]

Web Site:

Waxman, Sharon. "From King of Pop to Wacko Jacko: A Tragedy in Black and White." *The Wrap.com*. Huffington Post. 25 June 2009. Web. 29 June 2009.

Barshad, Amos. "Death Row Records Revived: More Tupac." *Vulture*. New York Entertainment. 22 June 2009. Web 22 June 2009.

Movie or Video:

Harry Potter and the Order of the Phoenix. Dir. David Yates. Perf. Daniel Radcliff, Rupert Grint, Emma Watson. 2007. Warner Home Video. Video. 2007.

Why did I get this grade?

An **A** paper...

- contains a thesis statement which clearly addresses the assigned topics in a thoughtful manner;
- is well-organized and includes concrete details and examples that are developed with reasoning and support the thesis statement;
- may include the skillful use of direct quotations that support the thesis statement;
- contains commentary that connects the details/examples and quotations to the thesis statement, making the paper clear and well-focused;
- consistently demonstrates the assumption that the reader has NOT read the original text;
- demonstrates the writer's facility with sentence structure, Writer's Signal Words, and vocabulary;
- demonstrates skillful knowledge of grammar and the conventions of written English including formatting, spelling, capitalization and punctuation so it is relatively free from errors.

A **B** paper...

- contains a thesis statement which clearly addresses the assigned topics in a thoughtful manner;
- is well-organized and includes support for the thesis statement in the form of concrete details, direct quotations and examples;
- contains commentary that connects the details/examples to the thesis statement;
- explains the events of the original text to the reader when necessary;
- contains variety in sentence structure, Writer's Signal Words, and vocabulary;
- demonstrates skillful knowledge of grammar and the conventions of written English including formatting, spelling, capitalization and punctuation so it is relatively free from errors.

A paper that earns a **C**...

- contains a clear thesis statement which addresses the assigned topic;
- is organized, and includes concrete details and examples that support the thesis statement, although they may be simple or predictable;
- contains commentary that is logical, but basic or general, so it doesn't always help the reader understand the writer's point;
- is inconsistent in its references to the original text, and contains little or no elaboration about key details from the text or the assigned topic;
- demonstrates repetition and limited facility in the use of vocabulary, Writer's Signal Words and sentence structure;
- demonstrates a basic knowledge of grammar and the conventions of written English, including formatting, spelling, capitalization and punctuation but errors do not interfere with meaning.

A student will receive a **D if the paper...**

- has an inadequate or unclear thesis statement;
- displays a lack of focus or organization and the details are unclear, illogical or repetitious;
- contains very little commentary to connect the details to the thesis statement;
- contains little or no reference to the original text or fails to clearly explain the topic;
- displays repetitious or inadequate use of sentence structure and vocabulary;
- shows little or no knowledge of grammar and the conventions of written English, including spelling, capitalization, and punctuation and contains many errors that obscure meaning.
- is formatted improperly.

A student will receive a failing grade of **F if the paper...**

- does not contain a thesis statement;
- contains an illogical or incomplete response to the assigned topic;
- displays a lack of focus or organization and the details are unclear, illogical, random, sketchy, or repetitious;
- provides little or no relevant commentary, or the text sounds like it parts have been copied from another source;
- contains little or no reference to the original text;
- displays inadequate control of sentence structure and limited or incorrect use of vocabulary;
- shows little or no knowledge of grammar and the conventions of written English, including spelling, capitalization, and punctuation and contains many errors that obscure meaning.
- is formatted improperly.

Burbank Unified School District

John Burroughs High School Academic Honesty Guidelines

Academic Honesty:

Students shall not misrepresent examination materials, research materials, classwork, and/ or homework assignments as their own, when in fact they are the work of someone else.

Academic dishonesty includes but is not limited to the following:

1. Turning in any work, or part thereof, that is not the student's own work
2. Copying another student's or author's work or class assignment
3. Allowing another student to copy your work or class assignment
4. Putting your name on someone else's paper/project.
5. Using a "cheat sheet" or any unauthorized piece of writing on a quiz/test
6. Giving another student help on an individualized quiz/test
7. Tampering with the teacher's grade records or tests
8. Stealing and/or selling quizzes/exams* (*This offense will result in an automatic suspension because of the seriousness of the offense.)
9. Using teacher manuals/solution manuals.
10. Using any material from the Internet without proper citation and appropriate credit.

The classroom teacher in charge is responsible for determining if cheating has occurred.

First Offense:

- Student will receive a zero on the assignment.
- Teacher will contact parent or guardian and warn them of possible consequences for subsequent offenses.
- FYI referral will be sent to an administrator for recording.

Students will be penalized for second and/or third infractions if the incidents have taken place in the same academic year as the first infraction.

Second Offense in the same or any other class:

- If the class is an A.P. or Honors class, student will be transferred to a regular class (with the same teacher if possible).
- Student will receive a zero on the assignment.
- Teacher will contact parent or guardian and warn them of possible consequences of subsequent offenses.
- Student's grade may be dropped by one letter grade at the teacher's discretion.
- Student will lose privileges, such as lunch pass, dance and game admission.
- Student will receive a referral to an administrator or counselor
- Administrator/Counselor will inform all the student's teachers that this is the student's second offense.
- Student may receive a 'U' in citizenship and "cheating" comment for the semester in the class where the second offense occurred.

Third or Subsequent Offense in the same or any other class:

- Student will receive a zero on the assignment.
- Student may be drop/failed from the class in which he/she committed the third or subsequent offense or, if student is not drop/failed, his/her grade will be dropped by one or two letter grades at the teacher's discretion.
- Student may be suspended from school.
- Administrator will meet with parent or guardian, student and teacher.
- Administrator will inform all the student's teachers that this is the student's third offense.
- A notice stating that this student has committed at least three offenses of the Academic Honesty Policy will be placed in the student's discipline record.
- Student will receive a 'U' in citizenship and "cheating" comment for the semester in the class where the third offense occurred.
- Student (if a senior) will be excluded from participation in senior activities.

Special thanks to Crescenta Valley High School and Burbank High School for sharing their academic honesty policies with us.

What Is Plagiarism:

"Plagiarism is using others' ideas and words without clearly acknowledging the source of that information." - from: Plagiarism: What It is and How to Recognize and Avoid It

<http://www.indiana.edu/~wts/wts/plagiarism.html>, accessed March 12, 2002.

How to Recognize and Avoid Plagiarism:

PARAPHRASING

| | |
|--|---|
| <p>Original Text (from <i>The Pursuit of Oblivion: A Global History of Narcotics</i> by Richard Davenport-Hines, 2002).</p> | <p>The prohibition policies of the USA have escalated into the global Wars on Drugs associated since 1969 with the Nixon, Reagan and Bush administrations. The American approach can be summarized as requiring unconditional surrender from traffickers, dealers, addicts and occasional recreational users.</p> |
| <p>Plagiarism (Unacceptable Paraphrase)</p> | <p>The <i>prohibitive</i> policies <i>in</i> the <i>United States</i> have <i>become</i> the <i>worldwide</i> Wars on Drugs associated since 1969 with the Nixon, Reagan and Bush administrations. The American <i>way of dealing with things</i> can be summarized as requiring <i>complete</i> surrender from <i>dealers, addicts, traffickers</i> and occasional recreational <i>drug</i> users.</p> |
| <p>Why is it plagiarism?</p> | <p>1) Only a few words were changed or the order of words was altered. 2) The source of the text is not cited.</p> |
| <p>Acceptable Paraphrase</p> | <p>Drug policies in the United States emphasize prohibition at all levels: traffickers, dealers, addicts and occasional recreational users. Although these policies originated in the US, particularly with Republican administrations of the last 30 years, they have grown into the "global Wars on Drugs" (Davenport-Hines 15).</p> |
| <p>Why is it acceptable?</p> | <p>1) The passage was rewritten in the writer's own words while maintaining the meaning of the original text. 2) The source of the text is cited.</p> <p>Note: You can use paraphrase and quotations together. This is particularly useful for phrases which you don't wish to reword because that would alter the meaning.</p> |

QUOTING

| | |
|--|---|
| Original Text (from <i>Becoming Evil: How Ordinary People Commit Genocide and Mass Killing</i> by James Waller, 2002). | In 1492, it is estimated that well over 100 million indigenous people inhabited the Western hemisphere. Two centuries later, it is estimated that the indigenous population of the Americas had been diminished by some 90 percent and was continuing to fall steadily. |
| Unacceptable Quote | "In 1492, it is estimated that well over 100 million indigenous people inhabited the Western hemisphere. Two centuries later the population of the Americas had been diminished by 90 percent." |
| Why is it plagiarism? | 1) The passage has not been quoted accurately. 2) The source of the quotation is not cited with a footnote. |
| Acceptable quotation | It is thought that in 1492 there were over one hundred million native inhabitants in the Western hemisphere. "Two centuries later, it is estimated that the indigenous population of the Americas had been diminished by some 90 percent and was continuing to fall steadily." (Waller, 37) |
| Why is it acceptable? | 1) The first sentence is an acceptable paraphrase. 2) The second sentence is quoted accurately 3) The whole passage is cited. |

To Cite or Not to Cite?

| Needs Documentation | NO Documentation Needed |
|---|---|
| When you use or refer to someone else's words or ideas whether from a printed source (book, magazine, etc.), the Internet, television, advertisement, movie, or any other medium. | When you are writing about your own experiences, observations opinions, conclusions, etc. |
| When you use information from an interview with another person. | When you are using "common knowledge"--that is, information that most people know. It might be common sense observation, folklore, shared knowledge, etc. |
| When you use statistics, diagrams, factual data from another source. | When you are stating generally accepted facts. |
| When you use ideas that others have given you in conversation or by email. | When you are reporting the results of your own experimental work or primary research. |

The source used in creating this document was:

"Citing Sources and Avoiding Plagiarism." *Glendale College Library*. 24 July 2009. Web 10 August 2009.
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Last Updated 8/10/2009

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