Snow Canyon High School

Writing and Style Guide

SCHS Writing Style Guide

Part I: Format of the Academic Paper

Paper and Typeface

- Use only 8 ½-by-11 inch paper

- Choose Times New Roman or Arial 12-point font

- Print on one side of the paper in black ink

- Always keep an electronic copy of your paper

Margins and Spacing

- Set margins at 1" at the top, bottom, and sides of the paper.

- Paragraphs are indicated by indenting ½". Hit TAB one time to indent a paragraph.

- The body of the paper is left-justified, not center- or fully-justified
- All parts of the essay must be **double-spaced.** This includes the paper, the heading, the quotations, and the list of works cited.

Heading, Header, and Title

The paper does not have a title page. Instead, create a heading beginning 1" from the top of the first page next to the left margin. Include name, teacher's name and period, and the date submitted.

Page numbers are ½" from the top of the paper. They are right-justified in the "header." Last name and the page number must be on each page of the paper.

The **title** of the paper is centered just below the heading in regular font. Note: Do not make the title a bigger font! The title **should not be** bold, italics, underline, in quotations, or in all caps. After the title, hit return once, hit tab and begin writing the first paragraph. Indent each paragraph.

Sample First Page of Paper

1"
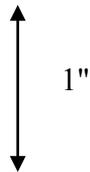
Laura N. Josephson

Mrs. Madden

Period 1A

1 Oct. 2012

<div align="center">Andrew Carnegie: The Father of Middle-Class America</div>

For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. Few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business.

Part II: Basic Writing Tips

Note: The following document should only be used as a quick reference and should not take the place of course assignment guidelines.

Word Choice: Word choice is important to clear and effective writing. The following techniques strengthen word choice:

SELECT STRONG NOUNS AND VERBS

- Use strong nouns and verbs that keep adjectives to a minimum and give more exact meaning to the words

    LESS EFFECTIVE: He got out of be **quickly** and **agilely.**

    MORE EFFECTIVE: He **sprang** out of bed.

- Avoid noun and verb strings.

    LESS EFFECTIVE: She had a **childhood respiration inflammation condition.**

    MORE EFFECTIVE: As a child, she had **respiratory inflammation.**

- Avoid overusing pronouns.

    LESS EFFECTIVE: **He** looked sad and lonely, and **he** knew **his** face reflected **his** feelings.

    MORE EFFECTIVE: **He** looked sad and lonely, and Doug knew **his** face reflected depression.

- Avoid vague verbs. Use strong action verbs.

    LESS EFFECTIVE: He **went** to the lake.

    MORE EFFECTIVE: He **hiked** to the lake.

KEEP IT CONCISE.

Wordy and redundant writing makes it easy for the reader to get lost and miss the point.

- Avoid unnecessary detail and relative clauses that begin with *who, that,* or *which.*

    EXAMPLE: The doctor, **who was in a hurry**, rushed out of the door.

(*Rushed* tells us he was in a hurry, so the relative clause is unnecessary.)

AVOID NOMINALIZATION

Nominalization transforms verbs and adjectives into nouns. Give the action back to the verb.
> LESS EFFECTIVE: My parents **have an expectation** that I will attend Harvard.
> MORE EFFECTIVE: My parents **expect** me to attend Harvard.

AVOID CLICHES
A cliché is an overused phrase or expression that makes writing feel unimaginative.
> EXAMPLE: The paper assignment really **separated the men from the boys**.

SHOW; DON'T TELL
Effective writing *shows* the reader essential information using description, active voice, and concrete word choice. Less effective writing *tells* the readers what they need to know.
> LESS EFFECTIVE: She started to become extremely afraid. (telling)
> MORE EFFECTIVE: Her heart began to pound, and her legs trembled as she
> wiped her sticky palms back and forth on her pants.
> (showing)

KNOW WHEN TO USE "I"
"I" is not traditionally used in formal papers; however, there are certain guidelines to determine when it is appropriate.
- To refer to yourself, use "I" instead of "the writer" or "this author."
- To maintain a third-person viewpoint, use "one" instead of "I" or "you" or "a person."
- **Do Not** use second person "you" in formal papers.

PUNCTUATION
Appropriate punctuation emphasizes important ideas and helps sentences flow. As a general rule, a series of sentences the same length gives the paper a repetitive rhythm, so use the following punctuation to add variety to the sentence structure.

Semicolon
Use a semicolon to join two complete sentences that are closely related. Semicolons signal the reader that the information in both sentences should be taken together.

> EXAMPLE: I go to the movies often; it gives me something to do on the
> weekends.

Colon
A colon at the end of an independent clause introduces an example or expansion of what is said.

EXAMPLE: Education prepares one for the future: it provides the knowledge one

needs to succeed.

Dashes
Dashes isolate phrases for emphasis, humorous effect, or a break in thought.

   EXAMPLE: My dad sleeps in ---or hibernates---every Saturday.

Exclamation Point
Only use an exclamation point after true exclamations, demands, or shouting. Overuse will make them ineffective, and make the sentences difficult to read.

   LESS EFFECTIVE: Monet was the most influential painter of his time! (*Most*
         emphasizes *influential painter*; therefore, an exclamation
         point is not needed.)
   MORE EFFECTIVE: Monet was the most influential painter of his time.

SENTENCE STRUCTURE
The way one organizes sentence elements determines emphasis and aids readability.

Choose Active versus Passive Voice
In most cases, active voice engages the reader better than passive voice. It is more concise and forceful.

   ACTIVE: The baseball player **struck** the ball with his bat.
   PASSIVE: The ball **was struck** by the baseball player with his bat.

Keep Items Parallel
List items (two or more) in the same grammatical form.

   LESS EFFECTIVE: Sarah does not like **hot milk** or **water that is cold.**
   MORE EFFECTIVE: Sarah does not like **hot milk** or **cold water.**

COHERENCE
Use Effective Transitions
Transitions are words, phrases, or sentences that connect each paragraph to the next. This can be accomplished by introducing the next paragraph's idea at the end of the first, or by using words such as *next, also*, and *first, second, third*. Repeating keywords throughout the paper also provides cohesion to the prose.

CORRECTNESS
The writer should always take time to check the details of presentation: mechanics and format. The paper should have correct punctuation, spelling, and usage to enhance the communication.

THESIS STATEMENT

Clearly state the thesis at or near the end of the introductory paragraph. Answer: WHAT the author is doing (e.g. "uses figurative language") and WHY does the author do that (e.g. "in order to reveal…?")

A good thesis statement:

- fits the whole argument of the paper into a single sentence
- demands support; requires further discussion; has an edge.
- clearly defines the scope and intent of the discussion and fits the length of the paper
- interests both the reader and writer by being clever, insightful, and intriguing

A good thesis statement IS NOT:

- vague (because vague terms are used)
- too broad/too narrow in scope
- making a statement that is perfectly obvious
- expressed in the first person ("I believe," "I think," "I feel," "In my opinion," etc.)

Documenting Research

Documenting research means giving credit where credit is due. Writers of research papers do this through the use of citations or brief parenthetical notes in the text indicating the source for the ideas, facts, figures, or other information contained in their papers. See the example:

As a result of Germany's defeat in World War I, revolution broke out in that country and German ex-army officers formed the Order Police as a counterforce to the rebels (Browning 3).

The parenthetical citation "(Browning 3)" means that the information comes from page 3 of a book by Browning. The reader can then refer to the Works Cited list at the end of the research paper for information on the book. Here is a citation as it would appear in the Works Cited list:

Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland.* New York: HarperPerennial, 1998. Print.

Citing sources establishes the writer as a credible researcher and allows the reader to seek out the actual sources for more information. An author cites sources to:
- Give credit to others for their work
- Identify the resources the author consulted in his/her research

- Prove that the research is drawn from accurate, authoritative resources.

Sources refers to any informational media an author consulted as part of his/her research, including books, magazine and newspaper articles, encyclopedias and other reference books, online subscription databases, ebooks, websites, blogs, films, radio or television shows, site visits, performances and conferences.

Common knowledge does not have to be cited. For example one does not need to credit a source for the statement "Barack Obama was elected President in 2008." However, if an author cites the exact number of electoral votes Obama received, he/she must cite the source of that number. If the author has any doubt about whether the information is common knowledge, he/she should cite the source.

The author's own findings or personal opinions do not have to be cited. If the author conducts surveys or other research, or includes his/her own observations, he/she simply announces the findings as his/her own.

The parenthetical citation relates directly to the text. If the author's name is mentioned in the text, only the page number is included in the parenthesis. If the author's name is not mentioned in the text, then the name is included in the parenthetical reference. See the examples:

Author's name in the text:

Degler argues that America's isolationist past was a major factor in shaping U.S. foreign policy in the 1920's and 1930's (525).

Author's name in the citation:

America's isolationist past was a major factor shaping U.S. foreign policy of the 1920's and 1930's (Degler 525).

The parenthetical citation relates directly to the Works Cited list: Every parenthetical citation must match an entry in the Works Cited. See the example:

America's isolationist past was a major factor shaping U.S. foreign policy of the 1920's and 1930's (Degler 525).

General Rules Regarding In-Text Citations

- The parenthetical citation is placed before the period.
- There is no comma between author and page number
- If the author's name is mentioned in the text, include the page number only.
- There is no abbreviation for page (i.e. pg.) in the parenthetical citation.
- When citing a quotation, put the end quotation mark after the quote, then the parenthetical citation, and then the punctuation to end the sentence, as in the following example:

MLA format requires adherence to specific rules; however, "the mechanics of the research paper, important as they are, should never override the intellectual challenge of pursuing a question that interest you" (Gibaldi 5).

- When the citation is from a webpage, do not use page numbers. Use the author's last name (see #1 below) or, if the author is not given, use the title of the webpage(see #2).

1. The procedure for adopting a child varies from state to state (Johnson).

2. Strict rules governed daily life in the Japanese internment camps (JARDA).

- When two authors have the same last name, write the author's first name after the last name. Example: (Johnson, Paula 694)

- When there are two sources by the same author, use the first key word in the title of the work instead of the author's name. Example: (segregation 8-9)

Preparing a List of Works Cited

1. Arrange entries in alphabetical order according to the author's or editor's last name. Write the name in reverse order --- last name first. For works with two or more authors, reverse only the first author's name.

2. If no author or editor is given, alphabetize the entry by the title, disregarding the word *a, an, or the* at the beginning of a title.

3. When more than one work by an author is listed, use three hyphens followed by a period rather than repeat the author's name.

4. Title information follows any author information and lists the title of the article, essay, or other part of the book first if needed, then the title of the book.

5. Book and magazine titles should be in italics or else underlined.

6. Article titles should be enclosed in quotation marks.

7. Publication information follows the author and title and, as needed, lists the editor's name, edition number, volume number, and series name. Always list the place of publication, publisher's name, and publication date. Whenever possible, use abbreviations for the publisher's name. If appropriate, list page numbers.

8. Separate the author, title, and publication information with a period and one space.

9. Use a colon followed by one space to separate the volume number and year of a periodical from the page numbers.

10. If an entry runs more than one line, indent five spaces for every one after the first.

11. Double-space between the lines of an entry and between entries.

12. Continuation the pagination of your paper on your Works Cited page. For example, if your paper ends on page ten, begin your Works Cited list on page eleven.

Each department and/or instructor should inform students of their preferred format guidelines.

The most commonly used include:

APA Format

MLA Format

CSE-style Documentation

Works Cited Samples

MLA FORMAT

Print Resources

A Book by One Author

Blum, John M. *The National Experience: A History of the United States.* New York: Harcourt, 1985.

Two or More Books by the Same Author

Said, Edward W. *Culture and Imperialism.* 1993. New York: vintage-Random, 1994.

---. *Orientalism.* 1978. New York: vintage-Random, 1979.

Books Whose Authors Share a Last Name

Gould, Glenn. *The Glenn Gould Reader.* Ed. Tim Page. New York: Knopf, 1984.

Gould, Stephan Jay. *Full House: The Spread of Excellence from Plato to Darwin.* New York: Harmony, 1996

A Book by Two or Three Authors

Margulis, Lynn, and Karlene V. Schwartz. *Five Kingdoms: An Illustrated guide to the Phyla of Life on Earth.* 3rd ed. New York: Freeman, 1998.

A Work by a Government Agency

United States. Energy Information Administration. *Monthly Energy Review January* 2005. Washington, DC: Energy Information Administration, 2005.

A Book by an Anonymous Author

The Anglo-Saxon Chronicle. Trans. G.N. Garmonsway. 1953. London: Dent, 1970.

A Book with an Editor

McCoubrey, John. W., ed. *Modern American Painting.* New York: Time-Life, 2008.

A Book With an Author and an Editor

Johnson, Samuel. *Selected Writings.* Ed. Patrick Cruttwell. 1968. London: Penguin, 2010.

A Work in an Anthology

Rosenblum, Robert. "The Primal American Scene." *The Natural paradise: Painting in America 1800-1950.* Ed. Kynaston McShine. New York: Museum of Modern Art, 1996. 165-178.

An Article from a Newspaper

Artner, Alan G. "An American original: The Unique Midwestern Vision of Grant Wood." *Chicago Tribune* 15 Jan. 2012, sec. 10: 15-19.

An Article from a Monthly or Bimonthly Magazine

Wooden, Howard E. "Grant Wood: A Regionalist's Interpretation of the Four Seasons." *American Artist* July 2005: 58.

An Article from a Weekly or Biweekly Magazine

Franklin, Daniel. "The Russian Economy." *The Economist* 9 Apr. 2008: 48-49.

AnEncyclopedia Article

"Realism." *World Book Encyclopedia. 1990 ed.*

On-Line Resources

Professional or Personal Web Site, Reference Database, or On-line Scholarly Product

*The Botany Libraries.*Harvard university. 17 Dec. 2012
   http://www.herbia.harvard.edu/libraries.html.

Princeton German Web Project. 15 Sep. 2009. Princeton University. 5 Apr. 2010
   http://www.princeton.edu/~german/PGW/Index.htm.

An Article in a Reference Database

"Heaney, Seamus." *Microsoft Encarta Concise Encyclopedia.* 2007-2009. Microsoft. 5 Apr.2009
   http://encarta.msn.com/find/Consice.asp?z=1&pg=2&ti=OAE7A000&o=1

An Article in an Electronic Journal

Machlis, Sharon. "Bookseller Beffs Up Products, searches." *Computerworld* 2 Nov. 2008. 17 Dec. 2008
   <http://www.elibrary.com/search.cgi?id=119940369X0y6229w3>.

Other electronic Resources

CD-ROM

Essay and General Literature Index. CD-ROM. Wilson, 2009.

Video

Art of the Western World. CD. Annenberg/CPB Collection, 2008.

Personal Interview

Strauss, Hector. Personal Interview. 5 Nov. 2012.

Sample Works Cited:

<div align="center">Works Cited</div>

Armstrong, Larry. "The Learning Revolution: Technology Is Reshaping Education."

      Business Week 28 Feb. 2010: 80-88.

Crane, Stephen. *The Red Badge of Courage: An Episode of the American Civil War.*

      1895. Ed. Fredson Bowers. Charlottesville: UP of Virginia, 1975.

Flannagan, Roy. "Reflections on Milton and Ariosto." *Early Modern Literary Studies*   2.3

(2006): 22 Feb. 2007 <http://unix.ubc.ca:7001/0/e-sources.>

Kaku, Michio. *Hyperspace: A Scientific Odyssey through Parallel Universes, Time   Warps,*

and the Tenth Dimension. New York: Oxford UP, 2004.

Landsburg, Steven E. "Who Shall Inherit the Earth?" *Slate* 1 May 2012. 1 Oct. 2012.

      <http://www.slate.com/Economics/07-05-01/Economics.

APA FORMAT

Reference List

Every cited source must be documented in the reference list. Label References at the top of the page, centered and bolded. List references in alphabetical order, double spaced, in hanging indent format. Use one space after periods within the reference list.

Reference List Entries

For reference list entries, list the author's name(s) first. Next, list the publication date in parentheses. Other needed information varies, depending on the source.

Book

Italicize book titles, capitalizing like article titles. List publication place/publisher as shown. If book is edited, insert (Ed.). between editor's name(s) and the year.

   Newell, A., & Simon, H.A. (1972). *Human problem solving.* Englewood Cliffs, NJ: Prentice-Hall.

Journal article

Do not italicize or underline article titles, nor place them in quotes; capitalize only their first word and proper nouns. Italicize journal names and volume numbers, capitalizing all major words. List page numbers for the entire article.

   Carlson, J. G. (1985). Recent assessments of the Myers-Briggs Type Indicator. Journal of Personality Assessment, 49, 356-365.

Magazine Article

Like a journal article entry, but varying date formatting. For daily/weekly magazines, list the month and day. For monthlies, list the month, as in (1994, April). Either way, list only the year in in-text citations.

   Adams, M. T. (1998, January 17). Seeing the elderly mind deteriorate. Omni, 68, 62-74.

Newspaper article

Like a magazine article entry, except no volume number is needed, and p. or pp. precedes the page number(s).

"   "Cancer Therapy Brings New Hope." (1996, August 17). The Salt Lake Tribune, p. A6.

Online sources and locator information

When electronic journal articles are identical to the print source, then cite the same way as a standard journal article, and then insert the digital object identification (DOI).

Silfe, B. D., & Wiggins, B. J. (2009)." Taking Relationship Seriously in Psychotherapy: Radical Relationality." *Journal of Contemporary Psychotherapy*, 39, 17-24. doi: 10.1007/s10879-008-9100-6

If a DOI is listed, then no further information is necessary to identify online sources. If DOI is not available for online source, then provide the URL of the publication home page where the source can be located. Include URLs at the end of the citation, followed by Retrieved from.

Geier, D.A., Kern, J. K. & Geier, M. A. (2009). A prospective study of oxidative stress biomarkers in autistic disorders. *E-Journal of Applied Psychology*, 5(1), 2-10. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap