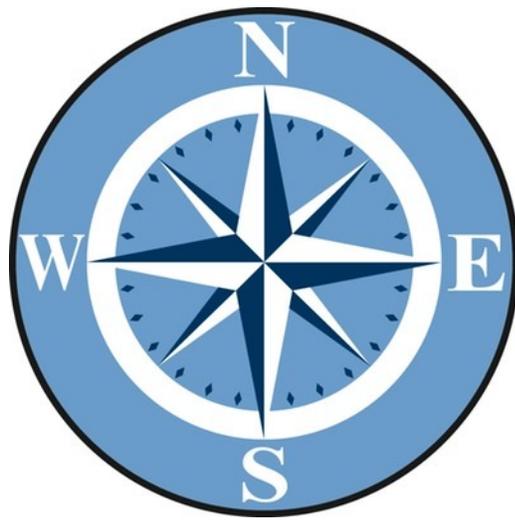


# Oceanside High School



## Writing Guide

## Purpose of the Writing Guide

Writing will improve only if students have a clear understanding of what constitutes good writing. The Writing Guide provides students and teachers with common language, common format expectations, samples of good writing, and guidance in the writing process.

The standards for good writing hold true regardless of the content area. In an effort to provide consistent expectations for students across the curriculum, teachers and students in all learning areas will use the Writing Guide.

Adapted in part from the work of Beth Lyons, former Dean of Curriculum, Mount Desert Island High School.

Adapted in 2011 by Mariellen Eaton, Stephenie Gleason, Steffany Tribou, and Jennifer True.

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## Important Words to Know

**Introduction:** first paragraph of the essay that introduces the topic and states the thesis.

**Attention Grabber:** a device that will grab the reader's attention. This might be a brief story, a shocking statement, a famous quote, etc. Consider: what is going to make your paper stand out from the others?

**Thesis:** an arguable statement focusing on a single limited subject (see "Claim")

**Supporting Paragraphs:** make up the main body of the essay and develop the reasons that prove the thesis statement.

**Topic Sentence:** the sentence that conveys the main point of the paragraph. This should tie back with the thesis and provide a reason that supports the thesis.

**Context:** orients the reader and provides the basic background information necessary to understand the quote

**Imbedded Quote:** a sentence that leads into, includes, and cites words that are taken directly from a text.

EX: In the novel, the author described the girl as "A dark haired goddess" (Rowe 12).

The first 9 words of this sentence are called a LEAD IN because they lead into the quote, which therefore makes that quote IMBEDDED into the writing.

**Citation:** information identifying the source of the quote or paraphrase

EX: (12)

**Explanation:** the sentences that appear after your imbedded quote that explain HOW the quote supports the thesis.

**Conclusion:** the final paragraph in your essay that rephrases your thesis and provides a sense of closure.

**Works Cited:** an alphabetical list of sources that were quoted and/or paraphrased in the paper

### Other Words Related to Writing

**Bibliography:** an alphabetical list of sources that were consulted.

**Claim:** in academic writing, an argument is usually a main idea, often called a "claim" or "thesis statement," backed up with evidence that supports the idea. In the majority of college

papers, you will need to make some sort of claim and use evidence to support it, and your ability to do this well will separate your papers from those of students who see assignments as mere accumulations of fact and detail.<sup>1</sup>

**Coherence:** the trait that makes writing easily understandable to a reader. You can help create coherence in your writing by staying on topic and clearly connecting your ideas.

**Counterclaim:** an argument that contradicts or disagrees with your claim.

**Framing:** a device writers use to begin and end a paper. This might be an idea, story, event, setting, or any element of significance at the beginning and end of a work. A frame must be directly related to your main idea to be effective.

**Literary Devices:** techniques such as similes, metaphors, personification, etc. that an author uses to create meaning through language.

**Paraphrase:** putting text from a source into your own words with a citation.

**Plagiarism:** the practice of taking someone else's work or ideas and passing them off as one's own.<sup>2</sup>

**Syntax:** the arrangement of words and phrases to create well formed sentences.<sup>3</sup>

**Transitions:** words or phrases that connect supporting paragraphs as well as link one topic to the next.

<sup>1</sup>The Writing Center, University of North Carolina at Chapel Hill

<sup>2</sup>Dictionary.com

<sup>3</sup>New Oxford American Dictionary

## 5-Paragraph Essay Outline Format Sample

Outline:

I. Introduction

A. Introduce the idea of essay: \_\_\_\_\_

B. Thesis statement: \_\_\_\_\_

II. Supporting Paragraph #1

A. Topic Sentence: \_\_\_\_\_

B. Context: \_\_\_\_\_

C. Imbedded Quote: \_\_\_\_\_

( ).

D. Explanation: \_\_\_\_\_

III. Supporting Paragraph #2

A. Topic Sentence: \_\_\_\_\_

B. Context: \_\_\_\_\_

C. Imbedded Quote: \_\_\_\_\_

( ).

D. Explanation: \_\_\_\_\_

IV. Supporting Paragraph #3

A. Topic Sentence: \_\_\_\_\_

B. Context: \_\_\_\_\_

C. Imbedded Quote: \_\_\_\_\_

( ).

D. Explanation: \_\_\_\_\_

V. Conclusion

A. Rephrase Thesis statement: \_\_\_\_\_

B. Provide Closure: \_\_\_\_\_

## RUBRIC

By the end of junior year, students will meet the standards in writing and be able to: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

|  | <b>1 DOES NOT MEET</b>   | <b>2 PARTIALLY MEETS</b>   | <b>3 MEETS</b>  | <b>4 EXCEEDS</b>   |
|--|--|--|---|--|
| <b>W-1A (Introduction):</b><br>Introduce precise, knowledgeable [thesis] claim(s), establish the significance of the [thesis] claim(s)   | -No clear thesis   | -Thesis is present, but does not directly address the prompt or context is not provided  | -Establishes the context of the argument and provides a thesis statement that directly addresses the prompt   | -Grabs the reader's attention, establishes the context of the argument, and provides a thesis statement that does more than rephrase the question yet directly addresses the prompt                                |
| <b>W-1A (Organization):</b><br>Create an organization that logically sequences [thesis] claim(s), counterclaims, reasons, and evidence. Plans are included to help clarify W-1A for the scorer   | -No apparent organization  | -Organization was attempted, but pattern was disrupted through lack of counterclaim, missing paragraph components or unclear topic sentences | -Clear and logical order of reasons provided through at least three supporting paragraphs (topic sentence, context for evidence, an imbedded quote, and explanation) while logically acknowledging a counterclaim | -Clear and logical order of reasons provided through at least three supporting paragraphs (topic sentence, context for evidence, an imbedded quote, and explanation) while creatively acknowledging a counterclaim |
| <b>W-1B: Develop the [argument] claim(s) thoroughly [by] supplying relevant [quoted] evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases</b>   | -No quotes or no connection to topic sentences or thesis   | -One or more quotes lack a connection to the topic sentence and/or an unclear explanation of relevance to thesis                             | -All quotes must show a strong connection to the topic sentence and explanation must show relevance to thesis   | -All quotes must show a strong connection to the topic sentence and explanation must show relevance to thesis which enhance the development of the argument  |
| <b>W-8: Gather relevant information from multiple authoritative print and digital sources while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b>   | -Plagiarized or no citations or no works cited   | -Works cited and citations are present, but one or both have incorrect formatting  | -At least 2 sources used to support your thesis; all sources are properly cited, and a properly formatted works cited page is included  | -At least 3 sources used to support your thesis; all sources are properly cited, and a properly formatted works cited page is included   |
| <b>W-1C: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</b> | -No use or ineffective use of varied syntax and/or transitions resulting in a lack of cohesion         | -Attempts to create cohesion through the use of varied syntax and/or transitions   | -Creates cohesion through use of varied syntax and/or transitions   | -Creative use of transitions, varied syntax, or literary devices throughout the essay to create cohesion   |
| <b>W-1E: Provide a concluding statement or section that follows from and supports the argument presented.</b>  | -Restates thesis and/or ineffective closure  | -Restates thesis and attempts to provide closure   | -Rephrases thesis and provides a sense of closure   | -Rephrases thesis and provides a sense of closure through the use of framing   |
| <b>L-2: Demonstrate command of the conventions of standard English including capitalization, punctuation, agreement, and spelling when writing.</b>  | -Essay contains 6 or more errors per page such as capitalization, punctuation, agreement, and spelling | -Essay contains 4-5 errors per page such as capitalization, punctuation, agreement, and spelling   | -Essay contains 2-3 errors per page such as capitalization, punctuation, agreement, and spelling  | -Essay contains no more than 1 error per page such as capitalization, punctuation, agreement, and spelling   |

## Open Response Rubric

|                                       | <b>1<br/>DOES NOT<br/>MEET THE<br/>STANDARD</b>   | <b>2<br/>PARTIALLY<br/>MEETS THE<br/>STANDARD</b>  | <b>3<br/>MEETS THE<br/>STANDARD</b>  | <b>4<br/>EXCEEDS THE<br/>STANDARD</b>  |
|---------------------------------------|---|--|--|--|
| <b>ASSIGNMENT<br/>CRITERIA</b>        | Did not follow the assignment criteria  | Followed some of the assignment criteria   | Followed most of the assignment criteria   | Followed all of the assignment criteria  |
| <b>ORGANIZATION:<br/>Introduction</b> | Lacks overall organizational pattern  | Lacks effective lead   | Effective lead   | Engaging lead  |
| <b>Thesis statement</b>               | No thesis   | Weak thesis  | Clear thesis   | Strong thesis  |
| <b>Main Body</b>                      | Lacks overall organization  | Some paragraphs lack connection to the thesis  | All paragraphs focus on the thesis   | All paragraphs focus on the thesis   |
| <b>Transitions</b>                    | Little sense of direction   | Few transitional words, phrases or sentences to link ideas   | Effective transitions  | Sophisticated transitions  |
| <b>Conclusion</b>                     | Abrupt ending   | Ineffective conclusion   | Conclusion reviews or restates the thesis  | Conclusion adds to the meaning/<br>framing   |
| <b>DETAILS</b>                        | Fragmentary thoughts  | Few details or explanations unclear/lack depth   | Clear explanation of ideas<br><br>Multiple pieces of evidence with details   | Clear thorough support for thesis  |
| <b>GUM</b>                            | Writer lacks sentence sense, uses words incorrectly, and mechanical errors interfere with meaning | Writer uses sentence fragments and run-ons<br><br>Limited vocabulary<br><br>Noticeable errors in spelling, punctuation, capitalization | Sentences are complete and correct<br><br>Sentences are varied in length and structure<br><br>Word choice is effective | Rich vocabulary<br><br>Use of metaphor, analogy, parallelism, etc.<br><br>Ability to punctuate for clarity and effect<br><br>Well edited<br><br>Correct use of grammar |

## Developing a Thesis Statement

A thesis statement reflects your point of view or attitude about your topic.

Make sure your thesis:

- Focuses on a single, limited subject
- Is written in a clear, direct sentence
- Can be supported by the material you have found

Here is an example of how a student worked from an assignment to a focused topic, a question, and a tentative thesis:

*Assignment:* Write an essay that explores one of the many issues raised in *Frankenstein*.

*Broad topic:* An issue in *Frankenstein*

*Narrowed topic:* Responsibility

*Sufficiently narrowed topic:* Responsibility of the creator to his creation

*Topic turned into a question:* What is the responsibility of the creator to his creation?

*Tentative thesis:* If the creation is a living being, then the creator is responsible for nurturing and educating his “child.”

**WHEN ASSIGNMENTS ASK QUESTIONS:** Some essay assignments are structured in a way that actually can save you a lot of work in narrowing a topic. That is, the assignment itself poses a thesis-bearing question for you. This assignment about television is an example:

*Television is a very powerful medium. What do you think is the ideal place of television in our lives, and why? Explain. How close is the reality to the ideal?*

The two questions are thesis-bearing questions.

Use the following to narrow down your assignment:

*Assignment:* \_\_\_\_\_

*Broad topic:* \_\_\_\_\_

*Narrowed topic:* \_\_\_\_\_

*Sufficiently narrowed topic:* \_\_\_\_\_

*Topic turned into a question:* \_\_\_\_\_

*Tentative thesis:* \_\_\_\_\_

## Supporting the Thesis Statement

In writing essays you must use solid evidence and sound reasoning to support your thesis. Use valid sources to gather the following support:

- \_ Facts
- \_ Statistics
- \_ Examples
- \_ Quotations
- \_ Paraphrased information

Make sure you clearly and thoroughly explain how the evidence is tied to the thesis statement.

Taken from: Chesla, Elizabeth L. *Write Better Essays in Just 20 Minutes a Day*. New York: Learning Express, 2000. Print.

## Starting an Essay

There are many different strategies writers use to create eye-catching introductions. What these strategies have in common is an element of creativity and an awareness of the reader's needs. They do not simply announce the subject or the thesis; they do not make huge generalizations that sound grand but leave the reader feeling empty. These strategies are:

- A surprising statement or fact: use “shock value” to grab your reader's attention.
- A comparison: use a metaphor or simile comparing your topic to something else.
- A quotation: use a quotation from a text or film that pertains to your subject matter.
- A question: open up with a question to get your readers thinking. Of course, the question (and its answer) should be relevant to your subject.
- An imaginary situation or scenario: create a scene that your readers witness or provide an imaginary scenario that you describe to the reader; create a picture in the minds of your audience.
- An anecdote: tell a short interesting story related to your thesis.
- Interesting background information: begin by offering some interesting information.
- Use suspense: use suspense by not immediately revealing your topic.
- New twist on a familiar phrase: to sleep or not to sleep.

Adapted from: Chesla, Elizabeth L. *Write Better Essays in Just 20 Minutes a Day*. New York: Learning Express, 2000. Print.

## Writing a Good Paragraph

A paragraph contains a topic sentence, which it then explains, develops, or supports with evidence. The topic sentence is usually the first sentence of a paragraph, but not necessarily. It may come, for example, after a transition sentence; it may even come at the end of a paragraph. Topic sentences are useful because they let the reader know what to expect in the paragraph. In the following paragraph from *Silent Spring*, Rachel Carson provides specific details to explain fully why “all was not well” after DDT was sprayed on the Miramichi River in New Brunswick.

Soon after the spraying had ended there were unmistakable signs that all was not well. Within two days dead and dying fish, including many young salmon, were found along the banks of the stream. Brook trout also appeared among the dead fish, and along the roads and in the woods birds were dying. All the life of the stream was stilled. Before the spraying there had been a rich assortment of the water life that forms the food of salmon and trout — caddis fly larvae, living in loosely fitting protective cases of leaves, stems or gravel cemented together with saliva, stonefly nymphs clinging to rocks in the swirling currents, and the wormlike larvae of blackflies edging the stones under riffles or where the stream spills over steeply slanting rocks. But now the stream insects were dead, killed by DDT, and there was nothing for a young salmon to eat. (Carson 131)

Ask the following questions to decide whether or not a paragraph is effective:

1. Does the paragraph have a clear topic sentence?
2. Are there enough details to support, develop, or explain the topic sentence?
3. Do all of the sentences in the paragraph relate to the topic sentence?
4. Does this paragraph transition smoothly from the paragraph before it and into the paragraph after it?

In the “Silent Spring” paragraph, above, the answers could be:

1. Yes, there is a clear topic sentence: “Soon after the spraying had ended there were unmistakable signs that all was not well.”
2. Yes, there are many details supporting the topic sentence. There were dead fish and dead birds. There had been many types of insects living in the stream, but those insects were now dead, “killed by DDT,” so there was no food for the fish to eat.
3. Yes, all of the sentences in the paragraph refer to the topic sentence. Sentences 2, 3, and 4 talk about how the animal life was now dead. Sentence 5 talks about the stream *before* DDT was sprayed, and then sentence 6 reports what happened *after* the spraying.
4. It is not known if this paragraph transitions smoothly, since the previous and next paragraphs are not included. However, the words “Soon after the spraying had ended” most likely imply a transition from the paragraph above.

Carson, Rachel. *Silent Spring*. Houghton Mifflin Harcourt Publishing Company, 1962.

## Sample Introduction and First Supporting Paragraph

Jean-Jacques Rousseau, a philosopher, posed an interesting question when he said, “Every man has the right to risk his own life in order to preserve it. Has it ever been said that a man who throws himself out the window to escape from a fire is guilty of suicide?” *Night, Mother*, by Marsha Norman, is a tragic Pulitzer Prize-winning play that raises the same question. The play follows the conversation that Jessie has one night with her mother, Thelma, about the decision to kill herself. Jessie discusses her life and all that has gone wrong in it. The play culminates in Jessie’s utterance of the fateful words “Night, Mother” and the ensuing gunshot as Jessie ends her life. Through the last hours of Jessie’s life, it is apparent that she is a tragic hero. Tragic hero is defined as “a literary character who makes an error of judgment or has a fatal flaw that, combined with fate and external forces, brings on a tragedy” (Dictionary.com). In *Night, Mother*, by Marsha Norman, Jessie’s fatal flaw is her lack of self worth and this is what leads to the downward spiral of her life.

There are several factors that affect a person’s self worth, and one of the most prominent factors in Jessie’s life is her health issue. Jessie has been diagnosed with epilepsy and takes medication every day to keep her seizures under control. Jessie believes that her seizures started when she fell off a horse that her then-husband, Cecil, encouraged her to ride. This accident put a terrible strain on their marriage, and eventually led to him leaving town and, Jessie eventually realizes, their marriage. When her mother says that Cecil should have taken Jessie with him when he left town, Jessie replies, “Mama, you don’t pack your garbage when you move” (Norman 1502). Jessie spoke earlier of how Cecil had felt increasingly guilty about her accident and subsequent diagnosis with epilepsy. He blamed himself for “making” her ride the horse, which led to her accident. Instead of comforting Cecil and convincing him that her accident wasn’t his fault, Jessie blames herself for the accident. She wallows in self pity until she convinces herself she is “garbage” (Norman 1502) and chooses not to fight for Cecil to stay. She lets him walk right out the door and this drives her self-esteem lower. She has now lost her husband, compounding her feelings of uselessness, and starts her progression down a tragic path.

Written by: Julia Sell

## Checklist for Creating a Paragraph with an Imbedded Quote

- Provide a topic sentence highlighting one of the reasons that supports your thesis.**

There are several factors that affect a person's self worth, and one of the most prominent factors in Jessie's life is her health issue.

- Explain the context leading up to the quote you want to use.**

Jessie has been diagnosed with epilepsy and takes medication every day to keep her seizures under control. Jessie believes that her seizures started when she fell off a horse that her then-husband, Cecil, encouraged her to ride. This accident put a terrible strain on their marriage, and eventually led to him leaving town and, Jessie eventually realizes, their marriage.

- Introduce the quote with a lead in that tells who is speaking, or lead up to the quote with an explanation of what is happening.**

When her mother says that Cecil should have taken Jessie with him when he left town, Jessie replies

- Use a comma to separate your sentence from the quote.**

When her mother says that Cecil should have taken Jessie with him when he left town, Jessie replies,

- Use quotation marks at the beginning of the quote and at the end.**

When her mother says that Cecil should have taken Jessie with him when he left town, Jessie replies, "Mama, you don't pack your garbage when you move"

- After the final quotation marks, place a space and then an open parenthesis.**

When her mother says that Cecil should have taken Jessie with him when he left town, Jessie replies, "Mama, you don't pack your garbage when you move" (

- Type the citation, then close the parenthesis and add a period.**

When her mother says that Cecil should have taken Jessie with him when he left town, Jessie replies, "Mama, you don't pack your garbage when you move" (Norman 1502).

- Finally explain how the quote supports your thesis.**

Jessie spoke earlier of how Cecil had felt increasingly guilty about her accident and subsequent diagnosis with epilepsy. He blamed himself for "making" her ride the horse, which led to her accident. Instead of comforting Cecil and convincing him that her accident wasn't his fault, Jessie blames herself for the accident. She wallows in self pity until she convinces herself she is "garbage" (Norman 1502) and chooses not to fight for Cecil to stay. She lets him walk right out the door and this drives her self-esteem lower. She has now lost her husband, compounding her feelings of uselessness, and starts her progression down a tragic path.

## Using Quotations

### ***Imbedding a quote within a sentence:***

Quote from p. 21 of *Night*: No one was praying for the night to pass quickly. The stars were but sparks of the immense conflagration that was consuming us.

*Used in a sentence:* Both Elie's pain and the dark mood of the text can be noted when he writes, "No one was praying for the night to pass quickly. The stars were but sparks of the immense conflagration that was consuming us" (Wiesel 21).

### ***Imbedding a quote from dialogue within a sentence:***

Quote from p. 85 of *Night*: "Faster you filthy dogs!" We were no longer marching, we were running. Like automatons. The SS were running as well, weapons in hand. We looked as though we were running from them.

*Used in a sentence:* The dehumanization of the Jews is clear in the following passage when Elie recalls how he was treated, "'Faster you filthy dogs!' We were no longer marching, we were running. Like automatons. The SS were running as well, weapons in hand. We looked as though we were running from them" (Wiesel 85).

### ***Imbedding a quote from a poem/play/epic:***

Quote from Book 13 lines 284-286: *Ithaca* . . . Heart racing, Odysseus that great exile filled with joy to hear Athena, daughter of storming Zeus, pronounce that name. He stood on native ground at last

*Used in a sentence:* Odysseus finally realizes that he is home, which is illustrated in the following lines: "*Ithaca* . . . Heart racing, Odysseus that great exile / filled with joy to hear Athena, daughter of storming Zeus, / pronounce that name. He stood on native ground at last" (Homer 13.284-286).

Note: Backslashes indicate a line break in the verse

***Block Quotes:*** Used for quoting 4 or more lines of prose according to the MLA guidelines and 40 or more words according to APA guidelines:

Quote from page 2-3 in *Of Mice and Men*: The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

*Used within a paragraph:*

One example of this companionship from the novel is as follows:

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him. (Steinbeck 2-3)

This illustrates the friendship between Lennie and George because...

Note: There are no quotation marks when the long quote comes from regular text, the left margin is indented ½ inch, and the period comes before the citation.

***Changing words or adding words with brackets:***

Quote from page 2 in Of Mice and Men: The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off.

*Used in a sentence:* George's patience with Lennie can be noted in the following line from the novel: "[George] stopped short in the clearing, and [Lennie] nearly ran over him. [George] took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off" (Steinbeck 2).

Note: Words in square brackets are used when the essay writer inserts his/her own words in place of the actual text.

***Deleting words from a quote:***

Quote from page 2-3 in Of Mice and Men: The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

*Used in a sentence:* One example of this companionship from the novel was when "The first man stopped short in the clearing, and the follower nearly ran over him . . . His huge companion dropped down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse" (Steinbeck 2-3).

Note: An ellipsis is used to take the place of the text that you delete.

## Cohesion

Cohesion means the condition of sticking tightly together. Cohesion in a paragraph means that all the sentences in the paragraph stick tightly together. To make the sentences in a paragraph stick together, each sentence should repeat or make a reference to something in a previous sentence (or heading) and then elaborate on that something.

To see an example of cohesion, look at the previous paragraph:

- The heading that precedes the paragraph is **Cohesion**.
- The first sentence in the paragraph repeats the word **cohesion** and then elaborates by giving the meaning of the word.
- The second sentence also repeats the word **cohesion** and makes a reference to the concept of sticking together that was introduced in the first sentence and then elaborates by explaining what cohesion means in relation to the sentences in a paragraph.
- The third sentence also refers to the concept of sticking together and repeats the words **paragraph** and **sentences** that were introduced in the second sentence and then elaborates by explaining how to make sentences stick together.

Below is another example of a paragraph that coheres. The sentences in the paragraph have been numbered so that you can more easily follow the explanation that follows the paragraph:

### A Computer System

1. A computer system consists of a central processing unit (CPU), input devices, and a monitor. 2. The CPU stores data and processes it. 3. The input devices enable users to enter data and to manipulate that data. 4. Both the users and the CPU need input devices—the users to send commands and the CPU to receive them. 5. The monitor displays the data that the users enter and also displays the effects of commands that the users give the CPU to manipulate that data. 6. Only the users need the monitor; the CPU can do all its work without displaying any of the results.

HOW COHESION WAS USED:

1. The first sentence repeats the words in the heading (a computer system) and elaborates on the concept of a computer system by listing its parts.
2. The second sentence repeats the acronym **CPU** that was introduced in the first sentence and then elaborates on that concept by explaining the function of the CPU and its relationship to data.
3. The third sentence repeats the term **input devices** that was introduced in the first sentence and the word **data** that was introduced in the second sentence and then elaborates by explaining the function of input devices and their relationship to data and to users.
4. The fourth sentence repeats the acronym **CPU** from the first and second sentences, the term **input devices** from the first and third sentences, and the word **users** that was introduced in the third sentence and then elaborates by explaining the relationship of the input devices to the CPU and to the users.

5. The fifth sentence repeats the acronym **CPU** and the word **monitor** from the first sentence, repeats the word **data** from the second and third sentences, repeats the word **users** from the third and fourth sentences, repeats the word **commands** from the fourth sentence, and repeats the word **manipulate** from the third sentence and then elaborates by explaining the function of the monitor and its relationship to data and to users.

6. The sixth sentence repeats the words **users** and **monitors** and the acronym **CPU** and also makes a reference to the concept of **displaying** that was introduced in the fifth sentence and then elaborates by explaining the difference in the relationship of the monitor to the users and to the CPU.

The same paragraph is repeated below with all the words emphasized that contribute to cohesion. Notice that words are not emphasized the first time that they appear. They don't contribute to cohesion until they repeat or make a reference to something in a previous sentence or heading. The heading and the paragraph together have 103 words. In those 103 words, there are 22 instances of terms (some of them more than one word) that contribute to cohesion. Approximately one-fourth of the total words are repetitions of or references to terms or concepts that appear earlier in the paragraph. Such a high percentage of repetitions and references makes this paragraph highly cohesive.

### A Computer System

**A computer system** consists of a central processing unit (CPU), input devices, and a monitor. The **CPU** stores data and processes it. The **input devices** enable users to enter **data** and to manipulate that **data**. Both the **users** and the **CPU** need **input devices**—the **users** to send commands and the **CPU** to receive them. The **monitor** displays the **data** that the **users** enter and also displays the effects of **commands** that the **users** give the **CPU** to **manipulate** that **data**. Only the **users** need the **monitor**; the **CPU** can do all its work without **displaying** any of the results.

*“Think of cohesion as the experience of seeing pairs of sentences fit neatly together, the way Lego pieces do. Think of coherence as the experience of recognizing what all the sentences in a piece of writing add up to, the way lots of Lego pieces add up to a building, bridge, or boat.” —Joseph Williams*

## USING TRANSITIONS

Make sure that your ideas, both in sentences and paragraphs, stick together or have coherence and bridge the gap between ideas. One way to do this is by using transitions - words or phrases or techniques that help bring two ideas together. Transitional words and phrases represent one way of gaining coherence.

### **For continuing a common line of reasoning:**

consequently  
clearly  
then  
furthermore  
additionally  
and  
in addition  
moreover  
because  
besides that  
in the same way  
following this further  
also pursuing this further  
in the light of the... it is easy to see that

### **To change the line of reasoning (contrast):**

however  
on the other hand  
but  
yet  
nevertheless  
on the contrary

### **For opening a paragraph or for general use:**

admittedly  
assuredly  
certainly  
granted  
no doubt  
nobody denies  
obviously  
of course  
to be sure  
true  
undoubtedly  
unquestionably  
generally speaking  
in general  
at this level  
in this situation

### **For the final points of a paragraph or essay: Transitional chains, to use in separating sections**

finally  
lastly

### **of a paragraph which is arranged chronologically:**

first... second... third...  
generally... furthermore... finally  
in the first place... also... lastly  
to begin... pursuing this further... finally  
to be sure... additionally... lastly  
in the first place... just in the same way... finally  
basically... similarly... as well

### **To restate a point within a paragraph in another way or in a more exacting way:**

in other words  
point in fact  
specifically

### **Sequence or time:**

after  
afterwards  
as soon as  
at first  
at last  
before  
before long  
finally  
first... second... third  
in the first place  
in the meantime  
later  
meanwhile  
next  
soon  
then

### **To signal conclusion:**

therefore this  
hence  
in final analysis  
in conclusion  
in final consideration  
indeed

Adapted from: *Transition Words*. "277 Magic  
Transitions for your Writing."

## How to Conclude an Essay

Just as there are many strategies for creating an attention-getting introduction, there are also many ways to create a powerful conclusion. These six are among the most effective:

- A quotation: end with a quotation -from a text, a film, a subject-matter expert, etc.- that is interesting and directly related to your subject matter.
- A question: end with a question that will leave your reader thinking. Of course, the question should be relevant to your subject.
- An anecdote: tell a short interesting story related to your thesis.
- A prediction: predict the future of a person, place, or thing related to your thesis.
- A solution or recommendation: conclude with a solution to the problem you've been discussing or a recommendation for future action.
- A call to action: end by suggesting a specific action that your readers should take.

Adapted from: Chesla, Elizabeth L. *Write Better Essays in Just 20 Minutes a Day*. New York: Learning Express, 2000. Print.

## Framing

One of the most effective ways to provide a sense of closure is to “frame” your essay with a conclusion that refers back to the introduction. That is, as you restate your thesis, use the same approach you used in your introduction. The idea isn’t to *repeat* your introduction but rather to *remind* readers where they began their journey. This kind of reminder helps readers feel like they have come full circle--like they’re gone from point A to point B and made all of the appropriate stops in between.

Taken from: Chesla, Elizabeth L. *Write Better Essays in Just 20 Minutes a Day*. New York: Learning Express, 2000. Print.

Below is a paragraph describing an example of how one student used framing.

Last year, a student in my research class wrote a lengthy paper on the relationship between humans and plants, beginning her rather serious topic with a reference to a well-known nursery rhyme: "Ring around the roses, a pocket full of posies . . . ." She explains that the pocket full of flowers masked the stench of death during the time of the black plague, only one of the many useful purposes of plants that have benefited us throughout the ages. The paper ends with a reinforcement of the warning that we depend on plant life to add quality to our own lives: "Without plants, life on Earth would cease to exist as we know it: `ashes, ashes, we all fall down.'"

The excerpt above is taken from: Hillebrand, Romana. "It's a Frame Up: Helping Students Devise Beginnings and Endings." *The Quarterly* 23.Winter (2001): 2-4. *National Writing Project*. n.d. Web. 2 Aug. 2011.

## Revising Your Essay

When finished with a rough draft of your essay, read it aloud. An oral reading of your draft will aid in making necessary changes and revisions. Have others read your essay and respond to the questions below. Use the responses to make changes to the draft.

- \_\_\_\_\_ 1. Is the title interesting and does it reflect the main idea of the essay?
- \_\_\_\_\_ 2. Does the introductory paragraph open with a lead that attracts the reader's attention?
- \_\_\_\_\_ 3. Does the introductory paragraph contain a clear or implied thesis?
- \_\_\_\_\_ 4. Is each paragraph in the main body well-developed; that is, does each paragraph have a topic sentence supported with specific details, facts, and statistics, examples, incidents, or reasons?
- \_\_\_\_\_ 5. Does each paragraph explain one aspect of the thesis?
- \_\_\_\_\_ 6. Is the topic sufficiently developed; that is, are there enough points included to support the thesis?
- \_\_\_\_\_ 7. Does the essay follow a logical order?
- \_\_\_\_\_ 8. Does the final paragraph conclude the essay by making a strong impression on the reader?
- \_\_\_\_\_ 9. Are transitions used to link ideas within the paragraphs?
- \_\_\_\_\_ 10. Are transitions used to link the paragraphs to make the ideas flow smoothly from one paragraph to the next?
- \_\_\_\_\_ 11. Is the language and tone of the essay appropriate for the audience?
- \_\_\_\_\_ 12. Is the wording clear and specific?
- \_\_\_\_\_ 13. Does the essay avoid wordiness?
- \_\_\_\_\_ 14. Are technical terms or unusual vocabulary defined?
- \_\_\_\_\_ 15. Is the sentence structure correct and varied?

Taken from: Warriner, John E. *English Grammar and Composition*. Orlando: Harcourt Brace Jovanovich, 1986. Print.

## Recommended Format (unless requested otherwise by a teacher)

Size 12  
Times New Roman  
Double Spaced  
1 Inch Margins

Your Name  
Date  
Class Period

### Essay Title

Jean-Jacques Rousseau, a philosopher, posed an interesting question when he said, “Every man has the right to risk his own life in order to preserve it. Has it ever been said that a man who throws himself out the window to escape from a fire is guilty of suicide?” ‘*Night, Mother*, by Marsha Norman, is a tragic Pulitzer Prize-winning play that raises the same question. The play follows the conversation that Jessie has one night with her mother, Thelma, about the decision to kill herself. Jessie discusses her life and all that has gone wrong in it. The play culminates in Jessie’s utterance of the fateful words ““Night, Mother” and the ensuing gunshot as Jessie ends her life. Through the last hours of Jessie’s life, it is apparent that she is a tragic hero. Tragic hero is defined as “a literary character who makes an error of judgment or has a fatal flaw that, combined with fate and external forces, brings on a tragedy” (Dictionary.com).

## Editors' Marks

|         |  |
|---------|--|
| awk     | awkward expression   |
| unclear | unclear  |
| trans   | weak or no transition to next paragraph or topic   |
| frag    | incomplete sentence, just a fragment of a sentence   |
| run-on  | one sentence runs on to another sentence   |
| //      | parts of sentence that are similar in meaning and structure are not in the same form; in other words they are not parallel (see p. 31 for example) |
| ¶       | paragraph  |
| =       | problem with capitalization  |
| V or ^  | insert   |
| sp      | spelling error   |
| vt      | verb tense shift   |
| pas     | passive voice  |
| wc      | word choice (Choose a more effective or appropriate word.)   |
| apos    | problems with apostrophe   |
| agr     | agreement error  |
| mm      | misplaced modifier   |

## How to Make a Works Cited Page

Step-by-Step Created by Ms. True

According to the Modern Language Association, an organization that makes the rules for this kind of stuff, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text. This is different from a Bibliography, which would list every single work you looked at while you wrote your paper, whether you cited from it or not.

(Note: “Cited” means “quoted” or “used as an example.”)

- Begin your Works Cited page on a separate page at the end of your research paper.
- Center the words Works Cited at the top of the page.
- Double space all citations, with no spaces between entries.
- Indent the second and subsequent lines of citations
- For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.
- Writers are no longer required to provide URLs for Web entries. Your teacher may require this.*
- The list needs to be put in alphabetical order. Use the first word of the entry to determine alphabetical order.

The majority of information students use comes from the web. When citing a web source, look for the following information:

Author’s Name.  
“Article name.”  
Title of Website  
Any version number available  
Publication date  
Page number if available

If there is a piece of information missing, leave it out and move on to the next item.

An entry on a Works Cited page for a web page will look like this:

Author Last name, First name. “Article Name.” Title of Website. Version. Publication date.  
Page number. Web. Date accessed.

**Note about Date Format:** day first month second year third: **03 May 2011**  
Abbreviate months with long names: Jan. Feb. Aug. Sept. Oct. Nov. Dec.

## Citations

When including an imbedded quote in an essay, you should use parenthetical citations. Use the following instances to decide what kind of citations you should use based on the type of source consulted:

### **Book:**

Format: (Author's Last Name page #)

Sample: (Steinbeck 29)

### **Poem:**

Format: (Author's Last Name line #)

Sample: (Dickinson 24-25)

### **Shakespearean Play:**

Format: (Act.scene.lines)

*Both of the following are acceptable and up to teacher discretion)*

Sample using Roman numerals: (V.iii.20-23)

Sample using arabic: (5.3.20-23)

### **Website Article:**

First Choice for Format: (Author's Last Name)

Sample: (Wilkinson)

Second Choice for Format if no author is provided: (“Article Title”)

Sample: (“Teens and Sleep”)

**In-Text Citations without Parenthesis:** If you use a lead-in to a quote that includes both the author's last name and the title (2 pieces of identifying information for the full text citation), then you do not need to include a parenthetical citation.

## Works Cited Page

- Print the works-cited page on a separate page at the end of the paper.
- Center the words “Works Cited” on the top line of the page.
- Type the first line of an entry flush with the margin and indent following lines, if any, one-half inch.
- Double space the entire page; that is, both between and within entries.
- Alphabetize the list.

## Sample Works Cited Page

### Works Cited

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Language Association, 1999. Print.

Modern Language Association. A Guide to Research. New York: Random, 1998. Print.

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Write for College. Wilmington, MA: Write Source, 1997. Print.

Sharkey, Jennifer. "Evaluating Internet Sites." Purdue University Libraries. Web. 12 Feb. 2000.

Strunk, William, Jr. and E.B. White. The Elements of Style. New York: McMillan, 1979. Print.

Warriner, John E. English Grammar and Composition. Orlando: Harcourt Brace Jovanovich, 1986. Print.

## Evaluating Internet Sites

**Authority:** Because publishing on the Internet is so easy, determining the author's expertise is essential. Remember: If the author's name is not evident, BEWARE! Who owns this site?

Who is the author? Is it sponsored by an organization you know?

- Checking out the URL (address) can help you understand ownership and intent:
  - .com is a commercial (for profit) site
  - .org is non-profit or non-commercial
  - .edu is an educational site - US public schools also include K12 in the address
  - .gov indicates a US government site
  - .mil is the US military
  - .jp .ca .au or .uk indicate a site in a foreign country
- Is the author or organization that created or owns the website clearly stated? Y N
- Is there valid contact information for the organization or author listed on the site? Y N
- Is the author an expert or an authority on the subject? Are sources cited? Y N

**Accuracy:** Almost anyone can publish a website, and no standards for checking accuracy have been fully developed. Does this site inspire confidence? Do you trust the info?

- Is the information on the site factual and relevant? Y N
- Are facts backed up by sources? Y N
- Is the site free of spelling and grammatical errors? Y N
- Is the site free of excess profanity, slang or jargon? Y N
- Is the site logical and easy to use? Does it load quickly and completely? Y N
- Is the site free of unnecessary graphics or sound files cluttering the screen? Y N

**Currency:** As with print sources, the subject matter may affect the need for highly current information. Is the information on the site outdated?

- When was the site last updated? \_\_\_\_\_
- Are the sources cited current? Y N
- Do the links work? Dead links indicate out of date connections or references. Y N

**Objectivity:** Any published source, print or non-print, is rarely 100 percent objective.

Determining the author's point of view or bias is very important when evaluating a website.

Does this site have a bias? What is the purpose of the site?

- Is the purpose of the site clearly stated? Entertainment? Sales? Education? Persuasion?
- Is affiliation with any organization, political party, etc. clearly stated? Y N
- Is the site free of ads? Shopping carts? or other attempts to sell something? Y N
- Is the site free of gender, racial, religious or other bias? Y N

## Plagiarism and Paraphrasing

We are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs (any pieces of information) that aren't common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

### HOW TO RECOGNIZE UNACCEPTABLE AND ACCEPTABLE PARAPHRASES

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived), which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

WHAT MAKES THIS PASSAGE PLAGIARISM? The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

\*Note: If you do either or both of these things, you are plagiarizing.

### HERE'S AN ACCEPTABLE PARAPHRASE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

### WHY IS THIS PARAPHRASING ACCEPTABLE?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words.
- lets her reader know the source of her information.

### HERE'S AN EXAMPLE OF QUOTATION AND PARAPHRASE USED TOGETHER, WHICH IS ALSO ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

### WHY IS THIS PASSAGE ACCEPTABLE?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

\*Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism even if the writer cites in her own text the source of the phrases or sentences she has quoted.

### PLAGIARISM AND THE WORLD WIDE WEB

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

## STRATEGIES FOR AVOIDING PLAGIARISM

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

## TERMS YOU NEED TO KNOW (or WHAT IS COMMON KNOWLEDGE?)

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Taken from: *Writing Tutorial Services*. Indiana University, 2011.

## Parts of Speech

Noun – a person, place, thing, or idea  
*car, table, book, sympathy, truth, imagination*

Pronoun – takes the place of a noun  
*he, she, they, it, her, him, you, them*

Adjective – describes a noun or a pronoun  
*red, young, cloudy, many, several*

Article – used to indicate nouns  
*a, an, the*

Verb – an action word or linking word  
*Action verbs: scream, run, evaluate, flew      Linking verbs: am, is, was, were, seems*

Adverb – describes a verb, tells how, why, where, or to what extent  
*loudly, softly, clearly, today, constantly*

Preposition – shows the relationship of a noun or a pronoun to another word in the sentence  
*in, about, above, at, on, over, beside, behind, below, amid, among, except, for, from*

Conjunction – joins words or groups of words and,  
*but, for, so, nor, or, yet*

Interjection – expresses emotion; has no grammatical connection to the sentence  
*Ouch! Ugh! Oh! Wow! Oops!*

## Parts of a Sentence

A sentence contains a subject and a predicate and expresses a complete thought.

Subject – the part of the sentence about which something is being said

Predicate – the part of the sentence that says something about the subject

|                             |  |
|-----------------------------|--|
| Subject                     | Predicate                                  |
| <i>Some students at OHS</i> | <i>have an abundance of school spirit.</i> |

Complement – words that completes the meaning begun by the subject and the predicate

|                 |                |                            |
|-----------------|----------------|----------------------------|
| Subject         | Predicate      | Complement                 |
| <i>The snow</i> | <i>covered</i> | <i>the football field.</i> |

Complements that follow action verbs are called objects.

Complements that follow linking verbs are called subject complements.

## Punctuation

### USE COMMAS

*Listing:* When you have a list of three or more nouns, verbs, or phrases, put a comma between each item in the list.

*Oceanside High School's colors are navy blue, light blue, and white.*

*Separate Ideas/Compounds:* When you have two separate sentences that you want to join, use a comma before a conjunction to join them together. You may only join up to two sentences.  
*We were all hot and hungry, so we went to the ice cream stand.*

*Quotation Marks:* When you are leading into a quote, put a comma after the verb immediately preceding the quote. If you are leading out of a quote, put a comma inside the quotation marks.

*Henry said, "Let's go to the dance together."*

*"I can pick you up at 7:00," replied Susan.*

*Introductions:* 1. If a sentence begins with a prepositional phrase, put a comma after the phrase and before the main subject. 2. When you address a person directly using his/her name or a short answer, put a comma after that word.

*At the dance, she noticed her friend wearing the same dress.*

*"Mom, Susan wore my dress to the dance."*

*Interruptions:* When you have a word or set of words in a sentence that interrupt the actual thought, place a comma on each side of the words. These words can be removed without losing the meaning in a sentence.

*The students at Oceanside High School, obviously, are the greatest high schoolers in the state.*

*Appositives:* When you have a word or set of words in a sentence that define or add meaning to the word that they follow, place a comma on each side of the words. If you remove those words, the sentence structure and clarity do not change.

*My favorite kind of ice cream, peppermint stick, is cool and refreshing.*

### USE SEMICOLONS

- Between independent clauses without a conjunction.

*The swans swam on the lake; the eagles hovered overhead.*

- To separate items in a series when the items contain a comma.

*The nominees included Andrea, a sophomore; Terry, a junior; and Sam, a senior.*

## USE COLONS

- To introduce a list.

*The following students must leave early for the game: Jane, Sally, Sarah, and Sue.*

\*Note About Colons: only use colons after a complete sentence.

Correct: *I have two favorite hobbies: reading and gardening.*

Incorrect: *My two favorite hobbies are: reading and gardening.*

## USE DASHES

- To show an interruption of thought in a sentence. To make a dash, use two hyphens, without spaces, between the words you are interrupting. Use dashes sparingly.

*I thought I was prepared—fool that I was—for the long hike.*

## USE PARENTHESES

- To enclose explanatory or supplementary material that interrupts the sentence.

*Watching the Academy Awards (for some people a tedious event) is always fun for my friends and me.*

\*Note: If the information in parentheses is part of another sentence do not capitalize the first word or use end punctuation.

*If you are living on campus, your resident advisor (an older student who has demonstrated leadership skills) will be a good source of information about college life.*

If the information in parentheses is not part of another sentence, capitalize the first word and use end punctuation.

*I have to leave before seven on Monday. (I hate getting up early during vacation.)*

## USE BRACKETS

- To enclose parenthetical information within parentheses.

*(The event occurred before the ship arrived [September 12, 1954].)*

- Around the word sic (Latin for "such as") which indicates that the error appearing in the quoted material was made by the speaker or writer.

*There is a higher principle at steak [sic] here.*

## USE HYPHENS

- In compound adjectives beginning with adverbs ill, better, best, little, or well.  
*ill-advised, better-known, best-dressed, little-known, well-prepared*
- In compound adjectives which precede a noun, but not in adjectives beginning with an adverb ending in ly.  
*slow-moving vehicles      freshly mown hay*
- Do not use after prefixes: after, anti, bi, counter, mid, mini, multi, non, over, pre, pro, semi, socio, sub, super, ultra, under.  
aftershock, antifreeze, bimonthly, counterclockwise, miniskirt, preschool, semicircle

## USE APOSTROPHES

- To show that one or more letters have been left out of a word to form a contraction.  
*Hasn't—o is left out      he'd—woul is left out      it's—i is left out*
- To form the plural of a lower case letter, a symbol, or a word discussed as a word  
*You use too many um's when you speak.*
- To form the possessive, a singular, or plural noun not ending in s, add an apostrophe and an s  
*Madeline's music      the children's toys*

\*Note: When a singular noun ends with an s or a z sound, the possessive may be formed by adding just an apostrophe. When the singular noun is a one-syllable word, however, the possessive is usually formed by adding both an apostrophe and an s.

*Dallas' sports teams (or) Dallas's sports teams*

*Kiss's last concert      my boss's generosity (one-syllable word)*

- To form possessive of a plural noun ending in s, add only an apostrophe.  
*Singers' songs*
- To form the possessive when the possession is shared, add an apostrophe and an s after the last noun.  
*Fred, Kirsten, and Amelia's presentation was great.*
- To form the possessive when possession is separate, add an apostrophe and an s after each noun.  
*Fred's, Kirsten's, and Amelia's presentations were great.*

\*Note: You will form possessives correctly if you remember that the word immediately before the apostrophe is the owner.

*players' jerseys (players are the owners)*

*player's jersey (player is the owner)*

*boss's office (boss is the owner)*

*bosses' office (bosses are the owners)*

## Grammar and Usage

### SUBJECT/VERB AGREEMENT

- A verb must agree in number and person with its subject even when phrases or clauses separate them.

*My friend, along with three other people, was nominated for the award.*

- Indefinite pronouns: either, neither, everybody, everyone, somebody, and everything are singular; they require a singular verb.

*Everyone of the students is coming to the party.*

- With collective nouns: class, committee, assembly, series, take a singular verb when they refer to a group as a unit.

*The whole class was in the picture.*

### MISPLACED MODIFIERS

- Place modifiers next to the words they modify.

Misplaced: *The pool staff offers beach towels to the students marked with indelible ink.*

Corrected: *The pool staff offers students beach towels marked with indelible ink.*

### PRONOUNS: WHO AND WHOM

- Who is the subject of a verb and whom is the object of a verb or preposition. An easy way to see if the use is correct is to ask yourself if the answer to the question would be he or him. If he fits, who is correct. If him *fits*, whom is correct.

- Remember whom and him both end in m.

Who is your boss? (*He* is your boss.) For whom do you work? (You do work for *him*.)

### PARALLEL CONSTRUCTION

- Be sure all sentence elements that are similar in meaning and structure (i.e., parallel) are in the same form.

-After coordinating conjunctions: and, but, or, and nor.

*I like biking, swimming, and rowing.*

-With paired coordinating conjunctions: not only...but also, both...and, either...or, neither...nor, between... and.

*The classes were both of great interest and of great difficulty. (prepositional phrases)*

*The students were not only upset with the vote but also resentful of the class president's attitude. (adjectives)*

## Sentence Errors

- **Fragment** — Lacking either a subject or a verb, the fragment creates an incomplete thought.  
*Anchored next to the red boat in the harbor. (No subject)*  
*The sleek lines of the new picnic boat. (No verb)*
- **Comma Splice** — A comma used to join two main clauses; a period, semicolon, colon, or conjunction is needed.  
*The soccer team won the match, that was the second time in a row they beat Ellsworth. (Replace the comma with a semicolon.)*
- **Run-on Sentence** — Two sentences are joined without punctuation or a connecting word.  
*We left for the movie four-thirty we had to drive slowly because of the snow we were late and missed the previews.*  
Corrected: *We left for the movie at four-thirty. We had to drive slowly because of the snow; we were late and missed the previews.*

## Active and Passive Voice

**Active Voice:** The guests enjoyed the party. (The doer of the action is the subject of the sentence.)

**Passive Voice:** The party was enjoyed by the guests. (The object is in the subject position and the doer of the action is in a prepositional phrase.)

Active voice is more lively and assertive than passive voice. Although passive voice is useful in situations in which the performer of the action is unknown or unimportant ("Shoplifters will be prosecuted"), passive sentences often sound weak or awkward.

Whenever possible, strengthen and enliven your sentences by converting unnecessary and awkward passives into the active voice.

## Points to Cover

**This is strictly in preparation for the Writing Prompt. It does not mean research skills noted in Grade 11 should not be taught in Grade 9.**

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| <p><b>Freshman Points to Cover in Writing:</b><br/> <b>COVER IN DEPTH:</b><br/>         -Introductions<br/>         -Create an arguable and credible thesis statement<br/>         -Identify counterclaims<br/>         -Outlining and framing<br/>         -Paragraphing<br/>         -Draw evidence from a text to support, analyze or reflect on an idea<br/>         -Imbedding quotes, citing, and explaining<br/>         -Creating cohesion using transitions and varied syntax<br/>         -Conclusions/Sense of Closure<br/>         -Standard English Conventions<br/>         -Works Cited and Citations<br/> <b>INTRODUCE and PRACTICE:</b><br/>         -Developing Counterclaims<br/>         -Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation<br/>         -Gather relevant information from multiple authoritative print and digital sources<br/>         -Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Sophomore Points to Cover in Writing:</b><br/> <b>REVIEW:</b><br/>         -Introductions<br/>         -Create an arguable and credible thesis statement<br/>         -Identify counterclaims<br/>         -Outlining and framing<br/>         -Paragraphing<br/>         -Draw evidence from a text to support, analyze or reflect on an idea<br/>         -Imbedding quotes, citing, and explaining<br/>         - Creating cohesion using transitions and varied syntax<br/>         -Conclusions/Sense of Closure<br/>         -Standard English Conventions<br/>         -Works Cited and Citations<br/> <b>COVER IN DEPTH:</b><br/>         -Developing Counterclaims<br/>         -Anticipating Audience Objection to the Thesis by an Uniformed or Biased Audience<br/>         (Continued in next column)</p> | <p><b>INTRODUCE and PRACTICE:</b><br/>         -Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation<br/>         -Gather relevant information from multiple authoritative print and digital sources<br/>         -Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Junior Points to Cover in Writing:</b><br/> <b>REVIEW:</b><br/>         -Introductions<br/>         -Create an arguable and credible thesis statement<br/>         -Identify counterclaims<br/>         -Outlining and framing<br/>         -Paragraphing<br/>         -Draw evidence from a text to support, analyze or reflect on an idea<br/>         -Imbedding quotes, citing, and explaining<br/>         - Creating cohesion using transitions and varied syntax<br/>         -Conclusions/Sense of Closure<br/>         -Works Cited and Citations<br/>         -Standard English Conventions<br/>         -Developing Counterclaims<br/>         -Anticipating Audience Objection to the Thesis by an Uniformed or Biased Audience<br/> <b>COVER IN DEPTH:</b><br/>         -Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation<br/>         -Gather relevant information from multiple authoritative print and digital sources<br/>         -Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard</p> |
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