

**H.O.W.**

**Handbook of Writing**

**Owatonna High School**

## **Owatonna Senior High School Handbook of Writing**

To the students of Owatonna Senior High:

The teachers of the Owatonna Senior High Language Arts Department have compiled this writing handbook to help students in their efforts to become better writers. This book includes sections addressing writing concerns. We encourage students to add their own notes to this handbook. Throughout the high school years, this handbook will provide a quick reference as students work to improve their writing skills.

Enjoy!

The Language Arts Department  
Owatonna Senior High School

**Please take care of this resource!  
Each student will be given only one  
handbook to use throughout high school.  
We will need to charge  
to replace lost copies.**

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## THE EXPOSITORY PROCESS FOR ACADEMIC WRITING

### I. Brainstorm

- A. Put down whatever comes to mind including phrases and examples.
- B. Put down more examples than needed and select later.

### II. Plan

- A. Determine the purpose and the audience.
- B. Select and narrow topic of interest.
- C. Group ideas.
- D. Organize ideas into a topic outline (introduction, body, and conclusion).
- E. Reject ideas or examples that don't fit into the outline.
- F. Formulate thesis.

### III. Topic Outlines

- A. Never set out to write a paper without some kind of organization.
- B. A topic outline is a formal and detailed structure to help organize materials. In making a topic outline, observe the following rules.
  - 1. Number the main topics with Roman numerals, the first subheadings with capital letters, and the next with Arabic numerals. If further subheadings are necessary, use a, b, c, and (1), (2), (3). (See page 7)
  - 2. Use parallel grammatical structures.
  - 3. Use topics, not sentences. Do not place periods after topics.
  - 4. Check to see that the outline covers the subject completely.
  - 5. Use specific topics and subheadings arranged in a logical, meaningful order. Each indented level of the outline represents a division of the preceding level and has smaller scope.
  - 6. Avoid single subheadings. For example: Roman numeral I calls for II; subheading A calls for B; 1 for 2.
  - 7. Capitalize the first letter of the first word of each entry.

### IV. Write the rough draft

- A. Plan an introduction which:
  - 1. Captures the interest of the reader
    - a. **Use appropriate quotation.**
    - b. **Present a startling or significant fact/statistic.**
    - c. **Define a term.**
    - d. **Use interesting anecdote.**
    - e. **Refer to historical or current event.**
    - f. **Link the subject to the reader's interest.**
    - g. **Funnel technique.**
  - 2. And ends with a controlling idea and thesis statement.
- B. Write topic sentences for each paragraph of the body.
- C. Expand ideas from the outline into full sentences and paragraphs. Put "flesh on the skeleton." Major and minor support should develop the topic sentence. **Explain all examples.**

- D. Use external transitions at the beginning of paragraphs and internal transitions within paragraphs. See page 8 for list of transitions.
- E. Create an ending or “rounding off” sentence for each paragraph.
- F. Plan a conclusion
  - 1. Restate the main ideas
  - 2. Ideas for conclusion
    - a. **Refer to the device (anecdote, startling fact, current event, etc.) used in the introduction.**
    - b. **Use appropriate quotation to sum up a main point.**
    - c. **Draw a logical conclusion from ideas developed in the paper.**
    - d. **Suggest action to be taken.**
    - e. **Relate the specific ideas of the theme to the more universal aspect of the topic.**

#### **V. Revise - Rewrite**

- A. Check for clarity and conciseness. All ideas should be easily understood and concise.
- B. Check for unity. All sentences should relate to the topic sentence.
- C. Check for coherence. All sentences should relate to one another.

#### **VI. Proofread - Polish**

- A. Read out loud to hear if ideas fit and hold together.
- B. Read silently to check for:
  - 1. Correct spelling (use spell check).
  - 2. Correct grammar/usage.
  - 3. Consistent verb tense.
  - 4. Pronoun correctness.
    - a. Clear pronoun reference and agreement
    - b. Avoid second person (*you*)
    - c. Consistent point of view
  - 5. Diction (choice of words)
    - a. Avoid repetition of words. Use thesaurus.
    - b. Be specific.
    - c. Use formal tone.
    - d. Avoid contractions in formal papers.
  - 6. Mature sentences with variety in length, form, and starts

#### **VII. Write an effective title**

- A. Should be short--grab reader's attention
- B. Phrase--not a sentence
- C. Appropriate to paper's purpose
- D. All important words capitalized--no punctuation used

**VIII. Write final copy** using the following manuscript/style sheet:

### **Manuscript/Style Sheet**

#### **A. PAPER**

1. If typed, unruled 8-1/2" by 11" paper should be used.
2. If hand written, only blue or black ink can be used. All rough edges must be trimmed.
3. Two or more pages must be stapled once in the upper left corner.

#### **B. PAGINATION NUMBERS**

1. Place last name and page number in Arabic (2, 3, etc.) one inch down from the upper right hand corner of each page of text.
2. Do not circle the number; do not use comma or dash.
3. Do not write page or pp. or p.
4. See page 25 for sample numbering.

#### **C. SPACING**

1. Margins - observe on all sides of paper including bottom; create a picture frame.
2. Double space or hand write every other line.
3. Write on only one side of the paper.

#### **D. IDENTIFICATION**

1. Short papers:
  - a. Place in upper right hand corner of the first page the following:
    - Name
    - Assignment
    - Course and hour
    - Due date
2. Longer papers:
  - a. If more than one page is necessary use a separate title page
    - (1) Center the title approximately 1/3 to 1/2 way down the page.
    - (2) The title should not be placed in quotation marks or underlined.
    - (3) Capitalize all key words.
    - (4) Title page should be well balanced and free of ornamentation.
    - (5) The heading (name, course, hour, teacher, and date) should be placed several inches below the title.

- IX.** To graduate all high school students must pass a writing test, part of the Minnesota State Grad requirements. Given a prompt, students must produce a clear expository response.

The following is a composition checklist used to score student writing tests.

*Sample Topics:*

Name one goal you would like to accomplish and give specific reasons why.

or

Given the opportunity to be someone else for one day, explain who you would choose and why.

**COMPOSITION CHECKLIST**  
(Aligned with the Minnesota Basic Skills Writing Assessment)

Rate each of the following criteria:

*E = Excellent*

*S = Satisfactory*

*N = Needs Improvement*

- \_\_\_\_\_ **Clarity of central idea**  
*The central idea is clear and concise and relates to the question asked.*
- \_\_\_\_\_ **Coherent focus**  
*The writer stays focused on the question asked.*  
*Every idea relates directly to the topic.*  
*The composition has unity; there is a clear connection between ideas.*
- \_\_\_\_\_ **Organization**  
*Ideas are expressed in an order which is logical and clear.*  
*The paper moves smoothly from one idea to the next.*  
*The paper has a definite beginning, middle, and end.*
- \_\_\_\_\_ **Elaboration of ideas**  
*Main ideas are adequately expanded with supporting details (such as verbal illustrations, explanations, and examples).*  
*Main ideas and supporting details are logically connected.*
- \_\_\_\_\_ **\* Language conventions**  
*Sentence formation is generally correct.*  
*Word choice and word order are appropriate and standard.*  
*Spelling is generally correct.*  
*Capitalization is generally correct.*  
*Punctuation is generally correct.*

- \* **Excellent** (If errors exist, they are few and do not detract from the overall quality)  
**Satisfactory** (Some errors, but they do not significantly detract from the overall quality)  
**Needs Improvement** (Errors are frequent enough to detract from the overall quality of the paper)

*Passing:*

**4 = More than adequate response**

**3 = An adequate response; the passing score**

*Not passing:*

**2 = Less than adequate response**

**1 = A very inadequate response**

**Not scorable = Responses cannot be evaluated**

**COMPOSITION GUIDE OUTLINE SKELETON  
FOR A FIVE-PARAGRAPH EXPOSITORY PAPER**

- I. Introduction including:
  - A. A statement to catch the readers' attention –  
*Prejudice has been around since there were differences in people.*
  - B. A bridge from the attention getter to the central idea of the paper with attitude –  
*Like everything else, prejudice has evolved over time, becoming a dangerous disease, inflicting even young people.*
  - C. A thesis listing the three substantiations (ways in which C.I. will be developed) –  
*To protect our young people from the ills of prejudice, our society must target three areas: the home, the school, and the community.*
  
- II. First main point from thesis – “*Combating prejudice must first start in the home.*”
  - A. First reason to support
    - 1. Detail/further explanation
    - 2. Detail/further explanation
  - B. Second reason to support
    - 1. Detail/example
    - 2. Detail/example
  
- III. Second main point from thesis – “*Prejudice can also be battled in our schools.*”
  - A. First reason to support
    - 1. Example/detail explained
    - 2. Example/detail explained
  - B. Second reason to support
    - 1. Example/detail
    - 2. Example/detail
  
- IV. Third main point from thesis – “*Finally, the war against prejudice can be fought in the community.*”
  - A. First reason to support
    - 1. Illustration/detail
    - 2. Illustration/detail
  - B. Second reason to support
    - 1. Detail/illustration
    - 2. Detail/illustration
  
- V. Conclusion including:
  - A. Statement relating to the focus –  
*“If our parents, educators, and community leaders work together . . .”*
  - B. Bridge to the final statement –  
*“Wars against prejudice have been waged for many years, but . . .”*
  - C. Final strong statement to impact the reader –  
*“A nation without prejudice—improbable—but worth the struggle.”*

## TRANSITIONS

A final part of the organizational and revision process is to consider the transitional devices used within paragraphs and between them. Transitions are bridges between ideas. They connect parts of a composition or speech and help emphasize points the writer/speaker is making. Most transitional words or phrases are followed by a comma.

### TIME RELATIONSHIP TRANSITIONS

before	earlier	once	finally	at the same time
during	later	then	immediately	today
after	soon	in time	sooner or later	tomorrow
afterward	first, second . . .	eventually	at this point	yesterday
at last	next			

### LOGICAL RELATIONSHIP TRANSITIONS

since	accordingly	inevitably	as a result
therefore	besides	thus	
because	consequently	furthermore	

### SIMILARITY TRANSITIONS

as	again	another	in the same way
in addition	likewise	moreover	equally important
also	similarly		

### CONTRAST TRANSITIONS

nevertheless	however	still	neither . . . nor
nonetheless	although	on the other hand	either . . . or
otherwise	in contrast	on the contrary	

### TRANSITIONS TO ADD IDEAS OR EXEMPLIFY

besides	for instance	as a result	moreover
also	additionally	finally	next
too	in addition	in the same fashion	in particular
nor	likewise	further	equally important
for example	again	furthermore	

### TRANSITIONS TO SUM UP

in fact	on the whole	as a result	for the most part
in other words	to sum up	therefore	thus
in short	in any event	finally	
in brief	in any case	in conclusion	

## THE FOLLOWING IS A SAMPLE LITERARY/ACADEMIC THEME

1	Although Mark Twain and F. Scott Fitzgerald create characters		
2	on opposing ends of the social/economic spectrum, both authors share		
3	a similar disdain for the selfishness of mankind. Mark Twain and F. Scott	<i>Lines 3-5</i>	<i>Controlling idea</i>
4	Fitzgerald despise the parasitic tendencies often found in American society.		
5	To promote self-interest, various characters in <u>The Adventures of Huckleberry</u>	<i>Lines 5-7</i>	<i>Thesis statement</i>
6	<u>Finn</u> and in <u>The Great Gatsby</u> manipulate by leeching onto others, displaying		
7	insensitivity, and demonstrating uncompromising greed.		
8	Twain’s and Fitzgerald’s novels illustrate people’s use of manipulation	<i>Lines 8-9</i>	<i>Topic sentence</i>
9	to reap from others what they desire for themselves. The characters frequently	<i>Lines 9-10</i>	<i>First major support statement</i>
10	use their convenient connection with others to obtain or “leech” material		
11	objects. In <u>Gatsby</u> Nick Carraway becomes increasingly more aware that Daisy	<i>Line 11</i>	<i>Underline title of book (Note—after complete title has been cited, the title may be shortened)</i>
12	married Tom Buchanan to make a life for herself and to continue to live lavishly.		
13	Nicky realizes that as a young woman in the South, “Daisy wanted life shaped	<i>Lines 13-15</i>	<i>Direct quotation from book</i>
14	now, immediately—and the decision must be made by some force—of love, of	<i>Line 15</i>	<i>Parenthetical documentation</i>
15	money, of unquestionable practicality” (Fitzgerald 151). Apparently Daisy	<i>Lines 15-23</i>	<i>Minor support statements</i>
16	found in the appearance of Tom Buchanan the necessary force she sought, so		
17	she married him though she loved Jay Gatsby. Just as Daisy connected herself		
18	with Tom for the pampered life style he could provide her, Pap Finn tried to		
19	renew his relationship with Huck to benefit from Huck’s recently acquired \$6,000		
20	bounty. Pap Finn seeks the son he has virtually abandoned because Pap has		
21	heard about Huck’s wealth. Pap is not the least bit concerned about Huck’s		
22	welfare. Pap tells Huck, ““I heard about it [Huck’s wealth] away down the river.	<i>Line 22</i>	<i>Brackets within a quote (to insert a personal explanation)</i>
23	That’s why I come”” (Twain 20). Manipulation is further promoted when	<i>Line 23</i>	<i>Documentation</i>
24	individuals resort to hypocrisy. Daisy deceives Gatsby and makes him think she	<i>Lines 23-24</i>	<i>(A new book quoted)</i>
25	genuinely loves him; however, more accurately, she simply is fascinated with		<i>Second major support statement</i>
26	the life style provided by his new wealth. While surrounded by the gold toilet		
27	articles and the expensive shirts, Daisy giggles, ogles and cries (Fitzgerald 93),	<i>Lines 27-28</i>	<i>Documenting paraphrased</i>

28	thereby recreating for Gatsby the femininity and helplessness that initially		<i>material within a sentence</i>
29	attracted him to her “white girlhood” (20) when she lived in Louisville.	<i>Line 29</i>	<i>Documenting a second time from the previous source (page number only)</i>
30	However, when Daisy is separated from the splendor of Gatsby’s home, and she		
31	must choose whether to remain with Tom or whether to leave him for Gatsby,		
32	Daisy, after hearing Tom’s revelations about the source of Gatsby’s wealth,		
33	remains with Tom (140). Similar to Daisy’s manipulative use of a facade, an	<i>Line 33</i>	<i>Documenting a paraphrase</i>
34	itinerant flimflam man in <u>Huck Finn</u> feigns a royal status so that Huck and Jim	<i>Lines 34-35</i>	<i>Minor support statements</i>
35	will feel honored to have his company on the raft:		
36	‘Yes, my friend [Huck], it is too true—your	<i>Lines 36-39</i>	<i>Block quotation</i>
37	eyes is lookin’ at this very moment on the pore	<i>Lines 36 &amp; 39</i>	<i>Single quotation marks indicate a quote within a quote</i>
38	disappeared Dauphin, Louy the Seventeenth, son		
39	of Looy the Sixteen and Marry Antonette.’ (Twain 122)		
40	Usually manipulative characters eagerly acknowledge or accept favors from	<i>Line 36</i>	<i>Brackets (insert explanation)</i>
41	another until the other needs something in return. The king and the duke want	<i>Line 39</i>	<i>Documentation</i>
42	Huck to continue to see them as friends and to provide access to the raft, so they	<i>Lines 40-41</i>	<i>Third major support statement</i>
43	protect Jim and appear to have Jim’s welfare in mind. Later, however, as the	<i>Lines 41-46</i>	<i>Minor support statements</i>
44	raft enters the deep South and Jim’s identity becomes more difficult to disguise,		
45	the king coldheartedly sells Jim (213). Similarly, in <u>Gatsby</u> , Tom depends upon	<i>Line 45</i>	<i>Documenting a paraphrase</i>
46	Myrtle’s devotion and enjoys demanding her company at his discretion, but		
47	when Myrtle wants a commitment, Tom refuses (Fitzgerald 34). Thus, both	<i>Line 47</i>	<i>Documenting a paraphrase (note the shift from one book to another)</i>
48	books reveal the selfish, manipulation of others.		
46	In addition to the manipulation evident to the two novels, society’s	<i>Lines 46-47</i>	<i>Topic sentence statement</i>
47	selfish insensitivity manifests itself. Frequently, the characters lack feeling or	<i>Lines 47-48</i>	<i>First major support statement</i>
48	concern about the emotions of others. Neither the king nor the duke considers	<i>Lines 48-</i>	<i>Minor support statement</i>
49	the destructive side effect his greed pretense may have on the Wilkes’ girls.		
50	They are only interested in bilking the girls. In fact, their scheme is so ruthless		
51	that it makes Huck “ashamed of the human race” (Twain 160), and Huck	<i>Line 51</i>	<i>Quoting and documenting a phrase within a sentence</i>
52	determines to help the Wilkes’ girls. Daisy also fails to consider the emotional		
53	effect of disillusionment. Letting Jay Gatsby think she is as serious about their		
54	relationship as he is, Daisy selfishly entices Gatsby to the point where he		

55	believes he can take back the past. When Nick argues the absurdity of such a		
56	task, Gatsby only more determinedly asserts, “I’m going to fix everything just	<i>Lines 56-57</i>	<i>A quotation within a quotation</i>
57	the way it was before” (Fitzgerald 111). However, when Gatsby wishes Daisy to	<i>Line 57</i>	<i>Documentation</i>
58	assert her devotion, she cannot do so unconditionally, and Gatsby is left with his		
59	confused unrealistic dream. Nick finds the abandoned Gatsby standing forlornly		
60	outside the Buchanan mansion:		
61	He puts his hands into his coat pockets and turned	<i>Lines 61-65</i>	<i>Long quotation (Note</i>
62	back eagerly to his scrutiny of the house, as though my		<i>–do not use quotation</i>
63	presence marred the sacredness of the vigil. So I walked		<i>marks for a long</i>
64	away and left him standing there in the moonlight—		<i>quotation) Note:</i>
65	watching over nothing. (146)		<i>period inserted</i>
66	Besides ignoring the emotional consequences of actions, the characters . . .		<i>before documentation</i>

(The essay continues)

## **RESEARCH WRITING**

### **PLAGIARISM**

Plagiarism is the presentation of another writer's ideas or words as if they were the students' own without acknowledging the source. Most students understand what plagiarism is and do their best to avoid it. Even so, once they have researched a topic, it may be difficult to make the distinction between their own voice and the voices of those they have consulted. That is why a thorough knowledge of plagiarism is important.

#### **The Problem with Plagiarism**

Plagiarism and other forms of "intellectual currency" theft are receiving increased legal scrutiny with the advent of the Internet and other computer networks. While students may not think "borrowing" a phrase or two from an author for their research paper is on a par with pirating millions of dollars' worth of rock albums, the principle is the same. The author's work belongs to the author, and taking it without permission or acknowledgment is stealing. Below are some rules to help avoid plagiarizing.

#### **Guidelines for Avoiding Plagiarism**

##### **WHAT TO DO**

- Indicate clearly when using anything from another writer's work, even if only a phrase or single key word, by using quotation marks.
- When summarizing or paraphrasing, distinguish clearly where the ideas of others end and the writer's comments begin.
- When using another writer's idea, document by citing name or work and page.
- Provide a new citation when using additional information from a previously cited work.
- Err on the side of caution by giving credit whenever using information, other than general knowledge, from a source.
- Always document numbers and statistics.

##### **WHAT NOT TO DO**

- Do not use facts, details, or ideas from a source without giving proper credit to the author.
- Do not confuse personal ideas with others' ideas discovered during research. Even if an original idea resembles another writer's, credit that writer and the work from which the idea is borrowed.

The brief passage below is taken from page 72 of the book *American Dream* by Norman Mailer. Examples of how the passage might be plagiarized follow below.

To any reader who accepts the terms of Mailer's vision, this book generates intoxicating hope, for Rojack is a pioneer of the spirit; his explorations give us a felt sense of expanding possibilities for the self. Mailer has defined character in this novel as an endless series of second chances. His hero is trying to do what the classic American heroes of James Fenimore Cooper and Herman Melville tried to do before him--get away from the enfeeblements of civilization, the crush of history.

### Examples of Plagiarism

#### 1. Copying Word for Word Without Quotation Marks or Acknowledging the Author or the Source

**Incorrect:** To any reader who accepts the terms of Mailer's vision, this book generates intoxicating hope, for Rojack is a pioneer of the spirit; his explorations give us a felt sense of expanding possibilities for the self. Mailer has defined character in this novel as an endless series of second chances.

**Correct:** "To any reader who accepts the terms of Mailer's vision, this book generates intoxicating hope, for Rojack is a pioneer of the spirit; his explorations give us a felt sense of expanding possibilities for the self. Mailer has defined character in this novel as an endless series of second chances" (Mailer 72).

#### 2. Use of Some Key Words or Phrases Without Quotation Marks or Acknowledging the Author or the Source

**Incorrect:** An American Dream may be seen as an optimistic book, for Rojack is a pioneer of the spirit. He is an example of character defined as an endless series of second chances.

**Correct:** An American Dream may be seen as an optimistic book, for Rojack is a "pioneer of the spirit." He is an example of character defined as "an endless series of second chances" (72).

NOTE: Whether many or only a few key words and phrases are copied, they should be in quotation marks with a source and author cited.

#### 3. Paraphrasing, Giving No Author or Source Credit

**Incorrect:** Rojack falls in the line of other classic American heroes created by James Fenimore Cooper and Herman Melville in his ardent individualism and his desire to escape the debilitating confines of society and accumulated weight of history.

**Correct:** Rojack falls in the line of other classic American heroes created by James Fenimore Cooper and Herman Melville in his ardent individualism and his desire to escape the debilitating confines of society and accumulated weight of history (Mailer 72).

#### 4. Using an Author's Idea Without Crediting the Author or the Source

**Incorrect:** Rojack can be viewed as another Ahab or Deerslayer in his willingness to push the limits of his spiritual potential in the face of an inherently hostile universe. He struggles to redefine himself, in spite of the risk of self-destruction.

**Correct:** Rojack can be viewed as another Ahab or Deerslayer in his willingness to push the limits of his spiritual potential in the face of an inherently hostile universe. He struggles to redefine himself, in spite of the risk of self-destruction (Mailer 72).

### CREDITING SOURCES

In crediting information to the source from which it was taken, parenthetical documentation is necessary.

Accompanying works cited references are listed on a separate page. Each source cited in parenthetical documentation must also be listed in works cited.

Although several forms are currently in use for crediting sources, Owatonna High School suggests using the Modern Language Association (MLA) form. All the following examples use the MLA form.

### **EXAMPLES OF PARENTHETICAL DOCUMENTATION WITHIN A PARAGRAPH**

The American School system has improved over the last century and is continuing to improve, despite fears about mediocre schools. This improvement has resulted from “a massive national commitment to education” (Gardner 172). This involves almost every aspect of a student’s life. According to Eliot McGrath American schools instruct over 44.3 million students (58), representing a diverse array of abilities, ethnic groups, and social backgrounds. In spite of this, the number of students scoring above 950 on the SAT has risen eighteen percent (“New Battle” 60).

### **WORKS CITED**

Gardner, David P. “Excellence and Equality of Opportunity.” Vital Speeches of the Day. New York: Doubleday, 1996.

McGrath, Eliot. “The Bold Quest for Quality.” Time 16 Oct. 1983: 55-58.

“A New Battle over School Reform.” Time 9 May 1982: 60-61.

## WORKS CITED - QUICK GUIDE

The Works Cited section includes only all of the sources cited (referred to) in the text. It does not include any sources read or studied but not referred to in the paper, which is a bibliography. The guidelines that follow describe the form of the Works Cited section.

---

- Begin the list of works cited on a new page, the next page after the text, and number each page continuing from the last page of the text.
- Type last name and the page number in the upper right-hand corner, one-half inch from the top of the page.
- Center the title *Works Cited* one inch from the top; then double-space before the first entry.
- Begin each entry flush with the left margin. If the entry runs more than one line, indent additional lines one-half inch (five spaces).
- Double-space each entry and between entries.
- List each entry alphabetically by the author's last name. If there is no author, use the first word of the title, but disregard *A*, *An*, *The*.
- A basic entry for a book would be as follows:

**Guillermo, Kathy Snow. Monkey Business. Washington, DC:  
National Press Books, 1993.**

- A basic entry for a periodical (a magazine) would be as follows:

**Murr, Andrew. "The High Cost of Defense." Newsweek 21 Mar.  
1994: 70-72.**

- Check the following for specific information on other kinds of entries.
- 

### Works Cited Entries: Books

The entries that follow illustrate the information needed to cite books, sections of a book, pamphlets, and government publications.

#### One Author

**Angell, David. The Internet Business Companion: Growing Your Business in the  
Electronic Age. Reading, MA: Addison-Wesley, 1995.**

#### Two or Three Authors

**Bystydzienski, Jill M., and Estelle P. Resnik. Women in Cross-Cultural Transitions.  
Bloomington, IN: Phi Delta Kappa Educational Foundation, 1994.**

#### More Than Three Authors

**Marine, April, et al. Internet: Getting Started. Englewood Cliffs, NJ: PTR Prentice Hall,  
1994.**

OR

**Marine, April, John Smith, and Mary Jones. Internet: Getting Started. Englewood Cliffs,  
NJ: PTR Prentice Hall, 1994.**

## **Two or More Books by the Same Author**

List the books alphabetically according to title. After the first entry, substitute three hyphens for the author's name.

**Laurence, Peter J. The Peter Pyramid. New York: William Morrow, 1986. - - -. Why Things Go Wrong. New York: William Morrow, 1985.**

## **Single Work from an Anthology**

**Green, Mark. "The Pro-PAC Backlash: When Money Talks, Is It Democracy?" Opposing Viewpoints. Ed. Robert E. Diclerico and Allan S. Hammock. 3rd ed. New York: Random House, 1986. 154.**

NOTE: If citing a complete anthology, begin the entry with the editors.

**Diclerico, Robert E., and Allen S. Hammock, eds. Points of View. 3rd ed. New York: Random House, 1986.**

## **Corporate Group Author**

**United States. Dept. of Labor. Bureau of Statistics. Occupational Outlook Handbook. Washington: GPO, 1994.**

## **Anonymous Book**

**The World Almanac Book of the Strange. New York: New American Library, 1977.**

NOTE: The Bible is considered an anonymous book. Documentation should read exactly as it is printed on the title page.

**The Jerusalem Bible. Garden City, NY: Doubleday, 1966.**

## **One Volume of a Multivolume Work**

**Ziegler, Alan. The Writing Workshop. Vol. 2. New York: Teachers and Writers, 1984.**

NOTE: If citing two or more volumes in a multivolume work, give the total number of volumes after the title. Offer specific references to volume and page numbers in the parenthetical reference in text. For example: (8:112-114).

**Barnouw, Eric, ed. International Encyclopedia of Communications. 9 vols. New York: Oxford University Press, 1989.**

## **An Introduction, a Preface, a Foreword, or an Afterword**

**Peter, Tom. Foreword. The Service Edge. By Ron Zemke. New York: New American Library, 1989. vi-x.**

## Cross-References

To avoid unnecessary repetition when citing two or more entries from a larger collection, cite the collection once with complete publication information (see *Hall* below). The individual entries (see *Abbey* and *Baldwin* below) can then be cross-referenced by listing the author, title of the piece, editor of the collection, and page numbers.

**Abbey, Edward.** “The Most Beautiful Place on Earth.” **Hall 225-41.**

**Baldwin, James.** “Notes of a Native Son.” **Hall 164-83.**

**Hall, Donald, ed.** **The Contemporary Essay.** **New York: Bedford-St. Martin’s, 1984.**

## Edition

An edition refers to the particular publication being cited, as in the 3rd edition. But the term “edition” also refers to the work of one person that is prepared by another person, an editor.

**Shakespeare, William.** **The Merchant of Venice.** **Ed. Sylvan Barnet. New York: Signet-NAL, 1963.**

## Translation

**Turgenev, Ivan Sergeevich.** **Fathers and Sons.** **Trans. Michael R. Katz. New York: W. W. Norton, 1994.**

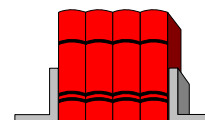
## Article in a Reference Book

It is not necessary to give full publication information for familiar reference works (encyclopedias and dictionaries). For these titles, list only the edition (if available) and the publication year. If an article is initialed, check the index of authors (in the opening section of each volume) for the author’s full name.

“Multi-tasking.” **Jargon: An Informal Dictionary of Computer Terms.** **1993 ed.**

“Technical Education.” **Encyclopedia American.** **1992 ed.**

**Lum, P. Andrea.** “Computerized Tomography.” **World Book.** **1994 ed.**



## Pamphlet with No Author or Publication Information Stated

If known, list the country of publication [in brackets]. Use N.p. (no place) if the country is unknown, n.p. (no publisher) if the publisher is unknown, and n.d. if the date is unknown.

**Pedestrian Safety.** [United States]: **n.p., n.d.**

## Signed Pamphlet

Treat a pamphlet as a book.

**Grayson, George W.** **The North American Free Trade Agreement.** **New York: Foreign Policy Association, Inc., 1993.**

## Government Publication

State the name of the government (country, state, etc.) followed by the name of the agency.

**United States. Federal Trade Commission.** **Shopping by Mail or Phone.** **Washington: GPO, 1994.**

### **Book in a Series**

Give the series name and number (if any) before the publication information.

**Bishop, Jack. Ralph Ellison. Black Americans of Achievement. New York: Chelsea House, 1988.**

### **Publisher's Imprint**

The name of a publisher's imprint appears above the publisher's name on the title page. Give the imprint followed by a hyphen and the name of the publisher (Signet-NAL).

**Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich. Trans. Ralph Parker. New York: Signet-NAL, 1963.**

### **Book with a Title Within a Title.**

If the title contains a title normally in quotation marks, keep the quotation marks and underline the entire title.

**Harte, Bret. "The Outcasts of Poker Flat" and Other Stories. New York: Signet-NAL, 1961.**

### **Reference Book on CD-ROM**

If using an encyclopedia or other reference book recorded on CD-ROM, use the form below.



**The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford: Oxford UP, 1992.**

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### **Works Cited Entries: Periodicals**

The entries that follow illustrate the information and arrangement needed to cite periodicals.

#### **Signed Article in a Magazine**

**Tully, Shawn. "The Universal Teenager." Fortune 4 Apr. 1994: 14-16.**

#### **Unsigned Article in a Magazine**

**"Crafts Fair Showcases Women." Entrepreneur May 1995: 23.**

#### **Article in a Scholarly Journal**

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

**NOTE:** Journals are usually issued no more than four times a year. Number 32 refers to the volume. The issue number is not needed if the page numbers in a volume continue from one issue to the next. If the page numbers start over with each issue, then put a period and the issue number right after the volume number, with no intervening space: 32.2.

### Signed Newspaper Article

Bleakley, Fred R. "Companies' Profits Grew 48% Despite Economy." Wall Street Journal  
1 May 1995, midwest ed.: 1.

**NOTE:** Cite the edition of a major daily newspaper (if given) after the date (1 May 1995, midwest ed.: 1). To cite an article in a lettered section of the newspaper, list the section and the page number. (For example, A4 would refer to page 4 in section A of the newspaper.) If the sections are numbered, however, use a comma after the year (or the edition); then indicate sec. 1, 2, 3, etc., followed by a colon and the page number.

### Unsigned Newspaper Article

"African Roots of American Music Traced at Westchester College." Amsterdam News  
[New York] 29 Jan. 1994, sec. 1: 21.

**NOTE:** If the unsigned article is an editorial, put *Editorial* after the title.

### Letter to the Editor

Epsy, Mike. Letter, "Abolishing the Farmer's Home Administration." Washington Post 5  
Mar. 1994: A5.

### Review

Olsen, Jack. "Brains and Industry." Rev. of Land of Opportunity, by Sarah Marr. New York Times 23 Apr. 1995, sec. 3: 28.

**Note:** If citing the review of a work by an editor or a translator, use *ed.* or *trans.* instead of *by*.

### Published Interview

O'Leary, Hazel. "Hazel O'Leary." By Linda Turbyville. Omni Apr. 1995: 75+.

**Note:** Type the word *Interview* after the interviewee's name if the interview is untitled.

### Title or Quotation Within an Article's Title

Merril, Susan F. "'Sunday Morning' Thoughts." English Journal 76.6 (1987): 63.

**NOTE:** Use single quotation marks around the shorter title if it is a title normally punctuated with quotation marks.

### Article Reprinted in a Loose-Leaf Collection

O'Connell, Loraine. "Busy Teens Feel the Beep." Orlando Sentinel 7 Jan. 1993: E1+,  
Youth. Ed. Eleanor Goldstein. Vol. 4, Boca Ratan, FL: SIRS, 1993. Art. 41.

**NOTE:** The entry begins with original publication information and ends with the name of the loose-leaf volume (Youth), editor, volume number, publication information including name of the *information service* (Social Issues Resources Series), and the article number.

## **Works Cited Entries:**

### **Other Print and Nonprint Sources**

Ackley, Patricia. "Jobs of the Twenty-First Century." New Rochelle Informer 15 Apr. 1994: A4. New Rochelle Informer Ondisc. CD-ROM. Info-Line. Oct. 1994.

**NOTE:** The entry begins with original publication information and ends with the title of the database (underlined), the publication medium (CD-ROM), the vendor's name (producer of the CD-ROM), and the electronic publication date.

### **Article in a Microform Collection**

Davidson, Charles, "Schools in Crisis." Pennsylvania Journal 15 Oct. 1995: 19. All-Source: Education Matters 9 (1995): fiche 2, grids B6-14.

**NOTE:** The entry begins with original publication information and ends with the title of the microform source (underlined), volume, year, and identification numbers.

### **Publication on Diskette**

Barker, Anthony. The New Earth Science. Diskette. Cincinnati: Freeman's Press, 1991.

### **Television or Radio Program**

"The Ultimate Road Trip: Traveling in Cyberspace." 48 Hours. CBS. WBBM, Chicago. 13 Apr. 1995.

### **Recording**

Shocked, Michelle. Arkansas Traveler. LP. Polygram Records, 1992.

### **Audiocassette**

Allen, Jeffrey G. How to Turn an Interview into a Job. Audiotape. Simon and Schuster, 1985. 52 min.

### **Film**

Trading Places. Dir. John Landis. With Dan Akroyd, Eddie Murphy, Ralph Bellamy, and Jamie Lee Curtis. Paramount, 1983.

### **Filmstrip, Slide Program, Videocassette**

How to Leave Your Job and Buy a Business of Your Own. Videocassette. Self-Reliance Press, 1990. 55 min.

### **Letter Received by the Author (yourself)**

Thomas, Bob. Letter to the author. 10 Jan. 1989.

### **Personal Interview**

Brooks, Sarah, Personal interview. 15 Oct. 1993.

### **Map or Chart**

Wisconsin Territory. Map. Madison: Wisconsin Trails, 1988.

## Cartoon (Print)

Trudeau, Garry. "Doonesbury." Cartoon. Chicago Tribune 23 Dec. 1988, sec. 5: 6.

## Lecture, Speech, Address

Angelou, Maya. Address. Opening General Sess. NCTE Convention. Adam's Mark Hotel, St. Louis. 18 Nov. 1988.

**NOTE:** If known, give the speech's title in quotation marks instead of the label *Address*, *Lecture*, or *Speech*.

**Survey – MLA currently does not provide a documentation for a survey/question. We propose the following format:**

"Parking Survey." Owatonna High School. 5 Jan. 1998.

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## Works Cited Entries:

### Internet and Web Sources

When citing information from CD-ROMs, provide the following general categories of information:

Author's last name, first name. "Article title of printed source or printed analogue."

Periodical title of printed source or printed analogue Date: inclusive pages. Title of database. CD-ROM. Name of vendor or computer service. Electronic publication date or date of access.

Entries illustrating variations on this basic format appear below.

### CD-ROM: Periodical Publication with Printed Source or Printed Analogue

West, Cornel. "The Dilemma of the Black Intellectual." Critical Quarterly 29 (1987): 39-52. MLA International Bibliography. CD-ROM. Silver Platter. Feb. 1995.

### CD-ROM: Nonperiodical Publication

Cinemanía 97. CD-ROM. Redmond. Microsoft, 1996.

### CD-ROM: A Work in More Than One Electronic Medium

Mozart. CD-ROM. Laser Disk. Union City, CA: Ebook, 1992.

## Sample Entries: Internet and Web Sources

When citing information from Internet and World Wide Web sources, provide the following general categories of information:

Author's Last name, first name. "Article title" or Book Title. Publication information for any printed version. Or subject line of forum or discussion group. Indication of online posting or home page. Title of electronic journal. Date of electronic publication. Page numbers or the numbers of paragraphs or sections. Name of

institution or organization sponsoring Web site. Date of access to the source  
<electronic address or URL>

Entries illustrating variations on the basic format appear below.

#### **A Professional Site**

**MLA on the Web**. 25 November 1997. Modern Language Association of America. 25 Mar. 1998 <<http://mla.org>>.

#### **A Personal Site**

Hawisher, Gail. Home page. University of Illinois Urbana-Champaign/The Women, Information Technology and Scholarship Colloquium. 18 Mar. 1998  
<<http://www.art.uiuc.edu/wits/members/hawisher.html>>

#### **A Book**

Conrad, Joseph. Lord Jim. London: Blackwoods. 1900. Oxford Text Archive. 12 July 1993. Oxford University Computing Services 20 Feb. 1998  
<<ftp://ota.ox.ac.uk/pub/ota/public/english/conrad/lordjim.1824>>.

#### **A Poem**

Hampl, Patricia. "Who We Will Love." Woman Before an Aquarium. Pittsburgh: U of Pittsburgh P, 1978: 27-28. A Poem a Week. Rice University. 13 Mar. 1998  
<<http://www.ruf.rice.edu/~alisa/Jun24html>>.

#### **An Article in a Reference Database**

"Women in American History." Britannica Online Vers. 98.1.1. Nov. 1997. Encyclopedia Britannica. 10 Mar. 1998  
<<http://www.britannica.com>>

#### **An Article in a Journal**

Bieder, Robert A. "The Representation of Indian Bodies in Nineteenth-Century American Anthropology." The American Indian Quarterly 20.2 (1996). 28 Mar. 1998  
<<http://www.uoknor.edu/aiq/aiq202.html#beider>>.

#### **An Article in a Magazine**

Levine, Judith. "I Surf, Therefore I am." Salon 29 July 1997. 9 Dec. 1997  
<<http://www.salonmagazine.com/July97/mothers/surfing.970729.html>>

## **A Review**

**Roth, Martha. "A Tantalizing Remoteness." Rev. of Jane Austen: A Biography by Claire Tomalin. Hungry Mind Review Winter 1997. 10 Mar. 1998  
<[http://www.bookwire.com/HMR/nonfiction/read.review\\$5376](http://www.bookwire.com/HMR/nonfiction/read.review$5376)>.**

## **A Posting to a Discussion Group**

**Inbman, James. "Re: Technologist." Online posting 24 Sept. 1997. Alliance for Computers in Writing. 27 Mar. 1998  
<[acw-1@unicorn.acs.ttu.edu](mailto:acw-1@unicorn.acs.ttu.edu)>**

## **A Personal E-mail Message**

**Penning, Sarah. "Mentor Advice." E-mail to Rai Peterson. 6 May 1995.**

## **Important Note**

Because technology is moving faster than any print source can keep up with, neither the MLA or any written handbook is able to provide a completely current section for citing network sources. For that reason, we recommend visiting a site on the World Wide Web for updates and additional information.

The speed of change in the electronic world means that particular features for citing Internet and Web sources are constantly evolving. The best way to confirm the accuracy of your citations is to check the MLA Web site (<<http://www.mla.org>>).

Also, because the availability of information on computer networks can change from day to day, we recommend printing a copy of the material being accessed. Be sure to use print preview before printing any material. Then all readers (instructors, especially) can check the accuracy of quotations, data, and other pertinent information cited in the paper.

Finally, while the formats for all works-cited examples are based on the latest edition of the *MLA Handbook*, the particulars in each case (names, dates, electronic addresses, etc.) have been created to present as clear and complete a model entry as possible.

**USE THIS SPACE FOR UP-TO-DATE INFORMATION:**

# RESEARCH PAPER

## Title Page and Outline

If instructed to include a title page and/or an outline, use the following samples as guides.

### TITLE PAGE

Center the title  
one-third of the  
way down the  
page

Pink for Girls  
Blue for Boys

Center author  
information  
two-thirds of  
the way down

Julie Nguyen  
Research Paper  
College Composition, Hour 2  
April 20, 1999

## RESEARCH PAPER OUTLINE

- I. Raising children to be oblivious to gender roles is vital if a society of well-rounded people is to be achieved. Assigning gender roles to children not only teaches discrimination at an early age, but it also affects personal success in the future, and limits the ability to find what one is capable of doing.
- II. To begin with, assigning gender roles to children teaches discrimination.
  - A. Clothes, color
    1. Color survey
    2. Boy and girl clothes
  - B. Playing styles
    1. Boys vs. girls
    2. HS sports
    3. Recent exceptions
  - C. Books
- III. Next, if parents are not careful in teaching their children about gender roles, the discrimination they learn as kids will have an impact on their futures personally and professionally.
  - A. Career
    1. Encouraging girls
    2. Male jobs, qualities
  - B. Relationships
    1. Parents modeling
    2. Respect carryover
- IV. Finally, assigning gender roles limits the ability to discover all one is capable of doing.
  - A. Toys
    1. Boy and doll
    2. Girl and Legos
  - B. TV
    1. Stereotype male role
    2. Stereotype female role
- V. Conclusion

Boys don't play with dolls, Mommy. Daddies don't know how to cook. Blue is a boy's color! Pink is a girl's color! Such statements made by children, and sometimes even adults, show how the world is divided by gender. Because the gender divide is so obvious that society has accepted it as normal, yet is so subtle and well hidden that it is undetectable, many new parents overlook the subject when it comes to raising their own children. The gender role issue, however, is one that needs to be seriously considered. Raising children to be oblivious to gender roles is vital if a society of well-rounded people is to be achieved. This can be difficult because gender ideas are everywhere in the society: the media, peers, even parents (Sunshine-Genova 82). Through proper and careful child rearing, most gender ideas can and must be eliminated. Assigning gender roles to a child not only teaches discrimination at an early age, but it also affects personal success in the future and limits the ability to discover what one is capable of doing.

One issue with gender roles is how it will affect children when relating with the opposite sex. Assigning gender roles to children teaches them discrimination at an early age. In a survey conducted by Jiang Hu and Jennifer Watkins, 95 percent of adults answered pink as a girl color and 0 percent chose pink as a boy color, while 95 percent nominated blue as a boy color and only 2 percent considered it a girl color ("Toys, Color . . . Colors" 2). Many children are taught gender colors at a young age (1). When a baby is born into a family, it is assigned a color: the traditional pink for a girl or blue for a boy. In essence, children are being taught gender roles from day one. Will this have an impact on how kids relate to each other as they grow older? Certainly. Society has learned to be more tolerant of a girl who dresses in "boy colors" or wears boy clothes, but a boy who wears pink is considered to be feminine because society's opinion of pink is that it is a feminine color. Even children as young as two can recognize this gender difference (Seid 114). This child may be ostracized by his peers who see him as a sissy or possibly gay. Discrimination? Absolutely.

Often, children like to cross dress in their parent's clothes to express a feeling (Sunshine-Genova 84). A girl may dress in her dad's clothes to show that she wants to grow to be like him (84). Parents should not discourage this. Role playing is normal and unless the child is extremely unhappy, there is no need to fear homosexuality (84). Role playing gives the child an opportunity to explore and make-believe different roles. This is a great way for children to learn that gender roles are insignificant. It also helps in understanding each other's roles better, reducing the sexual discrimination as they grow older.

Sports is another area where discrimination is taught. Males are generally more aggressive (Blum 46a). Their playing style includes playing rough, rolling in the mud, and loud yelling while girls tend to keep to themselves or play in small groups. Kids as young as three and four recognize the difference in playing styles (Sunshine-Genova 82). Girls will not play with boys because it is not feminine for girls to play rough or get dirty, but if one girl wants to play with the boys, she is sent away because she is a girl. The problem increases as children grow older. Girls who want to participate in organized high school sports such as hockey or football have a difficult time. Though some schools are beginning to offer more of these sports to girls, many do not. The girls who do not have the options at their schools cannot participate with the boys because many feel girls are not able to compete physically. Many girls are beginning to dispel this myth by entering events traditionally for boys. Young girls are beginning to enter the annual Punt, Pass, and Kick competition sponsored by the NFL, a competition that was comprised of only male competitors for years. Katie Hnida is another prime example of girls breaking the gender barrier. Residing in Littleton, Colorado, Katie was voted homecoming queen at her high school and served as the starting kicker on the varsity football squad. She hopes to be the first female kicker to play Division I football (Jones 64). Another example of girls on the move is Athina Corbett, who lives in Clinton, Maryland, and is an avid drag car racer. She became interested in racing by watching her father, who also

raced cars. Athina received her first set of wheels at the age of ten (Halls 68). Discrimination is not only present in the obvious things such as clothes and play. It may surprise parents that discrimination may also be present in some children's books. A first grade book in Poland shows a boy making a derogatory comment to a girl passing by (Regulska 26). This teaches boys that it is acceptable to make such comments to girls and that it is fine for girls to accept them. Assigning gender roles to children may seem harmless when they are young. Although they are only kids, the things they pick up as kids may follow into the future and lead to other problems such as discrimination law suits.

If parents are not careful in teaching their children about gender roles, the discrimination they learn as kids will have an impact on their professional and personal success in the future. If a child is raised in a gender-oriented family, she will carry these gender ideas into her future. Children pick up on the attitudes of parents at home (Sunshine-Genova 84). A girl who is raised to believe that "it's a man's world" will not survive in today's competitive world. The qualities that are encouraged in boys—aggression, assertiveness, and competition—should also be encouraged in girls because these are characteristics of successful people (Bennetts 85). Success is not only limited to careers but also to personal relationships. Family patterns do affect how children grow and think (Blum 47a). If a child grows up in a household with parents who could not respect each other's sex and abilities, she will react in the same way. Children have a tendency to look up to the parent of the same sex. Girls want to be like the mothers and boys like the fathers (Seid 115). If her mother treats her father with respect and receives the respect in return, this girl will likely look for a mate who will treat her likewise. If, on the other hand, her mother disrespects her father and men in general, this girl may abuse men in the same fashion. It is possible she will have a greater chance of divorcing if she is married. There are cases, of course, where this does not necessarily apply, and the daughter

may have a very healthy marriage. However, this is not an excuse for raising children to believe in gender roles. Parents are the strongest influences on their children; thus, gender assignments will affect their children's futures in personal lives and careers.

Because parents want the best for their children and their children's futures, they will try to do what they can to avoid gender assignments once they are aware of the issue. Parents want their children to grow up to be well-rounded people. In order for this to be, children need all the learning tools and opportunities available to them. Parents limit these options if they assign gender rolls either directly to their children or to objects (Regulska 25). A simple task such as gift shopping is one that many parents take for granted. This is a great opportunity to steer children toward a non-gender oriented path. Parents normally consider a child's likes and dislikes, but they should also consider how the toy will affect the child's view on the gender issue. Will it encourage the gender divide or help dispel it? If a mother consistently replies no to her son's request for a doll, she is sending him the message that boys do not play with dolls. If she then buys him a toy gun or toy car, he begins to accept this as a "boy toy." Through close examination, the mother, whether intentionally or not, has just limited her son's opportunities. By denying him the doll, she denies his ability to be sensitive, a characteristic necessary in becoming a good father (Bennetts 85). True, he may find other ways to be sensitive, but it is unfair to limit his options. Furthermore, by giving him the gun or car, she encourages him to be aggressive. These "boy toys" are usually geared toward violence ("Toys, Colors, . . . Toys" 3) and will limit his sensitivity even more. Because boys are more vulnerable to aggression, they need to be tamed and disciplined (Bennetts 84). Society does the opposite. To illustrate, a boy in football is encouraged to "take out" his opponent. This implies that the boy should injure the other player so he is incapable of playing in the game (84). At the same time this aggression is being encouraged, society also expects boys to grow up to be good fathers without teaching them how. Encouraging sports is

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acceptable but encouraging violence and expecting the child to be sensitive at the same time is impossible. Parents should teach the son that violent behavior is unacceptable, and even though he is a boy, he does not have to behave in a violent manner. At the same time, parents should also encourage him to play with toys like tea sets and dolls. These toys will help to sensitize him. Encouraging his sensitive side by saying things like, "I bet you'll be a good dad when you grow up," (85) will also help him develop qualities of a good parent. Not only will he grow to be a better father, but he may also discover an interest in children and find a career in working with children, an interest that could have gone undiscovered if he had been exposed to only violence and sports.

The same idea can be said for a girl. When a couple buys their daughter a cook set or doll house and encourages only domestic skills, she learns that the woman's role is in the home. Toys such as building blocks and Legos help develop visual spatial and math skills (Sunshine-Genova 83); however, these toys are made mostly in bold and bright colors which appeal more to boys than girls. Fortunately, toy companies are beginning to make Legos in soft pastels to appeal to girls ("Toys, colors . . . Colors" 2). ". . . Girls . . . traditionally do poorer in math," state child psychologist Shari Young Kuchenbecker (Sunshine-Genova \*3). Providing toys that help girls develop math and science skills will be beneficial for them. These skills are important for many of today's careers. Architecture, for instance, requires excellent math and spatial skills. If a girl wants to be an architect, it is necessary for these skills to be developed. It must be understood, though, that children may not always want to play with the toys and should not be forced to play with them. What is important is that parents provide the toys and let the children know what is available to them. Children will decide for themselves whether to play with the toys or not.

Besides having less options to choose from, children may also be hindered from finding their capabilities if they are intimidated or try something that is "for girls

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only" or "for boys only." Aside from parents, children use television as a source of

information. Television can have both a positive and negative affect on what the child views as normal. Though television provides educational programs like Barney and Sesame Street, which contain no particular gender role, most shows that appeal to children do stereotype the roles of men and women. By age five children are able to identify the differences in roles and behaviors of the sexes. Children generally see women as emotional and nurturing while men are dominating and aggressive (Seid 115). On television men are traditionally seen working outside the homes, bringing in the money to support the family. Women, on the other hand, are seen in the home taking care of the kids, cooking the meals, and cleaning. Rarely are women seen working outside the home. If they are career women, they are either single mothers or women who lead high-stressed lives.

When the roles of men and women are reversed, the characters seem to be incompetent (Ingham 2-3). To explain, when men are shown in the kitchen, they seem to have a difficult time running an appliance or seem to burn food more often than women. Likewise, women are usually shown helpless when a car breaks down or helpless when it comes to assembling a cabinet. Because children learn through imitation (Ingham 3), these scenarios may be copied by children at home. Similar behaviors or attitudes may be adopted. Girls may grow up with the idea that if they are successful, they may end up with failed marriages. Little boys may be afraid to cook because they might burn something. Many great chefs happen to be male; likewise, many great mechanics are female. In all cases, children need to be aware of the stereotypes on television and should be taught that it does not always portray reality accurately. Parents should encourage their children to try different roles. It is not fair to prohibit them from using all the resources that are available. Playing with toys or different roles lets a child experiment and see what he is fully capable of doing.

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Granted, many of the differences that make us male and female are natural and biological, but that is no excuse for assigning gender roles to children. “Yes, we’re born with predisposition, but it is society that amplifies them . . .” explains behavioral

endocrinologist Marc Breedlove (Blum 5b). The gender issue is real, and society does affect how children view gender roles. Parents have the greatest influence on their kids; therefore, parents must be aware of what is exposed to their children. Even if parents think they are raising their children in a non-gender oriented fashion, children may still pick up the subtle messages (Sunshine-Genova 83). Parents should be more aware of how they divide household duties and of comments they make toward each other. Teaching children that gender roles do not exist will help them grow up with a better understanding of the opposite sex and create a society of well-rounded people. This increased respect for each other's abilities and ways of life will help to reduce and hopefully eliminate sex discrimination. Relationships will be better in the work place and in the home. The search for happiness may become easier to achieve. Children may also be able to find more opportunities if they are exposed to a less stereotyped environment. Living in a society that stresses gender roles only raises children who have not achieved their full human potential. All resources that are available in this important search for humanness and happiness should be kept available to everyone, regardless of sex.

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### **Works Cited**

Bennetts, Leslie. "Raising Sons, Raising Daughters." Ladies Home Journal June

1997: 80-85.

Blum, Deborah. "The Gender Blur." Utne Reader Sept./Oct. 1998: 445-48.

Halls, Kelley Milner. "Track Star." Teen People Oct. 1998:68.

Ingham, Helen. "Children, Television, and Gender Roles."

<http://www.aber.ac.uk/~ednwww/Undgrad/ED31710/hingham2.html> (31 Mar. 1999): 1-8.

Jones, David. "20 Teens Who Will Change the World: The Athlete." Teen People Feb. 1999: 64.

Regulska, Joanna, and Mindy Jane Roseman. "What Is Gender?" Transitions Jan. 1998: 24-29.

Seid, Nancy. "The Gender Gap." Parents Oct. 1996: 114-116.

Sunshine-Genova, Amy. "The Gender Factor." Parents June 1994: 82-84.

"Toys, Color, and the Invisible Sexism—Colors." Jiang Hu, and Jennifer Watkins.

<http://ucs.orst.edu/~512/colors.html> (30 Mar. 1999):1-2.

"Toys, Color, and the Invisible Sexism—Toys." Jiang Hu, and Jennifer Watkins.

<http://ucs.orst.edu/~huj/512/toys.html> (30 Mar. 1999): 1-3.

## TECHNICAL WRITING

1. **Technical Writers** deal with the practical world. They must present clear, mistake-proof ideas in order to cause things to happen in a way which will not waste time, resources, lives and money. Technical writers are like the photographers, recording details with great accuracy. Their goal is to provide their readers with the information they need to perform tasks (such as assembling a piece of furniture) or to solve problems (for instance, setting up a new distribution system for a manufacturer).
2. Technical writing is designed to inform (such as the nutritional facts on the back of a soda can) or persuade. It is written for a particular audience (for example, high school students, people living in large cities, women between 25 and 40, or the employees or management of a specific company.) It deals with the technical aspects of a subject such as a consumer

report on CD players or installation of a VCR. Technical writing helps to solve problems by giving people the information they need.

3. The technical writer must be aware of the reader's prior knowledge. The technical writer must be sure that the reader will be able to understand the terms used and to follow the directions. In assembling a gym set, the uninformed reader will be lost if the directions omit an "obvious" step or use words that are too hard to understand.
4. Writing of a technical nature pervades all sorts of occupations (business, industry, research, medicine, etc.). Employees may not join the work force as writers, but in any job they will need to complete some of these technical writing tasks:
  - a memo to justify a major expenditure
  - instructions to operate a machine
  - a report to explain graphs and tables
  - a report to outline changes in company procedures

Whether a brief or lengthier document, workers must be able to express their ideas in a clear, precise style. To learn to do this, students should be introduced to a formal process of technical writing that can be adapted to various situations.

### **Characteristics of Technical Writing**

Purpose:	Informs and persuades
Audience:	Addresses specific readers
Need	Fulfills specific, identified needs; material and approach adjusted to audience needs
Subject matter;	Conveys technical aspects of any field; adjusts the technical content to the audience
Graphics:	Conveys content; aids understanding and decision making
Style:	Uses clear and direct language without unnecessary complexity

## Feasibility Report Outline

**First 2 items are “front matter” and carry no page numbers.**

*The abstract is a one-paragraph report summary.*

*Describe the problem; offer options to resolve the problem.*

*Explain the criteria used to evaluate options.*

*Describe each option and show extent to which it meets the criteria. Results may be shown in a table.*

*State recommendation and give the reasons for choice.*

*Attach background material, sales brochures, or price lists.*

**Title Page**  
**Table of Contents (for documents longer than 3 pages)**

**Abstract**

### **I. Introduction**

**A. Background**

**B. Nature of problem**

### **II. Criteria**

**A. Criterion 1**

**B. Criterion 2**

**C. Criterion 3**

### **III. Conclusions**

**A. Options**

**B. Comparison of options on the basis of criteria**

*Table of Comparisons*

### **IV. Recommendation**

**A. Recommended option**

**B. Reasons for selection**

**Appendices**

Expansion Anchor Feasibility Report

Thomas Sanches  
Engineering Assistant  
September 4, 1998

Prepared for  
Mary Williams  
Engineering Supervisor  
Krell Industries

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ABSTRACT

This report presents the result of a feasibility study of two anchor bolts--the Durasteel Lightning Bolt II and the Acme No-Fault Bolt--and recommends the Durasteel Lightning Bolt II for use at Krell Industries. The study evaluated both bolt types in terms of three criteria: design characteristics, ease of installation, and cost.

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INTRODUCTION

The expansion anchor has a long history of use at Krell Industries (KI). The expansion anchor used almost exclusively has been the Durasteel Lightning Bolt I. This wedge-type anchor is essential for installation of a wide variety of components, including conduit supports, pipe supports, instrument supports, and ventilating and air conditioning supports.

Replacement of the Durasteel Lightning Bolt I is required because the manufacturer recently discontinued its production. As a result, I conducted a search for a replacement by evaluating two types of anchor bolts: the Durasteel Lightning Bolt II and the Acme No-Fault Bolt.

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CRITERIA (OR ANALYSIS) FOR SELECTING ANCHOR BOLTS

I established three criteria, in order of importance, that describe the desired characteristics of the new anchor bolt:

- Favorable design characteristics
- Ease of installation
- Cost

A comparison of the two anchor bolts appears below:

Criteria			
Options	Design characteristics	Ease of installation	Cost
Lightning Bolt II	exhibits all important characteristics	can be installed using existing equipment	price consistent with estimates
No-Fault Bolt	exhibits one important characteristic	can be installed using existing equipment	price 20% higher than Lightning Bolt II

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CONCLUSIONS

My evaluation of the Durasteel Lightning Bolt II and the Acme No-Fault Bolt led me to the following conclusions:

1. In terms of design characteristics, the Durasteel Lightning Bolt has all of the most important characteristics. The Acme No-Fault Bolt has only one.
2. In terms of ease of installation, both the Durasteel Lightning Bolt II and the Acme No-Fault satisfy installation requirements.
3. In terms of cost, the Durasteel Lightning Bolt II is at least 20 percent lower in cost than the Acme No-Fault Bolt.

RECOMMENDATION

I recommend that Krell Industries approve the Durasteel Lightning Bolt II for future use. This bolt meets all of our established design criteria. It can be installed using existing equipment and costs 20 percent less than the Acme No-Fault Bolt. We should, therefore, stay with our long-time supplier--Durasteel--confident that its new product will meet our needs.

tory

**Use the following format to create high quality lab reports, which are accurate and precise:**

**A. Report introduction and purpose.**

1. Provide a brief description of background information.
2. Determine and record the purpose for the experiment to be performed. Ask a question.
3. Make predictions and/or hypothesize the potential outcome of the experiment.

**B. Writing the procedure**

1. Write complete step by step directions, in the appropriate sequence.
2. Use vocabulary specific to the techniques and equipment used in the experiment.
3. List all equipment and materials needed for experiment.
4. Draw diagrams which show techniques or equipment setups when appropriate.

**C. Recording data**

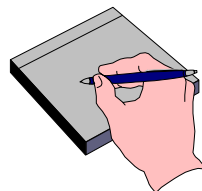
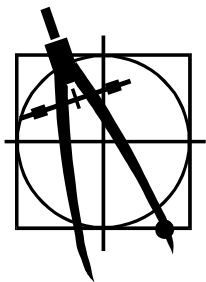
1. Create data tables that provide sufficient space and organization of all observations and measurements to be recorded.
2. Carefully record specific measurements and use detailed, specific language to describe observations.
3. Organize all collected information into an appropriate sequence of events.

**D. Data analysis**

1. Create appropriate graphical representation of data, for example, a best fit line graph, or histogram.
2. Calculate appropriate statistical analysis of data: averages/means, standard deviations, or T-tests.
3. Pose possible explanations or inferences for observations recorded.

**E. Conclusion/Discussion of experiment results**

1. Compare and contrast differences observed in recorded measurements and observations.
2. Use collected data to evaluate how findings support or reject the hypothesis.
3. Compare findings with existing theories and/or laws.
4. Discuss possibility of error within experimental techniques.
5. Discuss new hypothesis resulting from experiment and direction of continued research.
6. Discuss the significance (implications for the future) of your findings.



## **TECHNICAL NOTES**

Tech writing sometimes differs from academic writing.

Use this space for up-to-date information.

## BUSINESS WRITING

### Parts of the Letter

#### Heading

The **heading** gives the writer's complete address, either in the letterhead (company stationery) or typed out, followed by the date.

#### Inside Address

The **inside address** gives the reader's name and address.

- If unsure which person to address or how to spell someone's name, call the company for the information.
- If the person's title is a single word, place it after the name and a comma. A longer title goes on a separate line.

#### Salutation

The **salutation** begins with *Dear* and ends with a colon, not a comma.

- Use *Mr.* or *Ms.* plus the person's last name, unless well acquainted with the individual. Do not guess at *Miss* or *Mrs.*
- If the person's name is unavailable, replace the salutation with *Dear* or *Attention* followed by the title of an appropriate reader. (Examples: Dear Dean of Students: or Attention: Personnel Manager)

#### Body

The body should consist of single-spaced paragraphs with double spacing between paragraphs. (Do not indent the paragraphs.)

- If the body goes to a second page, put the reader's name at the top left, the number 2 in the center, and the date at the right margin.

#### Complimentary Closing

For the **complimentary closing**, use *Sincerely*, *Yours sincerely*, or Yours truly followed by a comma; *Best wishes* can be used if the writer knows the person well.

#### Signature

The **signature** includes both the writer's handwritten and typed name.

#### Initials

When someone types the letter for the writer, that person's **initials** appear (in lowercase) after the writer's initials (in capitals) and a colon.

#### Enclosure

If a document (brochure, form, copy, etc.) is **enclosed** with the letter, the word Enclosure or *Encl.* appears below the initials.

#### Copies

If a **copy** of the letter is sent elsewhere, type the letters *cc:* followed by the person's or department's name beneath the enclosure line.

## MODEL LETTER

Heading \_\_\_\_\_ BC Box 143  
Balliolo College  
Eugene, OR 97440-5125  
August 29, 1996

Inside address \_\_\_\_\_ Ms. Ada Overlie  
Ogg Hall, Room 222  
Balliolo College  
Eugene, OR 97440-0222

Salutation \_\_\_\_\_ Dear Ms. Overlie: (mixed punctuation)

As the president of Balliolo's Earth Care Club, I welcome you to college. I hope your freshman year is a great learning experience both inside and outside the classroom.

Body \_\_\_\_\_ That learning experience is the reason I am writing--to encourage you to join the Earth Care Club. As a member, you could participate in the educational and action-oriented mission of the club. The club has most recently been involved in the following:

- organizing a reduce, reuse, recycle program on campus
- promoting cloth rather than plastic bag use among students
- giving input to the college administration on landscaping, renovating, and building for energy efficiency
- putting together the annual Earth Day celebration

What environmental concerns and activities would you like to focus on? Bring them to the Earth Care Club. Simply complete the enclosed form and return it by September 4. Then watch the campus news for details on our first meeting.

Complimentary Closing \_\_\_\_\_ Yours sincerely,  
Dave Wetland

Signature \_\_\_\_\_ Dave Wetland  
President

Initials \_\_\_\_\_ DW:kr

Enclosure \_\_\_\_\_ Encl. membership form

Copies \_\_\_\_\_ cc: Esther Johnson, Membership Committee

## The Letter of Complaint

One of the most common business letters is the complaint letter. When an error happens--a defective product, poor service, a negative housing condition--people often need to write a letter to get satisfaction.

1. **Describe the problem.** When, where, and how was the product purchased or service received? Provide copies of receipts, canceled checks, warranties; use the model or serial number; be specific about what went wrong and how the problem caused inconvenience.
2. **Describe attempted solutions.** Explain previous steps taken to solve the problem.
3. **Explain desired solution.** A refund, an apology, a replacement, a credit, or a review of policy or procedure? Be specific.

2112 Jefferson Park Avenue #10  
Charlottesville, VA 22903-5790  
April 11, 1996

The Shoe Company  
123 West Adams  
Beaverton, OR 97005-9870

Dear Customer Service Department (open punctuation)

On February 22 I bought size 10 Jump Max running shoes for \$64.95 at the Runner's Roost in Walker, Virginia. The store was going out of business, but the salesperson told me that your guarantee would still apply.

Describe the problem \_\_\_\_\_ I wore the shoes for six weeks with no problem. On April 7 I noticed a loss of cushioning in my left shoe.

Describe attempted solutions \_\_\_\_\_ I spoke to John in your customer service department yesterday, and he told me to send the shoes and related details to his attention.

Explain desired solution \_\_\_\_\_ I am enclosing my Jump Max running shoes along with a copy of the canceled check. Please send me a new pair of shoes in the same model and size. I have enjoyed using your products over the years, and I expect to use them in the future.

Sincerely

Mark Hammons

Mark Hammons

Encl. shoes, check copy

## Résumé appropriate for secondary student

Write an employment objective that mentions your skills and the job in which you are interested. Use a period after the objective.

Use action verbs to describe your skills or tasks. These action verb phrases do not need a final period. Use bulleted lists or other format options.

Periods should not follow the job title, company, and location when these are in a displayed list.

Mentioning the availability of references is optional. You might take a separate list of references with you when you go in for an interview.

**Mary Bennett**  
 102 West Central Park  
 New York, NY 01009  
 212-555-6578 (W) 212-555-0908 (H)

**Employment Objective** To use my communication and teaming skills in a law office receptionist position that offers challenging opportunities and that demands work versatility, dependability, and ingenuity.

**Skills and Abilities**

**Dependable**

- Distributed meals to poor families in the West Central Park area of Manhattan.
- Ensured each meal got to the right family by a pre-determined time
- Regularly participated on the varsity basketball team

**Detail-oriented**

- Processed invoices on the computer; filed invoices correctly
- Took customer orders via phone
- Helped the bookkeeper with accounts receivable/payable administration

**Good communicator**

- Answered up to 10 phone lines at one time for Parcels Plus
- Explained policies to customers and input their orders at the same time

**Team player**

- Played on varsity high school basketball team for 4 years
- Created basketball program on the computer and distributed it to the Physical Education department on a monthly basis/
- Worked well with other food bank volunteers

**Work History**

**Food Bank Volunteer** (1996 to 1997)  
 West Central Food Bank  
 New York, NY

**Clerical Assistant** (1995 to 1997)  
 Parcels Plus  
 New York, NY

**Education**

**High School Diploma** (1993 to 1997), West Central High School,  
 New York City, NY  
 Varsity Basketball Team, 1995 to 1997  
 Junior Varsity team, 1993 to 1995

**References** Available upon request

Use a functional format if you do not have job experience or only limited experience. As in this example, the functional format allows you to expand on your skills and abilities even if they do not come directly from jobs.

Do not include personal information about your age, religion, ethnic origins, sex, or physical disabilities. By law, employers cannot ask about these topics.

## Cover letter appropriate for secondary student

Include your full address and a date in the heading.

102 West Central Park  
New York, NY 01009  
December 5, 1997

Use a salutation, followed by a colon, when you know the name of the person who will receive the letter.

Ms. Etta D. Baldrige  
Office Manager  
Williams and Wang, Attorneys at Law  
446 Sloane Street  
New York, NY 10045-2495

Dear Ms. Baldrige:

### Response to Advertisement for Receptionist

The body follows the 4-box organization. The subject line and the first paragraph summarize the purpose. Paragraph 2 outlines the three main points. The rest of the letter expands on the three points.

I am pleased to send you my résumé in response to the receptionist position advertised in last Sunday's *Daily Herald*.

Your advertisement specified you were looking for someone who is dependable, is comfortable performing a variety of tasks, has excellent communication skills, and is a team player. In addition, the candidate needs good word processing skills. My skills, acquired both through job experience and activities, meet or exceed all your requirements.

While working as a clerk at Parcels Plus, volunteering for the West Central Food Bank, and playing varsity basketball, I demonstrated the following skills:

Use lists and format options to highlight key points.

- **Dependable:** Met all requirements in a timely, consistent manner.
- **Flexible:** Performed additional duties for Parcels Plus and the basketball team as needed.
- **Excellent Communicator:** Answered phones and worked with customers at Parcels Plus.
- **Team Player:** Worked well with food bank volunteers and basketball team members.
- **Efficient Word Processor:** Word processed the basketball team roster and class assignments.

As this letter and my résumé indicate, I am a dedicated worker who will be an asset to your law firm.

I am available for an interview at any time. Please call me at 212-555-0908 or 212-555-6578.

Sincerely,

*Mary Bennett*

Mary Bennett

Enclosure

Always include a cover letter whenever you send someone a résumé. You need not prepare a cover letter if you are submitting your résumé in person.

Write your cover letter to respond to the job description or to an advertisement to the newspaper. As in the above example, refer to your source of information and respond to any criteria mentioned. You will repeat some information in your résumé, but use the cover letter to add special notes or explain unusual information.

## Folding the Letter

An 8-1/2" by 11" letter should be mailed in a standard business-sized 4-1/8" by 9-1/2" envelope.

- Fold the bottom third of the letter up, and crease.
- Fold the top third of the letter down, and crease.
- Insert the letter (with the open end at the top) into the envelope.

## Addressing the Business Envelope

Address the letter correctly so it can be delivered promptly. Make sure that the destination and return addresses match the inside address and the heading on the letter. Use the model below as a guide for placement of these addresses.

MR DAVE WETLAND  
BC BOX 143  
BALLIOLE COLLEGE  
EUGENE OR-97440-5125

MS ADA OVERLIE  
OGG HALL ROOM 222  
BALLIOLE COLLEGE  
EUGENE OR 97440-0222

Sample addresses:

ATN MANAGER TRAINING  
MCDONALDS CORP  
1 MCDONALDS PLZ  
OAKBROOK IL 60521-1900

MS TERESA CHANG  
GOODWILL INDUSTRIES  
9200 WISCONSIN AVE  
BETHESDA MD 20811-3896

### Official USPS Envelope Guidelines

1. **Capitalize everything in the address and leave out ALL punctuation.**
2. **Use the list of common abbreviations found in the National ZIP Code Directory. Use numerals rather than words for numbered streets and avenues (9TH AVE NE, 3RD ST SW).**
3. **If the ZIP + 4 code is known, use it. To obtain ZIP + 4 information, phone the Postal Service's ZIP Code information unit.**

## **BUSINESS NOTES**

**Business practices sometimes differ from academic writing.**

**Use this space for up-to-date information.**

Business blocked indentation is 5 spaces left and right.

## Responding to the Short Answer Question

### Sample Question: “Why does Romeo kill himself?”

1. Restate the question into a complete sentence. (A complete sentence always includes a subject and verb.)

**Wrong:** Thinks Juliet is dead.

**Right:** Romeo kills himself because he thinks Juliet is dead.

2. Do not start the sentence with a pronoun like “he” or “it.” The reader needs to know what “he” or “it” represents.

**Wrong:** He think she’s dead.

**Right:** Romeo believes Juliet is dead, so he kills himself.

3. Be careful beginning with words like the following: when, because, if, since, although, before, while, as, and unless. These words often create sentence fragments.

**Wrong:** Because Romeo thought she was dead.

**Right:** Because Romeo thought Juliet was dead, he killed himself.

## Understanding the Essay Test Question

Understanding the what the teacher is asking for in an essay test question is very important. Too many students make the error of thinking the best way to answer an essay question is to write down everything and anything about the topic as fast as they can. No time is taken to think about the essay test question or to organize an appropriate answer.

1. **Read** the question several times to understand what is being asked. (Pay specific attention to the “key word” being used in the question.) **\*See following list**
2. **Rephrase** the question into a statement which can serve as the thesis statement for the essay answer or the topic sentence for a one-paragraph answer.  
**Question:** Explain the immediate effects of the atomic bomb on Hiroshima.  
*Thesis Statement:* The immediate effects of the atomic bomb on Hiroshima were devastating.
3. **Outline** the main point to cover in the answer. Time will probably not allow including all supporting details in the outline. (Using a topic outline rather than a sentence outline will also save time.)
4. **Write** your essay. The opening sentence will be the thesis statement (the reworded question). Follow this with any background information which is necessary for a complete understanding of the answer.

## Key Words

One must understand the following terms in order to properly answer essay questions.

- Classify** To **classify** is to place persons or things (especially plants and animals) together in a group because they are alike or similar.  
*Classify salt water as a mixture, element, or compound.*
- Compare** To **compare** is to bring both points of *similarity* and *difference* but generally with the greater emphasis on similarities.  
*Compare the British and American forms of government.*
- Contrast** To **contrast** is to particularly stress *differences*. In a sense, *compare* covers this, but with less emphasis on *differences*.  
*Contrast the views of the North and the South on the issue of States' Rights.*
- Criticize** To **criticize** is to point out the *good* points and the *bad* points of a situation or idea. To be a "critic" is *not* simply to be *negative*; a good critical analysis must deal with both sides of the issue.  
*Criticize Roosevelt's foreign policy during the middle 1930s.*
- Define** To **define** is to give a clear, concise meaning for a term. Generally, to define consists of identifying the class to which a term belongs and how it differs from other things in that class.  
*Define what is meant by the term filibuster.*
- Describe** To **describe** is to recount, sketch, or relate something in sequence or story form. What is called for here is to give a good *word picture* of the concept.  
*Describe Scout's appearance on the night of the Halloween party.*
- Diagram** To **diagram** is to organize in some pictorial way--a flow chart, a map, or some other graphic device. Generally, a good diagram will include appropriate labeling of both the whole figure and each of its parts.  
*Diagram the levels of authority and responsibility of our town's government officials.*
- Discuss** To **discuss** is to examine and talk about an issue *from all sides*. A discussion answer is usually fairly long and must be carefully organized.  
*Discuss the long-range effects of the atomic bomb on the people of Hiroshima."*
- Enumerate** To **enumerate** (root: *numer* or *number*) is to write in list or outline form a set of related facts, ideas, objects, or issues. Though actual numbering is not truly demanded by this term, it often helps.  
*Enumerate the causes of the Great Depression of 1929.*

- Evaluate** To **evaluate** is to make a *value* judgment, a statement of negative and/or positive worth. Generally speaking, it is better to back up this type of answer with *evidence* (facts, figures, instances, etc.) rather than simply with appeals to authority (the opinions of particular *experts*).  
*Evaluate the contributions of the automobile to the average American's overall standard of living.*
- Explain** To **explain** (ex = out; *plain* = open space) is to bring out into the open, to make clear, to analyze, and to clarify. This term is similar to *discuss* but implies more of an emphasis on cause-effect relationships or step-by-step sequences.  
*Explain the immediate effects of the bomb on Hiroshima.*
- Illustrate** To **illustrate** is, according to its definition, to show by means of a picture, a diagram, or some other graphic aid. At times, however, the term may be used to call forth specific examples or instances which *illustrate* a law, rule, or principle.  
*Illustrate the relationships between the Senate and the House of Representatives.*
- Interpret** To **interpret** is to explain, translate, or show a specific application (how it works) of a given fact or principle. Generally, an *interpretation* should go beyond previously cited examples or instances.  
*Interpret the following statement: Power corrupts, and absolute power corrupts absolutely.*
- Justify** To **justify** is to tell why a position or point of view is good, right, or proper. A *justification* should be mostly *positive*; stress the *advantages* of a position over its *disadvantages*.  
*Justify the USA's intervention into Cuban-Russian relations during Kennedy's administration.*
- List** To **list** is like enumerating but calls even more clearly for a formal *numbering* or *sequencing*.  
*List three examples of naturalism in Jack London's Call of the Wild.*
- Outline** To **outline** is to organize a set of facts or ideas in terms of main points and sub points. Though a formal system of identifying these points one from another is not necessarily *demand*ed by this term, it is usually a good idea.  
*Outline the events in the Tom Robinson affair.*
- Prove** To **prove** means to give evidence, to present facts, to use logic as a base for clear, forthright argumentation.  
*Attempt to prove that capital punishment is not an effective deterrent to crime.*

- Relate** To **relate** is to show how two or more things are connected because of similar reasons for being, similar results, or similar characteristics. Do not confuse this use of the word with the verb *to relate* meaning simply *to tell*, as in “He related the story of his life.”  
*Relate the invention of the cotton gin to the spread of slavery into the territories of the West during the early 1800s.*
- Review** To **review** (to view again) is to reexamine or to summarize the key characteristics or major points of an overall body of facts, principles, or ideas. Generally speaking, a review should present material in *chronological order* (in the order in which it happened) or in *decreasing* order of importance or concern.  
*Review the steps leading to the founding of the United States.*
- State** To **state** means *to say*. However, to state also means to present a *brief*, concise statement of a position, fact, or point of view. Usually a **statement** requires a shorter response than discussion.  
*State your reasons for the position you hold on the issue of States’ Rights versus Federal Power.*
- Summarize** To **summarize** (root: *sum*) is to present the main points of an issue in *condensed, shortened* form. Details, illustrations, and examples are not given.  
*Summarize Lincoln’s reasons for using the Emancipation Proclamation.*
- Trace** To **trace** is to present--in step-by-step sequence--a series of facts which are somehow related either in terms of time, order of importance, or cause and effect. The approach used most frequently is *time-order*.  
*Trace the events leading up to the attempted secession of several Southern states from the Union.*

## GUIDELINES FOR WRITING EFFECTIVE SENTENCES

### I. Sentence Types

#### A. Simple Sentence: A simple sentence contains one independent clause.

1. A short simple sentence can be forceful. “The king is dead!”
2. However, avoid the overuse of short, choppy sentences which can produce a childish effect. “I walked through the woods. I saw a squirrel. It darted up a tree.”
3. Simple sentences can have two or more subjects or verbs.

**\*NOTE:** “Compound” means two or more.

##### a. Compound verbs:

**Sentences:** We put up the tent. We fell asleep at once.

**Result:** *We put up the tent and fell asleep at once.*

**\*NOTE:** Do not use a comma between the parts of a compound verb.

##### b. Compound subjects:

**Sentences:** Carol is learning to play bridge. I am learning to play bridge.

**Result:** Carol and I are learning to play bridge.

**\*NOTE:** Compounding subjects may affect the agreement of the verb, as in the example above.

#### B. Compound Sentence: A compound sentence has two related, equally important independent clauses. Compound sentences can be combined with a comma preceding a coordinating conjunction; they can also be combined with a semicolon preceding a transition word which is followed by a comma; a third method uses a semicolon only.

1. Coordinating Conjunctions: **and, but, for, nor, or, yet, so.**

**Rule:** A comma precedes these when they are used to combine two independent clauses into a compound sentence.

**Example:** “I was busy yesterday, but I will have more free time tomorrow.”

2. Conjunctive Adverbs (transitions): **also, besides, consequently, finally, furthermore, however, indeed, instead, later, moreover, nevertheless, otherwise, still, then, therefore, thus.**

**Rule:** These usually connect independent clauses. A semicolon precedes the conjunctive adverb, and a comma follows it.

**Example:** “She exercised for one hour daily; consequently, she improved the efficiency and health of her heart and lungs.”

3. A semicolon only: My dog was very sick; he died last week.

**C. Complex Sentence: A complex sentence connects two clauses. This sentence has one independent clause which can stand alone and one dependent clause that cannot stand alone. The placement of the dependent clause in the sentence determines the punctuation used. The rule for this is if the subordinate (dependent) clause comes before the independent clause, use a comma. (D, I) However, if the subordinate (dependent) clause comes after the independent clause, no comma is used. (ID)**

1. Subordinating Conjunctions introduce the dependent clause whether it be D, I or ID.

**After, as long as, as soon as, before, since, until, when, whenever, while, as, as if, as though, because, in that, although, even if, even though, provided that, though, unless, while, then, in order that, so that, that**

**Sentences:** He heard the news. He was elated.

**Result:** When he heard the news, he was elated. (D, I)

**Sentences:** He had failed twice before. He was not discouraged.

**Result:** He was not discouraged although he had failed twice before. (ID)

2. Relative pronouns may also introduce dependent clauses. **Who, whom, whose, which, that.**

**Sentences:** Bill is my best friend. He helped me move.

**Result:** Bill who is my best friend helped me move.

## II. Sentence Correctness

**A. Avoid sentence fragments: A sentence fragment occurs when either the subject, verb or complete thought is omitted.**

**Wrong:** Because she studied at a conservatory.

**Right:** Because she studied at a conservatory, she had a thorough understanding of classical music.

**B. Avoid Comma Splices: These occur when two independent clauses are joined with a comma.**

**Wrong:** Fighting looks like play, it teaches cubs important skills.

**Right:** Fighting looks like play; it teaches cubs important skills.

**C. Avoid Run-On Sentences: These occur when two independent clauses are connected with no punctuation.**

**Wrong:** Weather is one cause of famine political strife is another.

**Right:** Weather is one cause of famine. Political strife is another.

**D. Avoid Wordiness: Eliminate unnecessary words by reducing clauses to phrases and phrases to single words.**

**Clause:** *Because he was discouraged about writing stories,* Eric decided to try nonfiction.

**Phrase:** *Discouraged about writing stories,* Eric decided to try nonfiction.

**Clause:** The man *who is holding the pistol* is the starter.

**Phrase:** The man *with the pistol* is the starter.

**Phrase:** The fans booed the decision of the umpire.  
**Word:** The fans booed the umpire's decision.

**E. Avoid needless separation of related parts of a sentence.**

**1. Subject and predicate should not be separated:**

**Wrong:** I, hoping very much to see him, hurried.  
**Right:** Hoping very much to see him, I hurried.

**2. Adverbs should be placed near the word they modify.**

**Wrong:** She ran from the building quickly.  
**Right:** She quickly ran from the building.

**3. Phrases should be near the word they modify:**

**Wrong:** The little girl stood beside the horse in a blue dress.  
**Right:** The little girl in a blue dress stood beside the horse.

**4. Clauses should be near the words they modify:**

**Wrong:** She put a hat on her head which she had just bought.  
**Right:** She put the hat which she had just bought on her head.

**F. Avoid dangling modifiers.**

**Note: Modifiers should be near the words they modify.**

**Wrong:** Flying over the Alps, the views were spectacular.  
**Right:** Flying over the Alps, we saw spectacular views.  
**Wrong:** To be well cooked, you must boil beets one hour.  
**Right:** To be well cooked, beets must be boiled one hour.

**G. Use parallel structure.**

**Wrong:** He likes hiking and to fish.  
**Right:** He likes hiking and fishing.  
**Right:** He likes to hike and to fish.

**H. Avoid needless shift in person or number.**

**1. Shift in person:**

**Wrong:** When someone is healthy, you should be thankful. (A shift from third to second person).  
**Right:** When a person is healthy, he or she should be thankful.  
**Right:** When one is healthy, one should be thankful.

**2. Shift in number:**

**Wrong:** If a person works hard, they will succeed. (A shift from singular to plural number)  
**Right:** If a person works hard, he or she will succeed.  
**Right:** If people work hard, they will succeed.

**I. Consider point of view.** Third person is preferred in most expository writing. Avoid the second person point of view, *you*.

**J. Avoid needless shift in tense.**

**Wrong:** She sat down by the fire and begins to knit. (Verb shifts from past tense to present tense.)

**Right:** She sat down by the fire and began to knit.

**K. Avoid the passive voice.** Passive voice indicates that the subject of the verb is being acted upon. Try to avoid using passive voice.

**Passive Voice:** On Tuesday, the tacos were eaten by the students.

**Active Voice:** The students ate the tacos on Tuesday.

**L. Avoid the overuse of the “be” verb.** Refer to Parts of Speech Reference.

**M. Consider number, person, and case of personal pronouns.**

### SINGULAR

	Nominative Case	Objective Case	Possessive Case
1st Person	I	me	my, mine
2nd Person	you	you	your, yours
3rd Person	he she it	him her it	his her, hers its

### PLURAL

	Nominative Case	Objective Case	Possessive Case
1st Person	we	us	our, ours
2nd Person	you	you	your, yours
3rd Person	they	them	their, theirs

**N. Use correct agreement of pronoun and antecedent.** Use a singular pronoun to refer to such antecedents as *each, either, neither, one, anyone, anybody, everyone, everybody, somebody, another, nobody*, and *a person*.

*One* of the rowboats is missing *its* (not *their*) oars.

**Note:** When *a person* or *everyone* is used to refer to both sexes or either sex, choose whether to offer optional pronouns or rewrite the sentence.

*A person* must learn to wait *his* or *her* turn. (optional pronouns)

*People* must learn to wait *their* turn. (rewritten in plural form)

**Note:** Two or more antecedents joined by *and* are considered plural; two or more singular antecedents joined by *or* or *nor* are referred to by a singular pronoun.

*Tom* and *Bob* are finishing *their* assignments  
Either *Connie* or *Sue* left *her* headset in the library.

**Note:** If one of the antecedents is masculine and one feminine, the pronouns should likewise be masculine and feminine.

Is either *Dave* or *Phyllis* bringing *his* or *her* Frisbee?

**Note:** If one of the antecedents joined by *or* or *nor* is singular and one is plural, the pronoun is made to agree with the nearest antecedent.

Neither the *manager* nor the *players* were crazy about *their* new uniforms.

**O. Use correct agreement of subject and verbs. If subject is singular, verb is also. If subject is plural, verb is plural.**

**Wrong:** The problem with the new facilities *are* the ventilation.  
**Right:** The *problem* with the new facilities *is* the ventilation.

**Wrong:** The *windows* in the house *lets* in sunlight.  
**Right:** The *windows* in the house *let* in sunlight.

## BASIC PUNCTUATION RULES

**Comma [,]** This is the most widely used mark of all. It is also the toughest and most controversial.

1. Use a comma after a long introductory phrase or clause of 5 words or more. *After finishing my research paper, I went to bed. Because I finished my paper, I went to bed.*
2. If the introductory material is short, forget the comma. *After the game I went home.*
3. However, use a comma if the sentence would be confusing without it. *The day before, I'd finished my paper.*
4. Use a comma to separate elements in a series. *I robbed the Denver Mint, the Bank of England, the Tower of London, and my piggy bank.*

Notice there is a comma before *and* in the series. This final comma, however, is optional.

5. Use a comma to separate independent clauses that are joined by a conjunction like *and, but, for, or, nor, yet, or so*. *He will return the library books, for they are overdue.*
6. Use a comma to set off a mildly parenthetical word grouping that is not essential to the sentence. *Bald eagles, which are becoming extinct, can be found in Northern Minnesota.*

Do not use commas if the word grouping is essential to the sentence's meaning. *Girls who interest me are involved in sports.*

7. Use a comma in direct address. *John, please shut the door.*
8. Use a comma between proper names and titles. *Dr. Smith, the school psychologist, met with a student.*
9. Also, use a comma to separate elements of geographical address. *Director Johnson comes from Chicago, Illinois, and now lives in London, England.*

Generally speaking, use a comma where pausing briefly in speech. For a long pause or completion of thought, use a period.

If the comma is confused with the period, the result is a run-on sentence.

**Wrong:**            *The Bank of England is located in London, I rushed right over to rob it.*  
**Right:**            *The Bank of England is located in London. I rushed right over to rob it.*

**Semicolon [ ; ]**

1. A more sophisticated mark than the comma, the semicolon separates two main clauses, but it keeps these two thoughts more tightly linked than a period can: *I like Mexican food; she likes Italian.*
2. Use a semicolon to help clarify the meaning of a sentence that contains several commas. *The following teachers will be involved in the Heritage Hall project: Mary Jones, biology; Joan Davis, calculus; Mark Richards, English and Julie Smith, history.*

**Dash [ -- ] and Parenthesis [ ( ) ]** Warning! Use sparingly. The dash SHOUTS. Parentheses whisper. Shout too often, people stop listening; whisper too much, people become suspicious.

The dash creates a dramatic pause to prepare for an expression needing strong emphasis. *I'll marry you--if you'll run away with me.*

Parenthesis help in pausing quietly to drop in some chatty information not vital to the story. *Despite Betty's daring spirit ("I love trying anything new," she often said), she was a terrible dancer.*

**Quotation Marks [ “ ” ]** Use these when reciting the exact words someone said or wrote. *Betty said, "I can't dance."* Or: *"I can't dance," Betty said.*

Notice the comma comes before the quotation marks in the first example, but it comes inside them in the second.

**Colon [ : ]** A colon is a tip-off to get ready for what's next: a list, a long quotation, or an explanation. *Run to the grocery store and buy the following: eggs, bread, cereal and milk.*

A colon does not follow a verb.

**Apostrophe [ ' ]** Used to show ownership and contractions. See page 62 (#25)

## PARTS OF SPEECH REFERENCE

1. **Noun** - person (boy, Phil); place (state, Virginia); thing (thought); or an idea (love).
  - a. concrete (desk); abstract (jealousy)
  - b. common (dog); proper (German Shepherd)
  - c. compound (mailman; junkyard)
  - d. collective (group, team, faculty)
2. **Pronoun** - takes the place of a noun
  - a. personal (me, I, he, him, her, she, it, they, them, us, my, your, his, you...)
  - b. reflexive/intensive (-self, -selves)
  - c. demonstrative (this, that, these, those)
  - d. indefinite (each, any, some, one, none, neither, either, -one, -body, -thing...)
  - e. interrogative (which, who, what, whom, whose...)
  - f. relative (who, that, which, whose, whom...)
3. **Verb** - shows action (mental or physical) or a state of being (is, am, are, seems...)
  - a. action (run, eat, drive, think, ponder, go...)
  - b. linking - “be” verbs and “sense” verbs (is, am, are, was, were, be, being, been, feels, appears, becomes, tastes, smells, looks, sounds, seems, happens, remains...)
  - c. helping/auxiliary - is, am, are, was, were, be, been, being, has, have, had, do, does, did, shall, should, will, would, may, might, must, can, could
4. **Adjectives** - any word that modifies/describes a noun or pronoun. They answer...  
*Which one? What kind? How many? Whose?*  
Position: *dark horse* She seems *nice*. My grandfather, *old* and *gray*, . . .  
Proper: *Shakespearean* play  
Other Parts of Speech: *phone* bill (noun); *running* bear (verb form)  
Articles: a, an, the
5. **Adverbs** - modify verbs (*rudely* awakened); adjectives (*very* bright); and adverbs (*very* cautiously). They answer...*How? When? Where? How Much? To what extent?*
6. **Prepositions** - show a relationship between a noun and another word in the sentence.  
*Always part of a prepositional phrase (prep + noun/pronoun)*  
along, among, around, at, behind, below, beneath, beside, besides, between, beyond, by, despite, down, during, except, for, from, in, near, off, on, onto, outside, over, past, since, through, till, to, toward, under, underneath, out, until, up, upon, with, within, without
7. **Conjunction** - connect words or groups of words
  - a. *coordinating* (and, but, or, yet, for, so, nor)
  - b. *correlative* (Either...or; Neither...nor; Both...and; Not only...but also; Whether...or)
  - c. *subordinate* - introduce subordinate clauses that can't stand alone as a sentence, (after, as, when, if, because, than, even though, although, since, until, while, etc.)
  - d. *conjunctive adverbs* (also, nevertheless, however, furthermore, finally, consequently, therefore, thus, moreover...)
8. **Interjections** - exclamatory words that stand by themselves or as part of the sentence  
*Hey!* Come back here. *Well,* I knew we'd get lost.

## COMMON USAGE ERRORS

- 1. A, An:** A is used before words which begin with a consonant sound; an is used before words which begin with a vowel sound.  
**Examples:** *a* heap, *a* uniform, *an* idol, *an* urban area, *an* honor, *a* historian.
- 2. Accept, Except:** The verb *accept* means to receive; the preposition *except* means other than.  
**Examples:** Melissa graciously *accepted* defeat. Everyone *except* Zach agreed on the theme for the winter carnival.
- 3. Affect, Effect:** Generally, affect is the verb; effect is the noun.  
**Examples:** The letter did not *affect* the outcome. The letter had a significant *effect*.  
**However,** *effect* is also a verb meaning to bring about. **Example:** It is almost impossible to *effect* change.
- 4. Afterward, Afterwards:** Use *afterward*. The dictionary allows use of *afterwards* only as a second form.  
\* The same thing applies to *toward* or *towards*. Use *toward*.
- 5. A lot, Alot:** *Alot* is not one word; *a lot* (two words) is a vague descriptive phrase which should not be used in formal writing.  
**Example:** High school is *a lot* of work.
- 6. Already, All Ready:** *Already* is always an adverb.  
**Example:** My little girl reads *already*. The class was *all ready* “to try out” the substitute.
- 7. All Right, Alright:** *All right* is the correct form. (Please note, the following are spelled correctly: always, altogether, already, almost.)
- 8. Among, Between:** *Among* is used when speaking of more than two persons or things. *Between* is used when speaking of only two.  
**Examples:** Putrid socks were scattered *among* sweaty uniforms. The bill should be split *between* you and me.
- 9. Amount, Number:** *Amount* and *Less* are used for bulk measurement. *Number* and *fewer* are used to count separate units.  
**Examples:** The soft drink produced a large *number* of burps. The burps were the result of a large *amount* of gas. There was *less* confusion about the schedule because *fewer* students had conflicts.
- 10. Anyways/Nowheres:** These are the incorrect forms of *anyway* and *nowhere*.
- 11. Bad, Badly:** *Bad* is always an adjective, and *badly* is always an adverb. Use *bad* after linking verbs.  
**Examples:** Did we come to visit at a **bad** time? (adjective)  
That old record sounds very **bad**. (adjective)  
Our team played **badly** and lost the match. (adverb)
- 12. Bring, Take:** *Bring* means the action is directed toward the speaker; *take* means the action is directed away from the speaker.

**Example:** *Bring* me a new desk, and *take* this old one away.

**13. Can, May:** *Can* suggests ability while *may* suggests permission.

**Examples:** “*Can* I go to the library?” literally means “Am I physically able to go to the library?” “*May* I go to the library?” asks permission to go.

**14. Clichés** are overused words or phrases that have become trite through repetition. They should be avoided in formal writing. **Examples:** almighty dollar, busy as a bee, green with envy, white as a sheet, raining cats and dogs.

**15. Contractions:** Avoid overusing contractions in formal writing.

**16. Could Of, Might Of, Should Of, Would Of:** Do not use these phrases. Use *could have*, *might have*, *should have*, and *would have* in your writing. In conversation it is acceptable to use the contractions *could've*, *might've*, *should've*, and *would've*.

**17. Double Negative:** A double negative is the use of two negative words when one is sufficient. Do not use *not* or contractions with *-n't* with words such as *no*, *none*, *never*, or *nothing*.

**Examples:**        **Wrong:**        I *can't* scarcely hear him.

**Right:**         I *can* scarcely hear him.

**Right:**         I *can't* hear him.

**18. Good, Well:** *Good* is an adjective; *well* is nearly always an adverb.

**Examples:** She is a *good* student; she did *well* on her test.

**19. Imply and Infer:** The speaker *implies*. The hearer *infers*.

**20. Irregular Verbs:** an **irregular verb** is one that does not form its past and its past participle according to standard rules. As with a regular verb, use an auxiliary verb with both the present participle and the past participle of an irregular verb. The following sentences show the correct use of the irregular verb *begin*.

INFINITIVE	Are you ready <i>to begin</i> your race?
PRESENT PARTICIPLE	The first heat <i>is beginning</i> now.
PAST	Some field events <i>began</i> yesterday.
PAST PARTICIPLE	The decathlon <i>has</i> already <i>begun</i> .

Because no rules govern the formation of the past and the past participle of irregular verbs, the principal parts need to be memorized.

<b>INFINITIVE</b>	<b>PARTICIPLE</b>		<b>PAST PARTICIPLE</b>
be	(is) being	was, were	(has) been
begin	(is) beginning	began	(has) begun
bite	(is) biting	bit	(has) bitten
blow	(is) blowing	blew	(has) blown
break	(is) breaking	broke	(has) broken
bring	(is) bringing	brought	(has) brought
burst	(is) bursting	burst	(has) burst
catch	(is) catching	caught	(has) caught
choose	(is) choosing	chose	(has) chosen
come	(is) coming	came	(has) come
dive	(is) diving	dived	(has) dived
do	(is) doing	did	(has) done
drink	(is) drinking	drank	(has) drunk
drive	(is) driving	drove	(has) driven
drown	(is) drowning	drowned	(has) drowned
eat	(is) eating	ate	(has) eaten
fall	(is) falling	fell	(has) fallen
fly	(is) flying	flew	(has) flown
freeze	(is) freezing	froze	(has) frozen
get	(is) getting	got	(has) gotten
give	(is) giving	gave	(has) given
go	(is) going	went	(has) gone
grow	(is) growing	grew	(has) grown
hang (execute)	(is) hanging	hanged	(has) hanged
hang (suspend)	(is) hanging	had	(has) hung
have	(is) having	knew	(has) had
know	(is) knowing	laid	(has) known
lay (action)	(is) laying	led	(has) laid
lead	(is) leading	left	(has) led
leave	(is) leaving	lay	(has) left
lie (state of being)	(is) lying	made	(has) lain
make	(is) making	put	(has) made
put	(is) putting	raised	(has) put
raise (to lift)	(is) raising	rode	(has) raised
ride	(is) riding	rang	(has) ridden
ring	(is) ringing	rose	(has) rung
rise	(is) rising	ran	(has) risen
run	(is) running	saw	(has) run
see	(is) seeing	set	(has) seen
set (to place)	(is) setting	shook	(has) set
shake	(is) shaking	shrank	(has) shaken
shrink	(is) shaking	sang	(has) shrunk
sing	(is) singing	sat	(has) sung
sit (to put)	(is) sitting	spoke	(has) sat
speak	(is) speaking	sprang	(has) spoken
spring	(is) springing	stole	(has) sprung
steal	(is) stealing	struck	(has) stolen
strike	(is) striking	swam	(has) struck, stricken
swim	(is) striking	took	(has) swum
take	(is) swimming	tore	(has) taken
tear	(is) taking	threw	(has) torn
throw	(is) tearing	wore	(has) thrown
wear	(is) throwing	wrote	(has) worn
write	(is) wearing		(has) written
<b>PRESENT</b>	<b>PAST</b>		

21. **It's, Its:** *Its* is the possessive; *it's* is the contraction of *it is*.  
Examples: *It's* my dog. *Its* name is Fido.
22. **Loose, Lose:** *Loose* is an adjective that means “not tight,” “not bound,” or “free.” *Lose* is a verb that means “to fail to find” or “to be deprived of.”  
**Example:** I noticed that your ring is very *loose*. Be careful that you do not *lose* the ring.
23. **Parallel Construction:** Thoughts in a series in the same sentence require parallel construction.  
**Examples:**  
**Wrong:** The union delivered demands for **an increase** of ten percent in wages and **to cut** the work week to thirty hours.  
**Right:** The union delivered demands for **an increase** of ten percent in wages and for a **reduction** in the work week to thirty hours.
24. **Past, Passed:** *Passed* is a verb. *Past* can be used as a noun, as an adjective, or as a preposition.  
**Examples:** That Escort *passed* my ‘Vette. (verb)  
Many senior citizens hold dearly to the *past*. (noun)  
I’m sorry, but my *past* life is not your business. (adjective)  
Old Rosebud walked *past* us and never smelled the apples. (preposition)
25. **Possessive:** The possessive form of a noun not ending in *s* is usually made by adding an apostrophe and *s* (Spock’s ears). A noun ending in *s* requires an apostrophe only (Dickens’ cottage); however, when a singular noun is just one syllable, usually add an apostrophe and *s* (Kiss’s last concert)...A plural noun ending in *s* requires an apostrophe only (ten boys’ bikes).
26. **Principle, Principal:** An idea or doctrine is a *principle*. A *principal* can mean a school administrator or sum of money. *Principal* as an adjective means primary, i.e., *principal* argument.
27. **Quote, Quotation:** *Quote* is a verb; *quotation* is a noun.  
**Example:** “The *quotation* I used was from Woody Allen. You may *quote* me on that.”
28. **Slang:** Don’t try to use “with-it” slang. Usually a term is on the way out by the time we get it in print.
29. **Spelling:** It matters.
30. **Supposed to, Used to:** Be sure to spell *supposed* and *used* with a *d*. Both are past participles.  
**Examples:**  
The rain was *supposed to* begin this morning. (not suppose)  
Are you *used to* the new puppy? (not use)  
The Candottis *used to* live there. (not use)

31. **That, Which:** *That* tends to restrict the reader's thought and direct it one way; *which* is non-restrictive, introducing additional information.  
**Examples:**  
 The lawnmower *that* is in the garage needs sharpening. (Meaning: We have more than one lawnmower. The one in the garage needs sharpening.)  
 The lawnmower, *which* is in the garage, needs sharpening. (Meaning: Our lawnmower needs sharpening. It's in the garage.)
32. **Their, There, They're:** *Their* is the possessive personal pronoun. *There* is an adverb used to point out location. *They're* is the contraction for *they are*.  
**Example:** You see those trees over *there* with *their* trunks tagged? *They're* to be removed soon.
33. **Then, Than:** *Than* is used in a comparison; *then* tells when.  
**Example:** *Then* he cried and said that his big brother was bigger *than* my big brother. *Then* I cried.
34. **This Here, That There:** Do not use these expressions. Say simply *this* or *that*.  
**Examples:** I like *this* winter coat best. (not this here)  
 Move *that* sofa away from the wall. (not that there)
35. **To, Too, Two:** *Two* is the number. *Too* is a word indicating degree. *To* is used in every other situation.  
**Example:** The *two* divers were careful not *to* swim to the sunken ship *too* quickly.
36. **Unique:** Something that is *unique* is the only one of its kind. Something can not be *very unique* or *quite unique* or *somewhat unique* or *rather unique*. Use the word *unique* sparingly.
37. **Who, Whom:** *Who* refers to the subject of the verb. *Whom* refers to someone who has been the object of an action.  
**Examples:** A nineteen year-old woman, *to whom* the room was rented, left the window open.  
 A nineteen-year old woman, *who* rented the room, left the window open.
38. **Who, That:** *Who* refers to people only. *That* refers to things, animals or people. *Which* is never used to refer to people. It is preferable to use *who* when referring to people.
39. **Who's, Whose:** Though it incorporates an apostrophe, *who's* is not a possessive. It's a contraction for *who is*. *Whose* is the possessive.  
**Examples:**  
Wrong: I don't know *who's* coat it is.  
Right: I don't know *whose* coat it is. Find out *who's* there.
40. **Your, You're:** *Your* is a possessive pronoun. *You're* is the contraction for *you are*.  
**Example:** *Your* car insurance is due; *you're* the one who has to pay it.

## NUMBERS

### I. Numbers from one to nine are usually written as words; all numbers 10 and over are usually written as numerals.

two; seven; nine; 10; 25; 106; 1,079

**Exception:** If numbers are used infrequently in a piece of writing, spell out those that can be written in no more than two words.

**Note:** Numbers being compared or contrasted should be kept in the same style.

For example, use either 8 to 11 years old *or* eight to eleven years old

### II. Use numerals to express numbers in the following forms: money, decimal, percentage, chapter, page, address, telephone, ZIP codes, dates, time, identification numbers, and statistics.

\$2.39	\$3
26.2	8 percent
chapter 7	pages 287-89
2125 Cairn Road	July 6, 1945
44 B.C.	A.D. 79
4:30 P.M.	Highway 36
a vote of 23 to 4	34 MPH

**Exception:** If numbers are used infrequently in a piece of writing, spell out amounts of money and percentages when it can be done in two or three words.

nine cents; one hundred dollars; eight percent; thirty-five percent

**Note:** Always use numerals with abbreviations and symbols.

5'4"; 8%; 10 in.; 3 T.; 6 lb. 8 oz.; 90° F.

### III. Use words to express numbers in the following construction:

#### A. Numbers that begin a sentence

Fourteen students forgot their assignments.

(Adapt the sentence structure if this rule creates a clumsy construction.)

**CLUMSY:** *Six hundred and thirty-nine* teachers were the victims of the layoff this year.

**BETTER:** This year, *639* teachers were victims of the layoff.

#### B. Numbers before a compound modifier including another number

The chef prepared *two 10-foot* sub sandwiches.

The basket was woven from *sixty-two 11-inch* ropes.

**Note:** A combination of words and numerals may be used for extremely large numbers.

1.5 million; 3 billion to 3.2 billion; 6 trillion

## ABBREVIATIONS

In ordinary writing, avoid abbreviations except for those commonly acceptable.

### *Acronyms*

1. **AIDS, PIN, SADD, SWAT, RADAR, MADD, SHOC, HOW**

*Note:* No periods are necessary in commonly used acronyms

### *Initialisms*

2. **IRS, FBI, FFA, CIA, HIV, NATO**

### *Abbreviations*

3. **Titles before proper names.** Mr., Mrs., Ms., Dr., St. (saint), Hon., Rev., Prof.

**Formal:** The Reverend R.C. Phillips spoke.      **Informal:** Rev. R.C. Phillips spoke.

4. **Titles after proper names.** Jr., Sr., M.A., Ph.D., M.D.

Irwin Smith, Jr., is the speaker.

5. **Dates with numerals.** A.D., p.m., No., \$:

**Right:** 450 B.C., 9:30 a.m., 10:00 P.M., No. 82, \$42.50

### *Do Not Abbreviate*

6. **Personal names**

**Wrong:** Is Geo. coming home?

**Right:** Is George coming home?

7. **The word Christmas.** Avoid use of Xmas.

8. **The word *and* except in names of firms**

**Right:** Smith & Barnes, Inc.

9. **References to a school subject**

**Wrong:** The phys. ed. class was dismissed.

**Right:** The physical education class was dismissed.

10. **Names of states, countries, months, days.**

**Wrong:** He left for MN last Fri.

**Right:** He left for Minnesota last Friday.

11. **The words street, avenue, road, company.** Also, do not abbreviate similar words used as part of a proper name.

12. **The words volume, chapter, page.**

\* Envelopes should follow the PO regulation which includes all capital letters, no punctuation, and most abbreviations.

## HOW TO AVOID SEXIST LANGUAGE

### Examples of Unacceptable Sexist Language . . .

1. A presidential candidate must be sure he has his taxes in order.
2. If a student is self-confident, he will do well in college.
3. A fireman is paid slightly less than a policeman.
4. Space travel is mankind's greatest achievement.
5. Everyone who loves to eat should make sure he tries this restaurant.

### WAYS TO CHANGE

1. Replace a gender-biased pronoun with an infinitive.  
“The speaker must be sure he turns on the microphone” may be changed to “The speaker must be sure to turn on the microphone.”
2. Convert a gender-biased pronoun to a “his or her” construction. “An employee whose child becomes ill may use her sick leave to stay home” may be changed to “An employee whose child becomes ill may use his or her sick leave to stay home.”
3. Convert a gender-biased pronoun to a plural: “A presidential candidate must be sure he has his taxes in order” may be changed to “Presidential candidates must be sure they have their taxes in order.”
4. Convert gender-biased titles into gender-neutral, nonsexist titles. “Mankind” becomes “humankind” or “humanity”; “policeman” becomes “police officer”; “cleaning woman” becomes “cleaning person”.

## Works Cited

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