

**Notre Dame Catholic High School
English Handbook and MLA Style Guide
2007-2008**



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RATIONALE

This document has been prepared for both students and teachers to establish general guidelines for all written work. There is a necessity for consistency among teachers so that students have a clear understanding of the expectations for each type of writing and the format that should be followed.

For further information concerning the learning expectations in each secondary school English course go to:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

For exemplars of what standard of work is expected in secondary English courses, go to: <http://www.edu.gov.on.ca/eng/curriculum/secondary/english9ex/>

General Format for Written Assignments

Though the characteristics and conventions of different forms of writing vary greatly, there are general guidelines which must be followed for all written presentations. Every written assignment should fit the following description:

- ☑ It is typed or neatly written and of the same type (printing etc) throughout.
- ☑ It has a 3cm margin all the way around
- ☑ The paper is clean and white, not torn from a notebook
- ☑ It is written in blue or black ink
- ☑ The writing is double spaced and on one side of the paper
- ☑ If the assignment is more than one page long, all pages must be clearly numbered and stapled together
- ☑ Each paragraph is indented
- ☑ The title, student's name, teacher's name and due date are placed on a title page (see page)
- ☑ Minor corrections may be made neatly with correction fluid and/or erasers. Any page with extensive errors must be re-typed or re-written. Strikeovers and additions are not permitted.

Sample Title Page

Interesting Title

Student Name
Course Code
Teacher's Name
Due Date

Description of Types of Writing

A Literary Essay

- deals with a specific aspect of a work of literature
 - makes a reasoned judgment on the piece of literature
 - draws details from the literature examined
 - uses a point/proof/comment approach to discussion
- Includes proper and accurate documentation
- does NOT express a personal opinion

Basic Components

The introduction

- is the essay's first paragraph
- establishes the writer's position
- lists the central arguments

The body paragraphs

- form the heart of the essay
- develop the arguments listed in the introduction
- develop one argument only in each paragraph
- incorporate evidence, largely in the form of direct quotations, which are referenced in-text into the body paragraphs

The conclusion

- is the essay's last paragraph
- reviews the arguments already presented
- contains no new proof
- affirms the essay's position
- re-states the thesis in different words

Essay Components in Detail

The introduction consists of a lead, a link, a plan of development and a thesis

The lead:

- is two or three sentences in length
- opens with a broad general statement related to the thesis
- sets the tone of the essay and suggests the spirit of the discussion to come
- does not include specific reference to the text, quotations, questions, anecdotes, or facetious comments

To create the lead:

- write your thesis statement and underline the common nouns
- compose a general statement based on these nouns
- ensure that the statement is serious and contains NO specific references, quotations or anecdotes.

The link:

- Is a statement which links the general opening to the specific text
- contains the first mention of the author and/or the work of literature being analyzed in the essay
- acts as the essay's first transition

The Plan of Development

- is one or two sentences in length
- outlines the central points to be covered in the essay, (each point listed will represent a separate body paragraph)
- lists the points in the order in which they will be discussed in the body of the essay

The Thesis

- is the central position of the essay stated in one arguable statement
- establishes for the reader exactly what the essay will attempt to prove
- embodies the individual arguments

Each body paragraph consists of a topic sentence, argumentation, and a concluding statement. Each paragraph develops one and only one of the points listed in the introduction.

The Topic Sentence

- is a mini-thesis for the paragraph – it tells the reader which main point will be discussed in the paragraph
- incorporates an appropriate transition to link this paragraph with the previous paragraph

The Argumentation

- is the heart of the essay
- furnishes PROOF in support of the thesis statement
- establishes the context of the proof
- provides a direct quotation (reference-in-text)
- explains the relevance of the evidence of the essay
- establishes a clear connection between the argument, the topic sentence, and the thesis, (this is the mortar which will hold the essay together)
- provides at least two quotations from the literature to prove each main point and ultimately the thesis statement
- avoids quotations and passages which merely re-tell the plot
- organizes the points, the proof and the comment in logical order
- uses transition words and linking expressions to make the writing flow

Note: always keep the thesis in mind when writing the body paragraph

The Concluding Statement:

- reflects the content of the entire paragraph
- may prepare the reader for the next paragraph
- takes into consideration the paragraph's topic sentence, the evidence presented in the paragraph, and the thesis of the essay
- summarizes the discussion in light of the topic sentence and the overall thesis

Sample Literary Essay

Topic: By referring to a piece of literature studied this semester prove the protagonist is a tragic hero.

Introductory Paragraph

Lead: Prince Charles of England has it all. As heir to the throne, this highly respected individual is admired by everyone. His charming personality makes him the perfect Prince until it becomes known that Prince Charles is having an affair. This leads to a separation from his wife and his disapproval by society. One might feel sorry for a flourishing prince who loses all support and respect, but it is his flaw that leads to his downfall. **Transition sentence:** Like Prince Charles, the protagonist in Shakespeare's play *Macbeth* is also a tragic hero. **Plan of development:** Due to Macbeth's potential to be noble, one might feel pity for him. However, his vigorous imagination leads to his failure. Also, the choices Macbeth makes throughout his life turn out differently than expected. **Thesis:** As a result, Macbeth holds the title of tragic hero because of his potential nobility, his over active imagination and his actions.

Note: When a thesis contains a concept such as tragic hero, the concept must be clearly explained in the thesis even if it appears repetitive.

Body Paragraph:

Topic Sentence: Macbeth displays the possibility to be good, thus creating admiration and pathos. **Argumentation:** When Macbeth defeats the enemy, King Duncan of Scotland praises him as an honorable and fearless soldier: "O worthiest cousin!" (I, iv, 16). The reader's initial impression of Macbeth is that of a man with a good heart – someone who is loyal and admirable. During the battle Macbeth is very strong and aggressive. Macbeth:

...carved out his passage
Till he faced the slave;
And ne'er shook hands, nor bade farewell to him,
Till he unseam'd him from the nave to the chaps,
And fix'd his head upon our battlements (I. ii. 19-23)

He fights against the enemies until victory is earned. His aggressive nature enables him to fight for his country and his king. One sees his good side and admires his assertiveness and dedication. Macbeth does not hesitate to go forward and show his power. He is also very brave and courageous: "For brave Macbeth well he deserves that name - /Disdaining Fortune, with his brandished steel..." (I. ii. 16-17). Macbeth never acts cowardly. He is always willing to face new obstacles. His courage gives him the strength to take on important responsibilities such as the representative of Scotland in the battle. Macbeth is valiant, aggressive and brave when he defeats the traitor Macdonwald. The King awards him the important title of Thane of Cawdor to honour his many strengths and abilities, thus showing the potential nobility he possesses. **Concluding statement:** Pathos is created for Macbeth because, despite his noble qualities, he also has a dynamic imagination that works against him.

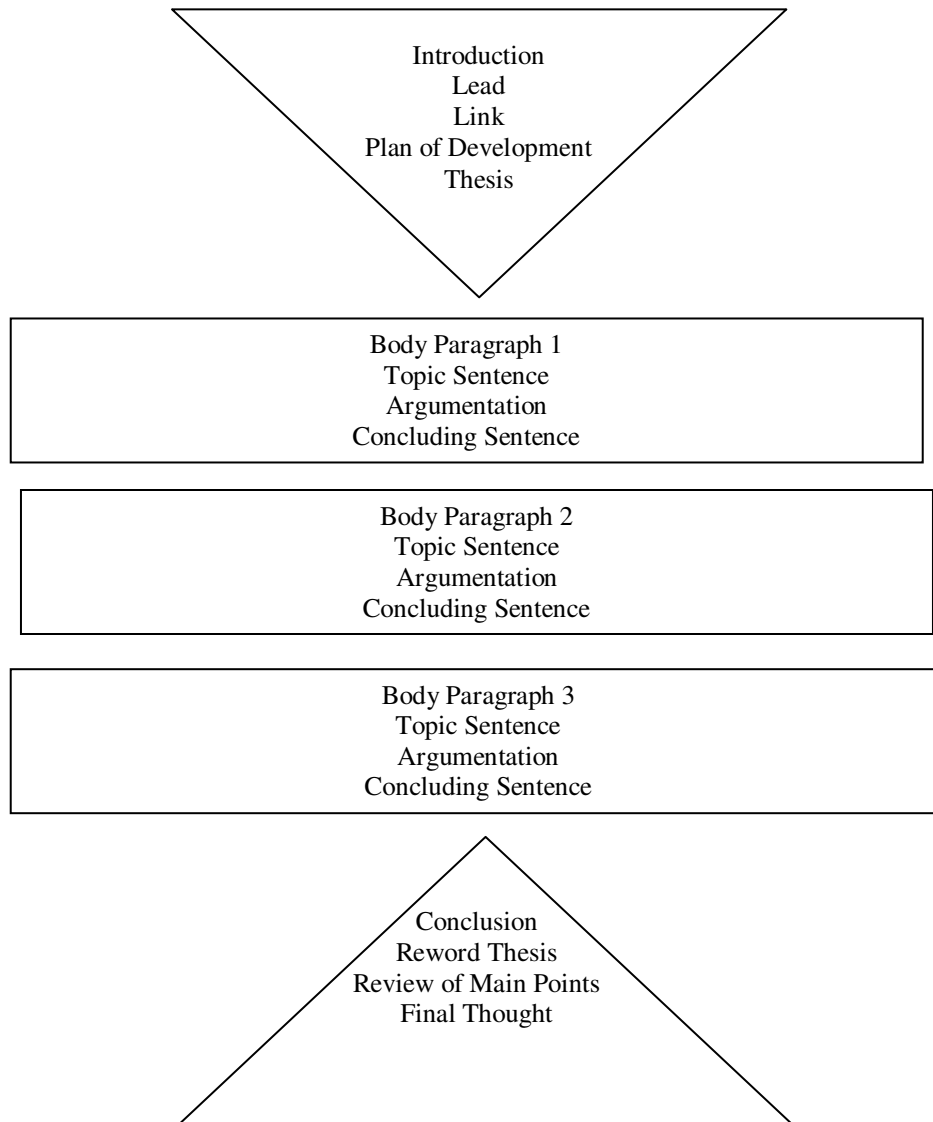
CONCLUDING PARAGRAPH

Restatement of thesis: In the play Macbeth, the protagonist is a tragic hero because he is presented as a potentially good man who happens to have an overactive imagination. Along with his choices in life, his imagination leads to his downfall.

Review of points: Sympathy is felt for the fall of a potentially noble Macbeth. Unfortunately, Macbeth's imagination slowly begins to overpower him and consequently leads to his descent. The crucial choices Macbeth makes are deceiving because they turn out differently than expected.

Final Thought: There are individuals in modern day society who are similar to Macbeth because, they too, are tragic heroes. Prince Charles of England is an admired man who makes mistakes and because of his actions, is looked down upon by the world. Tragic heroes deserve sympathy and compassion because they are good people with flaws that tragically affect their decisions and their fate.

A Graphical Representation of a Literary Essay



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.

FORMAL WRITING TIPS

IN YOUR ESSAY, MAKE SURE:

- Ideas are clearly and logically presented and developed
- Organization is clear and coherent
- Sentences are free of errors in syntax, grammar and punctuation
- Words are spelled correctly
- Style is appropriate and consistent – keep your tone straightforward and your explanations concise
- Documentation is accurate
- Use quotations that are brief and relevant to your argument. Select only those quotations which advance and support your thesis.
- If you need to change word(s) within a quotation, use square brackets.
Example: “[He] paused and took out his handkerchief.”
- Use ellipses (...) If part of the quote is omitted.
- Remember to italicize or underline the title of a book (*To Kill a Mockingbird*, Macbeth) and use quotation marks for poetry, short stories, or articles within a larger work (“Do Not Go Gentle Into That Good Night”).
- Assume intelligent readers who have read the material but will need some reminders.

IN YOUR ESSAY, DO NOT:

- retell the story. Use plot only to set the context for your quotations and your arguments
- use first person (i.e. I, me, us, we, our, mine, myself) or second person (i.e. you, you, yourself) in a formal essay- always use third person (i.e. he, she, it, one, them, their, themselves) to maintain an appropriate tone of objectivity
- say “This quote shows”, “the following quote shows” or “this essay will prove” etc.
- Never end a paragraph with a quotation. You must always provide further comment. YOU should have the last word.
- refer to the author using only the given name – always use a surname
- use abbreviations, contractions, symbols, or parenthesis (excepts for in-text references)
- change tenses – always use one tense – preferably the present tense
- use numbers less than one hundred (they should be spelled out) unless in addresses or dates
- stick quotes into the essay – always prepare the reader for the quotation by building up to it, leading into and discussing after
- quote long passages – show the reader you can zero in on what best proves your point
- return to a point unless comparing or contrasting to a new point – always exhaust the discussion of one point before moving on to the next point

WORKING WITH SOURCES

Notre Dame Catholic High School - Academic Dishonesty Policy

Teachers will take steps to instruct students on how to paraphrase and how to properly cite information from secondary sources. Teachers will deal with cheating on homework and formative tasks.

If a student plagiarizes all or part of an assignment or submits an assignment, which they did not author, the teacher will collect evidence, which confirms that the assignment is plagiarized or copied. The teacher will refer the student to administration who will document the incident on a standard form. The parents of the student will be notified. The student will receive a warning and have to complete the assignment under a supervised setting.

Should a second incidence of plagiarism or copying occur, in any class during the same school year, the student will be referred to administration. Parents will be contacted and the student will receive a grade of zero and a suspension.

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 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; you use many of the author's of the author's words. Quotation marks are needed.

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.

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.

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

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).

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.

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:

- The author has been acknowledged, and a proper quoting technique has been used.
- When you quote a printed source, be sure to include page numbers. Referencing styles vary from one discipline to another. Consult your teacher.

This is acceptable because:

- You have properly quoted and paraphrased the author.

This is acceptable because:

- This is the proper way to paraphrase and the author’s ideas have been credited.

MLA Documentation

INTEGRATING QUOTATIONS – In text referencing

- In a formal or literary essay, you must use support to strengthen your argument. You may, and should, use quotations as support. Be sure that all quotations are properly cited with parenthetical references and with entries on the Works Cited page.
- Quotations from novels, poems, plays, short stories, articles, etc. must be smoothly incorporated into the text.
- There are three main ways to incorporate quotations into the text of your essay:

1. Quotations that are only a few words long and which are not introduced with a colon. These quotations should flow smoothly with your sentence.

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).

2. Quotations that are less than three lines long and are introduced with a colon. Again, these quotations should flow with the text of your essay but they follow an independent clause (a sentence) and provide further explanation and support for the reader. These quotes are not indented.

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: "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" (Lee 204).

3. Quotations that are longer than three lines. These quotations are

- a) introduced with a colon,
- b) indented,
- c) set off from your text, and
- d) single-spaced
- e) without quotation marks

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 his 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).

4. *Poetry and Shakespeare* 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).

MLA PARENTHETICAL STYLE OF DOCUMENTATION

- In the new MLA style, footnotes are replaced by brief parenthetical references that 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
- 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) An Author of Two or More Works: 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) A Work by Two or More Authors: 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) Two or More Authors with the Same Last Name: Supply the author’s first name in your reference -- (Samuel Johnson 298).

d) A Multivolume Work: Indicate the specific volume used -- (Blotner 2:1347).

e) Citing a Work by Title: 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) Biblical References: 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) Referencing from the Internet: *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.

- 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.

■

FOOTNOTE/ENDNOTES

Footnotes and Endnotes are used to give credit to sources of any material borrowed, summarized or paraphrased. They are intended to refer readers to the exact pages of the works listed in the *Works Cited*, *References*, or *Bibliography* section.

The main difference between Footnotes and Endnotes is that Footnotes are placed numerically at the foot of the very same page where direct references are made, while Endnotes are placed numerically at the end of the essay on a separate page entitled *Endnotes* or *Notes*.

If you are using a word processor, you can access the superscript function. To type a Footnote citation, the same superscript number is put at the beginning of the Footnote at the bottom of the same page where the citation occurs.

When mentioning a work for the first time, a full and complete Footnote or Endnote entry must be made.

NOTE: Only *one* sentence is used in a Footnote or Endnote citation, i.e., only *one* period or full stop is used at the end of any Footnote or Endnote citation. In a Bibliography, each citation consists of a minimum of *three* statements or sentences, hence each entry requires a minimum of *three* periods, e.g., a period after the *author* statement, a period after the *title* statement, and a period after the *publication* statement (publication/publisher/publication date).

First Footnote or Endnote example:

² G. Wayne Miller, King of Hearts: The True Story of the Maverick Who Pioneered Open Heart Surgery (New York: Times, 2000) 245.

Bibliography example:

Miller, G. Wayne. King of Hearts: The True Story of the Maverick Who Pioneered Open Heart Surgery. New York: Times, 2000.

Use of *ibid.* and *op. cit.*:

Gibaldi (313) does NOT recommend the use of these old-fashioned abbreviations: *ibid.* (from the Latin *ibidem* meaning "in the same place") and *op. cit.* (from the Latin *opere citato* meaning "in the work cited.")

For Footnote or Endnote citations, if you should see the term *ibid.* being used, it just means that the citation is for the second mention of the same work with no intervening entries:

³ Ibid. 12-15.

More commonly, author and page number or numbers are now used instead of *ibid.*, e.g.:

⁴ Miller 12-15.

For second or later mention of the same work with intervening entries, where previously *op. cit.* was used, now only the author and page number or numbers are used:

⁵ Miller 198.

Use of Superscript:

[Tab] or indent Footnote and Endnote entries 5 spaces from the left margin. Leave one space between the superscript number and the entry. Do not indent second and subsequent lines. Double-space between entries. Number Footnotes and Endnotes consecutively using a superscript, e.g., ⁷.

For Endnotes, you must use the same superscript number (as in your text) at the beginning of each Endnote in your *Endnotes* list. Start your list of *Endnotes* on a new page at the end of your essay. Remember to put the *Endnotes* page before the *Bibliography*, or *Works Cited*, or *References* page.

WORKS CITED

- 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.
 - 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 Bibliography page for examples on how to format entries.

BIBLIOGRAPHY

The 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.

The examples below indicate how to format entries for the Works Cited and Bibliography pages of your essay.

Book (1 Author)

Dotto, Lydia. *The Astronauts:: Canada's Voyageurs in Space*. Toronto: Stoddart Publishing Co. Ltd., 1993.

Book (2 Authors)

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

Book (3 Authors or more)

Bothwell, Robert et al. *Canada Since 1945*. Toronto: Toronto University Press, 1989.

(Editors)

De Brou, Dave, and Bill Waiser. eds. *Documenting Canada*. Saskatoon: Fifth House Publishers, 1992.

Book (No Author)

The Lone Escape. Toronto: Excelsior, 1950.

Encyclopaedia (Signed Article)

Whitaker, Reg. "Trudeau, Pierre Elliott." *The Canadian Encyclopedia*, Volume III. 1985 ed.

Encyclopaedia (Unsigned Article)

"Bank of Montreal." *Encyclopaedia Canadiana*. 1958 ed. Volume 1.

CD ROM (Encyclopaedia)

Fenton, John H. "Liberal parties." *The New Grolier Multimedia Encyclopedia*. Release 6.

Journal

Weiss, Thomas G. "The United Nations at Fifty: Recent Lessons." *Current History*. (May 1995): 223-228.

Magazine

Branswell, Brenda. "A Man With A Mission." *Maclean's*. 16 September, 1996: 16-17.

CD ROM Magazine

Nelan, Bruce W. "Separatism: Is Canada Coming Apart." *Time Almanac* 1993. 4 June 1990.

Newspaper (Signed Article)

Bobak, Laura. "Suffer the Little Children." *The Ottawa Sun*. (Ottawa) 20 October 1996: Section 1.

Newspaper (Unsigned Article)

"Johnson urges distinct status for Quebec." *Standard-Freeholder*. (Cornwall) 4 February, 1999: A2.

Newspaper (Editorial)

"Election Sense." Editorial. *The Ottawa Citizen*. (Ottawa) 23 October, 1996: A10

Interview

McCormick, Edwin. Boer War Veteran, Toronto. Interview, 10 January 1980.

Film

The Zulu War. Director John Hassell. With Hazel Harrap and Gregory Jones. Unicorn Films. 1980.

Television & Radio

"Conservatives in Canada: What Kind of Future?" News in Review. Narrator Knowlton Nash. C.B.C. October 1996.

Government Document

Canada. Department of Energy, Mines and Resources. Roddickton Mini-Hydro Development. Ottawa: Supply and Services Canada. 1983.

Thesis

Penlington, Norman. "Canada's Entry Into the Boer War." M.A. dissertation. University of Toronto. 1937.

Review

Kidder, Tracy. "The Destruction of Species." Review of *Sea of Slaughter*. By Farley Mowat. Book World (*The Washington Post*) 12 May 1985: 2.

Play

Shakespeare, William. *Hamlet*. Ed. George Rylands. London: Oxford University Press, 1961.

Poem

Keats, John. "Lamia," In *The Poetry of England*. Edinburgh: Forum Press, 1955.

Short Story in an Anthology

King, Thomas. "Borders". *Crossroads*. Eds. Dom Saliani and Nova Morine. Vancouver: Gage Educational Publishing Company, 1999.

URLs (Universal Resource Locators)

The following format should be used for citing URLs from the Internet in your bibliography.

Author(s). <e-mail address>. Title of Article or Page. Type of Medium, at URL: <address> (last updated ____ or version current at ____).

Eli, Lhrer <eli@wwa.com> 'MLA citation style for internet documents?' Article <3ou9vl\$p91"news.wwa.com>, in: USENET newsgroup alt.usage.english (12 May 1995)

Hardcastle, Martin. Martin's poetry page. Internet WWW page at URL:
<ftp://ftp.ra.phy.cam.ac.uk/pub/mjh22/poems/poems.html> (version current at 22 May 1995)

MacGregor, Steve. TTT-hejmpag'o de Stefano MacGregor. Internet WWW page at URL:
<http://ftp.indirect.com/www/stevemac/ttt-hejmo.html> (version current at 12 May 1995)

Welcome to the RCMP. Internet WWW page at URL:
<<http://www.rcmp-grc.gc.ca/html/rcmp2.htm>>(version current at 1996)

The following is an explanation of what the above terms mean.

Term

Meaning

Author	The person who wrote the article (if available)
E-mail address	The Internet address of the author (if available)
Title	Title of the Page at the top of the Browser Title of the article in the news story or letter
Type of Medium	Usenet - for news readers
WWW	- for HTML or FTP sites
URL Address	The location of the page or article

Last Updated
(Version Current At) The date the page or article was last updated
If not available, use the date accessed.

PUNCTUATION AND GRAMMAR

Common Errors of Grammar and Usage

- ⇒ Sentence Fragments: an incomplete sentence punctuated as a sentence.
Error: She could not unlock the door. Having lost her keys.
Correction: She could not unlock the door since she had lost her keys.

- ⇒ Run-on Sentences: a run-on sentence continues after it should have stopped.
Error: She could not unlock the door since she had lost her keys and then she went to the neighbour's house but he wasn't home so she sat on the step until her mother returned.
Correction: She could not unlock the door since she had lost her keys. She went to the neighbour's house but as he wasn't home, she sat on the steps until her mother returned.

- ⇒ Comma Splice: a comma is used between two independent clauses when there should be a more than a comma, such as a semi-colon, conjunction, etc.
Error: He lost her telephone number, he couldn't call her.
Correction: He lost her telephone number so he couldn't call her.

- ⇒ Fused Sentence: no punctuation is used between two independent clauses.
Error: He lost her telephone number he couldn't call her.
Correction: Since he lost her telephone number, he couldn't call her.

- ⇒ Faulty Agreement: a verb should always agree in number with its subject.
Error: The increase in the fares were unexpected.
Correction: The increase in the fares was unexpected.

- ⇒ Faulty Pronoun Agreement: a pronoun should agree in number and person with the noun to which it refers.
Error: If a student needs more information, they should ask at the office.
Correction: If a student needs more information, she should ask at the office.

- ⇒ Misplaced Modifier: creates ambiguity by seeming to look two or more ways at once.
Error: She delivered a talk about her trip to the Arctic which was long and colourful.
Correction: She delivered a long, colourful talk about her trip to the Arctic.

- ⇒ Faulty Parallelism: all elements in a parallel construction should be treated equally. Be consistent, for example, in the use of pronouns.
Error: He left behind his dogs, his children, and debts.
Correction: He left behind his dogs, his children, and his debts.

- ⇒ Trouble with tenses when writing about literature:
-use the present tense, not the past, to describe events in literature.

Error: Hamlet found the king praying, but was unable to act.
Correction: Hamlet finds the king praying, and is unable to act.

-use it also to describe the author's presence in the text:
Correct: Now Shakespeare plays variations on the theme of Hamlet's indecision.

-Shift tenses to allow for past, present, and future events in the work:

Correct: Hamlet, who has sworn revenge earlier, is unable to act. He will only achieve his revenge later, and by accident.

-Use the past tense to place author and work in historical context:

Correct: Shakespeare probably completed the play in 1600 or 1601.

- Use a comma between two complete sentences linked by a coordinate conjunction. (and, but, for, nor, or, yet, so)

Error: He wore his heavy scarf and his coat came down to his knees.

Correction: He wore his heavy scarf, and his coat came down to his knees.

- Use commas to link items in a series.
- Correct: She bought a cat, a geranium, a bicycle, and a catamaran.
- Use commas to mark an interruption (which often provides additional but inessential information). The rule in this case is “two commas or none”.
- Error: His request, which is reasonable will be granted.
- Correction: His request, which is reasonable, will be granted.
- Use parentheses to make a somewhat more pronounced interruption than commas. The interruption may again provide additional but inessential information.
- Correct: My aunt (my mother’s older sister) owns twelve harmonicas.
- Use a dash to make an even more pronounced interruption than commas or parentheses, and to stress a word or phrase. In typed manuscripts, incidentally, use two hyphens, without spaces, to indicate a dash.

Correct: Every living thing --the alligator included--made a dash for the door.

Correct: He got what he deserved--a black eye.

- Use square brackets to set off your own comments within a quotation. Notice that brackets which enclose *sic* (the Latin for *thus*) identify a mistake or peculiarity in the original.

Correct: The essay referred to “watery beer [sic]” in line twelve of Milton’s “Lycidas”.

- Use a semicolon to link closely related independent clauses.

Correct: Her future looks promising; she has been asked to exhibit paintings in Toronto.

- Use a colon to introduce a series, an important clarifying detail, or for a formal introduction to a direct quotation.

Correct: The results of the poll are as follows: ten in favour, eight opposed, and two “don’t knows”.

Correct: She was ruled by a single ambition: to own a mansion.

Correct: Horatio confirms our feelings about the dying Hamlet: “Now cracks a noble heart”.

- Use an apostrophe followed by ‘s’ to form the possessive singular of nouns (and follow this rule whatever the final consonant).

Correct: James’s diary, Keats’s poems, the church’s door

The main exceptions to this rule are a few ancient proper names: Jesus’ love, Moses’ laws.

- Add an apostrophe, with no following ‘s’, to form the possessive plural of most nouns.

Correct: Students’ essays, cars’ wheels, houses’ walls

The main exceptions are a few plurals not ending in ‘s’; write, e.g. women’s rights, children’s books, sheep’s fleeces.

- Add an apostrophe followed by an 's' to form the possessive case for indefinite pronouns.

Correct: one's, anybody's, someone else's, etc.

Note that the pronominal possessives (his, hers, its, theirs, yours, ours) take no apostrophe.

*Avoid the common error of writing it's (a contraction for 'it is') instead of 'its' (the possessive).

Error: The cat licked it's paws.

Correct: The cat licked its paws.

Correct: It's a nice day.

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”.
- **Than** is a [conjunction](#) indicating difference: For example, "Your hair is longer than I remember." **Then** is an [adverb](#) meaning "at that time:" For example, "Back then, I was the best football player in Alberta."
- **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	

Tina Ash. “Notre Dame Style Guide”

Liz McCormick. “St. Joseph Secondary School Student Writing and Policies Guide.” 2006.

The Research Guide for Students. Internet www page at URL:

<http://www.aresearchguide.com/7footnot.html>

For further information on style guides and documentation see:

California State University:

<http://www.calstatela.edu/library/guides/3mla.pdf>