

INSTRUCTIONS

There are two ways to find what you want:

1. From the Table of Contents: in the left-hand window, use the “Bookmarks” feature and click on the topic you want in the Table of Contents; the section will appear in the right-hand window.
2. From the Index: in the left-hand window, click on “Index” in the Table of Contents; the Index will appear in the right-hand window. Click on the page number behind the topic and the window will jump to that page.

Write In Style

4th Edition

A handbook of writing requirements for
students in OACS high schools



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PREFACE

For Students

The purpose of this handbook is to help you do your written assignments correctly. It explains, with examples, what your teachers expect in terms of:

- format of assignments
- mechanics of writing
- citations
- bibliographies

We assume that you are using a computer to do your writing and printing. The style requirements reflect this. It means that your final copy should look very much like a published document, such as a book, and not as if it were typewritten. See the entry “Computers” in the Index for details on the differences between a published and typewritten look.

We hope this guide will help you to produce written work that is correct and looks professional.

For Teachers

Writing handbooks change regularly as conventions change. This Fourth Edition has been revised to bring it up to date with the *MLA Handbook for Writers of Research Papers*, Sixth Edition, 2003.

The MLA (Modern Language Association) also provides a few samples online. Visit the MLA website and find the Frequently Asked Questions under MLA Style at <http://www.mla.org/style>.

Teachers and students can also find citation guides, examples, and citation generators online by searching for “MLA citation.”

We welcome any feedback that you can give us to improve this handbook before the next edition is printed.

1.0 REQUIREMENTS FOR ASSIGNMENTS

1.1 General Requirements for All Assignments

For all assignments:

- Begin sentences with a capital letter and end with an appropriate punctuation mark.
- Write in complete, well-constructed sentences.
- Spell correctly; use a Canadian dictionary when in doubt about the correct spelling of a word.
- Use the correct mechanics of writing as described below. For further details, see the latest version of the *MLA Handbook for Writers of Research Papers*.

For the final copy of major assignments use the following format:

1) Printing

- Use unwrinkled white paper 8½ x 11 inches in size.
- Use a black print to ensure your copy is legible.
- Print on one side of the paper only.
- Handwritten work (if it is acceptable) must also be neat, legible, in dark blue or black ink, and on one side of the paper only.

2) Spacing

- Use double-spacing throughout unless your teacher tells you otherwise.

3) Margin

- Leave one-inch margins on all sides of your page.

4) Page Numbering

- Number pages consecutively throughout the entire assignment in the upper right-hand corner. Use only a number and no abbreviation or other mark. You may put your name or an abbreviated title as a header in front of the page number if you wish.
- Begin numbering on page two of the body.

5) Titles

- Do not underline the title of the assignment.
- Do not use a period after titles or headings.
- Do not underline headings unless specified.
- Do not use all upper-case letters.

6) Paragraphing

- Paragraph appropriately, using clear and consistent indentation (a tab of one-half inch).

7) Title page

If the assignment is major, or if the teacher indicates, a title page should be included with the following format (see sample pages below):

- the title of the paper, centred in the middle of the page;
- your name, the due date, and any information required by the teacher, either centred below the title or in the right-hand corner at the bottom.

8) Stapling

- Put one staple in the top left-hand corner *prior* to class.
- Do not put your assignment in a folder or duotang unless requested by your teacher.

1.2 Article Reviews

An article review makes the reader familiar with the content of an article and gives an evaluation of it.

Background Information

Provide the following:

- Name of author(s)
- Title of article
- Name of publication
- Date, volume, page numbers
- Background information on the author (as an appendix at the end), including items such as professional experience, published works, and qualifications.

A Summary

- Give a brief synopsis of the content.
- Indicate what the author feels is important.
- State the author's opinion or conclusion.

A Critique

Give an evaluation which answers questions such as the following:

- How well does the author support the opinion or conclusion with evidence?
- Do you believe the author is reliable?
 - Are the facts presented in an undistorted way?
 - Are the facts coloured by the description?
 - Are quotes presented in context?
- Do you agree or disagree with the opinion or conclusion?
 - Does the article add to what you already know?
 - Bringing your Christian understanding to the subject, are there points on which you agree or disagree?

1.3 Book Reviews

The purpose of a book review is to make the reader familiar with the book, and to evaluate its worth and the success of the author in meeting the stated objectives. (A book review is not a book report. A report focuses largely on the plot of the book: Its purpose is to relate the action of the story.)

Format

- Provide the following background information on a separate title page:
 - Title of review
 - Title of the book
 - Author(s)
 - Publisher, location of publisher, date of publication
 - Name of reviewer
- Give the review an effective title that conveys the essence of either the book or the review.
- Support statements you make with concrete examples from the book.
- The review should not be longer than 300-400 words.

List of Possible Topics to be Covered in a Book Review

For each book, some topics are more important than others. From the following list, choose topics relevant to the book you are reviewing.

- 1) **Type of book**
 - State whether the book is fictional, nonfictional, biographical, autobiographical, etc.
- 2) **Plot**
 - Give a short synopsis of the plot (no more than 1/3 of the length of your review), and then evaluate the plot: Was it plausible, suspenseful; did it build well to a climax?
- 3) **Setting**
 - Describe the where, the when, the “atmosphere” of the book, and other background information that is helpful.
- 4) **Characters**
 - Describe one or two main characters, supporting your description by quoting the book. Evaluate the characters: Were they realistic or *too* brave? Was either one especially effective or ineffective?
- 5) **Theme or Central Idea**
 - What observation that is true for life does the book make either through its main character or central conflict?
- 6) **Beginning or Ending**
 - Explain whether either was especially effective or ineffective.
- 7) **Style**
 - Describe what is unusual or special in this book: Is it written as a diary or play; is there much humour; is the description extremely well done?
- 8) **Comparisons**
 - Compare this book to another by the same author or to another on the same topic. State which you felt was better and why.
- 9) **Evaluation**
 - *This section must be included in all reviews.* “This book will appeal to... because...,” or “This book is not recommended because....”

1.4 Laboratory Reports

Format

Include the following items in all laboratory reports:

- A *Title* and the laboratory number as listed in the textbook or other source.
- A statement of *Purpose*.
- A list of special *Materials* which are required in order to perform the investigation.
- The *Method*, which is a brief summary of the procedure that was used. It may include a diagram.
- A summary of the *Observations*.
- An analysis and *Discussion* of the results, which will include the answers to any questions contained in the instructions.

Graphs, Diagrams, and Data Charts

- Use pencil only, if it is not produced on computer.
- Use a straight edge where appropriate.
- Label.
- Enclose all data charts with a border.

1.5 Short Position Papers

A *short position paper* is an essay of 300-400 words which clearly and succinctly presents a well-reasoned opinion, supported by facts and arguments.

Format

- 1) **Opening Paragraph**
 - It should state your thesis (opinion or idea) and how you propose to prove it.
 - It need not be more than 5-10 lines.
- 2) **Middle Paragraph(s)**
 - Present your weakest argument first.
 - Lead up to your strongest argument, which will be the last part of the body of the essay.
 - Illustrate with facts and examples.
 - Provide any documentation that is required by your teacher.
- 3) **End Paragraph**
 - Reword the thesis.
 - Generalize the point made.

1.6 Research Reports

A research report objectively presents information on the assigned aspects of any given topic. It does not aim to defend any particular thesis.

Format

- Title page
- Table of contents or outline
- The body of the research report will include an introduction and a conclusion. The body may also include headings, sketches, charts, and diagrams.
- Endnotes, if any (See Section 5.4)
- Works cited (bibliography)
- Appendices: charts, sketches, diagrams, and other information that are not crucial to your report may be included in one or more appendices.

Sources

Use a variety of materials, such as vertical file materials, newspapers, periodicals, pamphlets, reports, books, CD-ROMs and online information sources. Encyclopaedias should be used for general background information only. (See also Section 2.2.)

1.7 Expository Research Essays

The *expository research essay* explains something and presents a conclusion; its purpose is to teach. It has a thesis which is usually a synthesis or combination of various positions from a variety of sources.

Format

- Title page
- Outline (optional)
- The body should include an introduction that clearly states the thesis. The text should be written in continuous prose, containing no headings or paragraph numbers. The essay must be finished by a distinct conclusion.
- Endnotes, if any (See Section 5.4)
- Works cited (bibliography)
- Appendices: charts, sketches, diagrams, and other information not crucial to the thesis may be included in one or more appendices.

Sources

- Use current resources as your primary source; secondary sources should be used only as supporting material. Encyclopaedias should not be used, except perhaps to provide an introductory overview. (See Section 2.2.)

1.8 Analytical Essays

An *analytical essay* analyzes something and argues a thesis; its purpose is to persuade. (Analysis means a separation of a whole into its parts for a detailed study of their interrelationships.) The thesis requires some independent thinking, often about a primary source.

Format

- Title page
- Outline (optional)
- The body of the essay must be written in continuous prose containing no headings or numbered paragraphs. The introduction must contain the thesis and the essay must be finished by a distinct conclusion.
- Endnotes, if any (See Section 5.4)
- Works cited (bibliography)

Sources

- The analytical essay depends mainly on one or more primary sources. Secondary sources should be used only to support the thesis. (See Section 2.2.)

1.9 The Formal Outline

When you need a formal outline, use the following guidelines. *A sample outline is given in Appendix 2.*

- Outline the contents of your paper using main headings, subheadings, supporting points and supporting details according to the length and detail of your paper.
- Number the headings of your outline correctly. Use Roman numerals for main headings, capital letters for subheadings, numbers for supporting points, and lower case letters for supporting details. Place a period behind each letter or number.
- Note: Some teachers may prefer decimal numbers such as 1.0, 1.1, 1.2, 2.0, etc. or may allow you to use some other automatic outline numbered list.
- Capitalize only the first letter of each heading, not the first letter of each word.
- If you subdivide a point, you must have more than one subheading. To have only one subheading would be illogical, like cutting a whole pie into one piece.
- Keep headings parallel. Main headings must be parallel to main headings, subheadings to subheadings, and supporting points to supporting points.
- Generally you should not have more than three levels of headings: Any more and you will confuse your reader.

2.0 ORGANIZING YOUR RESEARCH & WRITING

2.1 Steps to Follow

To work efficiently and effectively, break the process of producing a paper into a series of steps and set a timeline for doing them. (Your teacher may set certain deadlines for you, but you should learn to set your own as well.)

The steps for various kinds of assignments are similar. You can adapt the steps described below for different kinds of papers and reports. Some of the steps may also overlap; for example, reading sources and developing your outline.

- 1) **Decide on a topic.**
 - Choose an area of interest or a question to answer.
- 2) **Gather sources and begin reading, viewing, or listening.**
 - Begin with more general works and move on to more specific ones.
 - Copy down complete bibliographic information on all your sources, either on index cards or on computer so you can easily put entries you will finally use into alphabetical order.
- 3) **Develop a tentative outline to organize your note-taking.**
 - The *outline* feature on your word processor will be helpful in this.
 - Use these headings to organize the information you collect.
- 4) **Narrow down your topic and develop your main idea or thesis.**
- 5) **Read, view, or listen to your sources and take careful notes using your outline headings.**
 - Copy quotes you may want to use exactly, with complete reference information.
 - Summarize other information in point form.
- 6) **Write out your thesis so that it is crystal clear in your mind.**
- 7) **Develop a final formal outline which will support your thesis.**
- 8) **Write a first draft of your paper using your notes.**
 - Follow your outline.
 - Relate everything you write to your thesis.
- 9) **Revise, edit, and polish.**
 - Use the spelling and grammar checker on your word processor to correct your writing. Do *not*, however, rely on them to find all errors. You must read and re-read carefully yourself.
 - Have someone else (a friend, parent) read the paper for you and comment.
- 10) **Compile the entire report: title page, table of contents, body, and bibliography.**
- 11) **Proofread the entire report and correct as needed.**
- 12) **Staple your report and hand it in.**

2.2 Sources

Types of Sources

As sources for information, you may think of standard reference works such as encyclopaedias first. There are, however, many other types available, as the following list shows. The higher the grade you are in, and the more advanced your assignment, the less you will rely on general sources and the more you will look for specialized and primary sources.

Print Sources	Visual Sources	Audio Sources	Electronic Sources
encyclopaedias	movies	cassettes	CD-ROMs
books	films	CDs	Websites
periodicals	videos	radio programs	online journals
journals	slides	DVDs	discussion lists
pamphlets	TV programs	interviews	email
reports	performances		subscription services
	art works		

Get to know your libraries and learn how to find information from all of these kinds of sources.

Primary and Secondary Sources

Primary sources are first-hand and original; secondary sources are second-hand: They are *about* an original. The following chart of examples will make the difference clear:

Primary Source	Secondary Source
Shakespeare's <i>Macbeth</i>	Frye's commentary on <i>Macbeth</i>
The BNA Act	An explanation of The BNA Act
The Bible book of Daniel	A commentary on Daniel

3.0 THE MECHANICS OF WRITING

3.1 Italics and Underlining

In documents printed by computer, underlining is rarely used. Formerly, in handwriting or typewriting, underlining was used for emphasis or for proper convention. In computer print, use **boldface** (sparingly) for emphasis and *italics* for proper convention.

(Note: Our recommendation to use italics rather than underlining is different from the recommendation of the *MLA Handbook*. The MLA prefers underlining since some styles of italics may be ambiguous and misread by those who prepare manuscripts for publication (section 3.3). We prefer that student work in high school look closer to published work which does not use underlining.)

Italicize the following:

- Titles of published books.

Sample: Who Has Seen the Wind

- Titles of pamphlets, periodicals, newspapers, reports, works of art, movies, long musical compositions, full-length plays, titles of particular Bibles but not the Bible itself.

Samples: King Lear
How to Stop Smoking
Time
Globe and Mail
Bible (not italicized)
The NIV Study Bible

- Foreign words and phrases.

Samples: bonjour, et al., ad hoc

- Words used as words or phrases.

Samples: There is one m in omit.
The word *television* is formed from both Latin and Greek roots.

3.2 Quotation Marks

Put quotation marks around the following:

- Titles of articles and essays
- Chapter and sections of books
- Titles of poems
- Titles of short stories
- Titles of television programs
- Titles of songs
- Titles of one-act plays
- Direct quotations (but see Section 4.0 for guidelines)

When the closing quotation mark is combined with punctuation, use the following conventions:

- Place commas and periods inside the quotation mark.
- Place colons and semicolons outside the quotation mark.
- Place question marks and exclamation points inside if they belong to the quote, and outside if they do not.
Note: When using a computer, find out how to produce the real quotation marks instead of the inch and foot marks.
Sample: Use “this”—not "that"

3.3 Capitals

Capitalize the first letter of the following words:

- Proper nouns.
Samples: Mr. Green
Toronto
- Proper adjectives, derived from proper nouns.
Samples: Greek souvlaki
Dutch *oliebollen*
Calvinist tradition
- Nationalities and denominations.
Samples: Spanish
Canadian Reformed
- Languages.
Samples: French
Italian
- Titles of courses.
Sample: Civilizations in World History 3A
- The first person singular pronoun: She said that I had done it.
- Titles.
Sample: *Ah, But Your Land Is Beautiful*
- First words of outline headings.

3.4 Abbreviations

Generally, avoid the use of abbreviations in the body of your paper.

The following uses are commonly accepted:

- Title before and after proper nouns.
Sample: Dr. Charles MacLean, M.D., J.R.R. Tolkien

- Dates and times.
Samples: BC (no periods, no space)
p.m. (periods, but no space)

- Established organizations or agencies.
Samples: RCMP
CIA
UNESCO
CFL

Note that the trend is to use no periods after letters, and no spaces between letters, especially for abbreviations made up of all capital letters.

- Certain standard foreign phrases used in reports and footnotes to save space and needless repetition. Use the unabbreviated forms in other writings.
Samples: e.g. (for example)
et al. (and other)
i.e. (that is)
pp. (pages)

- The abbreviation *etc.* is used only to avoid needless repetition.
Samples:

Correct: The days of the week are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.

Incorrect: The days of the week are Monday, Tuesday, etc.

Correct: The numbers 2, 4, 8, 16, 32, etc., form a geometric progression.

3.5 Numbers

The following numbers must be spelled out in full:

- Numbers at the beginning of a sentence.
Sample: Three hundred and four students piled out of the bus.
- In non-scientific writing, numbers less than one hundred.
Sample: She selected fourteen girls for the volleyball team, but 227 tried out.
- Centuries.
Sample: The last year of the twentieth century was 2000.

The following numbers must be given in figures rather than spelled out in full:

- Metric symbols. (Note that there is no period after a metric symbol.)
Samples: She ran the 400 m and 800 m in record time.
The speed limit is 60 km/h in this zone.
- Times, dates, temperature, decimals, percentages, street addresses, fractions.
Samples: 4:00 p.m.
12 percent (note that *percent* is written out)
 $\frac{1}{2}$, $\frac{1}{4}$ (not $\frac{1}{4}^{\text{th}}$)

3.6 Apostrophes

Use apostrophes correctly as follows:

- To form the possessive of a singular noun, add an apostrophe and an *s*.
Samples: school's doors
girl's blonde hair
- To form the possessive of a plural noun ending in *s*, add an apostrophe.
Samples: girls' locker room
teachers' volleyball team
- To form the possessive of a plural noun not ending in *s*, add an apostrophe and an *s*.
Samples: men's soccer team
mice's tails
- To indicate where one or more letters in a contraction have been omitted, place an apostrophe.
Samples: can't
shouldn't
they've
Note that contractions are not usually acceptable in formal writing.
- To form the plurals of letters use an apostrophe and an *s*.
Samples: p's and q's
A's, X's
Do *not* use an apostrophe to form the plurals of abbreviations or numbers, e.g., PhDs, VCRs, 1900s, fours, scores in the 80s.
- Note that there is often confusion between *it's* and *its*. *It's* is the contraction for *it is* and *its* is the possessive of the pronoun *it*.
Sample: "It's clear that everything should be in its place."
- Use the proper computer symbol for an apostrophe, not the foot mark.
Sample: Use the computer's, not the typewriter's apostrophe.

3.7 Syllables

Use a hyphen to indicate that a part of a word is to be carried over from one line to the next. This seldom needs to be done; do it only for long words, and when to do otherwise would cause the spacing in a line to look awkward. Separate the word correctly between syllables. Use your dictionary if in doubt about where to separate the word into syllables.

Sample: He frustrated his teacher immensely because he was notorious for dividing his words incorrectly. (**Correct**)

3.8 Commas

Use commas in the following cases:

- To separate words, phrases, or clauses in a series of three or more items.
Sample: Students need pens, pencils, math sets, and scientific calculators for math class.
- To mark off each item in an address or date.
Sample: HDCH is located at 92 Glancaster Road, Ancaster, Ontario
On July 1, 1867, Canada became a nation.
but The date of the Confederation is 1 July 1867. (No commas in this format.)
- To set off a parenthetical word, phrase, clause, or word of address.
Samples: He knows, however, that you worked hard on this essay.
Her home run, the first of the year, sparked the team to rally and win the game.
Tom's brother, an art student, painted the picture.
If you come, John, I'll help you.
- After an introductory word, phrase, or clause.
Samples: When you are ready, please close your books and begin writing your summary.
No, I can't do it. Well, if you say so.
- Use a comma to separate independent clauses when they are joined by the coordinating conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*. The trend, however, is to use fewer commas.
Samples: You must do your homework, or you will not learn.
The bus stopped, but the driver did not open the door.
The clock struck twelve o'clock, and we awoke with a start.
- To prevent misreading.
Sample: The day before, his teacher had given this assignment.
- To mark off non-restrictive clauses; that is, clauses that merely add information.
Sample: Our school, which is one of the oldest in the city, was built many years ago.

Do not use a comma with a restrictive clause; that is, a clause that identifies the place or thing.

Sample: The school that we attend is very old.

3.9 Semicolons

Use a semicolon:

- To separate closely related independent clauses that are not joined by a conjunction.
Sample: The bell rings in two minutes; we must hurry.
- To separate independent clauses joined by such conjunctive adverbs as *accordingly, also, besides, consequently, furthermore, hence, indeed, moreover, nevertheless, so, then, therefore, and thus*. After the longer conjunctive adverbs, a comma is generally used.
Sample: His homework was done when he finished chapter one; nevertheless, he continued to read the rest of the book.
- To separate independent clauses joined by such expressions as *namely, in fact, for example, for instance, and that is*.
Sample: The boundaries of a province set a limit to its extent; that is, they define it.
- To separate main clauses joined by *and, but, for, nor, and or* if those clauses contain commas.
Sample: Behind the teacher's strict discipline was her kindness, tenderness, and concern for each student; and under her demanding expectations was the belief in each student's abilities.
- To separate items in a series if there are commas within the items.
Sample: The contestants are Joe Smith, Durham, Bowmanville; Amie Lancaster, Beacon, St. Catharines; and Rhonda Bay, Quinte, Belleville.

3.10 Colons

A colon is used to indicate that something important is to follow. Notice that the colon is not a separating device like the semicolon: It is a signal that draws attention to what follows it.

Use a colon:

- After the salutation of a business letter.
Samples: Dear Sir:
Gentlemen:
- To formally introduce a list, an illustration, or a long quotation.
Samples: Heat may be transferred in three ways: conduction, convection, and radiation.
This is what he announced: "Our enrolment has increased to 276 students."
- Between the clauses of a compound sentence when the second clause explains or comments on the first.
Sample: The students of Quinte all agreed: their volleyball team was the best.

3.11 Inclusive Language

It is not acceptable to use language which shows bias or prejudice to any group, whether it is intended or not. This happens most commonly with gender when we use words which imply one gender when we mean to include both. Where you find this in your writing, revise by using different words or rewriting the sentence to make it inclusive. Until you are used to it, such rewriting may seem awkward. The result, however, is accurate, unbiased communication. The following chart gives examples of biased writing, and suggestions for revision.

Biased	Inclusive
<i>man</i> was made in God's image	<i>people</i> were made in God's image <i>humanity</i> was... Note: Do not change the wording in a quotation.
<i>policeman</i> <i>stewardess</i> <i>foreman</i> <i>chairman</i> <i>manpower</i>	<i>police officer</i> <i>flight attendant</i> <i>supervisor</i> <i>chair</i> <i>work force, human resources</i> Note: Words ending in -man or -ess or other suffixes that imply one gender should be changed.
When a person watches TV, <i>he</i> is influenced by commercials.	When people watch TV, <i>they</i> are... When they watch TV, people are influenced by commercials. Note: Do not use s/he as a pronoun; rewrite your sentence in a more creative way.
Everyone must do his own homework.	Everyone must do <i>his</i> or <i>her</i> own homework. All students must do their own homework.
<i>man and wife</i>	<i>man and woman</i> <i>husband and wife</i> Note: Use parallel terms, not ones which imply differences in freedom and activities.
The author thanks <i>Mrs. John Smith</i> for her help.	The author thanks <i>Jane Smith</i> for her help.

4.0 QUOTATIONS

Use quotations sparingly so that they contribute to the development of your thesis and do not get in the way of your own thinking.

4.1 Guidelines for Quotations

- Avoid quoting in such a way that you change the original meaning or make it obscure.
- Reproduce the quoted material word for word and with all internal punctuation the same. Indicate the end of a line of poetry with a slash with a space on each side (/).
- A short quotation (four lines or less) should be incorporated into the text and put in quotation marks.
- A long quotation (more than four lines) should be set in a block as follows:
 - do not use quotation marks;
 - indent the block one-half inch from the left margin;
 - double-space the quote;
 - indent the original first line of each paragraph by one-quarter inch only if the quote is more than one paragraph long.
- If you omit any material, make sure you do not misrepresent the author. Use an ellipsis to indicate the omission. An ellipsis is three periods with a space before and after each dot (. . .). (You may also produce it using a special function in your word processor.) If the omission removes the end of a sentence, use a period and then the ellipsis.
- If you omit one or more lines of poetry, substitute one line of spaced periods about as long as a line of the poem.
- If you add an explanation or comment inside the quotation, put it in square brackets.
- If you add emphasis, or use *sic* to indicate that a quote is accurate even if it looks wrong, put *emphasis added* or *sic* in parentheses.
- The closing punctuation may be changed to suit the sentence into which you have placed the quotation.

4.2 Sample Quotations

As Hopkins says:

There lives the dearest freshness deep down things;

.....

Because the Holy Ghost over the bent

World broods with warm breast and with ah! bright wings. (10, 13-14)

Their approach to teaching math, they claim, “will raise student scores by three or four percentiles because it uses a concretizational-conceptualizablistic (*sic*) paradigm ... for transformational understanding” (Bullock 27).

Note: See further samples in Section 5.3 and Appendix 2.

5.0 DOCUMENTING YOUR SOURCES

5.1 When to Document

When you write a report, paper, or essay, some of the ideas in it will be your own, and others will be common knowledge. Some ideas, however, will be borrowed or adapted from sources you have read. You must give credit to the author of each of these ideas by giving a *reference* to the source of the citation.

You do not have to document the sources of information which is considered common knowledge or which a literate person could be expected to know or locate easily; for example, John A. Macdonald was the first Prime Minister of Canada.

You must document the following:

- Material quoted word for word.
- Ideas which you have borrowed.
- Ideas which you have only reworded or paraphrased.
- Statements and statistics which may be questioned.
Sample: Hockey game attendance has increased since fighting became a prominent part of the game in the 1970s.
- All key words and phrases that are not your own.

5.2 Plagiarism

Plagiarism is a moral offence, and may be a legal offence as well. It is the presentation of someone else's work or ideas as if they are your own. If you do it without permission, it may also be a copyright infringement, theft, or fraud. (Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: MLA, 2003. Chapter 2: Plagiarism.) Plagiarism happens when you:

- copy parts of a source word for word
- paraphrase or restate ideas from someone else
- use a keyword or phrase from someone else without identifying your source.

To avoid plagiarism:

- Take care to do your own thinking and express your thoughts in your own words.
- Document everything that you borrow: direct quotations, paraphrases, information, ideas.
- Carefully record complete bibliographic information on all your sources when you are doing your research.
- If you are not sure if you should provide a reference, then do it.

5.3 References

Your bibliography (called **Works Cited** in MLA style) lists all the sources you have used with enough detail that someone else can find those sources. However, it does not tell where in these sources you have borrowed ideas; this is done through *parenthetical references*.

References used to be done by *footnotes*, but this is becoming less common. References now are placed in the body of your paper in parentheses. The reference only needs to include enough information so that the reader can find the source in the bibliography and the specific section cited. Often, all that is needed is the author and page number. Whatever information is included in the body of your text should not be repeated in the parenthetical reference.

Use the following guidelines in writing references; the samples below illustrate these guidelines:

- Identify the author(s) as listed in the bibliography but use the last name only. If you have used the author's name in the text, do not repeat it in the parentheses.
- Identify the page number(s) unless you are referring to the work as a whole. Usually the page numbers appear in the parentheses.
- Identify the title of the work if there is more than one work by this author in your bibliography.
- Identify the volume of the work if it is a multi volume work such as an encyclopaedia. The order of information in the parentheses, with punctuation, should be (author, volume: page).
- A reference to a poem should identify the line numbers.
- A reference to a play must refer to the act, scene, and line numbers.
- A reference to a biblical passage must identify the book, chapter, and verse. The version should be identified. This is usually done in a general note somewhere in the paper (preface, bibliography).

Samples: J. Delworth has written a complete history of the area's land use in his monumental work, *The Historical Geography of Oxford County*.

The integration of Christian faith and the practice of art has been promoted extensively by Rookmaker.

Rimmer, Bright, and Holt pioneered a new approach to math curriculum.

Dansworth claims that a computer network is superior to stand-alone computers (38-42). Others argue the opposite (Rialti and Baker, *PC Networks* 250-263).

Students learned more than two year's worth of French in only one semester using the new aural-oral method (Cartwright, Rosser, and Simpson 2:29-32).

In his poem "God's Grandeur," Hopkins uses the Old Testament image of bare feet symbolizing reverence when he says: "The soil / Is bare now, nor can foot feel, being shod" (7-8).

The most famous soliloquy was undoubtedly penned by Shakespeare: "To be or not to be, that is the question" (*Hamlet* 5.1.56).

Paul said: "I have fought the good fight, I have finished the race, I have kept the faith" (2 Tim. 4:7).

Note: More examples are found in the sample paper in Appendix 2.

5.4 Endnotes

Since references are now done parenthetically in the text, you will rarely use any endnotes.

Endnotes are used for only two purposes:

- As content notes to offer supplementary material or comments that do not belong in the text.
- As bibliographic notes that contain several sources or comment on sources.

Endnotes are numbered consecutively throughout the paper using superscript. The endnotes are printed on a separate page after the text and before the Works Cited.

Samples:

1. One should note that the same method achieved even better results in teaching Latin than French.
2. For the best source on this topic, the classic reference is DeBoer, Plantinga, and Proper, *Green Plants* 7-9.

6.0 PREPARING THE BIBLIOGRAPHY

In the MLA style, the title **Works Cited** is used because “bibliography” technically means just books and you may have used many other types of sources. The bibliography must list all the sources you have cited in your paper *and no others*. The only exception is that the Bible is not usually included in the bibliography. For references to biblical passages, see Section 5.3.

- List the sources in alphabetical order by the first author’s last name.
- Print the list on a separate sheet of paper.
- Double-space the entire list, both within and between entries.
- The first line of each entry must be flush to the margin; all subsequent lines must be indented five spaces. (This format is sometimes called *hanging indentation*.)
- A period ends each element of a citation. Sometimes elements may have several parts, and these parts are also separated by periods.

6.1 Citing Print and Non-Electronic Publications

This section refers to print publications plus TV, radio, film, video, performance, music, art, interviews, cartoons, lectures, and letters.

Each entry has three main elements: author, title, and publication information. You must arrange the information that applies to your source in the following order:

- | | |
|--------------------|---|
| Author | 1. Name(s) of authors (or editor, compiler, etc.). Write the author’s name exactly as it appears on the title page of the book. Reverse the name of only the first author for ease of alphabetization. Add an abbreviation to indicate editor (ed.) or compiler (comp.) if required. |
| Title | 2. Title of a part (poem, essay, short story) in quotation marks.
3. Title of the whole work in italics (see Section 3.1).
4. Name of the editor, translator, or compiler, preceded by an abbreviation if needed
5. Edition or version used
6. Number(s) of the volume(s) used
7. Name of the series
8. Type of medium if it is necessary (e.g., audiocassette, videocassette, performance, CD-ROM, diskette) |
| Publication | 9. City of publication. Use the province or state if the place is not well-known.
10. Name of publisher. You may shorten the name.
11. Year of publication
12. Page numbers (if only part of a work was used)
13. Supplementary information and annotation if required |

Include the above information—if it is available—with enough detail that someone else can find the work you have cited. Sample entries are given below, but these do not cover every case you might encounter. For more examples, see the *MLA Handbook* in your school’s library or visit the MLA website at <<http://www.mla.org>> and search for MLA Style, Frequently Asked Questions.

6.2 Sample Citations for Print and Non-Electronic Publications

<p>One author</p>	<p>L'Engle, Madeleine. <i>Meet the Austins</i>. New York: Dell Publishing, 1960.</p> <p>Note: The state is not needed because New York is well-known.</p>
<p>Second work by same author</p>	<p>---. <i>The Moon by Night</i>. New York: Dell Publishing, 1963.</p> <p>Note: The three hyphens stand for the exact same name(s) of author(s) as in the previous entry.</p>
<p>Two or three authors</p>	<p>Dykstra, R., P. Minnesma, and B. Roodnick. <i>Introductory Computer Studies</i>. Ancaster, ON: Ontario Alliance of Christian Schools, 1992.</p> <p>Note: The province ON is added here because Ancaster is not widely known.</p>
<p>More than three authors or editors</p>	<p>Bailey, Edward R., et al. <i>Computer Science: A Structured Approach</i>. Toronto: D.C. Heath, 1985.</p> <p>Note: If the book has editors rather than authors, add <i>Eds.</i> to the entry, e.g., et al., Eds. You may name the first author and add <i>et al.</i>, or you may list all the authors as they appear in order on the title page.</p>
<p>Anonymous works</p>	<p><i>One Hundred Tips to Succeed In Calculus</i>. Toronto: Macmillan, 1973.</p>
<p>Corporate author</p>	<p>Ontario Alliance of Christian Schools. <i>Excellence With Integrity: The Vision of Independent Christian Schools for the 21st Century</i>. Ancaster, ON: OACS, 1993.</p> <p>Note: The publisher is also the author in this case.</p>
<p>Multi-volume work</p>	<p>Churchill, Winston S. <i>A History of the English-Speaking Peoples</i>. 4 vols. New York: Dodd, 1956-58.</p>
<p>One volume of a multi-volume work</p>	<p>Parry, J.H. "Latin America, 1899-1949." <i>The New Cambridge Modern History</i>. Vol. 12. Ed. David Thomson. Cambridge: Cambridge UP, 1964. 178-204. 14 vols. Ed. G.R. Potter et al. 1957-70.</p> <p>Note: You used only the article "Latin America, 1899-1949" by J.H. Parry. It was published in volume 12, edited by David Thomson. The general editors of <i>The New Cambridge Modern History</i>, a series of 14 volumes, were C.R. Potter and others.</p>
<p>Single work from an anthology</p>	<p>Stephenson, Carl. "Leiningen Versus the Ants." <i>Decisions</i>. Eds. JimVreugdenhil et al. Ancaster, ON: Ontario Alliance of Christian Schools, 1994. 109-128.</p>

An encyclopaedia article	<p>Hardwood, A.C. "Rudolph Steiner (1861-1925)." <i>Encyclopaedia Britannica</i>. 2nd ed. 1973.</p> <p>Note: It is not necessary to give full publication information for familiar reference works such as dictionaries and encyclopaedias. If the article only gives the author's initials, find the name in the list of contributors. If no author is given, put the article title first.</p>
Introduction, preface, foreword, or afterward	<p>Landar, Herbert. Preface. <i>Language and Culture</i>. New York, NY: Oxford University Press, 1966. xi-xiv.</p>
Translation	<p>Kuyper, A. <i>You Can Do Greater Things Than Christ: Demons, Miracles, Healing and Science</i>. Trans. J.H. Boer. Jos, Nigeria: Institute of Church and Society. 1911, 1991.</p>
Article in a magazine	<p>Manning, Kim. "Employment rights of teachers with AIDS, 1." <i>The Canadian School Executive</i>. February 1993: 8-13.</p> <p>Note: If the article identifies no author, begin with the title.</p>
Article in a newspaper Unsigned editorial or article in a newspaper	<p>Boyle, Teresa. "New French high school gets green light in court." <i>Toronto Star</i> 27 June 1996: A5.</p> <p>"Reasonable reform proposed for WCB." Editorial. <i>Toronto Star</i> 8 July 1996: A12.</p> <p>Note: If the item is an unsigned article, omit the word Editorial.</p>
Article in a scholarly journal	<p>Harris, Cole. "Industry and the Good Life around the Idaho Peak." <i>Canadian Historical Review</i> LXVI (1985): 315-343.</p> <p>Note: For a scholarly journal (such as <i>Canadian Historical Review</i>) give the volume number, e.g., LXVI.</p>
Signed pamphlet	<p>Van Dyk, John. <i>The Beginning of Wisdom: The Nature and Task of the Christian School</i>. Grand Rapids, MI: Christian Schools International, 1985.</p> <p>Note: Treat a pamphlet as you would a book.</p>
Pamphlet with no author, publisher or date	<p><i>How to Survive Grade Nine</i>. [Canada]: n.p., n.d.</p> <p>Note: List the country of publication if you know it.</p>
Movie, film, slide program, filmstrip, videotape	<p><i>It's a Wonderful Life</i>. Dir. Frank Capra. With James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.</p> <p><i>Sex, Lies & ... The Truth</i>. Writ. and prod. Robert O. Garner. Exec. prod. Stephen Stiles. Videocassette. Focus on the Family Films, 1993. 30 min.</p>

<p>Recordings</p>	<p>Kendrick, Graham. <i>Join Our Hearts</i>. Worship leader Graham Kendrick. Prod. Les Moir. Make Way Music, 7019430503, 1992.</p> <p>Webber, Andrew Lloyd. <i>Cats</i>. With Elaine Page and Brian Blessed. Cond. David Firman. Geffen, 2GHS 2017, 1981. Based on T.S. Eliot's <i>Old Possum's Book of Practical Cats</i>.</p> <p>Note: If you wished to emphasize the conductor or performers rather than the composer, you would write the entry as follows:</p> <p>Firman, David, cond. <i>Cats</i>. By Andrew Lloyd Webber. Geffen, 2GHS 2017, 1981.</p>
<p>Television or radio program</p>	<p>"Agnes, the Indomitable de Mille." Narr. Agnes de Mille. Prod. Judy Kinberg. Dir. Merrill Brockway. <i>Dance in America</i>. Exec. Prod. Jac Venza. Great Performances. PBS. WGBH, Boston. 8 May 1987.</p> <p>Note: "Agnes, the Indomitable de Mille" is one episode in the series <i>Dance in America</i>.</p>

6.3 Citing Electronic Publications

This section refers to electronic publications such as websites, online books, online periodicals, CD-ROMs, diskettes, and subscription services.

A citation of an electronic source has the same purpose as a citation of a print resource: to identify the source and help the reader find it. Therefore, both citations should have the same basic format. However, a citation for an electronic publication requires more information for at least five reasons:

- First, electronic publications are harder for other people to locate because there are fewer standard reference tools such as catalogues to help find them.
- Secondly, they are also much more liable to change from time to time.
- Third, some publications appear both electronically and in print, but the two versions may not be identical.
- Fourth, some electronic documents do not give much publication information. You should give whatever information you can find.
- Finally, sources on the Internet may be removed or put on a different place so the URL (Website address, or Uniform Resource Locator) that you used no longer finds the source.

A citation of an electronic source may have up to **five** elements: Besides author, title, and print publication information, you must also give *electronic publication information*, and *access information*. Give as much as you can of the information below and arrange it in the order shown.

Author 1. Name(s) of the author as given, followed by an abbreviation if required, such as *Ed.*

Title 2. Title of a part (poem, essay, short story) in quotation marks. For a posting to a discussion forum or blog, use the subject line for the title and add *Online posting* or *blog*.
3. Title of a book in italics (see Section 3.1).
4. Name of the editor, translator, or compiler, preceded by an abbreviation if needed, such as *Ed.*

Print Publication 5. Publication information for the print version if it is available: city, publisher, year.

Electronic Publication

6. Title of the Internet site (in italics) if there is one. For a professional or personal site that has no title, use a description such as *Home page*.
7. Name of the website editor
8. Edition or version number of the source or volume and issue number for journals. Give any other identifying numbers.
9. Date of electronic publication or date of last update or the date of the posting.
10. Name of the subscription service, if the work came from there, with name and city of the subscriber (for example, a library)
11. Name of list of forum or blog for a posting there
12. Parts of the source that were used (page numbers, or sections, or paragraphs)
13. Name of any organization that sponsors the site.

Access Information

14. Date when you viewed the source on the Internet. Give the last date on which you viewed it.
15. Electronic address (URL) of the source or the subscription service. URLs (Uniform Resource Locators) are enclosed in angle brackets (<...>) and end with a period. They are not underlined.
17. If the URL is very long and your source can more easily be found by entering other information, give either the URL of the site's search page or use the word *Path* and give the sequence of links to follow to access the source. An example would be *Path: Hamlet; Soliloquies; To Be or Not To Be*.

6.4 Sample Citations for Electronic Publications

Article on a website	Ontario Alliance of Christian Schools, "Advocacy." <i>Ontario Alliance of Christian Schools</i> . 15 May 2006. 21 Aug 2006 < http://www.oacs.org/govrel/default.aspx >.
Article in an online encyclopaedia	"Alternative rock." <i>Wikipedia</i> . 2006. 21 Aug 2006. < http://en.wikipedia.org/wiki/Alternative_music >.
Scholarly project online	Walsh, John. <i>Victorian Women Writers Project</i> . 24 April 2003. Indiana U. 21 Aug 2006 < http://www.indiana.edu/~letrs/vwwp/ >.
Letter on a website	Pupatello, Sandra. "Letter from Minister of Education Sandra Pupatello on the Passage of the Student Performance Bill." <i>Ministry of Education</i> . 05 June 2006. Ontario Ministry of Education. 21 Aug 2006 < http://www.edu.gov.on.ca/eng/document/nr/06.05/letter_0605.html >.
Article in an online magazine	Maich, Steve. "A business case for fighting AIDS." <i>Macleans</i> 21 Aug 2006 23 Aug 2006 < http://www.macleans.ca/ >. Path: Search; Maich
Book online	McKenzie, Jamie. "Why Question?." <i>Learning to Question to Wonder to Learn</i> . March 2005. Ch. 1. 21 Aug 2006. < http://questioning.org/nov04/whyquestion.html >. See also http://www.fno.org/qwl/qwl.html >.
Computer Software	Waterloo Maple Software. <i>Theorist</i> . Vers. 2.0. Computer software. Waterloo: Waterloo Maple Software, 1994. Windows 3.1 and NT.
Material from a CD-ROM	Microsoft. "The Lighthouse of Alexandria." <i>Microsoft Ancient Lands</i> . CD-ROM. Microsoft Corp., 1994.

Material from an online computer service	Schomer, Howard. "South Africa: Beyond Fair Employment." <i>Harvard Business Review</i> May-June 1983: 145+. Online. Dialog. 15 May 1999. Note: Treat this material as published material and add a reference to the computer service (in this case, Dialog). Give the publication information as the service provides it.
Article on a professional website	Royal Ontario Museum. "Gobies, Gobies and More Gobies." < http://www.rom.on.ca/ebuff/goby.html > Internet. Toronto: Royal Ontario Museum, 1996.
Personal website	Gilson, John. Home page. <i>HTML Tutorials</i> . 22 December 1999. < http://207.61.52.13/html/ >.
Online poem	Stevens, Wallace. "Thirteen Ways of Looking at a Blackbird." Eds. Frank Kermode, & Joan Richardson. <i>Wallace Stevens: Collected Poetry and Prose</i> . Roderick Scott Greene. Home page. 22 December 1999. < http://members.tripod.com/roderickscott/wallacest.html#top >.
Article in an online journal	Mackenzie, Jamie. "The Research Cycle 2000." <i>From Now On: The Educational Technology Journal</i> . 9:4 (December 1999). 22 December 1999. < http://www.fno.org/dec99/rcycle.html >.
Posting to an online discussion list	Merrian, Joanne. "Spinoff: Monsterpiece Theatre." Online posting. 30 Apr. 1994. Shaksper: The Global Electronic Shakespeare Conference. 27 Aug. 1997.
Work from an online personal subscription service	"Calvin's Geneva." <i>Compton's Encyclopaedia Online</i> . Vers. 3.0. 1999. America Online. 15 November 1999. Keyword: Compton's. < http://www.aol.com >.
Work from an online library subscription service	Youakim, Sami. "Work-Related Asthma." <i>American Family Physician</i> 64 (2001): 1839-52. <i>Health Reference Center</i> . Gale. Bergen County Cooperative Lib. System, NJ. 12 Jan. 2002. < http://www.galegroup.com/ >.

APPENDIX 1 CORRECTION SYMBOLS

<i>agr</i>	ensure agreement of subject and verb or antecedent and pronoun
<i>awk</i>	rewrite awkward sentence
<i>C</i>	capitalize
<i>€</i>	do not capitalize
<i>coh</i>	improve coherence
<i>coll</i>	rewrite colloquialism
<i>CS</i>	correct a comma splice
<i>D</i>	use more appropriate word (diction)
<i>dev</i>	develop your point
<i>dm</i>	correct dangling modifier
<i>Frag</i>	rewrite fragment as a complete sentence
<i>gr</i>	revise grammatical form
<i>lc</i>	use lower case
<i>mm</i>	move misplaced modifier
<i>¶</i>	begin new paragraph
¶	do not begin new paragraph
<i>o</i>	omit
<i>p</i>	correct punctuation error
¶	remove punctuation
<i>red</i>	remove redundancy
<i>ref</i>	correct faulty pronoun reference
<i>rep</i>	remove needless repetition
<i>R-O</i>	punctuate to correct run-on sentence
<i>?</i>	explain more clearly or correct the meaning
<i>sp</i>	correct spelling error
<i>ss</i>	revise sentence structure
<i>T</i>	correct verb tense or thesis statement
<i>TS</i>	use topic sentence or thesis statement
<i>wdy</i>	reduce wordiness
<i>//</i>	correct faulty parallelism
<i>^</i>	add missing letter(s) or word(s)

APPENDIX 2

SAMPLES FOR A RESEARCH PAPER

A research paper may be done with or without a title page. Your teacher will tell you which format is required. Samples of both are given in the following pages.

Title Page

Work, Communal Living, and Religion
in the Hippie Counterculture

Marilyn Norton
English 451
Ms. Samuels
January 4, 1996

SAMPLE OUTLINE

Note: The outline could be handed in with the paper or be completed beforehand as directed by your teacher.

Note: If you can, avoid the use of the words *introduction and conclusion*

Thesis: Some of the ideals of the American counterculture were seen in the attitudes toward work, communal living, and religion; there were both successes and failures in living up to these ideals.

Outline:

- I. Woodstock: the symbol of the American counterculture
- II. The difference between the old and new cultures
 - A. The work ethic
 - 1. Rejection of success oriented jobs
 - 2. Professionals and their jobs
 - B. Communal living
 - 1. Helpfulness and honesty
 - 2. Rural communes
 - 3. Communal raising of children
 - C. Religion
 - 1. Sharing of basic beliefs and values
 - 2. Freedom from use of drugs
 - 3. A “religious Woodstock”
- III. The gap between the ideal and the real
 - A. Failure to live up to the ideals of loving and giving
 - 1. Inability to feel compassion and get along
 - 2. Distorted ideals
 - B. Failure to practice what was preached
 - 1. Intolerance and fanaticism
 - 2. Unethical actions
 - C. Failure to find work which led to self-improvement
 - 1. Lack of practical know-how necessary for daily living
 - 2. Lack of satisfying work
- IV. The controversy over the counterculture
 - A. The contribution of the counterculture
 - B. The hard lessons taught by the counterculture

note parallel headings

SAMPLE PAGE ONE WHEN TITLE PAGE IS REQUIRED

Page one of body

Begin numbering pages on p. 2

margins should be one inch all around (Section 1.1)

first two paragraphs are introductory

quotes flow into body of paper

block format for long quotation, left indent of one inch (Section 4.1)

note reference for a borrowed idea (Sections 5.1, 5.3)

note position of thesis; it comes at the end of an interesting introduction in the first paragraph

Everyone seems to agree that the 1969 Woodstock Rock Festival was an important event in the development of the American counterculture, but the significance of both Woodstock and the counterculture is still a matter of debate. Reactions to the three-day August pilgrimage of 400,000 young people ranged from amazement to condemnation to skepticism to fear. One writer called it “a moment of glorious innocence” (Arderly 9); another saw it as “mass infantilism” (Rusher “Mass” 7); still another was reminded of a line from Yeats: “And what rough beast, its hour came round at last, / Slouches toward Bethlehem to be born?” (Arderly 10). No matter how one viewed Woodstock, it was clear that something new had happened on the American scene. Whether one called it the new culture, a counterculture, or youth culture, it had made its appearance and it was a force to be reckoned with. As Philip Tracy wrote one month after Woodstock:

The Be-ins, the Love-Ins, the communal family-like quality of the anti-

Vietnam War parades, the Haight Ashbury-East Village scenes were all

early signs of pregnancy. Likewise, the campus riots, the people’s park,

the Chicago Convention were labour pains that accompanied the birth.

The Woodstock Festival was merely the final, irrevocable eruption of a

life force that’s been gestating for the last few years. (14)

Less than a year after Woodstock, Philip E. Slater discussed the changes that had taken place in society and analyzed the “old” and “new” culture that he believed now existed in America. The “old” culture chooses property rights over personal rights, competition over cooperation, producer over consumer, means over ends, social forms over personal expression, and secrecy over openness. The new culture chooses the reverse (Slater 4). The ideas of this “new” culture were seen in new attitudes toward work, communal living, and religion. The “new” culture did not and could not always live up to their ideals; there were both successes and failures.

SAMPLE PAGE ONE WHEN TITLE PAGE IS NOT REQUIRED

Begin numbering pages on p. 1

margins should be one inch all around (Section 1.1)

Double space the heading, title, and body.

First line indented one-half inch

first two paragraphs are introductory

quotes flow into body of paper

block format for long quotation, left indent of one inch (Section 4.1)

note a reference for a borrowed idea (Sections 5.1, 5.3)

Norton 1

Marilyn Norton

English 451

Ms. Samuels

January 4, 1996

Work, Communal Living, and Religion

In the Hippie Counterculture

Everyone seems to agree that the 1969 Woodstock Rock Festival was an important event in the development of the American counterculture, but the significance of both Woodstock and the counterculture is still a matter of debate. Reactions to the three-day August pilgrimage of 400,000 young people ranged from amazement to condemnation to skepticism to fear. One writer called it “a moment of glorious innocence” (Arderly 9); another saw it as “mass infantilism” (Rusher “Mass” 7); still another was reminded of a line from Yeats: “And what rough beast, its hour came round at last, / Slouches toward Bethlehem to be born?” (Arderly 10). No matter how one viewed Woodstock, it was clear that something new had happened on the American scene. Whether one called it the new culture, a counterculture, or youth culture, it had made its appearance and it was a force to be reckoned with. As Philip Tracy wrote one month after Woodstock:

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Less than a year after Woodstock, Philip E. Slater discussed the changes that had taken place in society and analyzed the “old” and “new” culture that he believed now existed in America. The “old” culture chooses property rights over personal rights, competition over cooperation, producer over consumer, means over ends, social forms over personal expression, and were both secrecy over openness. The new culture chooses the reverse (Slater 4). The ideas of this “new” culture were seen in new attitudes toward work, communal living, and religion. The “new” culture did not and could not always live up to their ideals; there successes and failures.

Works Cited

- See Section 6.2 Andrews, Lewis M. "Communes and the Work Crises." *Nation* 211 (1970):
460-69.
- Scholarly journal Ardery, Philip B. "Upon a Time in Woodstock." *National Preview* 19 August
1969: 9-10.
- Weekly magazine Rusher, William A. "Children of Yearning Weren't Learning." *Currents* 12
September 1969: 23.
- Identical author so
three hyphens are
used --- "Mass Infantilism, Anyone?" *Currents* 22 October 1969: 7.
- Slater, Philip E. "American's Changing Culture." *Currents* 5 November 1969:
3-4.
- Book Tracy, Philip. *Birth of a Culture*. New York: Grace-Endicoot, 1969.

REFERENCE WORKS

Style Guides

This short booklet cannot answer all questions about producing your assignments. For additional questions, please see the latest edition of the *MLA Handbook for Writers of Research Papers*, which should be in your school library.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association of America, 2003.

The MLA (Modern Language Association) provides a few samples online. Visit the MLA website and find the Frequently Asked Questions under MLA style at <<http://www.mla.org/style>>.

Teachers and students can also find citation guides, examples, and citation generators online by searching for “MLA citation.” Be aware that some citation generators may produce underlining in place of italics.

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Note: Numbers refer to *sections or pages*.

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