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## *WRITING WITH STYLE*

*....a manual for Bruin writers*

**Twin Falls High School  
1615 Filer Avenue  
Twin Falls, ID 83301**

**Style Manual**

**Third Edition 2006**

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## STANDARDS FOR QUALITY WORK

### All written work must be clearly written or typed as follows:

- Margins should be one inch (top, outside, bottom, inside).
- Spelling and punctuation should be correct.
- Writing should be in complete sentences, unless otherwise specified.
- Full sheet of 8½ x 11-inch paper
- Blue or black ink
- Do not skip lines on handwritten assignments.
- Write on one side of paper for formal assignments.

### Heading in upper left corner (double-spaced)

- Name and/or student number
- Teacher's last name
- Course-period
- Date (no commas: day month year)

### Essays and Projects:

- Full sheet of 8½ x 11-inch white paper
- Use **Times New Roman** font, size 12
- Double space throughout
- Follow the standards of quality work as described in essay and project rubrics.

If your teacher provides a rubric, format your paper according to the instructions you are given.

"What is written without effort is, in general,  
read without pleasure."  
-Dr. Samuel Johnson

## EXAMPLE PAGES FOR PROPER MANUSCRIPT FORM

Brown 1

Mark Brown  
Ms. Smith  
English 12-6  
20 September 2006

Preserving the Desert

Long ago, the middle of the North American continent was a treeless prairie covered by tall grasses and roaming buffalo. When European settlers came, they called this area the Great American Desert. Today, this "desert" is covered with fields of wheat, corn, and alfalfa made possible by center-pivot systems, and when my family drove to my grandparents' home in Nebraska, we would count how many "sprinklers" were watering each section of land.

Brown 2

At the time, I didn't know that this water was being pumped from something called the Ogallala Aquifer, a huge underground water supply.

The biggest technological advance that has made this irrigation explosion possible is the center-pivot irrigation system. John Opie explains the system:

The center pivot is a 300-foot-long pipe that is held eight feet off the ground by a row of seven or more towers on large wheels. Sprinklers are attached at regular intervals along the pipe, pointing up or down. (146)

### Set up your document as follows:

1. Create a header that will appear one-half inch from the top right (choose *View; header and footer*; type in your last name and choose *insert page number*).
2. Format your paper for double-spacing throughout (choose *format; paragraph; line spacing; double*).
3. Set up the margins (choose *file; page setup*; and choose one inch margins (top, outside, bottom, inside).
4. Type your name, your teacher's name, course name and block number, and the calendar date.
5. The **title** is *centered* and is size 12 font. Capitalize the first letter of each word. (An article (*a, an, the*) is not capitalized unless it is the first word in the title.) Do not use underlining or quotation marks. *Note:* Teachers may require a description of the assignment as a title (e.g., p.207, 20-35, or Article Summary #10).

Quotations longer than four typed lines are indented 10 spaces. Do not use quotation marks. The source is cited at the end of the quote.

## ACADEMIC HONESTY

The goal is integrity. Each student should perform the work assigned. Academic dishonesty (cheating) occurs when students obtain or assist others in obtaining credit for work which is not their own. Students must conduct themselves according to the rules prohibiting dishonest academic behavior and must resist peer pressure to violate those rules. Students must not use dishonest methods to fulfill their school responsibilities.

**Common examples of academic dishonesty (cheating) include, but are not limited to the following:**

- Copying, faxing, or duplicating assignments that will each be turned in as an “original.”
- Exchanging assignments by print-out, disk transfer, or modem, then submitting each as an “original.”
- Writing formulas, codes, and/or key words on your person or objects for use in a test.
- Using hidden reference sheets during a test.
- Using programmed material in watches, calculators, or electronic devices when prohibited.
- Exchanging answers with others (either giving or receiving answers).
- Taking someone else’s assignment and submitting it as your own.
- Permitting another student to copy one’s homework, assignment, paper, project, report, or take-home test.
- Submitting material written or designed by someone else without giving the author/artist name and/or source.
- Not following additional specific guidelines on cheating as established by department, class, or a certain teacher.

There are various forms or levels of plagiarism, and you are responsible for knowing and avoiding all of them. A brief definition of plagiarism is literary theft: the act of presenting someone else’s ideas as your own (this includes work created by family, friends, or tutors). You may *not* use the ideas, words, or work of others without giving credit to the source. Using information from the Internet, *Cliff’s Notes*, family, tutors, or other students, is considered plagiarism—STEALING.

To avoid plagiarism:

- Identify the author by name and cite the source when using someone else’s *ideas* or *exact words* (place quotation marks around any direct quotations).
- Identify and credit the source when summarizing or paraphrasing.
- Cite all portions of a multimedia presentation (video, images, music, fonts, text, etc.).

**The minimum penalty for academic dishonesty is a zero on the assignment.** Due to the seriousness of this academic offense, other consequences *may* include failure of the course and/or removal from the class.

## THE WRITING PROCESS

### Prewriting

- Assignment/Topic
- Purpose (to explain, to persuade, to entertain, etc.)
- Subject
- Audience (peer, teacher, principal, etc.)
- Form (essay, letter, editorial, report, etc.)
- Organization (brainstorming, clustering, mapping, outlining, listing, etc.)

### Drafting

- To write a thesis statement, use this formula:

A specific subject + a specific condition, feeling, or stand = an effective thesis

- Choose a method of organization (chronological, compare/contrast, cause/effect, etc.)
- Gather your thoughts and WRITE!

### Revising for Ideas, Organization, and Voice

- Review the six traits of writing (page 6), scoring guidelines for writing (page 11), and the Twin Falls High School Writing Rubric (page 10).
- Check introduction, body, and conclusion.
- Check use of topic sentences, supporting detail, and transitions (page 7).
- Check word choice (vocabulary, verb tense, parallelism, etc.)
- Add, cut, reword, or rearrange ideas as necessary.

### Editing and Proofreading for Errors

- Read the draft *aloud* to locate problems.
- Check for errors in spelling and usage (page 9). Check for common errors in writing (page 8), and for punctuation, capitalization, etc.
- Prepare a neat copy.
- Proofread the draft for errors.
- Submit the paper.

## SIX TRAITS OF EFFECTIVE WRITING

Check your work using these standards.

### Sound Ideas

- \_\_\_ It all makes sense.
- \_\_\_ I know this topic well.
- \_\_\_ My paper has a purpose.
- \_\_\_ Once you start reading, you will not want to stop.

### Good Organization

- \_\_\_ My beginning will interest the reader.
- \_\_\_ Everything ties together.
- \_\_\_ It builds to the important parts.
- \_\_\_ You can follow it easily.
- \_\_\_ At the end, it feels finished and makes you think.

### Individual Voice

- \_\_\_ This really sounds like me.
- \_\_\_ I've been honest and written about what I think and feel.
- \_\_\_ Can you feel my commitment to this topic?
- \_\_\_ I want you to experience my writing with me.
- \_\_\_ I know why I'm writing and who my audience is.
- \_\_\_ I bet you'll want to read this to someone.

### Powerful Words

- \_\_\_ This is the best way to say this.
- \_\_\_ My words create mind pictures.
- \_\_\_ I've tried new ways to say everyday things.
- \_\_\_ Listen to the power in my verbs.
- \_\_\_ Some of the words and phrases linger in my mind.

### Smooth Fluency

- \_\_\_ My sentences begin in different ways.
- \_\_\_ Some sentences are short and some are long.
- \_\_\_ It just sounds good as I read it aloud; it flows.
- \_\_\_ My sentences have power and punch.

### Correct Conventions

- \_\_\_ I don't have many mistakes in my paper!
- \_\_\_ I have used capitals correctly and periods, commas, exclamation marks, and quotation marks in the right places.
- \_\_\_ Almost every word is spelled correctly!
- \_\_\_ I remembered to indent each paragraph.
- \_\_\_ It would not take long to get this ready to share!

## TRANSITIONS

### To add information:

again	additionally	in addition	also	besides
further	furthermore	as well	moreover	next
likewise	another	first	second	finally

### To give examples:

for example	for instance	to illustrate	in fact
specifically	that is	in other words	thus

### To compare and contrast:

in the same way	likewise	similarly	therefore
however	still	even though	although
on the contrary	otherwise	yet	on the other hand
nevertheless	but	in contrast	also

### To emphasize:

to emphasize	for this reason	in other words	truly
that is	again	thus	in fact
as a result	since	indeed	so

### To show time:

after	as	before	as soon as	at
during	first	second	yesterday	till
until	meanwhile	today	tomorrow	third
soon	later	finally	immediately	then
when	while	later		

### To show place or direction:

above	below	beside	between	near
down	inside	beyond	nearby	off
onto	outside	opposite	over	under

### To conclude or summarize:

therefore	as a result	in short	in summary	last
in conclusion	finally	in other words	that is	thus

"First, work hard to master the tools.  
Simplify, prune, and strive for order."  
-William Zinsser

# COMMON ERRORS IN WRITING

## Sentence fragment

*Incorrect:* Because she didn't study for the test.  
*Correct:* Because she didn't study for the test, **Tiffany failed.**

## Comma splice or Run-on Sentence

*Incorrect:* The Bruins won the regional football game, the team will go to the state tournament.  
*Correct:* The Bruins won the regional football **game;** the team will go to the state tournament.

## Comma Omission in a Compound Sentence

*Incorrect:* Twin Falls High School offers many opportunities for learning and the wise student will take advantage of them.  
*Correct:* Twin Falls High School offers many opportunities for **learning,** and the wise student will take advantage of them.

## Pronoun/Antecedent Agreement Error

*Incorrect:* Each student should bring their book to class.  
*Correct:* Each **student** should bring **his/her** book to class.  
*Correct:* All **students** should bring **their books** to class.

## Shift in Person

*Incorrect:* I love to go camping because you can just relax.  
*Correct:* I love to go camping because **I** can just relax.

## Subject-Verb Agreement

*Incorrect:* A good set of tires cost \$500.  
*Correct:* A good **set** of tires **costs** \$500.

## Shift in Verb Tense

*Incorrect:* Yesterday, we went to the mall where we seen all of our friends.  
*Correct:* Yesterday, we went to the mall where we **saw** all of our friends.

## Dangling Modifier

*Incorrect:* Running down the hall, the backpack burst open, spilling books all over the hall.  
*Correct:* **While Ryan was running down the hall,** his backpack burst, spilling books all over the hall.

*“The difference between the right word and the nearly right word is the same as that between lightning and the lightening bug.”*

*--Mark Twain*

# MUST KNOW SPELLING AND USAGE WORDS

absence	decision	infer	presence
accept/except	defense	interrupt	principal/principle
accommodate	definite	irony	quiet/quite/quit
almost	delicious	knowledge	receive
affect/effect	difference	knew/new	recommend
advice/advise	disappoint	laboratory	separate
all right	discipline	lead/led	similar
a lot	discuss	library	sophomore
almost	does	license	stationary/stationery
already/all ready	eighth	likable	succeed
among	either	literature	than/then
an, and	embarrass	loneliness	their/there/they're
analyze	environment	lose/loose	though/through
appreciate	especially	maintenance	to/too/two
argument	explanation	medium	truly
awful	famous	message	unnecessary
bear/bare	finally	minimum	until
beginning	foreign	misspell	usable
believe	fourth/forth	no/know/now	vacuum
brought	friend	necessary	valuable
business	government	neighbor	view
candidate	grammar	neither	villain
capital/capitol	grateful	niece	violence
career	guarantee	ninety	volunteer
character	height	occasion	were/where/we're
chief	here/hear	occur/occurred	weight
choose/chose	history	of/have	weird
clothes	humor	omitted	weather/whether
college	its/it's	paid	which/witch
color	immediately	passed/past	whose/who's
column	imply	piece/peace	writing/written
committee	important	permanent	yield
communicate	incredible	precede/proceed	your/you're
conscience	independent	premise	

## TWIN FALLS HIGH SCHOOL WRITING RUBRIC

<i>Power Standard:</i> Students will demonstrate competence in the general skills and strategies of the writing process (ideas, organization, word choice, presentation).	
Score Point 4 <b>Exemplary</b> (Advanced)	<ul style="list-style-type: none"> <li>• Clear, organized, and developed ideas</li> <li>• Appropriate length</li> <li>• Strong command of grammar, spelling, mechanics</li> </ul>
Score Point 3 <b>Proficient</b>	<ul style="list-style-type: none"> <li>• Adequate organization of ideas</li> <li>• Some details, but writing could be developed further</li> <li>• Some minor errors in grammar, spelling, and/or mechanics are evident</li> </ul>
Score Point 2 <b>Progressing</b> (Basic)	<ul style="list-style-type: none"> <li>• Inadequate and/or unclear ideas</li> <li>• Inadequate length; undeveloped thoughts</li> <li>• Need for revision outweighs strengths</li> <li>• Surface and/or mechanical errors detract from meaning or readability</li> </ul>
Score Point 1 <b>Not Yet</b> (Below Basic)	<ul style="list-style-type: none"> <li>• A bare beginning, writing not yet showing any control</li> <li>• Limited information; little or no attention to detail</li> <li>• Inadequate length</li> <li>• Glaring errors affect readability and/or meaning</li> </ul>

*"No tears in the writing, no tears in the reader. No surprise for the writer, no surprise for the reader."*

*–Robert Frost*

## SCORING GUIDELINES FOR WRITING

*Papers should exhibit MOST of the traits on the right to receive a given score.*

<p><b>"4"</b> <b>Exemplary</b> (Advanced)</p>	<p>Clear, organized, and easy to understand            Unique perspective or mature approach            Appropriate length for the prompt            Strong sense of audience awareness            Inviting introduction and satisfying conclusion            Thoughtful transitions            Above grade-level vocabulary            Advanced use of literary devices to create mood and feeling for the reader            Easy flow, rhythm, and cadence that invite expressive oral reading            Few surface errors            Appropriate indentation and logical paragraphing            Strong command of standard written English</p>
<p><b>"3"</b> <b>Proficient</b></p>	<p>Clear, organized, and easy to understand            Adequate supporting details and examples without listing            Appropriate length for the prompt            Definite sense of audience awareness            Apparent introduction and evident conclusion            Intentional transitions to connect sentences, paragraphs            Appropriate vocabulary (may be mechanical, general)            Smoothly flowing text            Surface or mechanical errors evident, but they do not detract from meaning or readability            Evident paragraphing            Command of standard written English</p>
<p><b>"2"</b> <b>Progressing</b> (Basic)</p>	<p>Inadequate organization; ideas do not flow smoothly            Supporting details are omitted or presented as a list            Inadequate or inappropriate length            Limited awareness of audience and/or format            Weak or ineffective introduction and/or conclusion            Ineffective transitions            Limited and/or below grade-level vocabulary            Surface and mechanical errors that hinder or detract from meaning or readability</p>
<p><b>"1"</b> <b>Not Yet</b> (Below Basic)</p>	<p>Unclear topic; purpose lacks clarity or development            Limited information with little or no attention to detail            Inadequate length for development            Lack of understanding of audience and purpose            Possible or no attempt at introduction and/or conclusion            Confusing or nonexistent transitions            Restricted and/or inadequate vocabulary            Glaring surface and mechanical errors that hinder and detract from meaning and readability</p>

## RESEARCH: EVALUATING SOURCES

All print and media sources may look the same, but you must consider the following factors before choosing your sources:

- How **current** is the information?
- Is the author a **noted expert** in the field?
- Is this the best source for your **purpose** and **topic**?
- Is the source **relevant** to your topic?
- Is your information based on **fact** or **opinion**?
- Are you using information that shows various **points of view**?

## MLA DOCUMENTATION

When writing a paper, you must give credit for the information you use. Three types of information must be acknowledged to avoid plagiarism:

1. direct quotation
2. paraphrase or summary
3. author's original ideas

The Modern Language Association (MLA) style manual is widely used in literature and history, making it the most popular manual in high school and college courses. The MLA guide uses in-text documentation form called parenthetical citation. The MLA web site is <<http://www.mla.org>>. For help on the Internet about MLA Style, Frequently Asked Questions, go to <[http://www.mla.org/style\\_faqs](http://www.mla.org/style_faqs)>. For more information on citations or works-cited entries, see *Writers Inc* or visit [www.thewritesource.com/mla.htm](http://www.thewritesource.com/mla.htm).

## Guidelines for In-Text Citations

It is easiest to give credit to others by placing the information (i.e., author and page number) in parentheses after the words or ideas taken from the source. These in-text citations (often called “parenthetical references”) refer to the “Works Cited” page at the end of your paper.

- Each in-text citation should clearly point to the alphabetized entry in your list of works cited.
- Keep citations brief and integrate them into your writing.
- When paraphrasing rather than quoting, make it clear where your borrowing begins and ends. Use stylistic cues to distinguish the source's thoughts (“Kalmbach points out . . .”) from your own (“I believe . . .”).
- At the end of a sentence, place your parenthetical citation *before* the end punctuation.
- For titles, use underlining, not italics.

Citing an Anonymous Work: When there is no author listed, give the title or a shortened version of the title as it appears in the works-cited section.

**Each year more than a quarter of a million people will die from a heart attack before they can get proper care (“Heart Attack First Aid” 33).**

A Work by One Author: You must give the author's last name in a parenthetical citation unless it is already mentioned in the text. An in-text citation could name an editor, a translator, a speaker, or an artist instead if that is how the entry is listed in the works cited. List the necessary page numbers of the source in parentheses. Leave a space between the author's last name and the page reference. No abbreviation or punctuation is needed. *Note:* No page numbers are required if you are citing a work as a whole, articles in alphabetized encyclopedias, one-page articles, and sources without page numbers.

With Author in Text

**Bullough writes that genetic engineering was dubbed “eugenics” by a cousin of Darwin's, Sir Francis Galton, in 1885 (5).**

Without the Author in Text

**Genetic engineering was dubbed “eugenics” by a cousin of Darwin's, Sir Francis Galton, in 1885 (Bullough 5).**

Two or More Works by the Same Author(s): In addition to the author's last name(s) and page number(s), include a shortened version of the title of the work when you are citing two or more works by the same author(s).

With Author in Text

**Wallerstein and Blakeslee claim that divorce creates an enduring identity for children of the marriage (Unexpected Legacy 62).**

Without Author in Text

**They are intensely lonely despite active social lives (Wallerstein and Blakeslee, Second Chances 51).**

A Work by Two or Three Authors. Give the last names of every author in the same order that they appear in the works-cited section. (The correct order of the authors' names can be found on the title page of the book.)

**Students learned more than a full year's Spanish in ten days using the complete supermemory method (Ostrander and Schroeder 51).**

A Work by Four or More Authors: Give the first author's last name as it appears in the works-cited section followed by *et al.* (meaning *and others*).

**Communication on the job is more than talking; it is “inseparable from your total behavior” (Culligan et al. 111).**

A Work Authored by an Agency, a Committee, or Another Organization.

If a work was written by an organization, it has a *corporate author*. If the corporate name is long, include it in the text to avoid disrupting the flow of your writing. After the full name has been used at least once, use a shortened form in subsequent references.

**The thesis of the Task Force's report is that economic success depends on our ability to improve large-scale education and training (113-14).**

Two or More Works Included in One Citation. To cite multiple works within a single parenthetical reference, separate the references with a semicolon.

**In medieval Europe, Latin translations of the works of Rhazes, a Persian scholar, were a source of medical knowledge (Albala 22; Lewis 266).**

A Work Referred to in Another Work. If you must cite information from a source that is quoted from another source—use the abbreviation *qtd. in* (quoted in) before the indirect source in your reference.

Paton improved the conditions in Diepkloof (a prison) by “removing all the more obvious aids to detention. The dormitories are open at night: the great barred gate is gone” (qtd. in Callan xviii).

Long Direct Quotes (more than four typed lines): No quotation marks are necessary. All the material is double-spaced. Indent the quote 10 spaces:

Gregg’s Microcomputer Keyboarding reminds potential employees that dress can be an important aspect of the workplace.

You will find when you work in an office that there are varying opinions about what clothing is appropriate. You may be given some suggestions for appropriate dress or may simply be expected to use your judgment. (Stewart 32)

Quoting Verse: When referencing classic verse plays and poems, cite them by division (act, scene, canto, book, part) and line, using Arabic numerals separated by periods for the various divisions (unless your instructor prefers Roman numerals).

*Note:* A slash, with a space on each side, shows where a new line of verse begins.

In the first act of the play named after him, Hamlet comments, “How weary, stale, flat and unprofitable, / Seem to me all the uses of this world” (1.2.133-134).

If you are citing lines only, use the word *line* or *lines* in your first reference and numbers only in additional references.

In book five of Homer’s Iliad, the Trojans’ fear is evident: “The Trojans were scared when they saw the two sons of Dares, one of them in fright and the other lying dead by his chariot (lines 22-24).

Verse quotations of *more than three lines* should be indented one inch (ten spaces). Do not add quotation marks. Each line of the poem or play begins a new line of the quotation.

In “Song of Myself” poet Walt Whitman claims to belong to everyone:

I am of old and young, of the foolish as much as the wise,  
Regardless of others, even regardful of others,  
Maternal as well as paternal, a child as well as a man,  
Stuffed with the stuff that is coarse, and stuffed with the stuff  
that is fine, . . . (16:326-329)

Quoting Prose. To cite prose from fiction, list more than the page number if the work is available in several editions. Give the page reference first, and then add a chapter, section, or book number, if appropriate.

In The House of the Spirits, Isabel Allende describes Marcos, “dressed in mechanic’s overalls, with huge racer’s goggles and an explorer’s helmet” (13; ch. 1).

If you quote *any* prose longer than four typed lines, indent each line of the quotation one inch (ten spaces) and double-space it; do not add quotation marks. In this case, put the parenthetical citation (the pages and chapter numbers) outside the end punctuation mark of the quotation itself.

## WORKS-CITED ENTRIES: Books

In general, if any of the following possible components do not apply, they are not included in the works-cited entry. If publication information is missing, see *Writers Inc.*

- |   |   |
|---|---|
| 1. Author’s name  | 6. Number of volume                                     |
| 2. Title of a <i>part</i> of the book, such as an article in the book or a foreword | 7. Name of series                                       |
| 3. Title of the book ( <i>underlined</i> )  | 8. Place of publication, publisher, year of publication |
| 4. Name of editor or translator   | 9. Page numbers   |
| 5. Edition  |   |

List only the first city for the place of publication unless it is outside the United States. In that case, add an abbreviation of the country for clarity. Publishers’ names should be short—omit articles (*an, an, the*), business abbreviations (Co., Inc.), and descriptive words (Books, Press). Cite the first surname alone if the publisher’s name includes the name of one or more people. Abbreviate University Press as UP. Use standard abbreviations whenever possible.

A Work by One Author:

Bagwati, Jadish. In Defense of Globalization. New York: Oxford UP, 2004.

A Work by Two or Three Authors:

Haynes, John Earl, and Harvey Klehr. In Denial: Historians, Communism, & Espionage. San Francisco: Encounter Books, 2003.

A Work by Four or More Authors:

Schulte, Andrea, et al. Germany. Victoria, Austral.: Lonely Planet, 2000.

A Work Authored by an Agency, a Committee, or Another Organization:

Exxon Mobil Corporation. Great Plains 2000. Lincolnwood: Publications Intl., 2001.

A Single Work from an Anthology:

Mitchell, Joseph. “The Bottom of the Harbor.” American Sea Writing. Ed. Peter Neill. New York: Library of America, 2000. 584-608.

A Government Publication: State the name of the government (country, state, and so on) followed by the name of the agency. Most federal publications are published by the Government Printing Office (GAO).

**United States. Dept. of Labor. Bureau of Labor Statistics. Occupational Outlook Handbook 2000-2001. Washington: GPO, 2000.**

When citing the Congressional Record, give only date and page numbers.  
**Cong. Rec. 5 Feb. 2002: S311-15.**

## WORKS-CITED ENTRIES: Periodicals

If any of the following possible components do not apply, they are not listed.

- |   |   |
|---|---|
| 1. Author's name                            | 6. Issue number   |
| 2. Title of article (in quotation marks)    | 7. Date of publication (abbreviate all months except May, June, July) |
| 3. Name of periodical ( <i>underlined</i> ) | 8. Page numbers   |
| 4. Series number or name (if relevant)      |   |
| 5. Volume number (for scholarly journal)    |   |

An Article in a Magazine: List the author (if identified), article title (in quotation marks), publication title (*underlined*). Then identify the month(s) and year of the issue, followed by page numbers for the article.

**“Patent Pamphleteer.” Scientific American Dec. 2001: 33.**

An Article in a Scholarly Journal Paginated by Issue: Instead of month or full date of publication, these periodicals are identified by volume number. If each issue is numbered from page 1, your works-cited entry should identify the issue number, as well. List the volume number after the journal title, followed by a period and the issue number, and then the year of publication (in parentheses) followed by the page numbers of the article.

**Chu, Wujin. “Costs and Benefits of Hard Sell.” Journal of Marketing Research 32.2 (1995): 97-102.**

A Printed Interview: Begin with the name of the person interviewed. (If the interview is untitled, *Interview* [no italics] follows the interviewee's name.)

**Cantwell, Maria. “The New Technocrat.” By Erika Rasmusson. Working Woman Apr. 2001: 20-21.**

A Newspaper Article:

**Bleakley, Fred R. “Companies’ Profits Grew 48% Despite Economy.”**

**Wall Street Journal 1 May 1995, Midwest ed.: 1.**

A Newspaper Editorial:

**“Hospital Power.” Editorial. Bangor Daily News 14 Sept. 2004: A6.**

A Letter to the Editor:

**Sory, Forrest. Letter. Discover July 2001: 10.**

## WORKS-CITED ENTRIES: Online Sources

Print out a copy of the material you are accessing. After the author's name and title of the document, include any print publication information, then the electronic publication details. If any of these components do not apply, they are not listed. For documents with no listed date of electronic publication, use the site's posting date, date of update, or copyright date if available.

- |  |   |
|--|---|
| 1. Author's name                                     | 8. Name of subscription service (or Web site)                     |
| 2. Title of article or Web page (in quotation marks) | 9. Name of list or forum  |
| 3. Print publication information                     | 10. Number range or total number of pages (or other sections)     |
| 4. Title of Internet site ( <i>underlined</i> )      | 11. Site sponsor's name   |
| 5. Site editor's name                                | 12. Date of access (the last date you viewed the document online) |
| 6. Version (volume or issue) number                  | 13. URL (electronic address)                                      |
| 7. Date of electronic publication                    |   |

A Professional Site: The entry usually begins with the site title. Use the copyright date if no date of update is given. Add the date of access and the URL.

**“Challenges.” BP Global. 2005. 17 June 2005 <http://www.bp.com/challenges.html>.**

An Online Resource:

**Trueman, Chris. “James I.” History Learning Site. 2006. 15 Aug. 2006 <http://www.historylearningsite.co.uk/james\_1.htm>.**

**“Versailles.” Castles of the World. 2006. 31 July 2006**

**<http://www.castles.org/castles/Europe/Western\_Europe/France/france6.htm>.**

**Wheeler, Kevin. “Cleopatra.” Life of Gaius Julius Caesar. 2001. Yahoo**

**Geocities. 18 July 2006 <http://www.geocities.com/caesarkevin/caesar9.html>.**

An Article in an Online Periodical: Begin with the author's name; the article title in quotation marks; and the *underlined* name of the periodical, its volume or issue number, and date of publication. Include page numbers (or other sections) if numbered. Close with the date of access and URL.

**Dickerson, John. “Nailing Jello.” Time.com 5 Nov. 2001. 9 Dec. 2001**

**<http://www.time.com/time/columnist/dickerson/>.**

An Article in an Online Service: If you use a library to access a subscription service (such as MasterFILE Premier, National Newspapers, eLibrary, etc.), in addition to the author, title, source, etc., you must also list the database (*underlined*), the service, and the library. Add the date of access and URL.

Note: some teachers may ask for Internet pages. Insert this information before the database using parentheses as shown below.

Davis, Jerome. "Massacre in Kiev." Washington Post 29 Nov. 1999, final ed.: C12. (1/5 p.). National Newspapers. ProQuest. Twin Falls High School Library. 30 Nov. 1999 <<http://proquest.umi.com>>.

### WORKS-CITED ENTRIES: Other Sources

Personal interview: Begin with the name of the person interviewed.

Beinhorn, Arthur. Personal interview. 13 September 1995.

A Film: The director, distributor, and year of release follow the title.

The Aviator. Dir. Martin Scorsese. Perf. Leonardo DiCaprio. Miramax Films, 2004.

Beyond the Da Vinci Code. DVD. A&E Home Video, 2005.

An Audio Recording: If you are not citing a CD, indicate Audiocassette, or Audiotape. If you are citing a specific song on a musical recording, place its title in quotation marks before the title of the recording.

Welch, Jack. Winning. Harper Audio, 2005.

A Lecture, a Speech, an Address, or a Reading: If there is a title, use it instead of the descriptive label (for example, Lecture).

Annan, Kofi. Lecture. Acceptance of Nobel Peace Prize. Oslo City Hall, Oslo, Norway. 10 Dec. 2001.

### GUIDELINES FOR A WORKS CITED PAGE

The Works Cited section is the last section of your research paper. It lists all of the sources cited in your text. It does *not* include any sources you may have read/studied but did not refer to in your paper. Begin the Works Cited on a new page (hold *Ctrl* and hit *Enter* to move to the next page).

1. See page 3 for proper manuscript form. If set up properly, your document should show a header with your last name and page number one-half inch from the top right corner.
2. Center the title. Your document should already be set up in double-space format.
3. List each entry alphabetically by the author's last name. If there is no author, use the first word of the title (disregard words such as *A, An, The*).
4. Before your first entry, use the hanging indent function on your computer (choose: *format; paragraph; special; hanging*). After typing an entry in its entirety, hit *Enter* to begin the next entry flush with the left margin.
5. Single-space between words and after punctuation marks in each entry.
6. Separate the different parts of an entry (author, title, and publication information, etc.) with a period (.) followed by *one space*.

## SAMPLE DOCUMENT: WORKS CITED PAGE

Johnson 6

### Works Cited

Allen, Richard. Cryogenics in Modern Science. New York: J. B.

Lippincott Company, 1984.

Brooks, Sarah. Personal Interview. 15 Oct. 2002.

"Challenges." BJ Global. 2005. 17 June 2005 <<http://www.bp.com/challenges.html>>.

Coulter, Ann. "Dan Rather: Fairly Unbalanced." News.yahoo.com  
23 Sept. 2004. YAHOO!News. 24 Sept. 2004  
<<http://news.yahoo.com>>.

"Cryogenic Application." Encyclopedia Americana. 5th ed. 1984.  
Harrison, Kenneth, and Lawrence Kren. "Is Outsourcing Ethical?"  
Machine Design 76:16 (19 Aug. 2004):105. (1/4 p.).  
MasterFILE Premier. EBSCOhost. Twin Falls High School  
Library. 23 Sept. 2004 <<http://web5.epnet.com>>.

Kahn, Carol. "The Man Who Would Live Forever." Health  
August 1989: 24-26.

Pears, Christen. "Survey—Why We Don't Want to be Goddesses Any  
More." Northern Echo. 13 June 2002:11. (1/2 p.). eLibrary.  
ProQuest. Falls High School Library. 28 Sept. 2004  
<<http://elibrary.bigchalk.com>>.

## BUSINESS LETTER

**Block Style Preferred**—Do not indent paragraphs. Single-space the body, double-space between paragraphs, and center the document vertically on the page (in *Microsoft Word*, click **File, Page Setup**; then click the **Layout** tab. Click **Center** in the **Vertical alignment** box; then click **ok**).

217 Pier Avenue  
Boise, ID 83704  
November 15, 20\_\_  
*(four to seven spaces)*

Mr. Harry O. Smith  
Director of Parks  
123 Front Street  
Boise, ID 83702  
*(double space)*

Dear Mr. Smith:  
*(double space)*

Through our school placement office, I have learned that there will be an opening this summer for a junior assistant to the playground supervisor at Julia Davis Park. Because I enjoy working with children, I am applying for the position. The enclosed resumé will show the experience I have had working with children.

*(double space)*

I am a junior in high school, taking college preparatory courses. During the past winter, I assisted the nursery teacher in our church school. I not only enjoy children, but I realize what an important job working with them can be. My health is excellent, and I have been regular in my attendance at school, church, and scouting.

*(double space)*

I would be happy to come to your office for an interview. You can contact me at 376-6401. Thank you for considering my application.

*(double space)*

Sincerely,

*(four spaces)*

Julie Burton

## DATA SHEET

This is a type of resumé used for introductions and/or applications.

<b>2089 Sagebrush Dr.</b>	<b>JOHN SMITH</b>	<b>(208)738-1234</b>
	<b>Twin Falls, ID 83301</b>	
<b>EDUCATION</b>	Twin Falls high School 2005-2007 Cumulative GPA: 3.67	
<b>ACTIVITIES/ LEADERSHIP</b>	High School Basketball, 2005-2006 National Honor Society Secretary, 2004-2005 High School Football, 2005-2006 Defensive Back of the Year, 2006 Intramural Volleyball, 2004 Class officer, Senator, 2006	
<b>SCHOLASTIC AWARDS</b>	Fourth Dist. Activities Assoc. "Outstanding Scholar, 2005 Honor Roll, 2004-2006 Bausch and Lomb Science Award, 2004 Idaho Gem Boys State Delegate, summer 2005 Mr. TFHS Nominee, 2006	
<b>EMPLOYMENT</b>	Canyon Springs Golf course, current cart boy and range worker YFCA, Twin Falls, ID—Sep-Dec., 2004	
<b>VOLUNTEER WORK</b>	Magic Valley Tobacco Coalition, 2004-current Kids Basketball Camp, 2006 Boys and Girls Club, 2005	
<b>INTERESTS</b>	Skiing, hunting, rafting	
<b>REFERENCES</b>	Brandon Bolyard, English teacher, Twin Falls High School, 733-6551 Karolyn Watts, counselor, Twin Falls High School, 733-6551 George Smith, family friend, 3435 Teton, Twin Falls, 734-9090	

## SAMPLE MEMO

After typing in the heading “Memo” and the Date, To, From, and Subject lines, organize the message into three parts as follows:

**Beginning:** State why you are writing the memo.

**Middle:** Provide all the necessary details.

**Ending:** Focus on the action or response that should happen next.

### Memo

Date: October 12, 2006

To: Mr. Marcus

From: Danielle White

Subject: Mid-project report on history paper

Here’s an update on my history paper about China. At first I had trouble finding information on my topic, but I’ve made this progress.

1. I went to the library, and Ms. Pate showed me how to use the computer for my search.
2. After I showed you my project proposal, I took your advice to look at either Chinese dating practices or wedding traditions, but not both.
3. After researching both topics, I found several sources on Chinese wedding practices. So I will write about present-day Chinese wedding customs.
4. For my primary research, I interviewed Donna Sung, our foreign exchange student from Shanghai, about her experiences with weddings in China.

I will finish my first draft by next Wednesday and will be on schedule for the deadlines I gave you in my project proposal.

## GUIDELINES FOR MULTIMEDIA PRESENTATION

### Prewriting

1. **Select a Topic**—choose a topic that “fits” the audience and is appropriate for a multimedia presentation.
2. **Gather Details**—collect information as for a speech.
3. **Cite Sources**--video, images, music, fonts, text, etc.

### Writing and Revising

4. **Design**—use *one* color scheme and no more than two fonts.
5. **Create pages**—each main idea should go on a separate page (10-15 words per slide).
6. **Fine tune the presentation**—add animation, video and music.
7. **Practice delivery** in front of an audience of friends or family.

### Editing and Proofreading

8. **Check for style and accuracy**—Words should be clear and precise. They should help listeners understand the message. Check for errors.
9. **Prepare a final version.**

## ACKNOWLEDGEMENTS

*Writing With Style . . . a manual for Bruin writers* (1999-2000) was initially compiled and published through a grant from the Twin Falls School District 411. For more information on topics covered, readers should consult the resources listed below.

Diana Hacker, *A Writer’s Reference*. Copyright 1999 by Bedford/  
St. Martin’s Press. Fourth Edition.

Thornton Township High School Expectations, 2005.

Joseph Trimmer, *A Guide to MLA Documentation*. Copyright 1999 by Houghton  
Mifflin Company.

*Writers Inc.* Copyright 2006 by Great Source Education Group, a division of  
Houghton Mifflin Company.