



SANTA SUSANA HIGH SCHOOL

STYLE GUIDE

NAME _____

September 2001

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PLAGIARISM

According to *A Guide to MLA Documentation*, plagiarism is using someone else’s words or ideas without giving proper credit—or without giving any credit at all – to the writer of the original material. Whether plagiarism is intentional or unintentional, it is a serious offense that you can avoid.

Remember:

- Never submit any writing as representing your own ideas or words when it is not
- Always give formal, direct credit for other people’s words or ideas (this includes all sources/critics, and sources such as Cliff’s Notes and computer generated resources).
- Always use quotation marks when you are using direct quotations
- Always question yourself about the ethics of what you are doing; ask your teacher if you have any questions regarding plagiarism
- Never, never, never participate in any form of plagiarism

The following excerpt from *A Guide to MLA Documentation* provides examples of what plagiarism is or is not.

Original Version (Written by Robert Hughes, pg. 68 of A History of English)

Transportation did not stop crime in England or even slow it down. The “criminal class” was not eliminated by transportation, and could not be, because transportation did not deal with the causes of crime.

Version A

Transportation did not stop crime in England or even slow it down. Criminals were not eliminated by transportation because transportation did not deal with the causes of crime.

Version A is plagiarism Because the writer of Version A does not indicate in the text or in a parenthetical reference that the words and ideas belong to Hughes, her readers will believe the words are hers. She has stolen the words and ideas and has attempted to cover the theft by changing or omitting an occasional word.

Version B

Robert Hughes points out that transportation did not stop crime in England or even slow it down. The criminal class was not eliminated by transportation, and could not be, because transportation did not deal with the causes of crime (p.168).

Version B is also plagiarism, even though the writer acknowledges his source and documents the passage with a parenthetical reference. He has worked from careless notes and has misunderstood the difference between quoting and paraphrasing. He has copied the original word for word yet has supplied no quotation marks to indicate the extent of the borrowing. As written and documented, the passage masquerades as a paraphrase when in fact it is a direct quotation.

Version C

Hughes argues that transporting criminals from England to Australia “did not stop crime ... The ‘criminal class’ was not eliminated by transportation, and could not be, because transportation did not deal with the causes of crime”(p.168).

Version C is one satisfactory way of handling this source material. The writer has identified her source at the beginning of the sentence, letting readers know who is being quoted. She then explains the concept of transportation in her own words, placing within quotation marks the parts of the original she wants to quote and using ellipsis points to delete the parts she wants to omit. She provides a parenthetical reference to the page number in the source listed in Works Cited.

WRITING PROCESS

Steps in the Writing Process

1. Pre-writing
2. Shaping the Essay *
3. First Draft (Rough Draft)
4. Peer Response
5. Revision
6. Final Draft

Parts of the Essay

1. Introductory Paragraph (This paragraph should include an Interest Creating Device to grab the reader's attention)
2. Thesis (The thesis statement should clearly identify the focus of your paper.)
3. Body Paragraph *
4. Topic Sentence
5. Concrete Detail *
6. Commentary *
7. Chunk *
8. Concluding Sentence
9. Concluding Paragraph (There are several devices you can use to write an effective conclusion that will enrich your essay:
 - Repeat a significant statement or idea
 - Use a quotation
 - Make a startling statement
 - Include an anecdote
 - Ask for a call to action
 - Identify a moral

(*Denotes Jane Schaeffer method of writing)

FORMAT

Type on one side only of good quality, white 8 1/2 x 11 inch paper. Margins should be set at a 1 inch margin on all sides. Use New Times Roman (the font used in this style guide), or similar font, a 12 point font, and 1-1/2 inch spacing throughout your paper. Number all of your pages, except your title page. Set your "tab" for paragraph indentation five spaces in from the left margin.

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Rules for Title Pages

Center the title slightly above mid-page. Do not print in full caps, underline or place title in quotation marks. Centered in the lower part of the title page, type your name, the course, instructor's name, and the date.

For example:

Title of Your Paper

John Q. Student
English 11
Mr. Instructor
September 19, 2001

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The First Page

Begin typing your essay approximately 1/3 down the length of your page. Every page following the first page should begin 1 inch from the top of the page. Each page should include a **header**. The header should include your last name and the page number in the upper right-hand corner of each page of your essay.

For Example:

Student 1

Student 2

Rules for Fastening

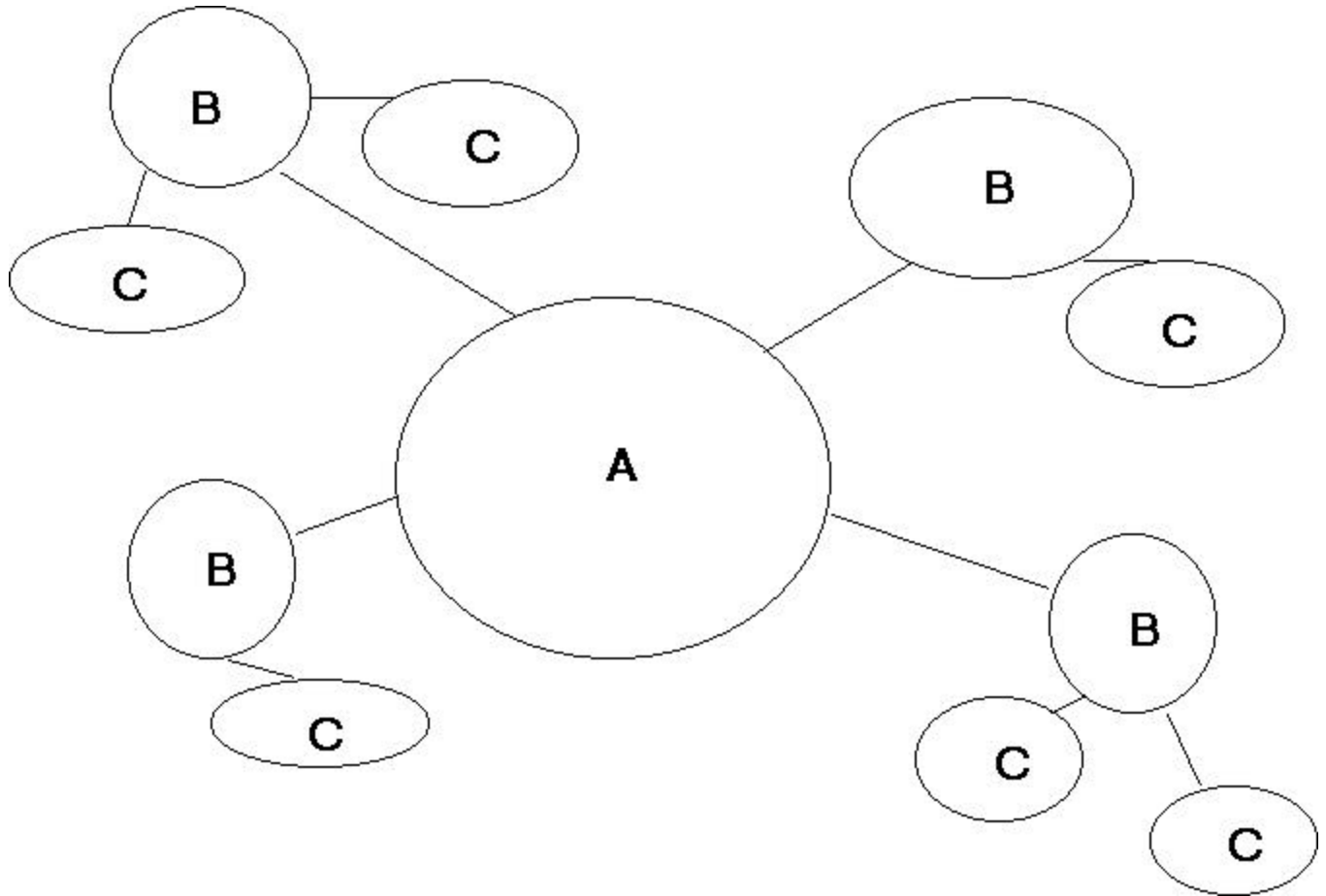
Papers of more than one page should be fastened with one staple only, placed diagonally in the upper left corner.

Pre-writing

Below are two pre-writing methods for brainstorming and formal and informal methods of outlining.

Informal Outline

Bubble Clustering:



A = the topic of your essay

B = main points (could be converted into body paragraphs)

C = reasons or examples that provide proof for each of your main points

Formal Outline

Outline format is quite specific and standardized. Levels are the indented “steps” down. Remember that an outline must have at least two items at each level. Indent each level an additional 5 spaces.

Level 1 – Use Roman numerals (I, II, III, etc.)

Level 2 – Use capital letters (A, B, C, etc.)

Level 3 – Use Arabic numerals (1, 2, 3, etc.)

Level 4 – Use lowercase letters (a, b, c, etc.)

For example:

I.	_____
A.	_____
1.	_____
a.	_____
b.	_____
2.	_____
a.	_____
b.	_____
B.	_____
1.	_____
a.	_____
b.	_____
2.	_____
a.	_____
b.	_____
II.	_____
A.	_____
1.	_____
a.	_____
b.	_____
2.	_____
a.	_____
b.	_____

THE RESEARCH PROCESS

When beginning any research assignment, use the Big Six method.

The Big Six

#1 – Task Definition

- Define the task (brainstorm to focus the topic and formulate research questions)
- Identify the information you will need to complete the task

#2 – Information Seeking Strategies

- Identify potential sources of information that can assist you. Consider possible search strategies using key words and phrases. Possible sources may include:
 - Books
 - Online databases
 - Reference material
 - Community information agencies
 - Interviews and surveys
 - E-mail correspondence
- Select the best sources for the task. Consider whether the source is:
 - Accurate
 - Authoritative
 - Current (If applicable)

#3 – Location and Access

- Locate appropriate resources in SSHS library media center, other libraries (public and college), community agencies, etc.
- Find the needed information within the resource

#4 – Use of Information

- Read, view, listen to the resource
- Extract relevant information

#5 – Synthesis and Presentation

- Organize and process information – take notes, etc.
- Use summarized information and integrate new knowledge
- Present the information in an appropriate format

#6 – Evaluation

- Judge the process (efficiency)
- Judge the product (effectiveness)
- Make any necessary improvements

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Note Cards

Composing note cards is an effective method of gathering and organizing information for a research assignment. A note card should include the following information:

Side One

Side one of the note card should include 3 pieces of information.

- ✓ “slug” or topic – a brief “title” for the card
- ✓ page number – where you found the note
- ✓ note – the note itself – this may be a quote, a paraphrasing, statistical information, etc.

Side Two

Side two of the note card should include the bibliographic information necessary for your Works Cited page.

Author’s last name, first name. Title Underlined. City of Publication: Publishing Co., copyright date.

For example:

Side 1

<p><u>Slug/Topic</u></p> <p>Note: ----- ----- ----- -----.</p> <p style="text-align: right;">Page #</p>

Side 2

<p>Author’s last name, first name. <u>Title of Book Underlined</u>. City of Publication: Publishing Co., copyright date.</p>
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Make sure you always include the full bibliographic information as you are working on your research. It is much harder to retrace your steps and find your source later in the research process.

Documenting Quotations

Direct quotations can be effective, powerful additions to your research paper if used properly and sparingly. Be selective when choosing direct quotations for your paper.

Short Quotations

To document short quotations (quotations that are three typed lines or shorter in length), enclose the quotation in double quotation marks within the text of your paper.

For example:

According to Vincent Buranelli, Poe is “the most complex personality in the entire gallery of American authors.” (p.32)

Long Quotations

Long quotations (quotations that are 4 typed lines or longer in length), must be placed in a block style format.

Start the quotation on a new line, indent each line of the quote one inch in from the left margin, and maintain 1-1/2 inch spacing. You do not include quotation marks, the block format indicates it is a direct quote.

For example:

Any major change in a society is eventually reflected in its educational system. Computers and related electronic technologies have significantly changed our society and our world. These technologies are now poised to promote a revolutionary change in our society’s educational system. (Moursand, p.3)

For all direct quotations:

- Periods and commas are always placed inside the quotation marks

For example:

Dr. M. Jones recently reported, “The high stress of athletic training and conditioning in youngsters can damage their bone structure.”

- An exclamation point or a question mark is placed inside the quotation marks when it punctuates the quotation; it is placed outside the quotation marks only when it punctuates the main sentence.

Single quotation marks are used to designate a quotation within a quotation, or it can designate a title of an article, short story, or a poem.

For example:

Sarah said, “I never read ‘The Raven.’”

Parenthetical Documentation (the use of parentheses to document sources)

Parenthetical documentation is a concise and simple means of documenting your sources. There are three ways to use parenthetical documentation correctly within the body of your research paper.

- 1) Cite the author's last name and the page number(s) of the source within the parentheses

(Hughes, p.168)

- 2) Cite the author's last name in the sentence, and then place only the page number of the source within the parentheses

Robert Hughes argues that transporting criminals from England to Australia "did not stop crime" (p.168)

- 3) When citing an entire document or speech, refer to the last name of the author within your sentence and do not include any parenthetical documentation.

President Bush in his foreward, "No Child Left Behind" states ...

MLA recommends placing the parenthetical reference at the end of the sentence but before the final period. Do not include any punctuation mark between the author's name and the page number of the citation. Parenthetical documentation should be used whenever you need to document a source. You could be citing a direct quotation, paraphrasing a source, or referring to a unique idea or opinion. Always be sure to give credit to original authors. See section on plagiarism.

Problem Sources

Citing an anonymous work

If there is no known author or editor for your source, include the first main word in the title followed by the page number. The initial articles *a*, *an*, and *the* are not counted as main words.

For example:

If you quoted from Go Ask Alice, a book written by an anonymous author, you would cite the quote (Go p.55)

Citing one work by an author of two or more documented works

If you cite 2 or more works written by the same author, place a comma after the author's last name, add a shortened version of the title of the work, followed by the page number(s).

For example:

If you were citing a quote from Tom Clancy's novel, Patriot Games, but you were also going to quote from another Clancy novel, you would cite the quote (Clancy, Patriot, p.4).

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Citing works by authors with the same last name

To avoid confusion, add the initial of each author's first name

For example:

If you have two authors with the last name Clark, cite the quote by Mary Higgins Clark (Clark, M., p.44)

Citing multi-volume works (i.e. Encyclopedias)

If you are citing one volume of a multi-volume work, indicate in your parenthetical reference what volume you used.

(Britannica, vol. 12, p.135)

Citing a work by more than one author

When citing a book written by two or three authors, include the last names of each author followed by the page number. If there are four or more authors, use the first author's last name and *et al* (meaning "and others") in the parentheses, again followed by the page number.

(Canfield, Hansen, & Kirchberger, p. 75)

(Johnson, et al, p. 43)

Works Cited Page

MLA format dictates the use of a works cited page. As its name suggests, it lists only the works you have cited in your research paper through parenthetical references. This page should appear after the body of your paper. Use the following guidelines when preparing your *Works Cited* page.

- 1) Paginate your works cited page as if it were a continuation of your paper. For example, if the body of your paper is 10 pages in length, number the works cited pages beginning with page 11.
- 2) Double-space evenly throughout the Works Cited page. This means you need to double-space each entry and between entries.
- 3) Begin the first line of each entry flush against the left margin; each successive line should be indented 5 spaces.
- 4) If you are listing more than one work by the same author, alphabetize the works according to the main word of the title.
- 5) List entries in alphabetical order, according to the first main word of your entry; do not differentiate between the types of sources you have used.

Sample Entries for Works Cited Page (by type of source)

Books

- ❖ Book by one author

Bradley, Marion Zimmer. The Mists of Avalon. New York: Ballantine Books, 1982.

- ❖ Book by two or three authors

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Writers Inc. Wilmington, Massachusetts: Great Source Education Group, 1996.

- ❖ Book by four or more authors

Belenky, Mary Field, et al. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York: Basic, 1986.

- ❖ Book by a corporate author

Boston Women's Health Book collective. Our Bodies, Ourselves: A Book by and for Women. New York: Simon, 1973.

- ❖ Book by an anonymous author

Go Ask Alice. New York: Aladdin Paperbacks, 1998.

- ❖ Book with an editor but no author

Hunter, Brian, ed. The Statesman's Year-book. New York: St. Martin's Press, 1997.

- ❖ Book with two or three editors

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger, eds. Chicken Soup for the Teenage Soul III. Deerfield Beach, FL: Health Communications, Inc., 2000.

Sample Entries (Continued)

- ❖ Work in an anthology

Donne, John. "The Good-Morrow." An Anthology of Famous English and American Poetry. Eds. William Rose Benet and Conrad Aiken. New York: Random House, Inc., 1945. pp. 69-70.

- ❖ An introduction, preface, foreword, or afterword

Benet, William Rose. Introduction. An Anthology of Famous English and American Poetry. Edited by William Rose Benet and Conrad Aiken. New York: Random House, Inc., 1945. pp.5-8.

- ❖ A multi-volume work (Encyclopedia)

The World Book Encyclopedia. (1995), vol.12, p.41.

- ❖ A government document

U. S. Department of Education. Parents Guide to the Internet. Washington, DC: U.S. Department of Education, 1997.

Articles in Periodicals

- ❖ A signed article from a daily newspaper

King, Tom. "Mickey Mouse vs. 'Pearl Harbor.'" The Wall Street Journal 6 Apr. 2001, nat. ed., sec. W1.

- ❖ An unsigned article from a daily newspaper

"The Islands of Aloha" The Wall Street Journal 6 Apr. 2001: W14-15.

- ❖ An article from a monthly or bimonthly magazine

Cutler, Howard C., M.D. "The Mindful Monk." Psychology Today June 2001: pp. 34-38.

- ❖ An article from a weekly or biweekly magazine

Cagel, Jess. "Pearl Harbor's Top Gun." Time 4 June 2001: pp.68-70.

Sample Entries (Continued)

CD-ROMs

❖ CD-ROM

Great Literature Plus. CD-ROM. Parsippany, NJ: Bureau of Electronic Publishing, Inc., 1993.

❖ Article from CD-ROM

Paine, Thomas. "Common Sense." Electronic Library of Primary Sources: The Americans. CD-ROM. McDougal Littell. Evanston, IL: 1999.

Internet and Web Sources

These citations are constantly changing. If in doubt ask your Instructor.

❖ A professional website

MLA on the Web. 25 Nov. 1997. Modern Language Association of America. 25 Mar. 1998

<<http://www.mla.org>>

❖ An article from a reference database

Smith, Joe. "DNA and the Law." Infotrac. 26 Oct. 1999. Galegroup, Inc. 30 Mar. 2001

<<http://www.galegroup.com/infotrac>>

❖ An article from a web journal or magazine

Fuhrman, Susan H. "Accountability." Education Week on the Web. 14 Feb. 2001. California Department of Education. 29 May, 2001<<http://www.edweek.org>>.

Films; Radio and Television Programs

Film

Schindler's List. Dir. Stephen Spielberg. With Liam Neeson. Dream Works. 1996

Television Program

"The Greenhouse Effect." Dateline NBC. Prod. Susan Meyers. NBC, New York. 23 May 2001.

Sample Entries (Continued)

Performances

Shadow Hour by Ralph Troup. Dir. Rick Steinberg. Conejo Players Theater, Thousand Oaks. 20 June 1998.

Works of Art

Da Vinci, Leonardo. Mona Lisa. The Louvre Museum, Paris.

Maps and Charts

Ventura County. Map. Ventura: Automobile Club of Southern California, 1998.

Cartoons and Advertisements

Schultz, Charles. Cartoon. The Los Angeles Times. 22 June 2000: Section E, p.1.

McDonalds. "We Love to See You Smile." Advertisement. People 23 May 1999: p.54.

Interviews

Crichton, Michael. "Jurassic Park Revisited." Interview. By John Mc Pherson. Entertainment Tonight. 30 March 1999.

Gallegly, Elton. Telephone interview. 15 May 2001.

For additional information regarding MLA style, reference <http://owl.english.purdue.edu/handouts/research/r_mla.html>

Works Cited (Complete Final Sample)

- Belenky, Mary Field, et al. Women's Ways of Knowing: The Development of Self, Voice, and Mind.
New York: Basic, 1986.
- Benet, William Rose. Introduction. An Anthology of Famous English and American Poetry. Edited by
William Rose Benet and Conrad Aiken. New York: Random House, Inc., 1945. pp.5-8.
- Bradley, Marion Zimmer. The Mists of Avalon. New York: Ballantine Books, 1982.
- Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger, eds. Chicken Soup for the Teenage Soul
III. Deerfield Beach, FL: Health Communications, Inc., 2000.
- Crichton, Michael. "Jurassic Park Revisited." Interview. By John Mc Pherson. Entertainment Tonight.
30 March 1999.
- Cutler, Howard C., M.D. "The Mindful Monk." Psychology Today June 2001: pp. 34-38.
- Fuhrman, Susan H. "Accountability." Education Week on the Web. 14 Feb. 2001. California
Department of Education. 29 May, 2001<<http://www.edweek.org>>.
- "The Greenhouse Effect." Dateline NBC. Prod. Susan Meyers. NBC, New York. 23 May 2001.
- "The Islands of Aloha" The Wall Street Journal 6 Apr. 2001: W14-15.
- King, Tom. "Mickey Mouse vs. 'Pearl Harbor.'" The Wall Street Journal 6 Apr. 2001, nat. ed., sec. W1.
- Paine, Thomas. "Common Sense." Electronic Library of Primary Sources: The Americans. CD-ROM.
McDougal Littell. Evanston, IL: 1999.
- Smith, Joe. "DNA and the Law." Infotrac. 26 Oct. 1999. Galegroup, Inc. 30 Mar. 2001
<<http://www.galegroup.com/infotrac>>
- U. S. Department of Education. Parents Guide to the Internet. Washington, DC: U.S. Department of
Education, 1997.
- The World Book Encyclopedia. (1995), vol.12, p.41.

