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COMMON INSTRUCTIONAL TERMS

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

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

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

Compare   to point out similarities

Contrast   to point out differences

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

Describe   to give a word "picture"

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

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

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

Justify   to prove or give reasons for a particular stance

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

Paraphrase   to write in your own words

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

Show   to give evidence or display knowledge about something

Summarize   to boil down to essential points

Trace   *t*o outline, to give a brief account of a set of events

Title of Assignment

Student's Name
Course Code

Teacher's Name
St. Joseph's Catholic Secondary School
Month Day Year

Format for written assignments:

- *Introductory page* is started about one-third the way from the top and is <u>not</u> numbered.

- *Each subsequent page* is numbered in consecutive fashion beginning with page 2. The number is placed in the upper right hand corner and is without punctuation. Do not include the title page, Works Cited, or Bibliography in the pagination.

- *Margins* of at least 1 inch must be maintained on all sides. Indent the first line of each paragraph 5 spaces.

- *Double space* your essay, leaving one blank line between paragraphs. Use plain white 8.5 x 11 sheets.

- *Type* in a 12 or 10 point font. If you <u>must</u> handwrite your essay, use 8.5 x 11 sheets. Write in blue or black ink <u>only</u>. <u>Double space</u> your work.

PLAGIARISM and CHEATING

Each student is expected to produce his/her own work. The following approach by a student will be given a mark of "incomplete":

- Submitting as your own work an assignment done by another person.
  (A student who gives the work or assignment to another student is penalized the same as the student who receives the work and plagiarizes it.)

- Submitting the same assignment for credit in more than one course.
  Plagiarism means taking credit for someone else's work in whole or in part whether copied or paraphrased without acknowledgment. If in doubt, consult your teacher before submission.

- 'Borrowing' *ideas* from another source without acknowledgment. Also, changing the wording of a sentence, or changing the verb tense is still plagiarism.

  Please remember that any borrowed information must be accompanied by a parenthetical reference.

*The following information has been taken from a leaflet prepared by the Faculty of Arts and the Faculty of Social Sciences at the University of Ottawa. www.uottawa.ca/plagiarism

HOW TO AVOID PLAGIARISM

PLAGIARISM is taking another person's words (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, art work, etc. and passing them off as your own. Simply changing the language of the information you are using also constitutes plagiarism if you do not acknowledge your source.

Since we cannot always be original, it is entirely acceptable to present another person's ideas in your work. However, it must be done properly to avoid plagiarism.

BASIC PRINCIPLES

When borrowing another person's words, use quotation marks and include a complete reference (author's name, date, pages). *

Do not paraphrase another writer's words and pass them off as your own.

When borrowing another person's ideas, acknowledge their origin.

*Internet sources must also be acknowledged.

EXAMPLES

Should you want to use this source:

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

*Pimental, David, "Population Growth and the Environment: Planetary Stewardship", *Electronic Green Journal*, #9, December, 1998. Online. Internet. [June 22, 1999].
Available WWW:http://egj.lib.uidaho.edu/piment1.html

WHAT IS UNACCEPTABLE

You wrote* :

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

This is unacceptable because:

☒ Other than the first four words, the text has been copied word for word from the original document without any quotation marks that would indicate that the passage is a quote.

☒ The source you are using is not cited.

_____

You wrote*:

Research has shown that the advancement of **technology has been** the prime factor **in increasing** you use many of the author's words **industrial and agricultural production**, developing **transportation and communications**, and improving **health care** and **many aspects of human life**. (Pimental, 1998)

This is unacceptable because:

☒ Even though you mention your source, without quotation marks, you use many many of the author's words without quotation marks.

You wrote*:

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

** The words in **bold** are used in the original text.*

This is unacceptable because:

☒ Though most of the words have been changed, the sentence structure has remained the same.

☒ This is paraphrasing without indicating the original source.

WHAT IS ACCEPTABLE

You wrote:

In his article on the effects of population growth on the environment, Pimental argues that "technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life. However, much of its success is based on the availability of land, water, energy, and biological resources of the earth" (1998).

This is acceptable because:

☑ The author has been acknowledged, an a proper quoting technique has been used.

☑ When you quote a printed source, be sure to include the page numbers. Referencing styles vary from one discipline to another. Consult your teacher.

_____

You wrote:

According to Pimental "technology has been instrumental in increasing industrial and agricultural production, improving transportation and communications, advancing human health care and overall improving many aspects of human life"(1998). He cautions, however, that technological progress is dependent on natural resources.

This is acceptable because:

☑ You have properly quoted and paraphrased the author.

_____

You wrote:

According to Pimental (1998), technology has greatly improved our standard of living. He cautions, however, that technological progress is dependent on natural resources.

This is acceptable because:

☑ This is the proper way to paraphrase, and the author's ideas have been credited.

How to Integrate Quotations into Sentences

You should never have a quotation standing alone as a complete sentence, or, worse yet, as an incomplete sentence, in your writing. A quotation that is not introduced by or placed within a sentence of your own will seem disconnected from your own thoughts and from the flow of your sentences. Ways to integrate quotations properly into your own sentences are explained below.

There are at least three ways to integrate quotations:

1. <u>**Introduce the quotation with a complete sentence and a colon**</u>. In this case, the introductory sentence is setting up the context of the quotation.

   Example: Lynn Troyka warns us of the particular challenges of using quotations in research papers: "The greatest risk you take when you use quotations is that you will end up with choppy, incoherent sentences" (184).

   Example: Thoreau ends his essay with a metaphor: "Time is but the stream I go a-fishing in" (15).

<u>NOTE</u>: When quotations are longer than three lines of text, they are

   a) introduced with a colon,
   b) indented,
   c) set off from your text, and
   d) single-spaced

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

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

2. <u>**Use an introductory or explanatory phrase, but not a complete sentence, separated from the quotation with a comma**</u>.

   Example: According to Lynn Troyka, "The greatest risk you take when you use quotations is that you will end up with choppy, incoherent sentences" (184).

   Example: Thoreau suggests the consequences of making ourselves slaves to progress when he says, "We do not ride on the railroad; it rides upon us" (15).

   Example: Thoreau asks, "Why should we live with such hurry and waste of life?" (18).

3. <u>**Make the quotation a part of your own sentence without any punctuation between your own words and the words you are quoting.**</u> The quotation and your words must add up to a complete sentence.

Example: We know the boy has learned a painful lesson when he says that his eyes "burned with anguish and anger" (Thomson 481).

Example: According to Thoreau, people are too often "thrown off the track by every nutshell and mosquito's wing that falls on the rails" (20).

Example: Thoreau argues that "shams and delusions are esteemed for soundest truths, while reality is fabulous" (21).

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

Notice the Punctuation!

Notice that there are only two punctuation marks that are used to introduce quotations: the comma and the colon (:). Note that a semicolon (;) is <u>not</u> used to introduce quotations.

 Question marks and exclamation points go outside of the final quotation mark if the punctuation mark is part of your sentence -- your question or your exclamation ("like this"?). Those marks go inside of the final quotation mark if they are a part of the original -- the writer's question or exclamation ("like this!").

If the word just before the quotation is a verb indicating someone uttering the quoted words, use a comma. Examples include the words "says", "said", "states", and asks". But remember that there is no punctuation if the word "that" comes just before the quotation, as in "the narrator says that".

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

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

If the quotation from the poem is longer than three lines, follow the format outlined above (in number 3) but follow the poet's original line divisions. Do NOT use quotation marks if the quote is indented!

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

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

<u>**TIPS:**</u>

A) Do not overuse quotations. They are used to support your argument, not to overtake it.

B) Use ellipses (…) If part of the quote is omitted. (See #3 above for an example.)

C) Use quotations that are relevant to your argument!

D) When introducing a quotation, NEVER say "This quote shows" or "the following quote shows". Refer to the examples above for smooth introductions to quotations.

E) Never end a paragraph with a quotation. You must always provide further comment. YOU should have the last word.

F) If you need to change word(s) <u>within</u> a quotation, use square brackets.

    Example: "[He] paused and took out his handkerchief."

G) Remember to italicize the title of a book (*To Kill a Mockingbird*) and use quotation marks for poetry, short stories, or articles within a larger work ("Do Not Go Gentle Into That Good Night").

PARENTHETICAL STYLE OF DOCUMENTATION

The Modern Languages Association (MLA) developed a style guide which is commonly used in English and the Humanities. *The MLA Handbook for Writers of Research Papers*, 7th edition (2009) by Joseph Gibaldi regulates document formatting, in-text citations, and works cited.

- In the MLA style, parenthetical references refer to a list of "Works Cited" at the end of your essay. *A parenthetical citation must appear in the paper each time you use material from a source.* If you do not credit your sources, you will be plagiarizing and will be in danger of receiving a mark of zero!

- The only information that will usually be necessary is the author's last name and the page number of the book:

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

Note that no punctuation separates name and page number and that the sentence period follows the reference. In the case of an indented or set-off quotation, the sentence period precedes the reference. You can also name the author in the body of your sentence, in which case the only necessary parenthetical information will be the page number:

> *Rogers states that the early eighteenth century "saw the rise of a new leisure industry" (10).

In a number of cases, references will not be so straightforward; below are some cases you are likely to encounter:

a) <u>An Author of Two or More Works</u>: If you are citing one work by the same author, place a comma after the author's name and provide an abbreviated title -- (Frye, *Anatomy 109).*

b) <u>A Work by Two or More Authors</u>: Name both authors or, in the case of three or more authors, use the phrase *et al.,* meaning, "and others" -- (Nicholson and Rousseau 33) or (Abrams et al. 124).

c) <u>Two or More Authors with the Same Last Name</u>: Supply the author's first name in your reference -- (Samuel Johnson 298).

d) <u>A Multivolume Work</u>: Indicate the specific volume used -- (Blotner2:1347).

e) <u>Citing a Work by Title</u>: If you are citing a work for which no author is named, such as *The Chicago Manual of Style*, use a shortened version of the title -- (Chicago 305).

f) <u>Biblical References</u>: Biblical references are to be given in the body of the essay using an abbreviation for the name of the book. The name of the book, followed by the chapter and verses are given in parentheses, followed by the punctuation for the sentence. If a passage is referred to but not directly quoted, it should also be referenced.

      Example: (Mt. 5: 1-15).
                        (1 Cor. 13: 1-13).
                        (1 Sam. 31:1-2)

g) <u>Referencing from the Internet</u>: *Any parenthetical reference from the Internet must be easily identifiable in the Works Cited.*

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

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

      Option 3: If there is no author and no title, use the web site address. Do not use page numbers as pagination may not be consistent from system to system.

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

Developing a MLA Works Cited and Bibliography

WORKS CITED

- The list of Works Cited will appear at the end of your essay in alphabetical order according to the author. If the author is unknown, alphabetize by the title. You must include a Works Cited if you use the parenthetical style of documentation.

- The list of Works Cited is basically a resource for the reader. It provides detailed information about the sources that you have *paraphrased* and/or *quoted* in your essay.

- The form of the entries follows the traditional format of bibliographies–author, title, and publication information. Follow the punctuation exactly as it is given in the examples. Indent the second and subsequent lines of each entry five spaces.

BIBLIOGRAPHY

- If you have consulted materials that you have not cited in your essay, these must be included in the **Bibliography**.

- The Bibliography follows the same format as the Works Cited.

Format of the Works Cited and Bibliography

1. Centre the title at the top of the page. Do not underline the title.

2. Double-space between the title and the first entry.

3. Begin each entry flush with the left margin; if the entry runs more than one line, indent the subsequent line or lines one-half inch (5 spaces) from the left margin.

4. Double-space the entire list, both between and within entries.

5. Use italics for titles of works published independently, such as: books, newspapers, magazines, films, compact discs, etc.

6. Use quotation marks for works published within a larger work, such as: songs, short stories, magazine/newspaper articles, speeches, etc.

Part A: All Sources, except Electronic Sources

Book (one author)

Format:

Last, First M. *Title of Book*. City Published: Publisher, Year Published. Print.

Example:

Dotto, Lydia. *The Astronauts: Canada's Voyageur's in Space.* Toronto: Stoddart Company, 1993. Print.

_____

Book (two authors)

Format:

Last, First M and First M Last. *Title of Book*. City Published: Publisher, Year Published. Print.

Example:

Eaton, Diane and Garfield Newman. *Canada: A Nation Unfolding.* Toronto: McGraw-Hill Ryerson Ltd., 1994. Print.

Book (three authors)

Format:

Last, First M and First M Last, and First M Last. *Title of Book*. City Published: Publisher, Year Published. Print.

Example:

Bothwell, Robert, Ian Drummon, and John English. *Canada Since 1945*. Toronto: Toronto UP, 1989. Print.

Chapter/Anthology/Poem

Format:

Last, First M (of the chapter/anthology/poem). "Title." Book/Anthology. Editor. First M. Last. Editor. City Published: Publisher, Year Published. Print.

Example:

Browning, Robert. "My Last Duchess." *New Oxford Book of Victorian Verse.* Ed. Christopher Weeks. Oxford: Oxford UP, 1994. Print.

_____

Newspaper

Format:
Last, First M. "Article Name." *Newspaper* Day Month Year: Page(s). Print.

Example:

Lajoie, Kevin. "Residents Fight to Save Trees." *Cornwall Standard Freeholder* 28 Aug. 2009. Print.

Magazine

Format:

Last, First M. "Article title." *Magazine* Day Month Year: Page(s). Print.

Example:
Wahl, Grant. "No Guarantees." *Sports Illustrated* 24 Aug. 2009: 29. Print.

Book by a Corporate Author or Organization

Format:

Author. *Title.* City Published: Publisher, Year Published. Print.

Example:

National Hockey League. Reflections 2009: The NHL Hockey Year in Photographs. Vancouver: Grey Goose, 2009. Print.

Edition of a Book

Format:

Last, First M. *Title of Book*. Edition. City Published: Publisher, Year Published. Print.

Example:

Roberts, Edgar V. Writing about Literature. 9th ed. Upper Saddle River NJ: Prentice-Hall, 1998. Print.

Article in a Reference Book (e.g. Encyclopedias, Dictionaries)

Format:

"Article." *Book*. Edition. Year. Print.

Example:

"Ideology." *Compact Oxford Canadian Dictionary*. 1st ed. 2002. Print.

An Introduction, Preface, Foreword, or Afterword written by someone other than the author

Format:

Author of Introduction, Preface, Foreword, or Afterword. Type (Introduction, Preface, Foreword, or Afterword). Name of the work. Edition. Author of the **Work. Publishing City: Publishing Company, Year. Print.**

Example:

Franklin, Phyllis. Foreword. *MLA Handbook for Writers of Research Papers.* 6th ed. By Gibaldi, Joseph. New York: Modern Languages Assoc. of America, 2003. Print.

The Bible

Format:

Title. Editor. Edition. City Published: Publishing Company, Year. Print.

Example:

New Jerusalem Bible. 3rd ed. New York: Harper Collins, 2007. Print.

A Government Publication

Format:

Name of government/organization. *Title.* City Published: Publisher, Year Published. Print.

Example:

Ministry of Education Ontario. *The Ontario Curriculum Grades 9 and 10 English.* Toronto: Queen's Printer for Ontario, 2007. Print.

A Pamphlet

Format:

Title. City of Publication: Publishing Company. Year. Print.

Example:

Canadian Museum of Nature School Programs 2009-2010. Ottawa: Canadian Museum of Nature, 2009. Print.

A Review

Format:

Review Author. "Title of Review (if there is one)." Rev. of Performance Title, by Author/Director/Artist. *Title of Periodical* day month year: page. Medium of publication.

Example:

Seitz, Matt Zoller. "Life in the Sprawling Suburbs, If You Can Really Call It Living." Rev. of *Radiant City*, dir. Gary Burns and Jim Brown. *New York Times* 30 May 2007 late ed.: E1. Print.

An Editorial & Letter to the Editor

Format:

Author. "Title of Editorial/Letter." Type. *Title of Periodical* Day Month Year: page. Print.

Example:

Mayor, Bill H. "Save the Park." Editorial. *Seaway News* 3 Jan. 2010: 5. Print.

Anonymous Articles

Format:

"Title." *Name of Work* Day Month Year: page. Print.

Example:

"Fitlife." *Fitness* Mar. 2010: 34. Print.

Journal

Format:

Last, First M. "Article." *Journal Name* Volume. Issue (Year): Page(s). Print.

Example:

Rai, Joshua T. "Beauty of the Ocean." *Marine Life* 3.2 (2009): 3-7. Print.

TV/ Radio Use appropriate abbreviations for these contributors – Director (Dir.), Writers (Writ.), Performers (Perf.) and Producers (Prod.).

Format:

"Episode." Contributors. Program. Network. Call Letter, City, Date. Medium.

Example:

"The Blessing Way." *The X-Files*. Fox. WXIA, Atlanta. 19 Jul. 1998. Television.

Recorded Television Episodes (e.g. DVD, Videocassette)

Example:

"Episode Title." Name of Series/Show. Contributors. Company, Year, Medium.

Format:

"The One Where Chandler Can't Cry." *Friends: The Complete Sixth Season*. Writ. Andrew Reich and Ted Cohen. Dir. Kevin Bright. Warner Brothers, 2004. DVD.

Film

Format:
Title. Contributors. Distributor, Year of release. Medium viewed.

Example:

West Side Story. Dir. Robert Wise and Jerome Robbins. Perf. Natalie Wood, Richard Beymer, Russ Tambly, Rita Moreno and George Chakiris. MGM, 1961. DVD.

Visual Art / Photograph

Format:

Last, First M. *Title*. Year created. Medium of work. Museum/collection, City.

Example:

Picasso, Pablo. *Three Musicians*. 1921. Oil on panel. Museum of Mod. Art, New York.

Sound Recording/Song

Format:

Contributors. "Song." *Album*. Band. Manufacturer, Year. Medium.

Example:

Corgan, Billy, and Butch Vig. "Today." *Siamese Dream*. Smashing Pumpkins. Virgin Records America, 1993. CD.

Lecture/Speech

Format:

Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

Example:

Obama, Barrack H. "Inaugural Address." 2009 Presidential Inaugural. Capitol Building, Washington. 20 Jan. 2009. Address.

Interview

Format:

Interviewee. "Title (if any)." Interview by interviewer. *Publication information.* Medium.

Example:

Abdul, Paula. Interview by Cynthia McFadden. *Nightline.* ABC. WABC, New York. 23 Apr. 2009. Television.

Personal Interviews

Format:

Last name, First M (of interviewee). Personal Interview. Day Month Year.

Example:

Jacobs, Pete. Personal interview. 8 Apr. 2009.

Electronic Sources -- The Internet

When citing Internet sources, give as much information as possible in the following order:

1. Contributor of information/author
2. Title of work (using quotation marks)
3. Tile of overall website (using italics)
4. Publisher or sponsor of website
5. Date of electronic publication (Day Month Year)
6. Medium of publication (Web)
7. Date accessed (Day Month Year)

Publisher or Sponsor of the Web Site

If none is indicated, use N.p.

Date

- If no publication date is indicated, write n.d.
- If a complete date is given, write it in the order: Day Month Year.
- Use abbreviations for all months except May, June and July.
- Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Website

Format:

Last, First M. "Website Article." *Website*. Publisher, Day Month Year. Web.
Day Month Year.   **(Date published)**
(Date accessed)

Examples:

Friedland, Lois. "Top 10 Natural and Wildlife Adventure Travel Trips." *About.com.*
New York Times Company, 22 Sept. 2008. Web. 25 Sept. 2008.

Shakespeare Searched. N.p., n.d. Web. 30 Aug. 2009.

Lehrman, Lewis E. *Lincoln at Peoria.* Lincoln Institute, n.d. Web. 17 June 2009.

Online Newspaper Articles

Format:

Author. "Title of Article." *Title of Newspaper* Day Month Year, edition: Page(s). *Online Database Name.* Web. Date of Access.

Example:

Spree, Joan. "Best Places to Shop." *Cityville Times* 25 Aug. 2008: n. pag. *HT Researcher.* Web. 8 June 2009.

Article in a Database on CD-ROM

Format:

"Title of article." *Title of Database.* CD-ROM. City of Publication: Publishing Company, Year of Publication.

Example:

"School." *Secondarypedia.* CD-ROM. Cityville: High School Press, 2009.
_____

Online Database/Subscription –Journal (Ex: EBSCO)

Format:
Last, First M. "Article." *Journa*l Volume.Issue (Year): Pages. Database. Web. Day Month Year.
Example:
Creek, Finley R. "Best Beaches." *Vacation Quarterly* 6th ser. 5.4 (2000): 3-9. *EBSCO.* Web. 31 Aug. 2009.

Sample Works Cited Page

- The list of Works Cited will appear at the end of your essay in alphabetical order according to author. You must include a list if you use the parenthetical style of documentation.

- The list of **Works Cited** is basically a resource for the reader. It provides detailed information about the sources that you have *paraphrased* and/or *quoted* in your essay.

- A **Bibliography** contains a listing of all information sources used in the preparation of the essay. The bibliographic entries also provide your reader with a guide for further reading on the topic. The sources must be listed in alphabetical order by author on a separate page at the end of the essay. Do not number the bibliographic entries.

- If you wish to document both the sources that you have directly quoted from and those which you have simply consulted during your research, you may create a page entitled "**Bibliography & Works Cited**" on which you would list both types of references in alphabetical order.

- The form of the entries follows the traditional format of bibliographies --author, title, and publication information. Follow the punctuation exactly as it is given in the examples. Indent the second and subsequent lines of each entry five spaces. If you have consulted materials that you have not cited in your essay, these must be included in the Bibliography.

  ✓ **See the following sample Works Cited and Bibliography pages to see how to format entries.**

Works Cited

"Bank of Montreal." *Encyclopaedia Canadiana.* 1958. Print.

Boback, Laura. "Suffer the Little Children." *The Ottawa Sun* 20 Oct. 1996, sec.1.
     Print.

Bothwell, Robert, Ian Drummon, and John English. *Canada Since 1945.* Toronto:
     Toronto UP, 1989. Print.

CMA. *Interest.* Ottawa: CMA, 2008. Print.

DeBrou, Dave, and Bill Waiser, eds. *Documenting Canada.* Saskatoon: Fifth House,
     1992. Print.

Dotto, Lydia. *The Astronauts: Canada's Voyageurs in Space.* Toronto: Stoddart
     Company, 1993. Print.

Eaton, Diane, and Garfield Newman. *Canada: A Nation Unfolding.* Toronto: McGraw-
     Hill Ryerson, 1994. Print.

"Johnson Urges Distinct Status for Quebec." *Standard-Freeholder* [Cornwall] 4 Feb.
     1992: A2. Print.

King, Thomas. "Borders." *Crossroads.* Vancoucer: Gage Educational Company,
     1999. Print.

The Lone Escape. Toronto: Excelsior, 1950. Print.

Legault, Marc. "Imagery in Macbeth." Classroom Lecture. St. Joseph's Catholic
     Secondary School, Cornwall. 3 Sept. 2008. Lecture.

Robinson, Sydney. "Summer Job." Personal Interview. 3 Jan. 2009.

Whitaker, Reg. "Trudeau, Pierre Elliot." *The Canadian Encyclopedia.* 5th ed. Print.

SCIENCE LAB REPORT FORMAT

Introduction:

⇨ contains the *background information* that the reader needs to know in order to understand your lab report.
⇨ includes all relevant theories, terms, important people, etc.
⇨ done in paragraph format (a mini-essay).
⇨ direct quotes from a book or other sources must be referenced *or you will be guilty of PLAGIARISM and may receive a mark of zero.* (See Parenthetical Style of Documentation.)
e.g.: "Research evidence suggests that the large protein molecules are the key players in facilitative diffusion" (Galbraith 1989).

Purpose:

⇨ simply state the reason for doing the experiment in statement or question form.

Apparatus and Materials:

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

Procedure:

⇨ past passive B in the past without using 'I' or 'we'.
INCORRECT: "We then put 100 ml of water in each beaker".
CORRECT: "100 ml of water was added to each beaker".

Observations:

⇨ Record your results in either table/graph/written form as directed by your teacher, or as dictated by the lab.
⇨ All tables and graphs must have an appropriate title.

TABLE 1: TITLE

time(min)	beaker #1 (EC)	beaker #2 (EC)
0	14	27
5	17	35
10	22	43

Discussion:

⇨   This is where you must explain "WHY YOU GOT WHAT YOU GOT"!!
⇨   This is done in paragraph form (<u>No first person!</u>) and can be done quite easily if you do the following:
a) Explain the results in your tables/graphs.
b) Are there any trends or patterns?
c) Is this what you expected? If so, why? If not, why?
d) Any other observations made during the lab that need to be explained?

Conclusions:

⇨   a direct statement related to your purpose

References:

⇨   In science, the term "References" is used, *NOT* Works Cited or Bibliography.
⇨   When information is "referenced", the year of this information is important. For example, our knowledge of cell membrane structure is different from the 1950s, to the 1970s to the 2000s. The more recent your references are, the better/stronger they are. So then, when a reference is made, the AUTHOR and YEAR should be given.

eg.   Galbraith, D. (1989), *Understanding Biology*, John Wiley & Sons, Toronto, pgs 1- 15.

⇨   See the section on Works Cited/ Bibliography for more information.
⇨   References must be listed in alphabetical order.
⇨   A reference only needs to be listed once in your reference section.

Referencing in Science

Why?

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

What needs to be referenced?

You need to be clear in your writing as to what are YOUR ideas and what came from some other source. To refuse to so can result in PLAGIARISM which is a serious offense (see pages 3 – 6 in this guide). As you research your topic, you will be borrowing things from other people/sources. Any facts / diagrams / statistics / opinions / etc that are not your own MUST be referenced. You must state WHO and the YEAR of your source of information. Anything that is "general knowledge" should not be referenced.
 For example,

1. **All eukaryotic cells have a nucleus.**
2. **Rising blood sugar levels stimulates the release of insulin.**
3. **Electrons are found orbiting the nucleus.**

How to reference?

As mentioned, the YEAR of your information is very important. So, the AUTHOR and YEAR become the main focus. Here are a couple of common usages:

a. Paraphrasing an author - Paraphrasing means that you are using the information from this source but you are crediting THEIR information even though you are writing it in YOUR own words.

> eg#1. **The Naturopath diet occurs in two stages which deals with weight loss first by restricting simple carbohydrates and a weight maintenance stage which deals with returning to proper lifestyle pattern of eating (Kendall-Reed, 2001).**

> eg #2. **The human brain has some 12 billion neurons and 500 synapses all linked together in incredible complexity (Bower and Hilgard, 1981).**

b. Direct Quotes - in this case, you are taking the information DIRECTLY from the source, so you place it in quotation marks, indicating the source (author, year) after the quotes.

> eg #1. **"I believe that how we eat is an important determinant of how we feel and how we age"** **(Weil, 2001).**

> eg #2. **"With few exceptions, the Mediterranean diet comes very close to adhering to all of the nutritional requirements of the body "(Weil, 2001).**

At the end of your report / lab, you should have a REFERENCE section where you list all of the sources you used for information. They are listed in alphabetical order and should follow this basic format:

Author, (YEAR), <u>Title</u>, publisher/web site

So, the examples used here would appear in the reference section as follows:

Bower, G.H and Hilgard, E.R. (1981) , *Theories of Learning* 5th ed . , Englewood Cliffs, NJ, Prentice - Hall

Kendell-Reed, P (2001), *The Naturopathic Diet*, Quarry Press Inc.

Weil, A (2001), *Eating Well for Optimum Health* , Random House Inc, NY

Your source only needs to mentioned in the reference section ONCE even if you used it several times throughout your report. Ask yourself this simple question; did you use this reference in our writing? If so, it must appear in your reference section.

Other NOTES:

 <u>Internet Referencing</u> - This is still fairly new in terms of proper referencing techniques. Our commitment to our students is to prepare you for post-secondary education where you will be given more exact information regarding Internet referencing. The SJSS writing guide deals with many of these issues, but remember these common errors:

a. Just because something appears on the Internet does NOT mean that it is correct. Anyone can put up a web site which could have false/inaccurate information. A web search on a search engine (eg. Google) will simply direct you to web sites that contain your key search words. It does not mean that they are valid.

b. Some sites do not have actual authors. If not, here are some suggestions:

i. Refer to the SJSS writing guide for direction on this topic.

ii.. Use the web site as your author. If there is no year mentioned, use today's date and mention in your reference section – (version current as of _____)

iii. You may want to use the designations (internet 1, 2004) and (internet 2, 2004), etc as your authors. In your reference section, you will then place them in alphabetical order and include the necessary information as described here.

Présentation d'un travail en français

Tout travail a une page titre, les pages de travail et si nécessaire, des références en annexe et une bibliographie à la fin.

1.   La page titre

Cette page annonce et présente votre travail. Veuillez consulter l'exemple à la fin des explications.

2.   Les titres

Les titres sont toujours souligné, le premier mot seulement ayant une majuscule. Les autres, sauf si c'est un nom propre, sont en lettres minuscules.

3.   Les citations

Lorsqu'on insère dans son texte une phrase, un passage ou même un mot d'un auteur, il s'agit d'une citation. Les mots d'une citation sont toujours entre guillemets " ".

Les citations courtes: elles sont incorporées dans le texte.

Les citations longues: de plus de deux lignes, elles sont écrites à l'extérieur du texte, à simple interligne.

La citation est identifiée en inscrivant le nom de famille de l'auteur, le titre du livre et la page où se trouve la citation utilisée, entre parenthèses.

4.   Le plagiat

Le plagiat est un vol. Voici une liste de matériels qui doivent être reconnus dans votre texte ou dans votre bibliographie. Pour éviter le plagiat, vous devez toujours indiquer la référence dans les cas suivants:

a) Les citations directes des mots d'une personne autre que vous.
b) Les paraphrases des mots d'une personne autre que vous.
c) Les faits et l'information qui proviennent d'une personne autre que vous.
d) Les idées qui proviennent d'une personne autre que vous.

5.   La bibliographie

C'est la liste des livres, articles ou autres ouvrages que vous avez consultés pour votre travail. Elle doit être alphabétique, chaque élément séparé par une virgule.
(1) pour un livre:

Le NOM et le prénom de l'auteur, le TITRE, le tome (s'il y a lieu), le lieu de publication, le nom de l'éditeur, l'année de publication, le nombre de pages.

(2) pour un article:

Le NOM et le prénom de l'auteur, le TITRE de l'article, le titre de la revue ou de l'ouvrage d'où est tire l'article, le volume, le numéro, (les mois et l'année), les numéros de la première page et de la dernière page de l'article.

(3) pour une adresse informatique:

Le NOM et le prénom de l'auteur, le TITRE (jour mois année), dernière mise à jour (jour mois année), le nom logique du site et le répertoire.

Exemple de la page de bibliographie

<div align="center">

Bibligraphie

</div>

BESSETTE, Gérard, <u>Les images en poésie canadienne-française</u>, Montréal, Beauchemin,1990, 282 pages.

CHAMBERLAND, Paul, "Fondation du territoire", <u>Parti pris</u>, vol. 2, no. 1, (mai-août 1997), pages 11 à 42.

DE GRANDPRÉ, Pierre, <u>Histoire de la littérature française du Québec</u>, tome III, Montréal, Beauchemin, 2000, 407 pages.

LANGEVIN, André, "Notre poésie en 1947", <u>Notre temps</u>, vol. 5, no. 14, (18 janvier 1987), page 4.

TURCOTTE, Raymond, *Le français dans nos écoles*, (15 octobre 1993), dernière mise à jour (28 mars 1997), http://www.drev.dnd.ca\Lamontagne\

EXEMPLE D'UNE   PAGE   TITRE

Titre du travail non souligné
(Exemple: L'importance d'un travail bien présenté)

par
TON   NOM

Travail présenté à
madame D. Rae
pour le cours FIF4D

St. Joseph's Catholic Secondary School
Cornwall (Ontario)
Le 5 novembre 2011

HOW TO WRITE A REPORT

REMEMBER: A report is a summary of collected factual information and does not require a thesis.

Writing the Report:

- A report is different from an essay.
- A report is divided into several sections dealing with one aspect of the whole topic.
- A report contains many headings and sub-headings each of which is capitalized, underlined, and set apart from the body of the text.
- A report usually begins with a table of contents which outlines the report with appropriate page numbers.
- A short report (3-5 pages) often does not require a table of contents.
- A list of figures, tables, and graphs (along with their appropriate page numbers) should be included on a separate page after the table of contents.

The Introduction

- The purpose and the rationale of the paper are explained in the introduction.
- Also explained here are new terms which are used in the report.
- The method of reporting, scope of the research, and assumptions on which the report is based are explained here as well.
- Assume the reader knows absolutely nothing about your topic. How much information will he or she need to fully understand your report?

The Body of the Report

- Factual information is given and recommendations are given.
- Any detailed findings from research, experiments, or activities are presented.
- Any relevant tables, figures, or illustrations are included.
- Include proper titles, legends, scales, colours, borders, and other data.

The Conclusion

- Any results of the research or experiment are noted.
- Recommendations may be made.
- Areas of further study may be suggested.
- Conclude with a clear and concise summary of the study.

Final Information

- Add appendices and related but non-essential information (e.g. results of an interview or questionnaire) at the end.
- Add appropriate works cited and bibliography information.

Final Tips

- Avoid using the first person.
- Avoid using "it seems", "it appears", or "there" because it makes you sound uncertain. If you are not certain of your facts, why should the reader be certain about your credibility?
- Write in normal, clear paragraphs and avoid unnecessary jargon.
- Double space your work to make revisions easier.
- Consult a dictionary or computer spell-check for proper spelling.

HOW TO WRITE A REVIEW

- A review is different from a report.

- A book, play, movie, or any other item of interest must be evaluated for its strengths and weaknesses.

- Your judgments are necessary and must be explained.

- You must, obviously, first read or watch what you are reviewing.

- Do not forget that you must try to form your judgements about the quality of the material as you read or watch.

- It is a good idea to make notes while you are reading or watching so that you will remember your first impressions of the material.

- Whether you 'like' or 'dislike' what you are watching is not as important as the good and bad qualities which it has.

- Consult a dictionary or use a computer spell-check for proper spelling.

- Specific content and methods will depend on the nature of the material and especially the subject with which you are dealing. A History book review is different from an English book review.

- Your teachers will give you more details.

HOW TO WRITE AN ESSAY

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

- *Get a topic.* An essay must present a particular idea in an organized manner. It's hard to present an idea in any manner when you don't have an idea with which to begin. Pick a topic (e.g. "School") and narrow it to something specific (e.g. "The Effect of School on a Teenager's Social Life").

- *Establish a Thesis For Your Topic.* A thesis is a point of view to give your essay some direction. Without a thesis, your essay becomes a report (it is assumed that when a teacher wants "an essay" he or she means "an essay" and NOT "a report") and your marks will most likely suffer. Do some reading on your chosen topic to help you choose a point of view if you have problems deciding on one. ("School is a great place to improve a teenager's social life". Be as daring with your point of view as you want as long as you can support it!)

- *Research.* No matter what your essay topic is, it is essential that you complete your research before beginning to write. Make sure that the books, magazines, newspapers, Internet, and other sources you use contain reliable information and consider the biases and slants the authors take in their material. Also make sure that the sources you choose for your research concern your topic.

- *Outline Your Work.* Before writing your essay, organize your information by creating a blueprint. Some essays will require a five-paragraph format and some will not so check with your teacher on the required style and format. A blueprint will help you determine if your information is important and if you have enough information to prove your thesis.

  Introductory Paragraph (Contains motivator*, thesis, blueprint)
  Main Paragraphs (Arrange your work logically to <u>support your</u> <u>argument</u>. Each paragraph should contain a sub-topic relating to your thesis.)
  Conclusion (Summarize your essay and retell your thesis.)

  *The motivator is always the first section of the introductory paragraph. It captures the attention of the reader. Ask your teacher for more details.

- *Write a Rough Draft.* No writer is so good that he or she can write an essay or anything perfectly on the first try. Sometimes it takes many tries to get a piece of writing to sound "good". Consult a dictionary for proper spelling. If you are using a computer, run off a copy of your first draft and proof read it or have someone else read it to help you determine how it can be improved.

- *Read your essay out loud.* It helps you to find typos, and identifies awkward phrases. If it is difficult to say, then it is difficult to understand.

- *Write the Final Draft.* Is your essay ready to be carved in stone for the world to see until the end of time? If not, return to step five. You're not ready yet.

- *Hand In All Your Research Notes, Indicating the Source for Each One. Also hand in your rough draft(s) with your final copy. Be sure you have a neat, accurate title page.* No rough notes and rough draft mean the final copy will NOT be marked.
  If you are using notes from the Internet or from an encyclopedia in your rough notes, highlight pertinent passages and indicate how these passages will be used in your essay.

- *You must include parenthetical documentation* to indicate source of direct quotes or important ideas.

- *Never use the "first person" when writing a formal essay.* Third person is always used.
  Incorrect: I think that Ophelia was a victim of Hamlet's indecision.
  Correct: Ophelia was a victim of Hamlet's indecision.

SPELLING

The following items refer to frequent spelling errors.

- "a lot" is always two words, meaning "many" or "much".

- "I saw" is the proper past form of "I see". The form "seen" is only used in combination with the verb "have" as in "I have seen", "you have seen" etc.

- there = "in that place" or with "there is" and "there are"
  their = belonging to them
  they're = short form of "they are"

- its = belonging to it
  it's = short form of "it is"

- to = towards
  too = "also" or "a lot" as in "too much"
  two = the number two

- where = "in" or "to what place"
  were = past tense of "are"
  we're = short form of "we are"

- "should have", "would have", and "could have" can be shortened to "should've", "would've", and "could've"; however, *it is better to avoid the use of contractions in formal writing.*

- "I did" is the proper past form of "I do". The form "done" is only used in combination with the verb "have" as in "I have done", "you have done", and "s/he has done" etc.

- "Because" is proper. Don't use "cause" in place of "because".

- "going to" is proper. Don't use "gonna" in place of "going to".

- **Capital Letters must be used for**

  a) languages and nationalities -- English, French, Italian
  b) places -- Cornwall, Toronto, Ontario
  c) businesses and institutions -- Saint Joseph's Secondary School
  d) titles -- *In the Heat of the Night* (main words)
  e) names and nicknames -- Jack, Jill, Mom, Sir, etc
  f) and always for "I" meaning "myself"

- **Abbreviations:**

  Do not use "&" for "and" in formal writing.

He's = "he is" or "he has"	shouldn't = should not
She's = she is or she has	couldn't = could not
Isn't = is not	wouldn't = would not
Aren't = are not	won't = will not
Can't = can not	