



STUDENT WRITING GUIDE



Reflects *M.L.A. Handbook for Writers of Research Papers*, 7th ed., 2009
&
Publication Manual of the American Psychological Association, 6th ed., 2009

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General Format

General Format for Written Assignments

Though the characteristics and conventions of different forms of writing vary greatly, there are general guidelines which must be followed for all written presentations. Every written assignment will fit the following description:

1. It is typed or neatly written and of the same 12 point font throughout.
 - Suggested fonts:
 1. **Times New Roman**
 2. **Arial**
2. It has a 1 inch margin on both sides and on the top and bottom.
3. The paper is clean and white.
4. If written in pen, it must be in blue or black ink. Exceptions can be made for math problems, diagrams, and charts.
5. The writing is double-spaced and only on one side of the paper.
6. If the assignment is more than one page long, all pages must be clearly numbered and stapled once in the upper left hand corner.
7. Pages should be numbered. Use the computer page numbering function. In Microsoft Word, the Page Numbering function is in the Insert tab under the Header & Footer box.
8. Each paragraph is indented using the tab key once.
9. Leave only one space after periods, unless otherwise instructed by your teacher.
10. Do not make a title page unless it is specifically requested by your teacher.
11. The title, student's name, student's class, teacher's name and due date, are placed on a title page (see sample next page).
12. Minor corrections may be made neatly with correction fluid. Major

MLA Style

changes must be re-typed or re-written.

If you are writing a paper using the M.L.A. style, your first two pages could look like this:
(Normally an M.L.A. paper does not require a title page.)

Paper Title
(double-spaced, in bold, centred)

(begin at centre)

Student's Name
Course Code and Section
Teacher's Name
Due Date

Optional M.L.A. title page
If requested by your teacher

Matilda Murphy
Mr. Dunkleblum
ENG3U
April 30, 2010

-Murphy 1-

Mad, Bad, and Dangerous to Know:
General Zaroff's Insanity in "The Most Dangerous Game"

It is important that your essay follow the appropriate format. A formal essay that follows the Modern Languages Association's style guide (M.L.A.) should look like what you are now reading. In this brief template you will learn about format, quotations and references.

APA Style

If you are writing a paper using the A.P.A. style, your first two pages could look like this:

Learning to Format Papers 1

Running head: LEARNING TO FORMAT PAPERS

**Learning to Format Papers in A.P.A. Style:
A Guide for Absolute Beginners
Matilda Murphy
UCDSB School
May 2, 2006**

Learning to Format Papers 2

Learning to Format Papers in A.P.A. Style: A Guide for Absolute Beginners

This is where the actual writing for your paper will start when using the A.P.A. style. You should be aware that this is a style used in Psychology, Sociology, Anthropology, Criminology, Women's Studies, and many other branches of the Social Sciences. You must learn this style if you wish to study in any of these academic disciplines.

Plagiarism

TWO BASIC RULES

- If you use someone else's words, data, etc., use quotation marks and give a complete reference.
- If you borrow someone else's ideas, give a complete reference.

What is it?

PLAGIARISM is taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and presenting them as your own.

Each student is expected to produce his/her own work. The following approach will result in the student being required to re-do the assignment:

- submitting, as your own work, an assignment done by another person;
- "borrowing" *ideas* from another source without acknowledgment. Rearranging the wording of someone else's sentence is an act of plagiarism.

Please refer to the UCDSB policy regarding the consequences for plagiarism

How to avoid it

- Use a referencing style (A.P.A. or M.L.A.). Your teacher may tell you which to use.
- When using another person's exact words, place quotation marks around the passage.
- Include the source (author's last name, date or pages) in brackets, or mention the author's name in the body of the text.

Helpful Websites

www.plagiarismdetect.com
www.uottawa.ca/plagiarism
http://library.queensu.ca/qlc/video/Avoiding_Plagiarism/Avoiding_Plagiarism.htm
www.tinyrul.com
www.turnitin.com
<http://www.dustball.com/cs/plagiarism.checker/>

Integrating Quotations

How to Integrate Quotations

In an essay, support must be used to strengthen the argument. It is good practice to use quotations as support. Be sure that all quotations are properly cited with parenthetical references and corresponding entries on the Works Cited page.

There are four main ways to incorporate quotations into the text of an essay:

1. **Quotations that are only a few words long should be smoothly incorporated into the sentence.**

Example:

In Atticus' summation, he claimed that Tom Robinson's only crime was the fact that he had the "unmitigated temerity to feel sorry for a white woman" (Lee 204).

2. **Quotations that are less than three lines long can be introduced with a colon. Again, these quotations should flow with the text of the essay but they follow a complete sentence and provide further explanation and support for the reader. These quotations are not indented.**

Example:

In his summation, Atticus explains that Tom Robinson committed no legal crime; however, he was guilty of violating a social code when he admitted that he felt compassion for Mayella Ewell, a white woman: "And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's" (Lee 204).

3. Quotations that are longer than three lines should:
- be introduced with a colon;
 - be indented (one tab or one inch, from the left side only);
 - be set apart from the text;
 - not include quotation marks;
 - and be double-spaced (according to the 2009 edition of the MLA style guide).

Example:

In his summation, Atticus explains that Tom Robinson committed no legal crime; however, he was guilty of violating a social code when he admitted that he felt compassion for Mayella Ewell, a white woman. He also points out the differences between Robinson and his accusers:

And so a quiet, respectable, humble Negro who had the unmitigated temerity to ‘feel sorry’ for a white woman has had to put his word against two white people’s...The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves[...]to [the] court in the cynical confidence that their testimony would not be doubted. (Lee 204).



Shakespeare

4. **Poetry and Shakespeare** are quoted in the same way as prose quotations; however, a backslash (/) is used to indicate the end of a line of poetry. NOTE: use a backslash only if the quotation is shorter than three lines.

Example:

In Dylan Thomas' "Do Not Go Gentle Into That Good Night", the voice in the poem pleads with his father to fight death: "Do not go gentle into that good night/Rage, rage against the dying of the light".

If the quotation from the poem is longer than three lines, the poet's original line divisions should be used. In other words, the quotation should look like it does in its original format. The excerpt should be indented, and quotation marks should NOT be used. **Example:**

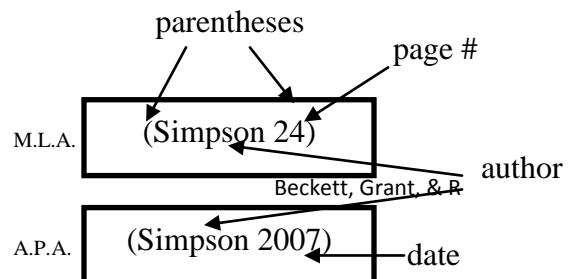
Romeo outlines, to Friar Lawrence, the extent of his misfortune:

Thou canst not speak of that thou dost not feel.
Wert thou as young as I, Juliet thy love,
An hour but married, Tybalt murdered,
Doting like me, and like me banished,
Then mightst thou speak, then mightst thou tear thy hair
And fall upon the ground as I do now
Taking the measure of an unmade grave (3.3.67-74).

Tips for Using Quotations

- a) Do not overuse quotations. Too many quotations distract the reader from your argument. The essay should reflect your reasoning, not the experts you have cited.
- b) Use quotations that are relevant to your argument and directly prove the thesis.
- c) When introducing a quotation, NEVER write: "This quote shows" or "the following quotation shows". Refer to the previous examples for smooth introductions to quotations.
- d) Never end a paragraph with a quotation. You must always provide further comment and explain how it helps prove the thesis.
- e) If you need to change word(s) within a quotation, use square brackets. Example: "[He] paused and took out his handkerchief."
- f) Remember to italicize the title of a book (*To Kill a Mockingbird*) and use quotation marks for poetry, short stories, or articles within a larger work ("Do Not Go Gentle Into That Good Night")
- g) Use ellipses [...] (three periods with a space before and after), within square brackets if part of the quotation is omitted. (See #3 on page 10 for an example.)

Parenthetical References



In M.L.A. and A.P.A. style of documentation, footnotes are replaced by brief parenthetical references that refer to a list of “Works Cited” or “References” at the end of the essay. A parenthetical citation (M.L.A.= Author’s name, page #) (A.P.A.= Author’s name, year of publication) must appear in the paper each time material is used from a source. If the sources are not cited, it is considered plagiarism!

What to Put in Parentheses

The only information that will be necessary is the author’s last name and the page number of the book. **(THE FOLLOWING EXAMPLES REFLECT THE MLA STYLE)**

Note that no punctuation separates name and page number and that the sentence period follows the reference. In the case of an indented quotation, the sentence period precedes the reference. Example:

The early eighteenth century “saw the rise of a new leisure industry” (Rogers 10).

The author’s name can be incorporated into the sentence, in which case the only necessary parenthetical information will be the page number. Example:

Rogers states that the early eighteenth century “saw the rise of a new leisure industry” (10).



In a number of cases, references will not be so straightforward. See examples and directives below:

- a) **An Author of Two or More Works:** Place a comma after the author's name and provide an abbreviated title (Frye, *Anatomy* 109).
- b) **A Work by Two or More Authors:** Name both authors or, in the case of three or more authors, use the phrase et al., meaning, "and others" (Nicholson and Rousseau 33) or (Abrams et al. 124).
- c) **Two or More Authors with the Same Last Name:** Supply the author's first name in the reference (Samuel Johnson 298).
- d) **A Multivolume Work:** Indicate the specific volume used (Blotner 2:1347).
- e) **Citing a Work by Title:** Use when citing a work for which no author is named, such as *The Chicago Manual of Style*. Use a shortened version of the title (*Chicago* 305).
- f) **Referencing from the Internet:** Any parenthetical reference from the Internet must be easily identifiable in the Works Cited.

Option 1: Use the author's name and paragraph numbers. (Ross, pars. 3-5)

Option 2: If there is no author, use an identifiable word in the title. ('Causes', pars. 10-12). The word "Causes" easily matches the title found in the Works Cited: "Causes of the American Revolution".

Option 3: If there is no author and no title, use the website address. Do not reference specific pages unless the source has embedded page numbering. Pagination may not be consistent from system to system.

In citing famous literary works, such as Shakespeare's plays, include information about act, scene, and line numbers -- (*Othello* 4.2.7-13). This example refers to act 4, scene 2, lines 7 to 13. A poem like Spenser's *Faerie Queen* can also be cited parenthetically (*FQ* 3.3.53.3). This reference is to book 3, canto 3, stanza 53, line 3.

HINT: try Tiny URL.com to shrink down your huge URLs!!

www.tinyurl.com
<http://bit.ly/>

Helpful References for the APA style of Documentation

Writing Help Central

<http://www.writinghelp-central.com/apa.html>

APA Formatting and Style Guide – The OWL at Purdue

<http://owl.english.purdue.edu/owl/resource/560/01/>

How to Cite Sources: Examples of Student Work

Original source:

Over time, technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy, and biological resources of the earth.

Pimental, David, "Population Growth and the Environment: Planetary Stewardship", *Electronic Green Journal*, #9, December 1998. 3 June 2009.
<<http://repositories.cdlib.org/uclalib/egj/voll/iss9/art10>>. Web.

Student writes:

In his article on the effects of population growth on the environment, Pimental argues that "technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and improving many aspects of human life. However, much of its success is based on the availability of land, water, energy, and biological resources of the earth" (8).

This is acceptable because:

- The author has been acknowledged and a proper quoting technique has been used. The student included the page number where the quotation can be found. This is acceptable because this electronic journal has embedded pagination.

Student writes:

According to Pimental "technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life"(8). He cautions, however, that technological progress is dependent on natural resources.

This is acceptable because:

- The student has properly cited and paraphrased the author, and has included a page reference in parentheses.

Student writes:

Research has shown that technology has greatly improved our standard of living; however, technological progress is dependent on natural resources (Pimental, 8).

This is acceptable because:

- This is the proper way to paraphrase and the author's ideas have been credited. Because the author was not mentioned in the student's sentence, the author's last name is included in parentheses.

Common Errors in Examples of Student Work

Original source:

Over time, technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy, and biological resources of the earth.

Pimental, David, "Population Growth and the Environment: Planetary Stewardship", *Electronic Green Journal*, #9, December 1998. 3 June 2009.
<<http://repositories.cdlib.org/uclalib/egj/vol1/iss9/art10>>. Web.

Student writes:

Research has shown that technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and improving many aspects of human life.

This is unacceptable because:

- The source is not cited.
- Other than the first four words, the text has been copied word for word from the original document without any quotation marks that would indicate overall that the passage is a quotation.

Student writes:

Research has shown that the advancement of technology has been the prime factor in increasing industrial and agricultural production, developing transportation and communications, and improving health care and many aspects of human life (Pimental 8).

This is unacceptable because:

- Although the passage is paraphrased and the author's name is in parentheses, too many of the author's phrases and words are included.

Student writes:

Research has shown that the advancement of science has been beneficial to the areas of agricultural and industrial production and communication and transportation fields. Furthermore, science and health care is the prime factor in a greatly improved higher standard of life for many people.

This is unacceptable because:

- Although most of the words have been changed, the sentence structure has remained the same. This is paraphrasing without indicating the original source.

- The student is presenting Pimental's ideas as if they were her own.

Works Cited

How to Create a M.L.A. Works Cited Page

- The list of Works Cited will appear at the end of the essay in alphabetical order according to author. When determining alphabetical order, and the author's name is unknown, use the title. If using a title, ignore initial articles such as *A*, *An*, or *The*. In this case, an unsigned article titled "*A Separate Peace: a look back fifty years later*" would be filed under "S" in the Works Cited page. If the title begins with a numeral, alphabetize as if the numeral were spelled out. All the sources mentioned in the essay must be included on the Works Cited page. The APA style requires that the "Works Cited" is called "References" (see page 22).
- The Works Cited list is a resource for the reader. It provides detailed information about the sources that are paraphrased and/or directly quoted in the essay.
- The form of the entries follows the traditional format of bibliographies—author, title, publication information, and medium of publication. It is important to follow the punctuation exactly as it is given in the examples. The second and subsequent lines of each entry must be indented five spaces. Use the tab key or the ruler in the word processor.
- The 7th edition of the *MLA Style Guide* (2009) requires that the medium of publication be included in each entry of the Works Cited. Medium of publication may include:
 - Print
 - E-book / Kindle
 - Web
 - Websites
 - Blogs
 - Podcast
 - wikis
 - Twitter
 - Facebook**
 - Radio
 - Television
 - Film
 - DVD
 - Performance
 - Map
 - CD or DVD ROM
 - Artwork Specific
 - Photograph
 - Oil on canvas
 - Lithograph on paper
 - Personal Interview
 - Telephone Interview
 - E-mail
 - Digital files
 - PDF
 - XML
 - JPEG
 - DOC or DOCX

Twitter, Facebook, email, and blogs can sometimes be used as a form of primary source. An example would be a politician, author, or historically significant person using Twitter or Facebook (e.g. Barack Obama, Michael Ignatieff). These are not scholarly in nature but may prove important for certain types of research.

How to Cite Specific Types of Sources

	Book (1 Author)
MLA	Meyer, Stephanie. <i>Twilight</i> . First ed. New York, N.Y.: Little Brown Books for Young Readers, 2006. Print.
APA	Meyer, S. (2006). <i>Twilight</i> . New York, N.Y.: Little Brown Books for Young Readers.
	Book (2 or 3 Authors)
MLA	Mortenson, Greg, and David O Relin. <i>Three Cups of Tea: One Man's Journey to Change the World... one Child at a Time</i> . Young Readers Edition Unabridged Audio. New York, N.Y.: Penguin Audio, 2009. CD Audiobook.
APA	Mortenson, G, & Relin, D. O. (2009). <i>Three cups of tea: one man's journey to change the world...one child at a time</i> . New York, N.Y.: Penguin Audio.
	Book (more than 3 authors)
MLA	Gilman, Sandor et al. <i>Hysteria Beyond Freud</i> . Berkley: U of California P, 1993. Print.
APA	Gilman, S. L., King, H., Porter, R., Rousseau, G .S., & Showalter, E. (1993). <i>Hysteria beyond Freud</i> . Berkley: U of California Press.
	(Editors)
MLA	Griffith, Dai. “‘Home is living like a man on the run’: John Cale’s Welsh Atlantic” <i>The Popular Music Studies Reader</i> . Ed. Andy Bennett, Barry Shank, Jason Toynbee. New York, N.Y.: Routledge, 2006. pp 29-35. Print.
APA	Griffith, Dai (2006). “‘Home is living like a man on the run’: John Cale’s Welsh Atlantic” In: Bennett, A., Shank, B., & Toynbee, J. (Eds.). <i>The popular music studies reader</i> . New York, N.Y.: Routledge.
	Online (Encyclopaedia)
MLA	“World Cup.” <i>Encyclopædia Britannica. Encyclopædia Britannica Online School Edition</i> . Encyclopædia Britannica, 2010. Web. 14 June 2010 < http://www.school.eb.com/eb/article-9077485 >.
APA	World Cup. (2010). In <i>Encyclopædia Britannica</i> . Retrieved June 14, 2010, from Encyclopædia Britannica Online School Edition: < http://www.school.eb.com/eb/article-9077485 > Web. 14 Jun 2010.

	Journal
MLA	Jiang, Shuyun, and Shufei Zheng. "Dynamic Design of a High Speed Motorized Spindle Bearing System." <i>Journal of Mechanical Design</i> 132.3 (2010): 5-10. Web. 10 Jun 2010.
APA	Jiang, S., & Zheng, S. (2010). Dynamic design of a high speed motorized spindle bearing system. <i>Journal of Mechanical Design</i> , 132(3). Retrieved from http://dx.doi.org/10.1115/1.4001109 doi: 10.1115/1.4001109
	Magazine
MLA	McCracken, H. (2010, April 5). "Eleven things I now know about the ipad." <i>PCWorld</i> , 28, Retrieved from http://www.pcworld.com/article/193432/eleven_things_i_now_know_about_the_ipad.html
APA	McCracken, Harry. "Eleven things I now know about the ipad." <i>PCWorld</i> 5 Apr. 2010. Web. 14 Jun 2010.
	Newspaper (Signed Article)
MLA	Thompson, June. <i>Citizen Online Health</i> : "Scrutinize beauty myth, not women's waists." <i>Ottawa Citizen</i> . 5 Jun. 2010, Online ed. Web.
APA	Thompson, J. (2010, June 5). Scrutinize beauty myth, not women's waists. <i>Ottawa Citizen Online Edition</i> , Retrieved from http://www.ottawacitizen.com/health/Scrutinize+beauty+myth+women+waists/3116683/story.html
	Interview
MLA	Dickens, Clennell Haggerston. "Heroes Remember." <i>Veterans Affairs Canada: First World War Audio Archive</i> , 2009-17-09. Interview 1978. Web. 10 Jun 2010. < http://tinyurl.com/2b8jxbh >
APA	Dickens, C.H. (Interviewee). (1978) Heroes Remember [Interview Transcript]. Retrieved from <i>Veterans Affairs Canada: First World War Audio Archive</i> . Website < http://tinyurl.com/2b8jxbh >
	Film
MLA	Hardwicke, Catherine, Dir. <i>Twilight</i> . Perf. Stewart, Kristen. Seville Pictures: 2008. Film.
APA	Hardwicke, C. (Director) (2008). <i>Twilight</i> . Seville Pictures.

	Television & Radio
MLA	"Canada's Residential School Apology." <i>News in Review</i> . Narrator: Knowlton Nash. C.B.C. September 2008. DVD.
APA	Nash, K. (Narrator). (2008). Canada's residential school apology [Television news episode]. <i>News in Review</i> . Toronto: C.B.C.
	Government Document
MLA	Statistics Canada. Canada <i>Canada's Ethnocultural Mosaic, 2006 Census</i> . Ottawa: statscan, 2006. Web. 14 Jun 2010.
APA	Statistics Canada. Statscan. (2006). <i>Canada's ethnocultural mosaic</i> . Ottawa: Retrieved from www.statcan.gc.ca .
	Thesis
MLA	Kane, Sonia. "Acts of Coercion: Father-Daughter Relationships and the Pressure to Confess in British Women's Fiction, 1778-1814." Diss. City U of New York, 2003. Print.
APA	Kane, S (2003). <i>Acts of coercion: father-daughter relationships and the pressure to confess in British women's fiction, 1778-1814</i> . (Doctoral dissertation) City U of New York.
	Play
MLA	Shakespeare, William. <i>Hamlet</i> . Ed. George Rylands. London: Oxford University Press, 1961. Print.
APA	Shakespeare, W. (1961). <i>Hamlet</i> Rylands George (Ed.). Edinburgh: Forum Press.
	Poem / Song
MLA	Keats, John. "Lamia," In <i>The Poetry of England</i> . Edinburgh: Forum Press, 1955. Print.
MLA	Warsame, Keinan/K'NAAN. "Wavin' Flag" Universal Music Canada Inc. 2010. Audio recording.
APA	Warsame, K. (2009). Wavin' flag [Recorded by K'NAAN]. On <i>Troubadour</i> [Medium of recording: CD] Octone: A&M. (2009).
	Short Story in an Anthology
MLA	King, Thomas. "Borders". <i>Crossroads</i> . Eds. Dom Saliani and Nova Morine. Vancouver: Gage Educational Publishing Company. 1999.
APA	King, T. (1999). Borders. In D. Saliani & N. Morine (Eds.), <i>Crossroads</i> . Vancouver: Gage Educational Publishing Company.

	Podcast
MLA	Bertand, P. (Producer). "Pt. 2: Police Interviewing Techniques." <i>The Current</i> . CBC. 12 April 2010. Web. 14 Jun 2010. Web
APA	Bertrand, P. (Producer). (2010). <i>The Current</i> Pt. 2: police interviewing techniques. [Podcast/Web]. CBC. Retrieved from http://www.cbc.ca/thecurrent/about/index.html
	Blog
MLA	Fogarty, Mignon. "Who Versus Whom." <i>Grammar Girl: Quick and Dirty Tips for Better Writing</i> . 9 Mar 2007. Web. 14 Jun 2010. http://grammar.quickanddirtytips.com.who-versus-whom.aspx Blog
APA	Fogarty, M. (2007, March 9). Who versus whom [Web log message]. Retrieved from http://grammar.quickanddirtytips.com.who-versus-whom.aspx



Citing Web Sites



Citing Web Publications

The following format should be used for citing web publications from the Internet in your works cited list.

1. Name of the author, compiler, director, editor, narrator, performer or translator if available
2. Title of work (italicized if the work is independent; in quotation marks if the work is part of a larger work)
3. Title of the overall Web site (italicized), if distinct from item 2
4. Version or edition used
5. Publisher or sponsor of the site; if not available, use *n.p.*
6. Date of publication (day, month year, as available); if nothing is available use n.d.
7. Medium of publication (Web)
8. Date of access (day, month, year)

Examples (reflecting MLA style)

Green, Joshua. "The Rove Presidency." *The Atlantic.com* Atlantic Monthly Group, Sept. 2007. Web. 15 May 2008.

"Kemptonville, Ontario" Map. *Google Maps*. Google, 15 May 2009. Web. 15 May 2009.

"Six Charged in Alleged N.J. Terror Plot." *WNBC.com*. WNBC, 8 May 2007. Web. 9 Jan 2010.

"Utah Mine Rescue Funeral." *CNN.com*. Cable News Network, 21 Aug 2009. Web. 9 Jan 2010.

"Verb Tenses." *The OWL at Purdue*. Purdue Online Writing Lab. 2001. Web. 15 May 2009.

Yager, Susan, Narr. "The Former Age." by Geoffrey Chaucer. Chaucer metapage. Ed. Mark E. Allen et al. U of North Carolina, 13 Feb 2007. Web. 30 Nov. 2007.

The image is a screenshot of a Mozilla Firefox browser window displaying a CTV News article. The browser's address bar shows the URL: http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20100212/chocolate_100212/20100212?hub=Health. The page features the CTV News logo at the top, followed by a navigation bar with links like 'CTV.ca', 'Mobile', 'Canada AM', 'Autos', 'Entertainment', 'Olympics', 'Contests', and 'Local Stations'. The main content area displays the article title 'Could chocolate lower the risk of stroke?' under the 'Health' section, dated 'Friday Feb. 12, 2010'. A photograph of a woman eating a chocolate bar is shown below the title. The page also includes a sidebar with 'New Sections' (Top Stories, Canada, World, Business, Sci-Tech, Health, Politics) and a 'Related Stories' section. An advertisement for Advil is visible on the right. The Windows taskbar at the bottom shows the Start button and several open applications, including Internet Explorer, File Explorer, and the browser window itself.

URL (Universal Resource Locator) The address of a web page on the World Wide Web

Title overall website (in italics as an independent work)

Title of Work (in italics as an independent work)

Title of work (in quotation marks as part of a larger work)

Date of publication

MLA style entry:

"CTV News Health: Could Chocolate Lower the Risk of Stroke?." *CTV NEWS*. 12 Feb 2010.
CTV, Web. 12 Feb 2010.

Sample MLA Works Cited

Murphy 12

Works Cited

Gilman, Sandor et al. *Hysteria Beyond Freud*. Berkley: U of California P, 1993. Print.

Griffith, Dai. “‘Home is living like a man on the run’: John Cale’s Welsh Atlantic” *The Popular Music Studies Reader*. Eds. Andy Bennett, Barry Shank, Jason Toynbee. New York, NY: Routledge, 2006. pp 29-35. Print.

Jiang, Shuyun, and Shufei Zheng. "Dynamic Design of a High Speed Motorized Spindle Bearing System." *Journal of Mechanical Design*. 132.3 (2010): 5-10. Web. 10 Jun 2010.

Meyer, Stephanie. *Twilight*. First ed. New York, N.Y.: Little Brown Books for Young Readers 2006, Print.

Mortenson, Greg, and David O Relin. *Three Cups of Tea: One Man's Journey to Change the World One Child at a Time*. Young Readers Edition Unabridged Audio. New York, N.Y.: Penguin Audio, 2009. CD Audiobook.

“World Cup.” *Encyclopædia Britannica. Encyclopædia Britannica Online School Edition*. Encyclopædia Britannica, 2010. Web. 14 June 2010. <<http://www.school.eb.com/eb/article-9077485>>

Sample APA Reference List

Murphy 12

References

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- Griffith, Dai (2006). 'Home is living like a man on the run': John Cale's Welsh Atlantic. In: Bennett, A., Shank, B., & Toynbee, J. (Eds.). *The popular music studies reader*. New York, N.Y.: Routledge.
- Jiang, S., & Zheng, S. (2010). Dynamic design of a high speed motorized spindle bearing system. *Journal of Mechanical Design*, 132(3), Retrieved from <http://dx.doi.org/10.1115/1.4001109> doi: 10.1115/1.4001109
- Meyer, S. (2006). *Twilight*. New York, N.Y.: Little Brown Books for Young Readers.
- Mortenson, G., & Relin, D. O. (2009). *Three cups of tea: one man's journey to change the world...one child at a time*. New York, N.Y.: Penguin Audio.
- World Cup. (2010). In *Encyclopædia Britannica*. Retrieved June 14, 2010. from Encyclopædia Britannica Online School Edition: <http://www.school.eb.com/eb/article-9077485> Web June 2010 .
<<http://www.school.eb.com/eb/article-9077485>>

Bibliography or Works Consulted

The Bibliography (or Works Consulted) contains a listing of all information sources used in the preparation of the essay. The bibliographic entries also provide your reader with a guide for further reading on the topic. The sources must be listed in alphabetical order by author on a separate page at the end of the essay. Do not number the bibliographic entries. The examples below indicate how to format entries for the Works

Some teachers will request a bibliography and some will not. Be sure to ask your teacher whether or not your paper requires a bibliography.

Annotated Bibliography ("Concordia University Libraries")

An annotated bibliography differs from a standard bibliography. For each source listed you will need to provide descriptive or evaluative comments (i.e., annotations).

Depending on your assignment guidelines, you **may** have to include some or all of the following:

- Describe the content of the source
- Mention why the source is useful
- Indicate any strengths or weaknesses of the source
- Evaluate the overall reliability of the source; you can do this by looking at:
 - The author's conclusions and how he/she arrived at them
 - The references consulted
- Describe your reaction to the source

Sample MLA Annotated Bibliography



The following bibliographic entries are courtesy of Concordia University Libraries.
The opinions expressed do not reflect those of the UCDSB nor the editors of this guide

Chrisholm, Patricia. "The ADD dilemma." *Maclean's* 11 Mar. 1996: 42-44. Print. This magazine article looks at the use of Ritalin in Canada. Specifically it covers the drug's side effects, why there is so much debate surrounding its use and how teachers have come to rely on it to control problem students. The article is based on information taken from interviews, statistics and studies that were conducted. Overall, it is well written and well researched.

Notice that the first part of the annotation is descriptive and that the last sentence is a brief evaluation.

Kirkey, Sharon. "Jury's still out on Ritalin." *The Gazette* 27 Dec. 2001: A1. Print. This newspaper article focuses on a study published in the Canadian Medical Association Journal about the short and long-term effects of using Ritalin. The information comes from a reputable source and is based upon fact. This article was useful for my research as it helped support my idea that Ritalin may not be the answer for treating children with ADD.

Notice that the first few sentences of the annotation discuss the reliability of the article while the last sentence relates to its usefulness.

Mercogliano, Chris. *Teaching the Restless: One School's Remarkable No-Ritalin Approach to Helping Children Learn and Succeed*. Boston: Beacon Press, 2003. Print. Mercogliano describes how depending on medication, such as Ritalin, to treat students with attention deficit disorders may not be the right approach. The book also calls into question how teachers deal with students who have ADD.

Notice that this entire annotation is descriptive.

Sample APA Annotated Bibliography

("Concordia University Libraries")



Chrisholm, P. (1996, March 11). The ADD dilemma. *Maclean's*, 109, 42-44.

This magazine article looks at the use of Ritalin in Canada. Specifically, it covers the drug's side effects, why there is so much debate surrounding its use and how teachers have come to rely on it to control problem students. The article is based on information taken from interviews, statistics and studies that were conducted. Overall, it is well written and well researched.

Notice that the first part of the annotation is descriptive and that the last sentence is a brief evaluation.

Kirkey, S. (2001, November 27). Jury's still out on Ritalin. *The Gazette*, A1.

This newspaper article focuses on a study published in the *Canadian Medical Association Journal* about the short and long-term effects of using Ritalin. The information comes from a reputable source and is based upon fact. This article was useful for my research as it helped support my idea that Ritalin may not be the answer for treating children with ADD.

Notice that the first few sentences of the annotation discuss the reliability of the article while the last sentence relates to its usefulness.

Mercogliano, C. (2003). *Teaching the restless: One school's remarkable no-Ritalin approach to helping children learn and succeed*. Boston: Beacon Press.

Mercogliano describes how depending on medication, such as Ritalin, to treat students with attention deficit disorders may not be the right approach. The book also calls into question how teachers deals with students who have ADD

Notice that this entire annotation is descriptive.

Lab Report Format

Adapted from OCDSB Lab Report format

Give a relevant title (not Lab #1).

Acceleration of Gravity
Matilda Murphy, Jian Juniper, and Freddie Frapp
UCDSB School SPH4U
Mr. Dunkleblum
March 2, 2010

List your name as well as those of your lab partners (underline your own).

Include the date – this would be very important in a real laboratory situation (if you were to make a scientific discovery, your notes could prove that you were the first person to do so).

Hypothesis: a prediction based on your background knowledge.

- Some teachers prefer an *if then* statement.

Purpose: The purpose of this experiment is to observe the acceleration of an object caused by the Earth's gravity.

Introduction: The hypothesis was based on typical reported values of the acceleration of gravity at the Earth's surface (see textbook). The expected value is $9.8 \text{ m/s}^2 = 980 \text{ cm/s}^2$.

Hypothesis: The acceleration of gravity is 9.8 m/s^2 near the Earth's surface and when air resistance is negligible.

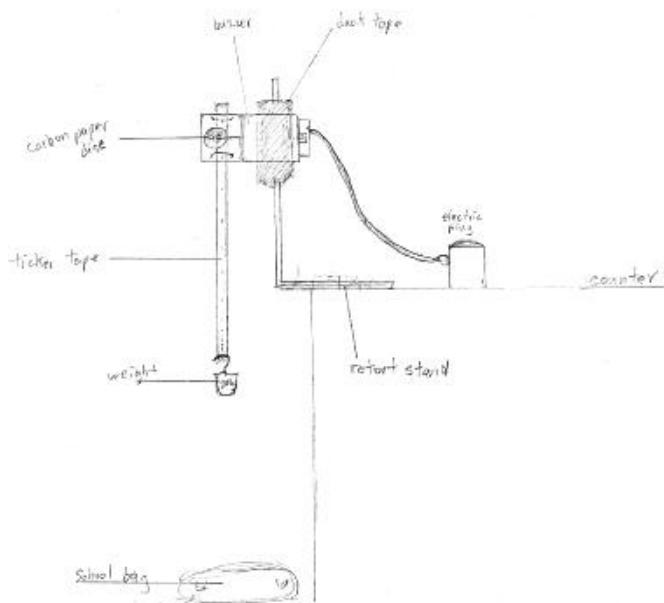
Apparatus:

- small, dense weight (200 g) - a dense weight will experience the least air resistance for its mass
- electric buzzer - vibrates at the same rate as the alternating current (AC) which is 60 Hz
- retort stand
- school bag (for soft landing)
- ruler

Materials:

- duct tape
- ticker tape
- carbon paper disk

Apparatus and Materials: use two headings (apparatus is the hardware used and materials are the things that are used up).



Purpose: State in 1 or 2 clear sentences the reason for doing the experiment in statement or question form.

Introduction:

- contains the background theory, previous research, formulas, or equations the reader needs to know in order to understand your lab report
- written in paragraph format

Procedure:

Provide detailed steps for someone else to repeat the experiment without assistance.

- Do not use personal pronouns like such as I, we, our, or you.

Procedure:

- Use duct tape to attach the buzzer to the retort stand so that the part where the ticker tape goes through is sticking out over the edge of the lab bench.
- Put the carbon paper disk onto the buzzer and thread the ticker tape through the guide slots on the buzzer and under the carbon paper disk. The black side of the disk should be touching the ticker tape.
- Attach the weight onto the end of the ticker tape and check that the weight can fall freely, pulling the ticker tape smoothly through the buzzer.
- Put something soft (school bag) on the floor where the weight will fall.
- Hold the weight close to the buzzer, turn on the buzzer and immediately drop the weight. As the weight falls, the buzzer should make a series of dots on the ticker tape. Examine the tape to make sure the sequence of dots is clear and continuous.
- Repeat step 5 for each member of the team.
- Mark every 6 dots on the ticker tape (representing $6/60 = 0.1$ s). Measure the distance travelled in each 0.1 s interval.
- Safety concerns: Make all adjustments to the buzzer BEFORE plugging it in. Make sure the weight falls onto something soft (NOT a person) so that the weight and floor are not damaged.

INCORRECT: "We used duct tape to attach the buzzer to the retort stand..."



CORRECT: "Use duct tape to attach the buzzer to the retort stand..."



Observations: Record results in either table/graph/written form as directed by your teacher, or as dictated by the lab.

Observations:

Table 1: Acceleration and Speed Measurements

Start Time End Time	Midpoint Time	Time Interval	Change in Distance	Distance from start	Speed
<u>0.0 s</u> 0.1 s	0.05 s	0.1 s	5.1 cm	5.1 cm	51 cm/s
<u>0.1 s</u> 0.2 s	0.15 s	0.1 s	14.5 cm	19.6 cm	145 cm/s
<u>0.2 s</u> 0.3 s	0.25 s	0.1 s	23.8 cm	43.4 cm	238 cm/s
<u>0.3 s</u> 0.4 s	0.35 s	0.1 s	33.8 cm	77.2 cm	338 cm/s
<u>0.4 s</u> 0.5 s	0.45 s	0.1 s	41.7 cm	118.9 cm	417 cm/s

Tables: All tables and graphs must have an appropriate title.

This is an area that many students have difficulty. Be sure to check with your peers and your teacher to ensure your tables and graphs are properly formatted

Analysis:

Acceleration = (change in speed)/(change in time)

Based on observations, four or five values of acceleration were calculated. (assuming initial speed of 0 cm/s). For example:

$$\text{Acceleration} = (145 \text{ cm/s} - 51 \text{ cm/s}) / (0.15 \text{ s} - 0.05 \text{ s}) = 940 \text{ cm/s}^2$$

The first interval is smaller than the others:

$$\text{Acceleration} = (51 \text{ cm/s} - 0 \text{ cm/s}) / (0.05 \text{ s} - 0.00 \text{ s}) = 1020 \text{ cm/s}^2$$

The following table shows the acceleration calculated for each interval:

Table 2: Interval Recordings

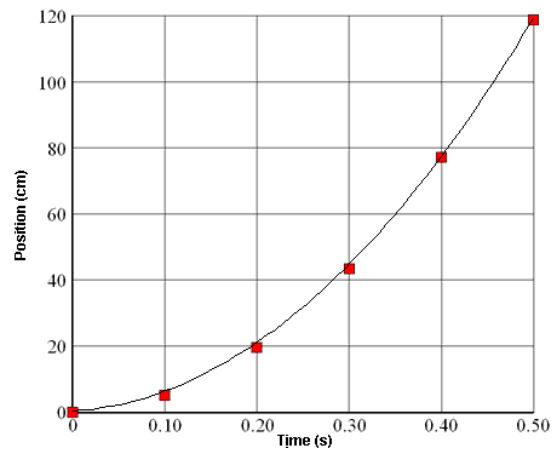
Intervals	Acceleration
0.0 s 0.05 s	1020 cm/s ²
0.05 s 0.15 s	940 cm/s ²
0.15 s 0.25 s	930 cm/s ²
0.25 s 0.35 s	1000 cm/s ²
0.35 s 0.45 s	790 cm/s ²
Average	936 cm/s ²

- Explain the results in your tables/graphs.
- Are there any trends or patterns?
- Is this what you expected? If so, why? If not, why?
- Are there any other observations made during the lab that need to be explained?
- You should always include a discussion of error sources

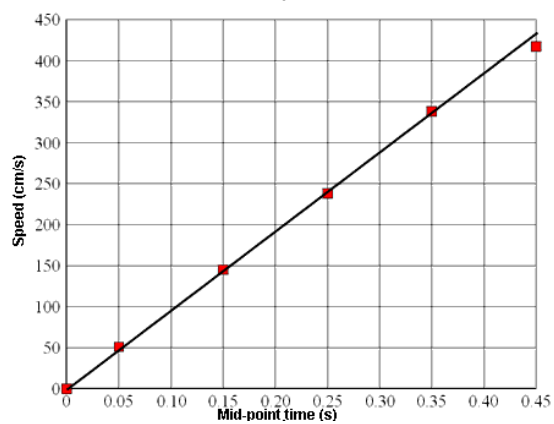
In paragraph form describe what happened and why.

The following graphs show the position of the weight and the speed of the weight during the 0.5 s that the weight was falling. The acceleration of the weight is represented by the slope of the speed-time graph.

Graph1: Position-Time Graph



Graph 2: Speed-Time Graph



The speed-time graph shows that the line of best fit through most of the points has a slope of approximately:

$$(430 \text{ cm/s}) / (0.45 \text{ s}) = 956 \text{ cm/s}^2$$

This is another way of finding an "average" acceleration from the set of data.

Precision:

Precision is the amount of variation in the measurements or calculated values.

$$\text{Precision} = (\text{Biggest} - \text{Smallest}) / \text{Average} = (1020 \text{ cm/s}^2 - 790 \text{ cm/s}^2) / 936 \text{ cm/s}^2 = 0.25 = 25\%$$

Accuracy:

$$\text{Accuracy} = (\text{Expected} - \text{Average}) / \text{Expected} = (980 \text{ cm/s}^2 - 936 \text{ cm/s}^2) / 980 \text{ cm/s}^2 = 0.045 = 4.5\%$$

For the slope of the line of best fit:

$$\text{Accuracy} = (\text{Expected} - \text{Average}) / \text{Expected} = (980 \text{ cm/s}^2 - 956 \text{ cm/s}^2) / 980 \text{ cm/s}^2 = 0.024 = 2.4\%$$

Discussion:

The hypothesis was based on typical reported values of the acceleration of gravity at the Earth's surface (see textbook). The expected value is $9.8 \text{ m/s}^2 = 980 \text{ cm/s}^2$. An average value of 936 cm/s^2 for an accuracy of 4.5% was found. Using graphical methods, a value of 956 cm/s^2 for an accuracy of 2.4% was found. With the type of equipment available in a high school science lab, an accuracy of less than 10% is acceptable, and it can be said that this experiment supports the hypothesis.

The precision of the measurements was not very good. 25% variation shows that there were many sources of error. The last measurement departed the most from the line of best fit. It is possible that the last measurement included a part of the time when the weight hit the school bag and slowed down. It would have been better to raise the buzzer and the starting point farther above the floor. Other possible sources of error may be air resistance, friction of the ticker tape through the buzzer, inaccurate release time, and variations in buzzer timing. Some of these problems may be overcome by using a timing and recording method that does not interfere with the movement of the weight. For example, a more accurate method of measurement might be shooting a video of a falling weight, with pictures being taken at very short intervals of time. It is usually better to take a lot of measurements than just a few.

The results that the various team members collected could have been exchanged (since each member of the team should have had their own ticker tape to measure). In this way 15 or 20 acceleration values could have been collected instead of just 5. For example:

	Person 1	Person 2	Person 3
Interval	Acceleration	Acceleration	Acceleration
$\frac{0.0 \text{ s}}{0.05 \text{ s}}$	1020 cm/s ²	1020 cm/s ²	760 cm/s ²
$\frac{0.05 \text{ s}}{0.15 \text{ s}}$	940 cm/s ²	940 cm/s ²	850 cm/s ²
$\frac{0.15 \text{ s}}{0.25 \text{ s}}$	930 cm/s ²	900 cm/s ²	890 cm/s ²
$\frac{0.25 \text{ s}}{0.35 \text{ s}}$	1000 cm/s ²	1030 cm/s ²	930 cm/s ²
$\frac{0.35 \text{ s}}{0.45 \text{ s}}$	790 cm/s ²	790 cm/s ²	830 cm/s ²
Average	936 cm/s ²	936 cm/s ²	852 cm/s ²

From this table, an overall average acceleration of 908 cm/s² can be calculated. This is actually LESS accurate than the first set of results, because the third member of the team had the poorest accuracy. However, it does indicate a systematic error: all the results are giving acceleration less than our hypothesis. To reduce this error factors in the experiment that were slowing the weight should be found- for example, friction.

Conclusion:

Based on the findings of this experiment, the acceleration of an object caused by Earth's gravity can be observed in a high school laboratory with some accuracy.

Referencing in Science

Why?

- Science ideas and concepts are changing constantly. Our knowledge of the atom, the cell, DNA, etc... is different today than it was 10, 20, 50 or 100 years ago. Scientists who discover things must be given credit for it by having their name associated with their findings, e.g., Bohr's model of the atom, Watson & Crick's model for DNA, Einstein's Theory of Relativity.

What needs to be referenced?

- You need to be clear in your writing as to what YOUR ideas are and what came from some other source. To refuse to do so can result in PLAGIARISM which is a serious offense (see page 6 in this guide)! As you research a topic, you will be borrowing things from other sources. Any facts, diagrams, statistics, opinions, etc that are not your own MUST be referenced. You must state WHO and the YEAR of your source of information. Anything that is "general knowledge" should not be referenced.
 - Examples of what would be considered general scientific knowledge:
 - All eukaryotic cells have a nucleus.
 - Rising blood sugar levels stimulates the release of insulin.
 - Electrons are found orbiting the nucleus.

How to reference?

- Follow the APA style
- In Science, the term "References" is used, NOT Works Cited or Bibliography.
- When information is "referenced", the year of this information is important. For example, our knowledge of cell membrane structure is different from the 1950s, to the 1970s to the 2000s. The more recent your references are, the better they are. So then, when a reference is made, the AUTHOR and YEAR should be given.
- See the section on APA (page 12) for more information.

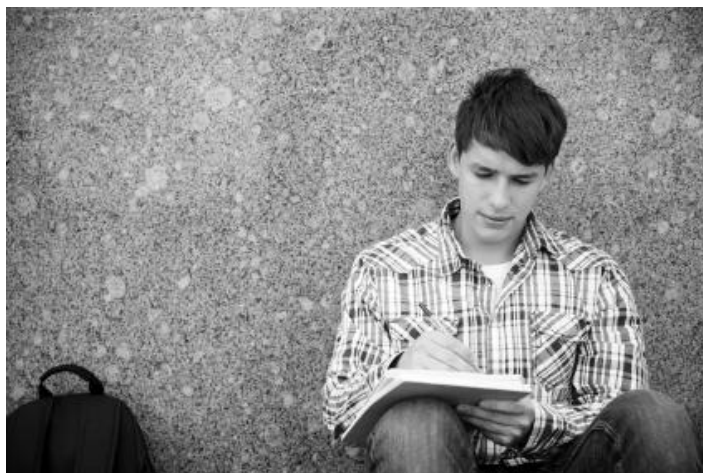
How to Write an Essay

Specific essay formats vary from subject to subject but all essays would benefit from these few suggestions.

- **Get a topic.** An essay must present a particular idea in an organized manner. It's hard to present an idea in any manner when you don't have an idea with which to begin. Pick a topic (e.g. "School") and narrow it to something specific (e.g. "The Effect of School on a Teenager's Social Life").
- **Establish a Thesis For Your Topic.** A thesis is a point of view to give your essay some direction.
 - Without a thesis, your essay becomes a report (it is assumed that when a teacher wants "an essay" he or she means "an essay" and NOT "a report") and your marks will most likely suffer. Do some reading on your chosen topic to help you choose a point of view if you have problems deciding on one. ("School is a great place to improve a teenager's social life". Be as daring with your point of view as you want as long as you can support it!)
- **Research.** No matter what your essay topic is, it is essential that you complete your research before beginning to write. Make sure that the books, magazines, newspapers, Internet, and other sources you use contain reliable information and consider the biases and slants the authors take in their material. Also make sure that the sources you choose for your research concern your topic.
- **Outline Your Work.** Before writing your essay, organize your information by creating a blueprint. Some essays will require a five-paragraph format and some will not so check with your teacher on the required style and format. A blueprint will help you determine if your information is important and if you have enough information to prove your thesis.
 - *Introductory Paragraph* (Contains hook thesis)
 - *Main Paragraphs* (Arrange your work logically to support your argument. Each paragraph should contain a sub-topic relating to your thesis.)
 - *Conclusion* (Summarize your essay and retell your thesis.)
 - **Write a Rough Draft.** No writer is so good that he or she can write an essay or anything perfectly on the first try. Sometimes it takes many tries to get a piece of writing to sound "good". Consult a dictionary for proper spelling. If you are using a

computer, run off a copy of your first draft and proof read it or have someone else read it to help you determine how it can be improved.

- ***Read your essay out loud.*** It helps you to find typos, and identifies awkward phrases. If it is difficult to say, then it is difficult to understand.
- ***Write the Final Draft.*** Is your essay ready to be carved in stone for the world to see until the end of time? If not, return to step five. You're not ready yet.
- ***Hand In All Your Research Notes, Indicating the Source for Each One.*** Also hand in your rough draft(s) with your final copy. Be sure you have a neat, accurate title page. No rough notes and rough draft mean the final copy will NOT be marked. If you are using notes from the Internet or from an encyclopedia in your rough notes, highlight pertinent passages and indicate how these passages will be used in your essay.
- ***You must include parenthetical documentation*** to indicate source of direct quotes or important ideas.
- ***Never use the "first person" when writing a formal essay.*** Third person is always used. Incorrect: I think that Ophelia is a victim of Hamlet's indecision. Correct: Ophelia is a victim of Hamlet's indecision.



Punctuation and Grammar

Common Errors of Grammar and Usage

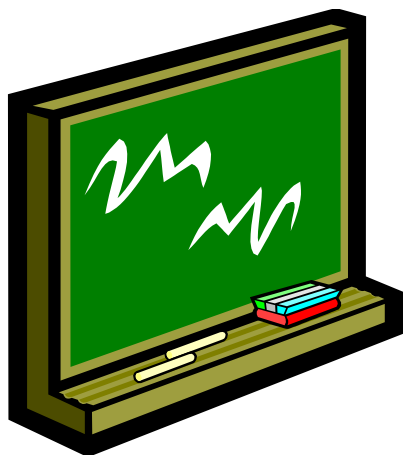
Sentence Fragments: an incomplete sentence punctuated as a sentence.

Error: She could not unlock the door. Having lost her keys.

Correction: She could not unlock the door since she had lost her keys.

Run-on Sentences: a run-on sentence continues after it should have stopped.

Error: She could not unlock the door since she had lost her keys and then she went to the neighbour's house but he wasn't home so she sat on the step until her mother returned.



Correction: She could not unlock the door since she had lost her keys. She went to the neighbour's house but as he wasn't home, she sat on the steps until her mother returned.

Comma Splice: a comma is used between two independent clauses when there should be a comma, semi-colon, conjunction, etc.

Error: He lost her telephone number, he couldn't call her.

Correction: He lost her telephone number so he couldn't call her.

Fused Sentence: no punctuation is used between two independent clauses.

Error: He lost her telephone number he couldn't call her.

Correction: Since he lost her telephone number, he couldn't call her.

Faulty Agreement: a verb should always agree in number with its subject.

Error: The increase in the fares were unexpected.

Correction: The increase in the fares was unexpected.

Faulty Pronoun Agreement: a pronoun should agree in number and person with the noun to which it refers.

Error: If a student needs more information, they should ask at the office.

Correction: If a student needs more information, she should ask at the office.

Misplaced Modifier: creates ambiguity by seeming to look two or more ways at once.

Error: She delivered a talk about her trip to the Arctic which was long and colourful.

Correction: She delivered a long, colourful talk about her trip to the Arctic.

Faulty Parallelism: all elements in a parallel construction should be treated equally. Be consistent, for example, in the use of pronouns.

Error: He left behind his dogs, his children, and debts.

Correction: He left behind his dogs, his children, and his debts.

Trouble with tenses when writing about literature:

Use the present tense, not the past, to describe events in literature.

Error: Hamlet found the king praying, but was unable to act.

Correction: Hamlet finds the king praying, and is unable to act.

Use the present tense to describe the author's presence in the text:

Correct: Now Shakespeare plays variations on the theme of Hamlet's indecision.

Shift tenses to allow for past, present, and future events in the work:

Correct: Hamlet, who has sworn revenge earlier, is unable to act. He will only achieve his revenge later, and by accident.

Use the past tense to place author and work in historical context:

Correct: Shakespeare probably completed the play in 1600 or 1601.

Basic Principles of Punctuation

Use a comma between two independent clauses linked by a coordinate conjunction. (and, but, for, nor, or, yet, so)

Error: He wore his heavy scarf and his coat came down to his knees.

Correction: He wore his heavy scarf, and his coat came down to his knees.

Use commas to link items in a series.

Correct: She bought a cat, a geranium, a bicycle, and a catamaran.



Use commas to mark an interruption (which often provides additional but inessential information). The rule in this case is “two commas or none”.

Error: His request, which is reasonable will be granted.

Correction: His request, which is reasonable, will be granted.

Use parentheses to make a somewhat more pronounced interruption than commas. The interruption may again provide additional but inessential information.

Correct: My aunt (my mother’s older sister) owns twelve harmonicas.

Use a dash to make an even more pronounced interruption than commas or parentheses, and to stress a word or phrase. In typed manuscripts, incidentally, use two hyphens, without spaces, to indicate a dash.

Correct: Every living thing --the alligator included--made a dash for the door.

Correct: He got what he deserved--a black eye.

Use square brackets to set off your own comments within a quotation. Notice that brackets which enclose sic (the Latin for thus) identify a mistake or peculiarity in the original.

Correct: The essay referred to “watery beer [sic]” in line twelve of Milton’s “Lycidas”.

Use a semicolon to link closely related independent clauses.

Correct: Her future looks promising; she has been asked to exhibit paintings in Toronto.

Use a colon to introduce a series, an important clarifying detail, or for a formal introduction to a direct quotation.

Correct: The results of the poll are as follows: ten in favour, eight opposed, and two “don’t knows”.

Correct: She was ruled by a single ambition: to own a mansion.

Correct: Horatio confirms our feelings about the dying Hamlet: “Now cracks a noble heart”.

Use an apostrophe followed by ‘s’ to form the possessive singular of nouns (and follow this rule whatever the final consonant).

Correct: James’s diary, Keats’s poems, the church’s door

The main exceptions to this rule are a few ancient proper names: Jesus' love, Moses' laws.

Add an apostrophe, with no following 's', to form the possessive plural of most nouns.

Correct: Students' essays, cars' wheels, houses' walls The main exceptions are a few plurals not ending in 's'; write, e.g. women's rights, children's books, sheep's fleeces.

Add an apostrophe followed by an 's' to form the possessive case for indefinite pronouns.

Correct: one's, anybody's, someone else's, etc. Note that the pronominal possessives (his, hers, its, theirs, yours, ours) take no apostrophe.

***Avoid the common error of writing it's(a contraction for 'it is') instead of 'its' (the possessive).**

Error: The cat licked it's paws.

Correct: The cat licked its paws.

Correct: It's a nice day.



Spelling



- **The following items refer to frequent spelling errors.**
 - “a lot” is always two words, meaning “many” or “much”.
 - “I saw” is the proper past form of “I see”. The form “seen” is only used in combination with the verb “have” as in “I have seen”, “you have seen” etc. “.
 - there = “in that place” or with “there is” and “there are”
 - their = belonging to them
 - they’re = short form of “they are”
 - its = belonging to it
 - it’s = short form of “it is”
 - to = towards
 - too = “also” or “a lot” as in “too much”
 - two = the number two
 - where = “in” or “to what place”
 - were = past tense of “are”
 - “I did” is the proper past form of “I do”. The form “done” is only used in combination with the verb “have” as in “I have done”, “you have done”, and “s/he has done” etc.
 - “Because” is proper. Don’t use “cause” in place of “because”.
 - “going to” is proper. Don’t use “gonna” in place of “going to”.
- **Capital Letters must be used for**
 - languages and nationalities -- English, French, Italian
 - places -- Cornwall, Toronto, Ontario
 - businesses and institutions – Rothwell-Osnabruck District High School
 - titles -- *In the Heat of the Night* (main words)
 - names and nicknames -- Jack, Jill, Mom, Sir, etc
 - and always for “I” meaning “myself”

Common Instructional Terms

Analyze to “break apart” and show the relevance of each part to the whole

Argue to adopt a point of view and support it with relevant data

Assess to state how important something is or is not and to give reasons to support the argument

Compare to point out similarities

Contrast to point out differences

Criticize to pass judgement on the merits or faults of what you are studying

Describe to give a word “picture”

Evaluate to judge the importance, value or truth of a statement and give evidence to prove the judgement

Examine to inspect, to consider all aspects, to observe something

Explain to make a point clear using a logical, step-by-step procedure

Justify to prove or give reasons for a particular stance

Outline to write a brief skeleton account of or about some person, place, event, etc.

Paraphrase to write in your own words

Prove to establish that something is true by giving factual evidence or clear, logical reasons

Show to give evidence or display knowledge about something

Summarize to boil down to essential points

Trace to outline, to give a brief account of a set of events

Transitional Words & Phrases

Addition, Adding Detail

also
and
again
at the
besides
equally important
finally
further, furthermore
in addition, additionally
moreover
next
as well as

Illustrating, Explanation

for example
for instance
in particular
in this case
for instance
incidentally
indeed
in fact
in other words
in particular
specifically
that is

Comparison

similarly
likewise
just as
in the same way
at the same time
in comparison
in a like manner
comparably

Contrast

although
yet
however

but
nevertheless
nonetheless
on the other hand
on the contrary
in contrast
although
albeit
notwithstanding
in spite of
still
for all that
at the same time

Conclusion, Summary

after all
briefly
in conclusion
to conclude
to sum up
to summarize
in brief
in short
finally
at last
in short
on the whole

Showing Cause, Cause and Result

accordingly
consequently
thus
therefore
as a result
given
then
so then
because
hence
on account of
owing to
since

Place

beside
beyond
here
on the other side
opposite
there

Purpose

for this purpose
for this reason
to this end
with this in mind

Time

after a short time
afterward
at last
at length
earlier
hitherto
soon
later
while
subsequently
ultimately
previously
prior to
immediately
in the future
in the meantime

Generalizing

as a rule
ordinarily
as usual
for the most part
generally

Proofreading Symbols & Acronyms

	lack of parallelism
ab	faulty abbreviation
adj	improper use of adjective
adv	improper use of adverb
agr	faulty agreement
amb	ambiguous expression or construction
awk	awkward expression or construction
cap	faulty capitalization
d	faulty diction
dgl	dangling construction
frag	fragment
lc	use lowercase
num	error in use of numbers
p	faulty punctuation
ref	unclear pronoun reference
rep	unnecessary repetition
r-o	run-on sentence
sp	error in spelling
ss	faulty sentence structure
t	wrong tense of verb
tr	transpose elements
vb	wrong verb form
wdy	wordy writing

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