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Avoiding Plagiarism

Definition
Plagiarism means writing facts, quotations or opinions taken from someone else or from books, articles, movies, television or tapes without identifying your source.

At Centinela Valley Union High School District, we expect students to demonstrate their ability to problem solve, to be responsible citizens, to be intellectually curious, to be disciplined and self-directed, and to be effective communicators. Therefore, it is necessary that all students demonstrate academic honesty by presenting ideas in homework, papers, projects and/or presentations that are wholly comprised of their own words and thoughts and by abstaining from dishonest behavior.

Unintentional plagiarism is still plagiarism, so be careful and know the rules.

- When in doubt, always give credit for a fact, quotation, or opinion taken from a book or another source. This is true even when you use your own wording.

- When you use a writer’s exact wording - even a phrase - always put quotation marks around the writer’s exact words.

- Write with your books closed. Do not write with a book or magazine open next to you. Don't go back and forth taking ideas from a source and writing in your paper.

- Don’t copy and paste directly from any source.

- Don't let your sources take over your essay—tell what you know in your own style, stressing what you find most important.

- NEVER, EVER USE OR COPY SOMEONE ELSE'S WORK—IN WHOLE OR IN PART—AS YOUR OWN.

- NEVER, EVER LET SOMEONE ELSE USE OR COPY YOUR WORK—IN WHOLE OR IN PART—AS HIS OR HER OWN.

Consequence for Dishonest Behavior
All incidents of academic dishonesty will result in failure of the assignment and a referral to the administration and/or parent notification. Note that in cases of major assignments, a failure due to academic dishonesty may result in failure for the term.
Paraphrasing and Summarizing

Writing It In Your Own Words

A paraphrase is...
• your own version of essential information and ideas expressed by someone else, presented in a new form.
• one legitimate way (when accompanied by accurate documentation) to borrow from a source.
• a more detailed restatement than a summary, which focuses concisely on a single main idea.

Steps to effective paraphrasing
1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase.
3. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
4. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
5. Record the source (including the page) so that you can credit it easily if you decide to incorporate the material into your paper.

Examples

Below is an original passage followed by a quotation, paraphrase, and summary taken from it. The last example shows how plagiarism of the sample passage might look.

The original passage: Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

An acceptable quotation: As James Lester suggests, only about 10% of your final manuscript should appear as directly quoted matter (46-7).

An acceptable paraphrase: In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-7).

An acceptable summary: Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-7).

A plagiarized version: Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.
Unpacking the Writing Prompt

When you are assigned a topic on which to write, the first task is to “unpack” the prompt, or to figure out exactly what the question is asking.

1. **Pay careful attention to the terms used.** Make sure you understand what the prompt is asking you to do. Refer to the “Academic Vocabulary” list on the next page for key terms used in writing prompts and their definitions.

2. **Circle or underline** each task in the prompt.

3. **Arrange the tasks** in a Do/What chart
   a. What is the prompt asking you to DO? Write these verbs in the DO column.
   b. WHAT are you going to do? Write these nouns in the WHAT column.

For example:

```
Analyze the events that led up to the Holocaust and then, in an essay of no more than 1,200 words: (a) justify why it is so vital that the remembrance, history and lessons of the Holocaust be passed to a new generation; and (b) discuss what you, as a student, can do to combat and prevent prejudice, discrimination and violence in our world today.
```

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>the events that led up to the Holocaust</td>
</tr>
<tr>
<td>Justify</td>
<td>why the information about the Holocaust must be passed on to a new generation</td>
</tr>
<tr>
<td>Discuss</td>
<td>what I can do to combat and prevent prejudices, discrimination, and violence today</td>
</tr>
</tbody>
</table>

Before you begin writing, there are two elements that you need to consider:

**Audience:** *To whom are you writing?* This will help you know what style (formal or informal) your writing should take. It will also help you understand how much detail and information your final piece should contain.

**Form:** *What will the finished piece of writing look like?* Most often your form will be determined by your teacher or the assignment. However, sometimes you must decide what form your audience would best respond to. How can you best organize your information to have the greatest impact on your audience?
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>to examine something in great detail in order to understand it better or discover more about it.</td>
</tr>
<tr>
<td>assess</td>
<td>to examine something closely in order to judge or evaluate it.</td>
</tr>
<tr>
<td>compare</td>
<td>to use examples to show how things are similar or different- with an emphasis on similarities.</td>
</tr>
<tr>
<td>contrast</td>
<td>to use examples to show how things are different.</td>
</tr>
<tr>
<td>critique</td>
<td>an assessment of something with comments on its good and bad qualities.</td>
</tr>
<tr>
<td>demonstrate</td>
<td>to explain or describe how something works or how to do something.</td>
</tr>
<tr>
<td>describe</td>
<td>to tell what something looks like or give a general overview of something.</td>
</tr>
<tr>
<td>evaluate</td>
<td>to make a value judgment according to a set of criteria; to look at both sides and then judge.</td>
</tr>
<tr>
<td>examine</td>
<td>to look closely and in-depth at an issue.</td>
</tr>
<tr>
<td>explain</td>
<td>to tell how something works, make something clear, or show a process.</td>
</tr>
<tr>
<td>formulate</td>
<td>to draw, express or communicate something carefully and with detail.</td>
</tr>
<tr>
<td>identify</td>
<td>to list, explain, or provide an example of; to describe the most important aspects that distinguish a subject from other things.</td>
</tr>
<tr>
<td>illustrate</td>
<td>to show the reader a concept or principle through the use of specific examples or diagrams.</td>
</tr>
<tr>
<td>infer</td>
<td>to conclude something on the basis of evidence or reasoning; to imply or suggest something as a conclusion.</td>
</tr>
<tr>
<td>interpret</td>
<td>to identify the significance, meaning, or importance of a set of information. Interpret the data from the experiment.</td>
</tr>
<tr>
<td>modify</td>
<td>to make a slight change or alteration to something, or to change slightly.</td>
</tr>
<tr>
<td>predict</td>
<td>to say what is going to happen in the future, often on the basis of present indications or past experience.</td>
</tr>
<tr>
<td>revise</td>
<td>to change a text in order to correct, update or improve it; to come to a different conclusion about something after thinking again.</td>
</tr>
<tr>
<td>summarize</td>
<td>to make or give a shortened version of something that has been said or written, stating its main points.</td>
</tr>
<tr>
<td>support</td>
<td>to provide proof for an assertion in the form of reasons, evidences, and explanations.</td>
</tr>
<tr>
<td>trace</td>
<td>to follow a single idea over a period of time.</td>
</tr>
</tbody>
</table>
Brainstorming:
Creating a Research Question

When you start researching, it is always better to have a research question (or two) in mind as opposed to just a topic.

- Example of a topic: Child abuse.
- Example of a research question: Should changes be made to the United States’ current laws against child abuse?

You will probably begin with a topic; below is a brainstorming web that can be used to transform a topic into multiple questions about the topic. Write down every question you can think of regarding a topic.

Once the web is filled with interesting questions, choose one to begin conducting your research. After you start researching, you may find that the question you chose does not interest you or give you enough information. In that case, you can go back to this page and pick a new question! Some of the questions below can be used for informative (I) essays while others would be great for persuasive (P) or argumentative (A) essays.

Topic: Child Abuse

Are the current laws in the United States doing enough? (A)

Does child abuse occur more often in homes or other places (schools, churches)? (I)

What are some of the worst child abuse cases in history? (I)

What constitutes child abuse? (I)

Is parental drug use a form of child abuse? (A)

What constitutes child abuse? (I)

When children are abused, are they more or less likely to become abusive parents? (A)

What can be done to further prevent child abuse? (P)

Does child abuse increase in families below the poverty level? (I, P, or A)
**Essay Structure**

**The Five-Paragraph Informative/Explanatory Essay**

This is the basic structure that every student should know. Teachers should expect more in-depth analysis and development of a unique voice after students have mastered this structure.

(*An **argument** essay maintains a position and addresses **counterarguments** within at least one body paragraph.)

---

**Introduction**

- **Hook**: attention grabber
- **Information** to understand the topic
- **Thesis Statement**: topic + position + essay map

**Body Paragraph**

- Transition word/phrase + Topic Sentence that supports the thesis statement

  - **Example**: Introduce an example from the text by providing context
  - **Evidence**: cite the quote in proper format
  - **Explanation**: analyze the evidence and connect back to the thesis
  - **Clincher**: summarize the main point in a unique way

**Conclusion**

- Restate thesis starting with a transition word or phrase
  - The 3 **Rs**
    - **Review main points**
    - **Relevance**: So what? Who cares?
Hooks/Attention Grabbers

The following is a list of ideas for the first lines of an essay with examples for each.

1. QUESTION (Ask a question and try to answer it in your introduction)
   • How can any student enjoy eating school lunches?

2. QUOTATION (Must come from a source—person, book, dictionary, etc)
   • “The district gives us lunches that look disgusting” (Maxine Vo).

3. DEFINITION (A definition from a source or give your own definition)
   • “A meal taken in the middle of the day”—that is what lunch means; but to many students at school, lunch is a meal you want to skip for the day.
   • When cafeterias serve lunch, they are serving more than just food items that keep our stomachs full and our bodies energized: they are serving items that should be tasteful.

4. GENERAL STATEMENT (A thought, claim, or opinion that is common, broad, not specific)
   • There are days when many school children do not want to eat their cafeteria-served lunches.

5. STRONG/STARTLING STATEMENT (causing a strong response, reaction, emotion)
   • Cafeteria food is grotesque!

6. SERIES OF FACTS (Three or more of the following: evidence, proof, statistics, etc)
   • Students leave their classes, stand in line, and hand over lunch tickets or money.
   • Only 60% of students eat lunch and only half of this percentage actually enjoys it.

6. ANECDOTE (A brief story, tale, incident)
   • One afternoon, I observed a ninth grade student eating a slice of pizza for lunch. As he held the pizza in his hand, it drooped to one side because it was heavy with waxy, greasy, and moldy cheese. He slowly opened his mouth and with a look of disgust on his face, bit down into the pizza, slowly chewed and swallowed it. I heard him say to his friend, “This is the most disgusting pizza I’ve ever eaten!”
Developing a Thesis Statement

A general equation for a thesis statement is:

\[ \text{Topic} + \text{Position} + \text{optional essay map} = \text{Thesis} \]

Everything you write should develop around a clear central thesis. Your thesis is the backbone of your paper. Developing a well-crafted thesis statement and revising that statement as you write will help you discover what your essay is really about, what you really want to say.

Your thesis statement should do more that merely announce the topic; it must reveal what position you will take in relation to a topic, how your plan to analyze/evaluate the subject or issue. In short, instead of merely stating a general fact or resorting to a simplistic pro/con statement, you must decide what it is you have to say.

Expository (Explanatory) Thesis Statements

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:
- what you are going to explain to them
- the categories you are using to organize your explanation
- the order in which you will be presenting your categories

Argumentative Thesis Statements

In an argumentative or persuasive paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim must be a statement that people could possibly disagree with, because the goal of your paper is to convince your audience that your claim is true based on your presentation of your reasons and evidence.

An argumentative thesis statement will tell your audience:
- your claim or assertion
- the reasons/evidence that support this claim
- the order in which you will be presenting your reasons and evidence

Tips to Remember:

1. Avoid announcing topic; your original and specific “angle” should be clear.
   Original: In this paper, I will discuss the relationship between fairy tales and early childhood.
   Revised: Not just empty stories for kids, fairy tales shed light on the psychology of young children.

2. Avoid making universal or pro/con judgments that oversimplify complex issues.
   Original: We must save the whales.
   Revised: Because our planet’s health may depend upon biological diversity, we should save the whales.

3. When you make a (subjective) judgment call, specify and justify your reasoning.
   Original: Socialism is the best form of government for Kenya.
   Revised: If the government takes over industry in Kenya, the industry will become more efficient.

4. Do not merely report a fact. Go further with your ideas—say more.
   Original: Hoover’s administration was rocked by scandal.
   Revised: The many scandals of Hoover’s administration revealed basic problems with the Republican Party’s nominating process.
Body Paragraphs

Each body paragraph of your essay should contain the following:
1. **Topic Sentence**: A topic sentence must have a subject and opinion (commentary) for the paragraph. It does the same thing for a body paragraph that the thesis does for the whole essay.
2. **Examples/Evidence**: These are specific details that support your topic sentence and that form the backbone or core of your body paragraph. Besides quotes, concrete details might also be facts, specifics, examples, descriptions, illustrations, support, proof, evidence, quotations, paraphrasing, or plot references.
3. **Explanation**: This is your opinion or comment about the concrete detail or quote. Commentary includes opinion, insight, analysis, interpretation, inference, personal response, feelings, evaluation, explication and/or reflection. You should have at least two commentary sentences for every concrete detail in your paragraph.
4. **Concluding/Transition Sentence**: The concluding sentence is the last sentence of the paragraph and is a commentary on the whole paragraph. It repeats key words and gives a finished feeling to the paragraph. It may also provide a transition to the following paragraph.

### Say/Mean/Matter Chart

Using a **Say/Mean/Matter** chart will help you understand why information is relevant to the thesis. It can be especially helpful when you are gathering information for an essay or a research paper in which you need to include information from outside sources and explain how they are relevant to your argument.

<table>
<thead>
<tr>
<th>Say</th>
<th>Mean</th>
<th>Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the phrases, facts or quotes that represent the speaker’s main points.</td>
<td>What does the speaker mean in this sentence or phrase?</td>
<td>Why does this information matter? How does this relate to you, the larger themes of the class, or the world?</td>
</tr>
</tbody>
</table>
3Es: Example, Evidence, Explanation

Example, Evidence, Explanation (EEE) is a graphic organizer like Say/Mean/Matter that may be used during the planning and drafting process. It is an organizational system that teaches the basic structure of writing an expository paragraph.

STUDENT SAMPLE:

Thesis Statement example based on Montana, 1984 by Larry Watson:
As David encounters difficult situations, he realizes that his uncle Frank is flawed.

Example: Find an example from the text that supports your thesis
Evidence: Find a quote from the text that supports your example
Explanation: Explain how your example and quote support your thesis

<table>
<thead>
<tr>
<th>Example</th>
<th>Evidence</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>When David is at his grandparent’s house, he overhears his mother speaking privately to his dad about Uncle Frank’s behavior towards Native American women.</td>
<td>Gail said, “The reason Marie didn’t want to be examined by Frank is that he – he has…is that [he] has molested Indian girls” (45).</td>
<td>As David eavesdrops on his parents’ conversation, he realizes that his Uncle is not the war hero every one thinks he is. Rather, he is a doctor who abuses his power by molesting and taking advantage of Native American women. This flaw humanizes him and he is not the ideal person every one thinks he is.</td>
</tr>
</tbody>
</table>

**Put all three sections together to create a body paragraph. Add a topic sentence and a closing sentence.**

(TOPIC SENTENCE – student adds later). When David is at his grandfather’s house, he overhears his mother speaking privately to his dad about Uncle Frank’s behavior towards Native American women. Gail said, “The reason Marie didn’t want to be examined by Frank is that he – he has…is that [he] has molested Indian girls” (45). As David eavesdrops on his parents’ conversation, he realizes that his Uncle is not the war hero every one thinks he is. Rather, he is a doctor who abuses his power by molesting and taking advantage of Native American women. This flaw humanizes him and he is not the ideal person every one thinks he is. (CLOSING SENTENCE – student adds later).
Conclusions

The closing paragraph of your essay should accomplish the following: the 3 Rs

1. **R**estate the thesis in a new way.
2. **R**eview the main points that support the thesis.
3. **R**elevance of the topic is explained: what is the significance? Who cares?

Strategies

**Echoing the introduction:** Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

*Example*

**Introduction**

From the parking lot, I could see the towers of the castle of the Magic Kingdom standing stately against the blue sky. To the right, the tall peak of The Matterhorn rose even higher. From the left, I could hear the jungle sounds of Adventureland. As I entered the gate, Main Street stretched before me with its quaint shops evoking an old-fashioned small town so charming it could never have existed. I was entranced. Disneyland may have been built for children, but it brings out the child in adults.

**Conclusion**

I thought I would spend a few hours at Disneyland, but here I was at 1:00 A.M., closing time, leaving the front gates with the now dark towers of the Magic Kingdom behind me. I could see tired children, toddling along and struggling to keep their eyes open as best they could. Others slept in their parents’ arms as we waited for the parking lot tram that would take us to our cars. My forty-year-old feet ached, and I felt a bit sad to think that in a couple of days I would be leaving California, my vacation over, to go back to my desk. But then I smiled to think that for at least a day I felt ten years old again.

**Challenging the reader:** By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

*Example*

Though serving on a jury is not only a civic responsibility but also an interesting experience, many people still view jury duty as a chore that interrupts their jobs and the routine of their daily lives. However, juries are part of America's attempt to be a free and just society. Thus, jury duty challenges us to be interested and responsible citizens.

**Looking to the future:** Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

*Example*

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer. And when youth suffers, the future suffers.

**How Not to Write a Conclusion**

1. Repeat your thesis the exact same way.
2. Introduce new information.
3. Introduce your thesis statement for the first time.
### Expressions To Use In Academic Writing

#### 1. Stating an author's main point or idea:

| The author or (name of author) | discusses examines explores takes a look at focuses on reminds us observes reports | + (topic) |

#### 2. Stating the main point in a work:

| This (genre, quote, statement, story, poem, novel/book, play, song, article) | is concerned with deals with is about examines focuses on addresses | + (topic) |

#### 3. Stating an author's argument:

| The author or (name of author) | points out states mentions emphasizes asserts insists notes highlights the fact contends argues concludes claims suggests advocates pleads recommends encourages exhorts | + that (subject + verb) |

#### 4. Integrating an author's quote:

| The author or (name of author) | points out states mentions emphasizes asserts reports notes highlights the fact contends argues concludes | + quote or + that (quote) |
## STATING AGREEMENT OR DISAGREEMENT in WRITING

### 1. Stating agreement:  (personal pronouns are SOMETIMES acceptable)

| The author or (name of author) | effectively argues that effectively demonstrates how shows adequate support that verifies that acknowledges that agrees that endorses that extols that reaffirms that corroborates that supports that | + (topic) |

### 2. Stating disagreement:  (personal pronouns are SOMETIMES acceptable)

| The author or (name of author) | does not address does not acknowledge disavows complicates contends refutes contradicts rejects | + (topic) |

## STATING AGREEMENT OR DISAGREEMENT in DISCUSSION

### 1. Stating agreement: (personal pronouns ARE acceptable during discussion)

| I + | agree with _____’s statement also believe want to add to what _____ said | + that _________ | + because _________ |

### 2. Stating disagreement: (personal pronouns ARE acceptable during discussion)

| I + | respectfully disagree with | + (topic) | + because _________ |
Introducing What “They Say”:
• A number of sociologists have recently suggested that X’s work has several fundamental problems.
• It has become common today to dismiss X’s contribution to the field of sociology.
• In their recent work, Y and Z have offered harsh critiques for Dr. X for _____.

Introducing “Standard Views”:
• Americans today tend to believe that _____.
• Conventional wisdom has it that _____.
• Common sense seems to dictate that _____.
• The standard way of thinking about topic X has it that _____.
• It is often said that _____.
• My whole life I have heard it said that _____.
• You would think that _____.
• Many people assume that _____.

Introducing Quotations:
• X states, “_____.”
• As the prominent philosopher X puts it, “_____.”
• According to X, “_____.”
• X himself writes, “_____.”
• In her book, _____, X maintains that “_____.”
• Writing in the journal Blah, X complains that, “_____.”
• In X’s view, “_____.”
• X agrees when she writes, “_____.”
• X disagrees when he writes, “_____.”
• X complicates matters further when she writes, “_____.”

Explaining Quotations:
• Basically, X is saying (arguing, asserting, claiming, etc.), “_____.”
• In other words, X believes “_____.”
• In making this comment, X argues that “_____.”
• X is insisting that “_____.”
• X’s point is that “_____.”
• The essence of X’s argument is that “_____.”

Introducing an Ongoing Debate:
☐ In discussions of X, one controversial issue has been “_____.” On the one hand, _____ argues “_____.” On the other hand, _____ contends “_____.” Others even maintain “_____.” My own view is “_____.”
☐ When it comes to the topic of “_____,” most of us will readily agree that “_____.” Where this agreement usually ends, however, is on the question of “_____.” Whereas some are convinced that “_____,” others maintain that “_____.”
☐ In conclusion, then, as I suggested earlier, defenders of “_____” can’t have it both ways. Their assertion that “_____” is contradicted by their claim that “_____.”

Ways of Responding
• She argues “_____,” and I agree because “_____.”
• Her argument that “_____” is supported by new research showing that “_____.”
• He claims that “_____,” and I have mixed feelings about it. On the one hand, I agree that “_____.” On the other hand, I still insist that “_____.”
• In recent discussions of “_____,” a controversial issue has been whether “_____.” On the one hand, some argue that “_____.” From this perspective, “_____.” On the other hand, however, others argue that “_____.” In the words of one of this view’s main proponents, “_____.” According to this view, “_____.” In sum, then, the issue is whether “_____” or “_____.”
• My own view is that “_____.” Though I concede that “_____,” I still maintain that “_____.” For example, “_____.” Although some might object that “_____,” I reply that “_____.” The issue is important because “_____.”

1 Adapted from They Say, I Say: The Moves That Matter in Academic Writing, Graff, Birkenstein, Durst (2009).
Disagreeing, with Reasons:
• (I think) X is mistaken because she overlooks ______.
• X’s claim that ______ rests upon the questionable assumption that ______.
• I disagree with X’s view that ______ because, as recent research has shown, ______.
• X contradicts herself. On the one hand, she argues ______. But on the other hand, she also says ______.
• By focusing on ______, X overlooks the deeper problem of ______.
• X claims ______, but we don’t need him to tell us that. Anyone familiar with ______ has long known that ______.

Agreeing:
• I agree that ______ because my experience ______ confirms it.
• X is surely right about ______ because, as she may not be aware, recent studies have shown that ______.
• X’s theory of ______ is extremely useful because it sheds insight on the difficult problem of ______.
• I agree that ______, a point that needs emphasizing since so many people believe ______.
• Those unfamiliar with this school of thought may be interested to know that it basically boils down to ______.
• If group X is right that ______, as I think they are, then we need to reassess the popular assumption that ______.

Agreeing and Disagreeing Simultaneously (Qualified Argument):
• Although I agree with X up to a point, I cannot accept his overall conclusion that ______.
• Although I agree with much that X says, I fully endorse his final conclusion that ______.
• Though I concede that ______, I still insist that ______.
• X is right that ______, but she seems on more dubious ground when she claims that ______.
• While X is probably wrong when she claims that ______, she is right that ______.
• Whereas X provides ample evidence that ______, Y and Z’s research on ______ and ______ convinces me that ______ instead.
• I’m of two minds about X’s claim that ______. On the one hand, I agree that ______. On the other hand, I’m not sure if ______.
• My feelings on the issue are mixed. I do support X’s position that ______, but I find Y’s argument about ______ and Z’s research on ______ to be equally persuasive.

Verbs for expressing agreement:
(X____ that…)  
Acknowledge  
Admire  
Agree  
Celebrate the fact that  
Corroborate  
Do not deny  
Endorse  
Extol  
Praise  
Reaffirm  
Support
Acknowledging & Discussing Contrary Views/Evidence

Entertaining Objections:
- Yet some readers may challenge my view that ____. After all, many believe that ____. Indeed, my own argument that ____ seems to ignore ____ and ____.
- Of course, many will probably disagree with this assertion that ____.

Naming your Naysayers:
- Here many feminists would probably object that _____.
- But social Darwinists would certainly take issue with the argument that _____.
- Biologists, of course, may want to dispute my claim that _____.
- Nevertheless, both followers and critics of X will probably suggest otherwise and argue that _____.
- Although not all Christians think alike, some of them will probably dispute my claim that _____.
- Non-native English speakers are so diverse in their views that it’s hard to generalize about them, but some are likely to object on the grounds that _____.

Introducing Objections Informally:
- But is my proposal realistic? What are the chances of its actually being adopted?
- Yet is it always true that ____? Is it always the case, as I have been suggesting, that ____?
- However, does the evidence I’ve cited prove conclusively that ____?

Making Concessions While Still Standing Your Ground:
- Although I grant that _____, I still maintain that _____.
- Proponents of X are right to argue that _____. But they exaggerate when they claim that _____.
- While it is true that _____, it does not necessarily follow that _____.
- On the one hand, I agree with X that ___. But on the other hand, I still insist that _____.

So what?

Who else cares about the issue?
- _____ used to think ___. But recently, _____ suggests that _____.
- This interpretation challenges the work of those critics who have long assumed that _____.
- What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that _____.
- These findings challenge the work of earlier researchers, who tended to assume that _____.
- Recent studies like these shed new light on _____. which previous studies had not addressed.
- At the very least, the researchers who assumed that _____ should care.
- Researchers have long assumed that ____. For instance, one eminent scholar of X, _____, assumed in _____, her seminal work on X, that _____. As she puts it, ‘_____’.
- Another leading scientist, _____, argued that ______. Ultimately, when it came to the nature of _____, the basic assumption was that _____. But a new body of research shows that _____.
- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes ______. However, new research shows _____.
- These findings challenge dieters’ common assumptions that _____.
- At first glance, teenagers might say ___. But on closer inspection, _____.

Why do your claims matter? In other words, so what?
- X matters because _____.
- X is important because _____.
- Although X may seem trivial, it is in fact crucial in terms of today’s concern over _____.
- Ultimately, what is at stake here is _____.
- These findings have important consequences for the broader domain of _____.
- My discussion of X is in fact addressing the larger matter of _____.
- These conclusions will have significant applications in _____. as well as in _____.
- This discovery will have significant applications in _____. and in _____.
- Although X may seem of concern to only a small group of _____. it should in fact concern anyone who cares about _____.

Signaling Who is Saying What in Your Own Writing:
- X argues _____.
- According to both X and Y, _____.
- Politicians _____, X argues, should _____.
- Most athletes will tell you that _____.
- My own view, however, is that _____.
- I agree, as X may not realize, that _____.
- X is right that _____.
- X is wrong that _____.
- However, it is simply not true that _____.
- Indeed, it is highly likely that _____.
- But the view that _____. does not fit all the facts.
- Yet a sober analysis of the matter reveals _____.
- Nevertheless, new research shows _____.
- The evidence shows that _____.
- X’s assertion that _____. does not fit the facts.
- Anyone familiar with _____ should agree that _____.
- But _____ are real, and are arguably the most significant factor in _____.

Embedding Voice Markers:
- X overlooks what I consider an important point about _____.
- My own view is that what X insists is a _____. is in fact a _____.
- I wholeheartedly endorse what X calls _____.
- These conclusions, which X discusses in _____. add weight to the argument that _____.

CVUHSD Writing Handbook
Integrating Quotations into Sentences

You should never have a quotation standing alone as a complete sentence. There are at least four ways to integrate quotations.

1. Introduce the quotation with a complete sentence and a colon.

- **EXAMPLE:** In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods: "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

- **EXAMPLE:** Thoreau's philosophy might be summed up best by his repeated request for people to ignore the insignificant details of life: "Our life is frittered away by detail. An honest man has hardly need to count more than his ten fingers, or in extreme cases he may add his ten toes, and lump the rest. Simplicity, simplicity, simplicity!"

- **EXAMPLE:** Thoreau ends his essay with a metaphor: "Time is but the stream I go a-fishing in."

**NOTE:** This is an easy rule to remember: if you use a complete sentence to introduce a quotation, you need a colon after the sentence. Be careful not to confuse a colon (:) with a semicolon (;). Using a comma in this situation will most likely create a comma splice, one of the serious sentence-boundary errors.

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

- **EXAMPLE:** In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says, "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

- **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."

- **EXAMPLE:** Thoreau asks, "Why should we live with such hurry and waste of life?"

- **EXAMPLE:** According to Thoreau, "We do not ride on the railroad; it rides upon us."

**NOTE:** You should use a comma to separate your own words from the quotation when your introductory or explanatory phrase ends with a verb such as "says," "said," "thinks," "believes," "pondered," "recalls," "questions," and "asks" (and many more). You should also use a comma when you introduce a quotation with a phrase such as "According to Thoreau."
3. Make the quotation a part of your own sentence without any punctuation between your own words and the words you are quoting.

- **EXAMPLE:** In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says that "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

- **EXAMPLE:** Thoreau suggests the consequences of making ourselves slaves to progress when he says that "We do not ride on the railroad; it rides upon us."

- **EXAMPLE:** Thoreau argues that "shams and delusions are esteemed for soundest truths, while reality is fabulous."

- **EXAMPLE:** According to Thoreau, people are too often "thrown off the track by every nutshell and mosquito's wing that falls on the rails."

**NOTE:** Notice that the word "that" is used in three of the examples above, and when it is used as it is in the examples, "that" replaces the comma which would be necessary without "that" in the sentence. You usually have a choice, then, when you begin a sentence with a phrase such as "Thoreau says." You either can add a comma after "says" (Thoreau says, "quotation") or you can add the word "that" with no comma (Thoreau says that "quotation."

4. Use short quotations--only a few words--as part of your own sentence.

- **EXAMPLE:** In "Where I Lived, and What I Lived For," Thoreau states that his retreat to the woods around Walden Pond was motivated by his desire "to live deliberately" and to face only "the essential facts of life."

- **EXAMPLE:** Thoreau argues that people blindly accept "shams and delusions" as the "soundest truths," while regarding reality as "fabulous."

- **EXAMPLE:** Although Thoreau "drink[s] at" the stream of Time, he can "detect how shallow it is."

**NOTE:** When you integrate quotations in this way, you do not use any special punctuation. Instead, you should punctuate the sentence just as you would if all of the words were your own. No punctuation is needed in the sentences above in part because the sentences do not follow the pattern explained under number 1 and 2 above: there is not a complete sentence in front of the quotations, and a word such as "says," "said," or "asks" does not appear directly in front of the quoted words.

All of the methods above for integrating quotations are correct, but you should avoid relying too much on just one method. You should instead use a variety of methods.
### Useful Transitions

**To SIGNAL SEQUENCE**

<table>
<thead>
<tr>
<th>first</th>
<th>before</th>
<th>later</th>
<th>second</th>
<th>then</th>
<th>since</th>
<th>later</th>
</tr>
</thead>
<tbody>
<tr>
<td>finally</td>
<td>now</td>
<td>next</td>
<td>following</td>
<td>previously</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To COMPARE two things:**

<table>
<thead>
<tr>
<th>also</th>
<th>as well as</th>
<th>similarly</th>
<th>in the same way</th>
<th>subsequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>likewise</td>
<td>additionally</td>
<td>in addition to</td>
<td>furthermore</td>
<td>moreover</td>
</tr>
<tr>
<td>accordingly</td>
<td>consequently</td>
<td>along the same lines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To CONTRAST two things:**

<table>
<thead>
<tr>
<th>but</th>
<th>regardless</th>
<th>nevertheless</th>
<th>on the other hand</th>
<th>conversely</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>however</td>
<td>on the contrary</td>
<td>even though</td>
<td>while</td>
</tr>
<tr>
<td>as opposed to</td>
<td>in contrast</td>
<td>whereas</td>
<td>yet</td>
<td>still</td>
</tr>
<tr>
<td>however</td>
<td>by contrast</td>
<td>despite the fact that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To EMPHASIZE A POINT:**

<table>
<thead>
<tr>
<th>again</th>
<th>indeed</th>
<th>for this reason</th>
<th>truly</th>
<th>with this in mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>to repeat</td>
<td>in fact</td>
<td>to emphasize</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To CONCLUDE or SUMMARIZE:**

<table>
<thead>
<tr>
<th>as a result</th>
<th>consequently</th>
<th>accordingly</th>
<th>in short</th>
<th>in other words</th>
</tr>
</thead>
<tbody>
<tr>
<td>finally</td>
<td>thus</td>
<td>due to</td>
<td>to sum up</td>
<td>clearly then</td>
</tr>
<tr>
<td>therefore</td>
<td>in summary</td>
<td>all in all</td>
<td>in conclusion, then</td>
<td>hence</td>
</tr>
<tr>
<td>in sum, then</td>
<td>to summarize</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To ADD INFORMATION:**

<table>
<thead>
<tr>
<th>again</th>
<th>so too</th>
<th>furthermore</th>
<th>next</th>
<th>also</th>
</tr>
</thead>
<tbody>
<tr>
<td>besides</td>
<td>likewise</td>
<td>finally</td>
<td>additionally</td>
<td>equally</td>
</tr>
<tr>
<td>moreover</td>
<td>as well</td>
<td>in addition to</td>
<td>for example</td>
<td>further</td>
</tr>
<tr>
<td>another</td>
<td>for instance</td>
<td>along with</td>
<td>together with</td>
<td>in fact</td>
</tr>
</tbody>
</table>

**To GIVE AN EXAMPLE:**

<table>
<thead>
<tr>
<th>for example (e.g.)</th>
<th>such as</th>
<th>including</th>
<th>for instance</th>
<th>is like</th>
</tr>
</thead>
<tbody>
<tr>
<td>to illustrate</td>
<td>consider</td>
<td>after all</td>
<td>specifically</td>
<td>to take a case in point</td>
</tr>
</tbody>
</table>

**To SIGNAL CAUSE-EFFECT RELATIONSHIP:**

<table>
<thead>
<tr>
<th>because</th>
<th>hence</th>
<th>due to</th>
<th>as a result</th>
<th>thus</th>
<th>since</th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore</td>
<td>consequently</td>
<td>this led to</td>
<td>for</td>
<td>accordingly</td>
<td>then</td>
</tr>
</tbody>
</table>

**To MAKE A CONCESSION:**

<table>
<thead>
<tr>
<th>admittedly</th>
<th>granted</th>
<th>although it is true that</th>
<th>of course</th>
<th>to be sure</th>
</tr>
</thead>
</table>
Revising

The word revision means to “re-see.” During revision you consider your writing from your audience’s point of view. When you revise, you must look at the parts of your essay make sure that they work together to support the purpose of your writing. Here are a few things to ask yourself when revising:

**Audience**
- Is the level of details appropriate for your audience (not too general or too specific)?
- Are your ideas presented in a logical order that will be evident to the reader?
- Do you use clear transitions to help the reader follow your train of thought?
- Are your sentences clear and specific? Do you say what you mean, and mean what you say?
- Is your tone and style appropriate for your audience? *(see examples below)*

**Purpose**
- Is your purpose clearly stated for the reader?
- Do you clearly maintain that purpose throughout the document?
- Does all of your supporting information clearly relate to your purpose?
- Do you organize your ideas to best fulfill your purpose?

**Form**
- Do you follow the established form for the document you are writing?
- Do you separate ideas into paragraphs with clear topic sentences?
- Do you organize your ideas to best fulfill your purpose?

**Informal vs. Formal Academic Style**

<table>
<thead>
<tr>
<th>Informal Style</th>
<th>Formal Academic Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>May use numerals for numbers</td>
<td>Write out numbers of one or two words</td>
</tr>
<tr>
<td>e.g.: My best friend owns 13 pairs of shoes</td>
<td>one, two hundred, one million</td>
</tr>
<tr>
<td>Use numerals for numbers of three or more words</td>
<td>201, 47.5, 1,005</td>
</tr>
<tr>
<td>Use numerals for dates</td>
<td>July 19, 2001 20 May 2001</td>
</tr>
<tr>
<td>Write out any number beginning a sentence</td>
<td>Twenty-five thousand dollars was more than he could afford.</td>
</tr>
</tbody>
</table>

| May use contractions can’t, won’t, shouldn’t | Write out all contractions cannot, will not, should not |
| May use first, second, or third person pronouns: 1st I, me, we, us 2nd you 3rd he, she, it, they, them | Keep writing entirely in third person, or use first person sparingly. Eliminate second person (you) entirely; substitute be, she, they, a person, people, one, or another noun. Resist the temptation to overuse the impersonal one: |
| Impersonal: One finds the hottest temperatures in equatorial zones. | Revised: The hottest temperatures can be found in equatorial zones. |
| May abbreviate to save time and space. | Spell out most abbreviations |
| U.S., Feb., TV, N.Y. | United States, February, television, New York |
| Never use etc. or & | Mr., Mrs., PhD, a.m., p.m. |
| May use slang or colloquial expressions | Eliminate slang and colloquial expressions. |
| a lot, kids, guy, jerk, mess around, swipe, awesome, blab, u (you), b4 (before) | Substitute many, much, a great deal, or a specific amount for a lot. When appropriate use jargon. E.g., PM instead of private messaging |
# No More “Blah” Words

## BLAH VERBS:

<table>
<thead>
<tr>
<th>Get</th>
<th>Do</th>
<th>Make</th>
<th>Have</th>
</tr>
</thead>
<tbody>
<tr>
<td>obtain</td>
<td>accomplish</td>
<td>construct</td>
<td>obtain</td>
</tr>
<tr>
<td>attain</td>
<td>achieve</td>
<td>produce</td>
<td>control</td>
</tr>
<tr>
<td>receive</td>
<td>finish</td>
<td>assemble</td>
<td>treasure</td>
</tr>
<tr>
<td>possess</td>
<td>complete</td>
<td>fabricate</td>
<td>possess</td>
</tr>
<tr>
<td>achieve</td>
<td>labor</td>
<td>create</td>
<td>own</td>
</tr>
<tr>
<td>accomplish</td>
<td>perform</td>
<td>formulate</td>
<td>comprise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need</th>
<th>Take</th>
<th>Show</th>
<th>Want</th>
</tr>
</thead>
<tbody>
<tr>
<td>require</td>
<td>acquire</td>
<td>depict</td>
<td>desire</td>
</tr>
<tr>
<td>necessity</td>
<td>Seize</td>
<td>portray</td>
<td>crave</td>
</tr>
<tr>
<td>essential</td>
<td>capture</td>
<td>illustrate</td>
<td>covet</td>
</tr>
<tr>
<td>obliged</td>
<td>grasp</td>
<td>represent</td>
<td>yearn for</td>
</tr>
<tr>
<td>desire</td>
<td>possess</td>
<td>demonstrate</td>
<td>aspire to</td>
</tr>
</tbody>
</table>

## BLAH WORDS:

<table>
<thead>
<tr>
<th>bad</th>
<th>good/great</th>
<th>very/really</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>abhorrent</td>
<td>grand</td>
<td>extremely</td>
<td>a number of</td>
</tr>
<tr>
<td>horrible</td>
<td>fantastic</td>
<td>strikingly</td>
<td>several</td>
</tr>
<tr>
<td>horrendous</td>
<td>superior</td>
<td>dreadfully</td>
<td>various</td>
</tr>
<tr>
<td>appalling</td>
<td>excellent</td>
<td>exceptionally</td>
<td>a quantity of</td>
</tr>
<tr>
<td>dreadful</td>
<td>advanced</td>
<td>incredibly</td>
<td>numerous</td>
</tr>
<tr>
<td>vile</td>
<td>improved</td>
<td>certainly</td>
<td></td>
</tr>
<tr>
<td>alarming</td>
<td>remarkable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>always</th>
<th>a lot</th>
<th>etc.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ceaselessly</td>
<td>plenty</td>
<td>in addition to</td>
<td></td>
</tr>
<tr>
<td>evermore</td>
<td>countless</td>
<td>and so on</td>
<td></td>
</tr>
<tr>
<td>periodically</td>
<td>many</td>
<td>as well as</td>
<td></td>
</tr>
<tr>
<td>occasionally</td>
<td>several</td>
<td>and so forth</td>
<td></td>
</tr>
<tr>
<td>constantly</td>
<td>innumerable</td>
<td>and the like</td>
<td></td>
</tr>
<tr>
<td>continually</td>
<td>plethora</td>
<td>and the rest</td>
<td></td>
</tr>
</tbody>
</table>

**Words to AVOID:** cool, sucks, ain’t, could of/would of/should of, tight (in slang form)…
1. **Question:** The author may help the peer reader by asking her/him to look for specific problems or aspects of the writing. Some sample questions include:

- What do you want to know more about?
- Was there a part that confused you?
- Was there a part that didn’t make sense?
- Are my sentences clear and easy to understand?
- Is my vocabulary too difficult or too elementary?
- Did I use any weak repetition?
- Do I have any wasted words I could eliminate?
- What details should I add?
- Do I need some more description? Where?
- Did I use some tired or dead words that I need to change?
- Are there some sentences I could combine?
- Did I indent in the right places?
- Do I have misspelled words?
- Do I have any sentence fragments?
- Do I have any punctuation mistakes?

2. **Compliment:** After reading the paper, the peer reader should begin by giving the author compliments. Some peer compliments include:

- I liked the way your paper began because…
- I liked the part where…
- I liked the way you explain…
- I like the order you used in your paper because…
- I liked the details you used to describe…
- I liked the words you used in your writing, such as…
- I like the facts you used like…
- I like the way the paper ended because…
- Your paper is effective because it reminded me of…
- Your paper has effective sentence variety in the part where…
- I like the tone or mood of your writing because it made me feel…

3. **Feedback:** Next, the peer reader should ask questions to help clarify the paper for them and offer some specific suggestions for improvement.

- Could you write a hook or lead sentence to “grab” your readers?
- I got confused in the part about…
- Could you add an example to the part about…?
- Could you add more to this part because…?
- Do you think your order would be more effective if you…?
- Do you think you could leave this part out because…?
- Could you use a different word for_____because…?
- Is this paragraph on one topic?
- Could you combine some of these short sentences?
- Did you end at the natural ending, or should you end here?
- Your punctuation caused me to have read this part twice.
Checklist for Peer-Editing
Expository Essays

Checklist for Introductions:

☐ Is the hook interesting?
☐ Does the writer mention the author and title?
☐ Does the essay include a thesis?
☐ Does the thesis relate to the writing prompt and tell you what the paper is about?
☐ For any of the items missing above, what can the writer do to improve the introduction?

Checklist for Body Paragraphs:

☐ Does the body paragraph have a topic sentence?
☐ Does the writer talk about one topic throughout the entire paragraph?
☐ Does the writer use a quote to support his/her topic sentence?
☐ Does the writer cite the source using proper format: (author name page#)?
☐ Does the writer sufficiently explain or analyze the quote used in the body paragraph?
☐ For any of the items missing above, what can the writer do to improve this body paragraph?

Checklist for Conclusions:

☐ Does the first sentence in this paragraph summarize the essay?
☐ Does the writer restate the main points in the essay?
☐ Is the last sentence thought-provoking and effective?
☐ After finishing the essay, re-read the thesis in paragraph one. Does the thesis summarize/represent the essay?
☐ For any of the items missing above, what can the writer do to improve this concluding paragraph?
Introduction

This quickstart will help you get started with Turnitin and will walk you through the steps for submitting your first paper. To begin, you need to first register with Turnitin and create a user profile.

1. If you have received an e-mail from Turnitin with a temporary password, a user profile has already been created for you. To get started, log in to Turnitin with your e-mail address and password and proceed to Step 2 in this quickstart.

Step 1

To register and create a user profile, go to www.turnitin.com and click on the Create Account link on the homepage.

The new user page will open, follow the directions on this page to help you create your user profile. To create a profile, you must have a class ID and an enrollment password. You can get this information from your instructor. Once you finish creating your profile, you will be logged in to Turnitin.

Step 2

Your class will show up on your homepage. Click on the name of your class to open your class portfolio.

Step 3

Your class portfolio shows the assignments your instructor has created and your submissions to the class. To submit a paper, click the Submit button next to the paper assignment.
Step 4

The paper submission page will open. Enter a title for your paper. To select a paper for submission, click the *browse* button and locate the paper on your computer. We accept submissions in these formats:

- MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text (.txt)

After entering a title for your paper and selecting a file, click *upload* to upload your paper 4.

4 *Once you have located your paper and entered a title, click upload*

If your paper is in a format that we do not accept, you can submit it by cut and paste. To submit a paper this way, select *cut & paste* using the pulldown at the top of the form 5.

To submit a paper by cut and paste, copy the text of your paper from a word processing program and then paste it into the text box in the submission form. If you submit your paper using the cut and paste method, you can skip the next step.

5 *Select cut & paste with the pulldown to submit a paper in a file format we do not accept*
Step 5

The paper you chose to submit will be shown on the next page. Look over all the information and make sure that it is correct. To confirm the submission, click the submit button ⑥.

⑥ Make sure you selected the correct paper; click “submit” to finalize your submission

Step 6

After you confirm your submission, a digital receipt will be shown. This receipt will be e-mailed to you. To return to your portfolio and view your submission, click the portfolio button ⑦.

⑦ Click the portfolio icon to return to your portfolio and view your submission

Once within your class portfolio, click on Show details link to the right of the assignment to view the Originality Report icon for your paper ⑧.

⑧ Click on the Show details link to view your Originality Report icon.

Click on the Originality Report icon to view your Originality Report. A grayed out report icon indicates that the report has not yet been generated.

① By default, students cannot see their own Originality Reports. If you see the text “Not Available” instead of an Originality Report icon in your portfolio, then your instructor has disabled the ability for students to view the Originality Report for this assignment. If you would like to view your report, contact your instructor.
Critically Evaluating Sources

There is a ton of information out there and not all of it is trustworthy. When you write a research paper, you not only need to find sources for your paper, but you must evaluate those sources carefully. You need to make decisions about what to search for, where to look, and once you’ve found material on your topic, whether or not to use it in your paper.

Author
√ What are the author's credentials—institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise?
√ Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources.
√ Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

Date of Publication
√ When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.
√ Is the source current or out-of-date for your topic? Topics in the humanities often require material that was written many years ago. On the other hand, topic areas of continuing and rapid development, such as the sciences, demand more current information. An extreme example of this is that some news sources on the Web now note the hour and minute that articles are posted on their site.

Edition or Revision
√ Is this a first edition of this publication or not?
√ Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs.
√ Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?

Publisher
√ Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

Audience
√ What type of audience is the author addressing? Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your needs?
Purpose
√ Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts.
√ Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions.
√ Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas.
√ Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?

Coverage
√ Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints.
√ Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. For example, if you were researching Konrad Adenauer's role in rebuilding West Germany after World War II, Adenauer's own writings would be one of many primary sources available on this topic. Others might include relevant government documents and contemporary German newspaper articles. Scholars use this primary material to help generate historical interpretations—a secondary source. Books, encyclopedia articles, and scholarly journal articles about Adenauer's role are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

Writing Style
√ Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?
5 Criteria for Evaluating Web Pages

1. Accuracy
   • Who wrote the page and can you contact him or her?
   • What is the purpose of the document and why was it produced?
   • Is this person qualified to write this document?

2. Authority
   • Who published the document and is it separate from the "Webmaster?"
   • Check the domain of the document; what institution publishes this document?
   • Does the publisher list his or her qualifications?

3. Objectivity
   • What goals/objectives does this page meet?
   • How detailed is the information?
   • What opinions (if any) are expressed by the author?

4. Currency
   • When was it produced?
   • When was it updated?
   • How up-to-date are the links (if any)?

5. Coverage
   • Is it all images or a balance of text and images?
   • Is the information presented cited correctly
   • Are the links (if any) evaluated and do they complement the documents' theme?
**Basic Research on EBSCOhost**

EBSCOhost is a powerful academic research database that many high schools and colleges utilize. This is a tutorial for a basic search, but there are many more specific databases that you can access.

**Step 1:** EBSCOhost website: [http://search.ebscohost.com](http://search.ebscohost.com)

**Step 2:** If you are using a computer or laptop on campus, you do not have to enter a user ID or password. If you are not using a school computer, enter the following:

- **User ID:** centinela
- **Password:** _______________

**Step 3:** Click on the **EBSCOhost Research Databases**

**Step 4:** Uncheck **select/deselect**

**Step 5:** Scroll down and select **TOPICsearch** and Continue

**Step 6:** Type your topic in the search box and **Search**

![Search page](image)

**Step 7:** Scroll through the options and select a **FULL TEXT** periodical.
**Step 8:** Select title by clicking on **BLUE** link

**Step 9:** Select which retrieval option you want from the **TOOLS:** Print, E-mail or Save

![Tools](image)

**Step 10:** Make sure you have MLA citation format checked (this will provide you with the proper MLA format for citing a text for your Works Cited page)

![E-mail](image)
How to Write Social Studies Essays

I. Read the question carefully. You will never be expected to write a book on the subject or to simply "download information." You will need to demonstrate your ability to see patterns in history and human behavior.

II. Select an appropriate graphic organizer, based on the nature of the analytical aspect of the question. The analytical possibilities are somewhat predictable. Here are some options and the graphic organizer to help you:

"T" charts:

- Pro/Con
- Benefits/Drawbacks
- Success/Failure
- Cause/Effect
- Attitudes/Actions
- Beliefs/Responses

Venn diagram or three-column chart:

- Compare/Contrast
- COT or CCOT (Change over time or Continuity and Change Over Time)

III. Add the "brilliant stroke": While the graphic organizer is a critical start to your organizing and analysis, you need to sub-categorize further. One way to consider subcategories is the "PERSIA + GT" model. These categories can help you sort the information into areas that can be described more effectively. Therefore you would divide the chart/Venn diagram/timeline into categories by drawing lines through the organizer:

- Political
- Economic
- Religious
- Social
- Intellectual
- Artistic
- Geographic
- Technological

Note: These categories do not always apply. For example, if the question asks you to describe responses to the plague, you could categorize the responses as: Fear, Isolation, Greed, Scapegoating, etc.

If the question asks for reasons for the rising popularity of sports in Europe during the early 20thc., you could include Health, Nationalism, and Preparation for the military.
IV. BRAINSTORM ideas onto the graphic organizer.

V. Based on the evidence you have gathered and organized, create an appropriate thesis. A strong thesis statement should answer the prompt, make a claim that others might dispute, and provide a “road map” for your argument (i.e., suggest the organizing structure for your body paragraphs). Within the introductory paragraph, you should discuss the context of your argument to lead up to your thesis.

VI. Your topic sentences should directly support your thesis, state the controlling idea of the body paragraph, and prepare the reader for the evidence you will provide. A topic sentence is not a FACT; it is your interpretation of the evidence and how it relates to your argument.

VII. Include powerful evidence, at least three pieces for each body paragraph. Some possibilities:

- Startling statistics
- Relevant facts
- Appropriate anecdote/illustrative story
- Relevant quotations/expert opinions
Introduction

**Do’s**

- General Statement:
  - Capture the interest of the reader by setting the stage.
  - Can include Timeframe, Place, and Background Information

- Address the Question:
  - Use your own words.

- Thesis:
  - What you intend to prove

**Don’ts**

- Introduction:
  - No personal pronouns (I, you, our, etc.)
  - No documents in the introduction

Body Paragraphs

**Do’s**

- Body Paragraphs: It is recommended you begin your body paragraph with a topic sentence.

- Evidence and Analysis:
  - Give specific evidence and analysis.

- Conclusion:
  - End by stating how the material you presented supports your thesis.

**Don’ts**

- Body Paragraphs:
  - No tangents (stick to the topic)

Conclusion

**Do’s**

- Conclusion:
  - Check to see that your introduction agrees with your conclusion

- Rephrase your thesis.

- Restate your major points.

- Apply your essay to a broader context

**Don’ts**

- Conclusion:
  - Don’t start with “In conclusion”
  - No new evidence or ideas
How to Write a Lab Report/Scientific Research Paper

Background:

Scientific writing is a highly formalized style of writing that differs in many key respects from the formalized writing seen in other disciplines (i.e. English, history, etc.). Each section of a lab report will be described in detail later but a few points to keep in mind are:

1. Every argument made in a scientific paper requires a logical explanation.

2. Every argument made in a scientific paper requires evidence. Evidence comes in two forms: 1) other peoples work (i.e. information from a book, papers, or other sources) and 2) your own work (i.e. data gathered during the investigation and reported in your paper).

3. Scientific papers are about data and facts, not emotion. Therefore, there is no “hook” as you find in other argumentative papers. Likewise, your personal beliefs, opinions, etc. do not belong in the paper, see numbers one and two, above.

4. You are not “proving” anything. It is a common misconception that scientists prove things. This misconception is so wide spread, even professional scientists slip up and use the word “prove” every once and a while. An important component of science is that all hypotheses have the ability to be falsifiable. In other words, every hypothesis can, however unlikely the event is, be demonstrated false. A scientist collects evidence that either supports or refutes a hypothesis. If a hypothesis cannot be refuted with evidence of some kind then it isn’t a good hypothesis. When a hypothesis has a great deal of evidence to support it becomes a theory (i.e. the Theory of Gravity or the Theory of Evolution). It is highly unlikely that anyone will find evidence that refutes a theory but it’s still possible. Finally, one experiment, even a series of experiments doesn’t provide enough evidence to “prove” anything. Your data combined with findings of other scientists contributes to the body of scientific knowledge.

5. Don’t overstate your findings. It is tempting, especially after a lot of work, to claim your data shows more than it does. It is important you review your final paper, before submitting to make sure your argument is in line with your evidence.

6. Lab reports/papers should always connect the subject of your investigation to a larger scientific concept. As the writer it is your job to “connect the dots” between this larger topic and your experiment(s). Think of the structure of a lab report shaped like an hour glass. The introduction section is the top of the hour glasses, you’ll introduce the larger scientific concept and explain the part you will focus on. The materials and methods, results, and discussion sections are the neck of the hour glass and have a very narrow focus. The conclusion is the bottom of the hourglass, where you will connect your findings to the broader scientific concept you introduced in your introduction.

7. The main difference between a lab report and a scientific research paper is that a lab report will have data from experiments in which you conducted yourself while a scientific research paper will only review the work of others.

Why are we making you write this way? Simple, if you can write like a scientist than you can think like a scientist.

This section will present an example lab report followed by a breakdown explaining the necessary features of each section.
Explanation of Each Section

GENERAL NOTES:
• Except for the header, title each section
• In some cases subheadings can be used to make your text more clear

HEADER:
• The header will consist of the title of your lab report and the author.

  The Comparative Strength of the Intermolecular Forces of Various Common Substances

  [Author’s Last Name, First Name]

• The title should describe what you are investigating in your lab.
• DO: Be concise, the title should be no more than one sentence in length
• DO NOT:
  o Be too general with your title. Something like “Forces” could refer to chemistry or Star Wars.
  o Be obvious, in other words don’t put the words “lab report” in your lab report title.

INTRODUCTION:

• The introduction must do the following:
  o Introduce the larger scientific topic you will investigate (in example: this is intermolecular forces)
  o Provide background information on the topics you are studying (in example: specific kinds of intermolecular forces, surface tension and melting point)
  o Give your prediction, “What will happen?”
  o Give your hypothesis, “Why the prediction will happen”

Here you have the big concept: Intermolecular Forces followed by descriptions of each force, and ending with a list of the forces studied in the experiment. Notice: the citations after key statements.

Notice: citations

Here the two properties being investigated, surface tension and melting point are described. Notice: again, the citations.

Here the predictions and hypothesis are in this paragraph. Notice: the words “prediction” and “hypothesis” DO NOT appear. Notices: citations

The Introduction

Intermolecular forces, also called Van de Waals forces, are the forces that occur between neighboring atoms, molecules, or ions. These forces are determined by the types of atoms in the molecule and determine the chemical properties that molecule possesses. There are two general types of intermolecular forces: weaker London Dispersion Force and the stronger dipole-dipole interactions. A specific type of dipole-dipole interactions are hydrogen bonding, which occur between hydrogen atoms and atoms of other molecules (Petracci et al 2007). These forces are weaker than intramolecular forces, i.e. ionic and covalent bonds, and therefore can be easily and safely be explored in the laboratory setting (Brown et al, 2014). In this lab we will investigate the relative strengths of three types of intermolecular forces, London dispersion forces, dipole-dipole interactions, and hydrogen bonds occurring in liquids and solids.

Two properties which can be observed to investigate intermolecular forces are surface tension, for liquids, and melting point, for solids. Surface tension is the energy required to overcome the intermolecular forces of a liquid and increase the liquid’s surface area.

Substances with stronger intermolecular forces will have a stronger surface tension as evidenced by a greater volume of the liquid being able to be added before the surface tension breaks (Petracci et al, 2007). Melting point is the temperature at which solid state of a pure substance becomes a liquid (melting point, 2017). Substances with stronger intermolecular forces will show higher melting points (Reusch, 2013).

London dispersion forces are known to be the weakest intermolecular forces due to the fact they are only temporary forces that are produced by fluctuations in electron distribution (Brown et al, 2014). Therefore, substances with these forces should have the lowest surface tension and lowest melting points. Dipole-dipole interactions exist in polar molecules and can be seen in a variety of substances. In this investigation we compare dipole-dipole interactions in two different substances, vegetable oil and water, in order to determine if there are significant differences in the strength of dipole-dipole interactions in different substances. Finally, we compare the melting point of solids with intermolecular forces, paraffin wax, paradichlorobenzene, and sugar, to salt, a solid which has intramolecular ionic bonds. As ionic bonds are stronger than any molecular force the melting point of salt should be significantly higher than the melting points of any of the substances with intermolecular forces (Brown et al, 2014).
• **DO:**
  - EXPLAIN, in a logical manner, every statement you make
  - USE Citations, remember citation are evidence for your argument
  - Structure your introduction to go from a big topic to the narrow topic you will investigate
  - USE these forms of punctuation: commas, periods, colons, semicolons, parenthesis, back slashes, dashes

• **DO NOT:**
  - Be emotional, remember there is no emotion in science, only data and logic
  - Get lazy, yes it is hard to explain every statement you make logically and provided evidence but you must have these in order for science to work
  - Leave open-ended questions: your job is to provided explanations.
  - COPY-PASTE, your references are meant to provide evidence for your arguments but the arguments must be your own
  - USE these forms of punctuation:
    - Exclamation points (!) – these are for emotion, no emotion in lab reports
    - Question marks (?) – you are providing answers and logic, if you have questions go find the answers
    - Ellipses (…) – This isn’t Facebook. Complete your sentences.
    - Quotation marks – no copy-paste

**MATERIALS AND METHODS:**

- The materials and methods should be written in paragraph form and describe how to conduct your experiment

**Materials and Methods**

Determination of Surface Tension Strength

In order to determine the strength of intramolecular forces in three liquids toluene, vegetable oil, and water, we investigated surface tension using the penny test. In this test a penny is placed face up on a paper towel. The liquid is dropped onto the penny using an eye dropper at close range. Drops were added until the surface tension broke causing the liquid to spill off the penny and onto the paper towel. The number of drops was recorded. The penny was then wiped clean with a paper towel and the experiment was repeated two more times. A fresh penny was used for each substance to avoid cross contamination. The three data points were averaged and the standard deviation was determine for each substance (Table 1).

Determination of Melting Points

In order to determine melting points one gram of each substance was placed on the center of clean lid of a paint can and heated over a Bunsen burner. The time in which the substance melted was recorded (Table 2). The lid was then cleaned off, cooled, and the procedure was repeated two more times. The time for melting points was averaged and the standard deviation was determined (Table 2). This procedure was repeated with all of the substances. Care was taken to clean and cool the lid between each test in order to prevent cross contamination of materials and to ensure residual heat from the previous experiment did not alter melting point data.

• **DO:**
  - Separate the different procedures. If your experiments consist of separate procedures split these up so as to make it very clear what is happening in each experiment.

• **DO NOT:**
  - Write a list of materials you will use. Bring up the materials at the step you use them. For example, if you say “The material was heated over a Bunsen burner.” There is no reason to list “Bunsen burner” in a special section. That is redundant.
  - Write a numbered list of your procedure. You are NOT writing a cookbook, use paragraph.
RESULTS:

This is where you tell your reader what you found. This provides evidence for you to use in your discussion.

Toluene showed the lowest surface tension, vegetable oil the second lowest, and water the greatest although both vegetable oil and water showed surface tensions closer to each other than to toluene (Table 1). The differences between the three substances is low indicating the differences observed in surface tension are the result of differing intermolecular forces and are not the result of experimental error.

Paraffin Wax had the lowest melting point. Para dichlorobenzene had a higher melting point and sugar had the highest melting point of the three tested substances. Salt, our control substance, did not melt after two minutes exposure to heat at which point the experiment was stopped due to time constraints. There were variations in the melting point data of both para dichlorobenzene (trial 2) and sugar (trial 3). These variations skewed the averages and standard deviations of the data for both substance indicating that there is no significant variation between the interactions between para dichlorobenzene and sugar. However, trials one and three for para dichlorobenzene are far more similar to each other than either is to trial two. Similarly, trials one and two for sugar are far more similar to each other than to trial three. This variation suggests some error was made during the experiment. For example the paint can may not have been allowed to cool enough. If this were the case the melting point of the following trials would be less than those when the paint can was cool. This could explain the variation in the data. When these two data points were removed the average and standard deviations indicated that sugar had a greater melting point than para-chlorobenzene (Table 2).

Table 1 – Surface Tension in Liquids with Various Intermolecular Forces

<table>
<thead>
<tr>
<th>Liquid</th>
<th>Intermolecular Force</th>
<th>Trial 1 (# of drops)</th>
<th>Trial 2 (# of drops)</th>
<th>Trial 3 (# of drops)</th>
<th>Average Time (s)</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toluene</td>
<td>London Dispersion</td>
<td>9.0</td>
<td>8.0</td>
<td>7.0</td>
<td>8.0</td>
<td>±1.0</td>
</tr>
<tr>
<td>Vegetable Oil</td>
<td>Dipole-Dipole</td>
<td>22.0</td>
<td>19.0</td>
<td>18.0</td>
<td>19.7</td>
<td>±2.1</td>
</tr>
<tr>
<td>Water</td>
<td>Hydrogen Bonding</td>
<td>32.0</td>
<td>27.0</td>
<td>31.0</td>
<td>30.0</td>
<td>±2.6</td>
</tr>
</tbody>
</table>

Table 2- Melting Time of Solids of Various Intermolecular Forces

<table>
<thead>
<tr>
<th>Solid</th>
<th>Intermolecular Force</th>
<th>Trial 1 Time (s)</th>
<th>Trial 2 Time (s)</th>
<th>Trial 3 Time (s)</th>
<th>Average Time (s)</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraffin Wax</td>
<td>London Dispersion</td>
<td>12.0</td>
<td>16.0</td>
<td>18.0</td>
<td>15.3</td>
<td>3.1</td>
</tr>
<tr>
<td>Para dichlorobenzene</td>
<td>Dipole-Dipole</td>
<td>59.0</td>
<td>29.0</td>
<td>43.0</td>
<td>43.7 (51)</td>
<td>15.0 (11.3)</td>
</tr>
<tr>
<td>Sugar</td>
<td>Hydrogen Bonding</td>
<td>112.0</td>
<td>110.0</td>
<td>77.0</td>
<td>59.7 (111)</td>
<td>19.7 (1.4)</td>
</tr>
<tr>
<td>Salt</td>
<td>Ionic Bonding</td>
<td>Over 120</td>
<td>Over 120</td>
<td>Over 120</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Numbers in parenthesis indicate average and standard deviation calculated without anomalous trials (trial 2 for para dichlorobenzene and trial 3 for sugar).
• **DO:**
  o SHOW your data in the form of tables or graphs. Your teacher can help you determine the appropriate way to present your data. This will be depend on what kind of experiment you are doing.
  o EXPLAIN your results. You need to tell your reader what your numbers mean within the *limited* context of your experiment
  o EXPLAIN any anomalous results and possible reasons you see these results.
  o ANALYZE your data with math – Microsoft Excel has some great statistical analysis tools that will do the calculations for you. Your teacher can help you determine what statistics to show.
  o Give each table or graph a title

• **DO NOT:**
  o EXPLAIN too much. You are explain ONLY what your results mean within the confines of your experiment. You will connect your results to the big scientific concepts in the next two sections
  o LEAVE your reader hanging. You CANNOT just put a table or graph in your lab report and expect you reader to do all the work of figuring it out. Data is evidence; you make the argument.

**DISCUSSION:**

- In this section you need to connect your results back to the big picture concepts you talked about in the introduction

Discussion

In both the surface tension and melting point experiments the substances with the London dispersion forces, toluene and paraffin wax, showed the lowest values for surface tension and melting point, respectively (Table 1 and Table 2). This is likely due to London dispersion forces being weakest intermolecular force (Brown et al, 2014, Petrucci et al, 2007, Reusch 2013). Hydrogen bonding appears to be the stronger of the two dipole-dipole intermolecular force substances studied in both the surface tension experiment and in the melting point experiment (Table 1 and Table 2). This could be due to the fact that hydrogen is a special element, which essentially consists of only a proton. When bond with another atom, a hydrogen bond forms and can create a highly polar molecule which increases intermolecular forces (Brown et al, 2014, Petrucci et al, 2007, Reusch 2013). As expected, salt had the highest melting point demonstrating that intramolecular forces, i.e ionic bonds between atoms, are greater forces than intermolecular forces (Brown et al, 2014).

• **DO:**
  o EXPLAIN why you got the results you did using other sources to back up your findings
  o USE citations as necessary

• **DO NOT:**
  o Copy-Paste from your introduction. You set up your argument in the introduction, provide data from your experiments in the results, the discussion is for bringing these two parts together.

**CONCLUSION:**

- In the conclusion section you should go beyond what you covered in the introduction and relate your investigation to other related topics.

Conclusion

Intermolecular forces are not only weaker than intramolecular forces but specific intermolecular forces have different strengths. These forces play a role in determining the chemical properties of different substance which in turn affects how substances interact with other substance in nature. For example, this can contribute to the like-dissolves-like phenomena in which polar substances such as water, dissolve other charged molecules, such as salt where a non-polar substances, such as vegetable oil, dissolve uncharged substances (Silverstein, 1998). Intermolecular forces add to the complexity chemical properties and interaction of substances in nature.
• **DO:**
  o Describe the big picture concepts you are studying and new topics.
  o Include new references as necessary.

• **DO NOT:**
  o Repeat what you said in the discussion.

**WORKS CITED:**

- This can also be called a reference section. Either term is fine.
- You should list all reference you cited in the text, alphabetically by the first author’s last name.
- Use the following guide from the journal Developmental Dynamics:
  The Harvard (author, date) system of referencing is used. In the text, give the author’s name followed by the year in parentheses: Sago (2000). If there are two authors use ‘and’: Baskin and Baskin (1998); but if cited within parentheses use ‘&’: (Baskin & Baskin 1998). When reference is made to a work by three or more authors, the first name followed by *et al.* should be used: Powles *et al.* (1998). If several papers by the same author(s) and from the same year are cited, *a*, *b*, *c* etc. should be used after the year of publication to differentiate between papers. In the list, references should be listed in alphabetical order. Cite the names of all authors. Do not cite the first three and use *et al.*, even when there are seven or more authors. Personal communications, unpublished data and publications from informal meetings are not to be listed in the reference list but should be listed in the text (e.g. A. Smith, unpubl. data, 2000). Authors are responsible for the accuracy of the references.

References should be listed in the following form.

**Journal**


**Book**


APA Citations

The American Psychological Association (APA) Style is a set of rules or guidelines that a writer uses to ensure clear and consistent presentation of written materials. Students in science and research fields are often encouraged to follow the APA guidelines.

What You Will Need

Here is a table of what you will need for every source consulted:

<p>| | | |</p>
<table>
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<tr>
<td>Books</td>
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<td>Author(s) or Editor(s)</td>
<td>Author(s)</td>
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<td>Title</td>
<td>Title of Article</td>
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<td>Publication Date</td>
<td>Title of Journal / Magazine / Newspaper</td>
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<tr>
<td>Articles</td>
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<td>Author(s)</td>
<td>Title of Article</td>
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<td>Title of Journal / Magazine / Newspaper</td>
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<td>Same information as for</td>
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<td>Name of Database</td>
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<td>Articles, plus Web Site</td>
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<td>Name of Database Publisher</td>
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<td>Address (URL)</td>
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<td>City of Publication</td>
<td>Volume &amp; Issue Number</td>
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<tr>
<td>Publisher</td>
<td>Publication Date</td>
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<td></td>
<td>Date of Access</td>
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</tbody>
</table>

Write down this information for each source as you take notes during your research. This will help immensely when you are ready to write the paper.

In-Text Citation Format

When you are including a citation in the body of your paper, use the following format. Do not use this format for the citation list at the end of your paper.

- **Short Quotations** – Include the Author’s last name, the year of publication, and the page number you are quoting from. Introduce the quotation with a phrase like “According to...” or “Smith says that...” and follow it with the year of publication in parentheses. Include the page number in parentheses after the quote.

- **Long Quotations** – For quotes longer than 40 words, start the quote on a new line and indent five spaces from the left margin for the duration of the quote. For this kind of quotation, you do not need quote marks as the indentation serves as indication that this is a quote. Include the page number in parentheses after the quote.

- **Summaries and Paraphrases** – Introduce the paraphrase with “According to...” or “Smith says that...”. It is not necessary to include a page number, though you still can if you want to.

Examples:

According to Baker (2008), plagiarism “could result in a lower or failing grade and even in your expulsion from university.” (p. 3)

In his 2008 presentation, Baker states:

In essence, when you quote or paraphrase from somebody else's work without citing it, you are plagiarizing their work. Plagiarism is a serious matter, and could result in a lower or failing grade and even in your expulsion from university. Just rewording your work isn't enough to avoid plagiarism. Since you are still borrowing information heavily from another writer, you still need to include a citation. (p. 3)

Plagiarism could get you kicked out of school or make you fail your class. (Baker, 2008)
The APA Reference List

**Formatting** - Remember that your reference list, like your paper, should be double-spaced. Your references should use a hanging indent: That is, every line but the first in each reference should be indented. Sort your entries alphabetically by the authors' or editors' last names.

<table>
<thead>
<tr>
<th>General Forms</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOK</strong></td>
<td></td>
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<tr>
<td><strong>JOURNAL ARTICLE</strong></td>
<td></td>
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<tr>
<td><strong>BOOK CHAPTER OR ESSAY IN A COLLECTION</strong></td>
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<tr>
<td><strong>ONLINE ARTICLE (FROM A DATABASE)</strong></td>
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<tr>
<td><strong>ONLINE DOCUMENT (E.G. WEBSITE)</strong></td>
<td></td>
</tr>
</tbody>
</table>
References


MLA Essay Formatting Guidelines

The following guidelines apply to typed essays.

√ Use white 8.5 x 11-inch paper.
√ Double-space the text of your paper.
  o Don’t use extra spaces between paragraphs
  o For quotes that are four or more lines long: single spaced and indented
  o Your works cited page should use single spacing, but double spacing between sources.
√ Use a legible font such as Times New Roman or Garamond.
√ Leave only one space after periods or other punctuation marks
√ Set the margins of your document to 1 inch on all sides.
√ Insert page numbers positioned on the top right of the paper inside the header. Type your last name before the page number in Times New Roman font.
√ Begin your paper with the proper information. Your information should be left justified.

The Basics

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Michelle Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Name</td>
<td>Mrs. Purcell</td>
</tr>
<tr>
<td>Class</td>
<td>English 10</td>
</tr>
<tr>
<td>Date</td>
<td>15 May 2015</td>
</tr>
</tbody>
</table>

√ Indent the first line of each paragraph. Do this by hitting the Tab key once.
√ Underline, italicize or quote titles correctly:
  o Underline or italicize major works such as plays, novels, magazines, newspapers, books of poetry, short stories, album titles, movies.
  o Use quotes for minor works such as articles, songs within an album, individual poems or short stories
Setting up MLA Format in Google Drive

Step 1: Logging in

Log on to your Gmail account using your email address and password. In the apps, select Google Drive.

Step 2: Creating a Document

Create a new document: Click on New and then Google Docs.

Mouse over “Untitled Document” in upper left hand corner. Click on it and create a name for your document.

Step 3: Document Set Up

· Change font to Times New Roman, 12 point

· Set up line spacing by clicking on Format, Line Spacing and then select Double.

Step 4: Header

· Create a Header by clicking on Insert and then Header.
· You will need to change the font to Times New Roman, 12 point.
· Then click Insert, Page number, Top of page and right justify it.
· Click on the space before the number and type your last name.
· Click out of the header when finished.
Step 5: Heading

- Line one: type your first and last name.
- Line two: type your teacher’s name.
- Line three: type the class and period.
- Line four: type the date (1 April 2013).

Step 6: Essay Title

- Click on the center button and then type your title.

Step 7: Beginning Essay

- To begin your essay click on left justify and then tab to indent your first paragraph.
MLA In-Text Citations
Aka: Parenthetical Documentation

What is parenthetical documentation?
• A way to give credit to your source within your paper. Also known as in-text citations.
• Parenthetical means using parentheses.

Why do we use it?
• It is required by the Modern Language Association (MLA) and all instructors—whether they are college-level or high-school level—are going to require you to use either MLA or APA (American Psychological Association) style guidelines.
• It ensures the reader that you are not plagiarizing any work—you are giving credit where credit is due.

How do I use it in my paper?
• Use this cheat-sheet or one of the helpful writing websites found at the end of the Writing Handbook.

<table>
<thead>
<tr>
<th>Options for citing the source from a BOOK within your paper.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the author’s name, title of book, and page numbers within the paragraph. No parenthetical reference necessary.</td>
<td>Josh Agnew describes his sophomore year on page 16 of the book Erie Students Speak Out. “Tenth grade is like a dream compared to the nightmare of our freshmen year. We are respected more by the upperclassmen.”</td>
</tr>
<tr>
<td>2. Use parentheses giving the author’s last name and page number when not citing it within the paragraph. You do not need the title of the work.</td>
<td>Many students welcome their sophomore year. “Tenth grade is like a dream compared to the nightmare of our freshmen year. We are respected more by the upperclassmen” (Agnew 16).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options for citing the source from a PERIODICAL within your paper.</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the author’s name, title of periodical, and page numbers within the paragraph. No parenthetical reference necessary.</td>
<td>Annie DeBaillie said, “My sophomore year represented the pinnacle in every teen’s life: getting your driver’s license” on page 33 of Seventeen magazine.</td>
</tr>
<tr>
<td>2. Use parentheses giving the author’s last name and page number when not citing it within the paragraph. You do not need the title of the periodical.</td>
<td>Some tenth-graders identify that year with certain rites-of-passage, such as learning to drive. “My sophomore year represented the pinnacle in every teen’s life: getting your driver’s license” (DeBaillie 33).</td>
</tr>
<tr>
<td>3. Follow the same directions even when not using a direct quote (unless the information is your OWN, you must cite it).</td>
<td>Learning to drive is a high point in a sophomore’s life (DeBaillie 33).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Options for citing the source from a WEBSITE within your paper.</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>1. Give the author’s name and title of website within the paragraph. If the website has page numbers, use them. No parenthetical reference necessary.</td>
<td>Emily Bennitt wrote about her sophomore year on her Xanga weblog page. “I often think of that year as a transition in my life from being a child to becoming an adult.”</td>
</tr>
<tr>
<td>2. Use parentheses giving the author’s last name when not citing it within the paragraph. You do not need the title of the website.</td>
<td>Some students identify their sophomore year “as a transition…from being a child to becoming an adult” (Bennitt).</td>
</tr>
<tr>
<td>3. Follow the same directions even when not using a direct quote (unless the information is your OWN, you must cite it).</td>
<td>Sophomores are in the midst of change—from childhood to adulthood (Bennitt).</td>
</tr>
</tbody>
</table>

Note: If website does not have an author, cite using the title of the webpage.
Basic Rules:


- LEFT-ALIGN your citations, but second and subsequent lines should be indented .5 inch

- Citations should be ALPHABETIZED by the Author’s Last Name

- If no author, alphabetize using the first word of the title (skip articles such as A, An, The)

- Use italics instead of underlining for titles of books, websites, magazines, etc.

- Titles of articles, poems, and shorter works should have quotation marks

- Dates are written in the order of day month year. For online resources, DATE ACCESSED is the day you looked through the source.

- Include page numbers after the year of publication if the work is one located within a larger work. Use N.p. if there is no publisher; use n.d. if no date of publication is provided.

- If there is more than one author, start with the FIRST author listed in the original source and write his/her last name then first name; the rest of the names will follow in FirstName LastName order with commas separating the different authors.

<table>
<thead>
<tr>
<th>TYPE OF SOURCE</th>
<th>FORMAT REQUIREMENTS</th>
<th>EXAMPLE</th>
</tr>
</thead>
</table>
### PERIODICALS

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<th>Citation Example</th>
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<tr>
<td>Magazine or Newspaper</td>
<td>LastName, FirstName. “Title of Article.” Title of Periodical. Date published: page(s). Medium of publication.</td>
</tr>
<tr>
<td>Online Magazine or Newspaper</td>
<td>LastName, FirstName. “Title of Article.” Title of Periodical. Publisher name, Date published: page(s). Medium of publication. Date accessed.</td>
</tr>
<tr>
<td>EBSCOHost with no pagination</td>
<td>LastName, FirstName. “Title of Article.” Title of Periodical. Date published: page(s). Title of Database. Medium of publication. Date accessed.</td>
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<tr>
<th>Website with Author and Date Listed</th>
<th>Citation Example</th>
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</thead>
<tbody>
<tr>
<td>Website with Author Listed w/ Article Title and no date</td>
<td>LastName, FirstName. “Title of the Article.” Title of the Website. Publisher or sponsor of the site (if available). Date of publication. Medium of publication. Date accessed.</td>
</tr>
<tr>
<td>Website with No Author w/ Article Title</td>
<td>“Title of Article.” Title of the Website. Publisher or sponsor of the site (if available). Date of publication. Medium of publication. Date accessed.</td>
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<tr>
<th>WEBSITES</th>
<th>Citation Example</th>
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<tr>
<td>Lectures &amp; Speeches</td>
<td>LastName, FirstName. “Title of Lecture.” Course title. Place or Institution, City, State. Date of lecture. Medium of publication.</td>
</tr>
<tr>
<td>Interview</td>
<td>LastName, FirstName. Interview by FirstName LastName. Title of Publication. Date of interview. Medium of publication. Date accessed.</td>
</tr>
<tr>
<td>Personal Interview</td>
<td>LastName, FirstName. Personal Interview. Date of interview.</td>
</tr>
<tr>
<td>Audio Recording</td>
<td>LastName, FirstName. “Title of Track/Song.” Title of Album. Recording Manufacturer, Date of Publication. Medium of Publication.</td>
</tr>
<tr>
<td>Podcast</td>
<td>LastName, FirstName. “Title of Podcast.” Audio blog post. Title of the Program. Publisher, Release date. Medium of publication. Date accessed.</td>
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<tr>
<td>Videotape/DVD</td>
<td>Title of Film. Director FirstName LastName. List performer names. Film Studio or Distributor, Year of release. Medium of publication.</td>
</tr>
<tr>
<td>Television</td>
<td>“Title of Episode.” Name of the Series. Network Name. Call letters of the station, City. Date of broadcast. Television.</td>
</tr>
<tr>
<td>Online Infographics</td>
<td>LastName, FirstName. “Graph Title.” Website Title. Publisher, Date published. Web. Date accessed.</td>
</tr>
<tr>
<td>Online Video</td>
<td>LastName, FirstName. “Video Title.” Website Title. Publisher, Date published. Web. Date accessed.</td>
</tr>
<tr>
<td>Online Photographs or Works or Art</td>
<td>LastName, FirstName. Photograph/Artwork Title. Year created. Museum/Collection name, City. Website Title. Publisher, Date published Online. Medium of publication. Date accessed.</td>
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<tr>
<td>Yang, Grace. Personal Interview. 6 Feb. 2015.</td>
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</table>

<table>
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<tr>
<th>VISUAL</th>
<th>Citation Example</th>
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</table>
Example of MLA Essay Format

John Tran
Ms. Matthews
English 11
30 September 2015

MLA Essay Format

(Center your creative title WITHOUT all caps, quotation marks, underlining or bold type)

When typing your essay, begin its first sentence two lines below the title. **Indent** paragraphs five spaces (1/2 inch) by hitting the tab key once, type on one side of the paper and **always double space**. There is no need for more than a double space between paragraphs; that is why we indent. If you are not familiar with standard typing procedures, note the following carefully: **single-space after all punctuation, including commas, semicolons, and periods**. Indicate dashes with two unspaced hyphens – not one. Ellipsis marks are three, spaced periods…**Italicize the titles of books, magazines, newspapers, ships, movies, and plays** (*War and Peace*, *Time*, *The Los Angeles Times*, *Queen Mary, Napoleon Dynamite, Romeo and Juliet*) as well as foreign words that require special emphasis (“Mother, **please**. I’d rather do it myself.”)

Use double quotation marks to indicate the titles of songs, poems and short stories (e.g. “Star Spangled Banner” or “The Raven”) and direct quotations including dialogue (e.g. “She said the story was about many little boats.”) Note that with the exception of the colon and semicolon, all punctuation goes **inside** the quotation marks.

In your writing, use the following sparingly: exclamation marks and question marks. **Do not use abbreviations** (Calif., hr., lb.), **shortened spelling** (w/o, 24/7, OMG, u), **ampersands** (&), or **etceteras** (etc.). Spell out numbers that consist of one or two words (five, twenty-five) or which begin a sentence. Use numerals for numbers that consist of three or more words (250, $3500).
Remember to have one-inch margins all around (not 1.25”) and to use 12-point type and Garamond, Arial, or Times New Roman fonts on word processors. You must also include a header at the top of each page. To do this, double click in the space above your MLA header until you have an outlined rectangle. Then, type in your last name, hit the space bar once and click on the # sign (insert page number) to the right of the AutoText tab. This will automatically number all your pages. You can number your pages manually, but make sure your pages increase in sequential order. Remember that readers, especially teachers, are impressed with clean looking manuscripts that have been carefully proofread for errors, punctuation and spelling. Finally remember to check your work.

Finally, the Works Cited section is located at the end of your paper, and lists all of the sources you cited in your text. For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, Radio or DVD. Writers are no longer required to provide URLs for Web entries. However, if your instructor or publisher insists on them, include them in angle brackets (< >) after the entry and end with a period. For long URLs, break lines only at slashes. For more details in setting up your Words Cited page, please refer to the MLA Works Cited section in your District Writing Handbook.
Works Cited


Note that the entries are in alphabetical order.

When an entry exceeds one line, note that subsequent lines are indented to indicate that they are part of the same entry.

When a website has no author, begin an entry with the name of the webpage.
6 Timed Writing Tips

1. **Answer the prompt:** Do NOT write on a topic other than the one specified in the prompt. The number one reason students do not pass writing exams is that they do not adequately answer the question.

2. **Take time to organize your ideas.**

3. **Support your thesis with specific examples.**

4. **Avoid excessive time spent on introductions and conclusions:** The majority of your time should be spent on developing the body of your essay. The introduction should contain your thesis sentence and the conclusion should recap your major points.

5. **Write legibly:** If your pen or pencil is not dark enough or if you do not write neatly enough, you may lose major points.

6. **Take time to proofread your essay:** This is your opportunity to review the checklist for writing, make sure your examples are specific, and make sure that grammatical errors do not make it difficult for the reader to understand your essay.
Types of Timed Writing

During your academic career, you will frequently be expected to take timed writing exams. The following pages explain some of the timed writing examples you should prepare for as soon as you enter high school.

The California High School Exit Exam
To do well on the California High School Exit Exam writing section, you must respond to one on-demand writing task. The writing task either will be a response to a reading passage, or a response to a writing prompt. With a response to literature, you are asked to analyze the passage and write a text-based response. With a response to a writing prompt, you are asked to write a response based on your own knowledge and viewpoints about a given topic.

Sample
Response to a Writing Prompt:
A person who seems in charge of every situation is sometimes called a “natural leader.” People often look to such a person to lead them in projects both great and small. Describe someone you have read about who seems to be a “natural leader.” Write an essay in which you describe the person and his or her accomplishments so vividly that your readers will feel they know this person.

The Smarter Balanced Assessment: Performance Task
Smarter Balanced Assessments include performance tasks that challenge you to apply your knowledge and skills to respond to complex real-world problems. The English Language Arts Performance Task is a collection of questions and activities that are connected to a single theme or scenario, and you will be asked to read multiple texts (usually three or more) and synthesize them into an expository or argumentative essay. You will take this test on a computer. The ELA Performance tasks will take one to two class periods to complete.

SAT I
You will be asked to develop a point of view on an issue, using reasoning and evidence based on your experiences, readings or observations—to support your ideas.
This 25 minute essay measures your ability to:
- Organize and express ideas clearly
- Develop and support the main idea
- Use appropriate word choice and sentence structure

Sample
Think carefully about the issue presented in the following excerpt and the assignment below.
“Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see the old memories as a chance to reckon with the past and integrate the past and present.”
—Adapted from Sara Lawrence-Lightfoot, I've Known Rivers: Lives of Loss and Liberation
Assignment: Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue.
**ACT**
You will have 30 minutes to read and think about the issue in the prompt and to plan and write your essay. Before writing, carefully consider the prompt and make sure you understand it. Explain your point of view in a clear and logical way. If possible discuss the issue in a broader context or evaluate the implications or complications of the issue. Address what others might say to refute your point of view and present a counter-argument.

**Sample Assignment:** Educators debate extending high school to five years because of increasing demand on students from employers and colleges to participate in extra-curricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year. In your opinion, should high school be extended to five years? In your essay, take a position. You may write about either of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

**University of California**
Analytical Writing Placement Examination (AWPE, formerly known as the Subject A)
You must demonstrate command of the English language. During the examination, students will be required to read a passage and then write an essay responding to a single topic based on the content.

**Sample**
Read carefully the passage and the essay topic. Respond to the topic by writing an essay that is controlled by a central idea and is specifically developed. You will have two hours to read the passage and to complete your essay. You may annotate or mark the text as you read. Plan your essay before you begin writing, using the “Notes” side of the blue Information Sheet. Allow time to review and proofread your essay and to make any revisions or corrections you wish.

**Assignment:** How does Kluckhohn explain the differences and similarities among the world’s people? What do you think about his views? Use examples from your own experience, reading or observation.

**California State University**
English Placement Test (EPT)
You must demonstrate proficiency in reading and writing.

**Sample**
You will have 45 minutes to plan and write an essay on the topic assigned. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be well-organized and as carefully written as you can make it.

**Assignment:** “For many Americans, the concept of success is a source of confusion. As a people, we Americans greatly prize success. We are taught to celebrate and admire the one who gets the highest grades, the one voted most attractive or most likely to succeed. But while we often rejoice in the success of people far removed from ourselves—people who work in another profession, live in another community, or are endowed with a talent that we do not especially want for ourselves—we tend to regard the success of people close at hand, within our small group, as a threat.” Explain Mead’s argument and discuss the extent to which you agree or disagree with her analysis. Support your position, providing reasons and examples from your own experience, observations or reading.
# 4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
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<tbody>
<tr>
<td><strong>Purpose/Organization</strong></td>
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</tbody>
</table>
| The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused: | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: | The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus: | | \* Unintelligible  
\* In a language other than English  
\* Off-topic  
\* Copied text  
\* Off-purpose |
| - claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task | - claim is clear, and the focus is mostly maintained for the purpose, audience, and task | - claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task | - claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task | |
| - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas | - adequate use of transitional strategies with some variety to clarify relationships between and among ideas | - inconsistent use of transitional strategies and/or little variety | - few or no transitional strategies are evident | |
| - effective introduction and conclusion | - adequate introduction and conclusion | - introduction or conclusion, if present, may be weak | - introduction and/or conclusion may be missing | |
| - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | - adequate progression of ideas from beginning to end; adequate connections between and among ideas | - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas | - frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression | |
| - alternate and opposing argument(s) are clearly acknowledged or addressed* | - alternate and opposing argument(s) are adequately acknowledged or addressed* | - alternate and opposing argument(s) may be confusing or not acknowledged* | - alternate and opposing argument(s) may not be acknowledged* | |

* acknowledging and/or addressing the opposing point of view begins at grade 7
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
| Evidence/Elaboration | The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:  
- comprehensive evidence from sources is integrated; references are relevant and specific  
- effective use of a variety of elaborative techniques*  
- vocabulary is clearly appropriate for the audience and purpose  
- effective, appropriate style enhances content | The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:  
- adequate evidence from sources is integrated; some references may be general  
- adequate use of some elaborative techniques  
- vocabulary is generally appropriate for the audience and purpose  
- generally appropriate style is evident | The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:  
- some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague  
- weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal  
- vocabulary use is uneven or somewhat ineffective for the audience and purpose  
- inconsistent or weak attempt to create appropriate style | The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response’s expression of ideas is vague, lacks clarity, or is confusing:  
- evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used  
- minimal, if any, use of elaborative techniques; emotional appeal may dominate  
- vocabulary is limited or ineffective for the audience and purpose  
- little or no evidence of appropriate style | • Unintelligible  
• In a language other than English  
• Off-topic  
• Copied text  
• Off-purpose |

*Elaborative techniques may include the use of personal experiences that support the argument(s).
### 2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
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</thead>
</table>
| Conventions | The response demonstrates an adequate command of conventions:  
• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | • Unintelligible  
• In a language other than English  
• Off-topic  
• Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

**Holistic Scoring:**

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.
### 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose/Organization</th>
<th>Purpose/Organization</th>
<th>Purpose/Organization</th>
<th>Purpose/Organization</th>
<th>NS</th>
</tr>
</thead>
</table>
| 4     | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and purposefully focused:  
- controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task  
- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas  
- effective introduction and conclusion  
- logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:  
- controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task  
- adequate use of transitional strategies with some variety to clarify the relationships between and among ideas  
- adequate introduction and conclusion  
- adequate progression of ideas from beginning to end; adequate connections between and among ideas | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:  
- controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task  
- inconsistent use of transitional strategies and/or little variety  
- introduction or conclusion, if present, may be weak  
- uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:  
- controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task  
- few or no transitional strategies are evident  
- introduction and/or conclusion may be missing  
- frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression | • Unintelligible  
• In a language other than English  
• Off-topic  
• Copied text  
• Off-purpose |

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This rubric evaluates the purpose and organization of writing tasks, focusing on aspects such as organizational structure, focus, and progression of ideas.
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</td>
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<tr>
<td></td>
<td>• comprehensive evidence from sources is integrated; references are relevant and specific</td>
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<td></td>
<td>• effective use of a variety of elaborative techniques*</td>
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<tr>
<td></td>
<td>• vocabulary is clearly appropriate for the audience and purpose</td>
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<td>• effective, appropriate style enhances content</td>
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<td>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</td>
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<tr>
<td></td>
<td>• adequate evidence from sources is integrated; some references may be general</td>
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<tr>
<td></td>
<td>• adequate use of some elaborative techniques*</td>
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<tr>
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<td></td>
<td>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</td>
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<tr>
<td></td>
<td>• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</td>
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<tr>
<td></td>
<td>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</td>
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<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
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<td></td>
<td>• inconsistent or weak attempt to create appropriate style</td>
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<tr>
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<td>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</td>
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<td>• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</td>
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<td>• minimal, if any, use of elaborative techniques*</td>
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<tr>
<td></td>
<td>• little or no evidence of appropriate style</td>
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</tbody>
</table>
|       | *Elaborative techniques may include the use of personal experiences that support the controlling idea.*

*Unintelligible
* In a language other than English
* Off-topic
* Copied text
* Off-purpose
<table>
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<tbody>
<tr>
<td><strong>Conventions</strong></td>
<td>The response demonstrates an adequate command of conventions:</td>
<td>The response demonstrates a partial command of conventions:</td>
<td>The response demonstrates little or no command of conventions:</td>
<td>• Unintelligible &lt;br&gt; • In a language other than English &lt;br&gt; • Off-topic &lt;br&gt; • Copied text (Off-purpose responses will still receive a score in Conventions.)</td>
</tr>
<tr>
<td></td>
<td>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td></td>
</tr>
</tbody>
</table>

**Holistic Scoring:**

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.
## ARGUMENT

<table>
<thead>
<tr>
<th>Description</th>
<th>5 Exceptional</th>
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<th>3 Proficient</th>
<th>2 Developing</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Claim:</strong></td>
<td>The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</td>
<td>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</td>
<td>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</td>
<td>The text contains an unstable or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</td>
<td>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence.</td>
<td>The text provides sufficient data and evidence to back up the claim and addresses counterclaims fairly. The conclusion effectively reinforces the claim and evidence.</td>
<td>The text provides sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.</td>
<td>The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.</td>
<td>The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.</td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
<td>The text consistently addresses the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.</td>
<td>The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.</td>
<td>The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.</td>
<td>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</td>
<td>The text lacks an awareness of the audience’s knowledge level and needs.</td>
</tr>
<tr>
<td><strong>Cohesion:</strong></td>
<td>The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</td>
<td>The text skilfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.</td>
<td>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</td>
<td>The text contains limited words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</td>
<td>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</td>
</tr>
<tr>
<td><strong>Style and Conventions:</strong></td>
<td>The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</td>
<td>The text presents an appropriate and formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</td>
<td>The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</td>
<td>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</td>
<td>The text illustrates a limited awareness of formal tone or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.</td>
</tr>
</tbody>
</table>
# Common Core State Standards Writing Rubrics (Grades 9-10)

**Informative**

<table>
<thead>
<tr>
<th>Description</th>
<th>5 Exceptional</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong></td>
<td>The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.</td>
<td>The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.</td>
<td>The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</td>
<td>The text has an unclear topic with some ideas, concepts, information, etc.</td>
<td>The text has an unidentifiable topic with minimal ideas, concepts, information, etc.</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.</td>
<td>The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.</td>
<td>The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.</td>
<td>The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.</td>
<td>The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.</td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
<td>The text consistently addresses the audience’s knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</td>
<td>The text anticipates the audience’s knowledge level and concerns about the topic. The text addresses the specific needs of the audience.</td>
<td>The text considers the audience’s knowledge level and concerns about the claim. The text addresses the needs of the audience.</td>
<td>The text illustrates an inconsistent awareness of the audience’s knowledge level and needs.</td>
<td>The text lacks an awareness of the audience’s knowledge level and needs.</td>
</tr>
<tr>
<td><strong>Cohesion:</strong></td>
<td>The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.</td>
<td>The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.</td>
<td>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.</td>
<td>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.</td>
<td>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.</td>
</tr>
<tr>
<td><strong>Language and Style:</strong></td>
<td>The text presents an engaging, formal, and objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</td>
<td>The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.</td>
<td>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</td>
<td>The text presents a limited awareness of formal tone and awareness of topic-specific vocabulary.</td>
<td>The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.</td>
</tr>
<tr>
<td><strong>Conventions:</strong></td>
<td>The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</td>
<td>The text uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</td>
<td>The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</td>
<td>The text demonstrates some accuracy in standard English conventions of usage and mechanics.</td>
<td>The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.</td>
</tr>
</tbody>
</table>
# COMMON CORE STATE STANDARDS WRITING RUBRICS (GRADES 9-10)

## NARRATIVE

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Exposition:</strong></td>
<td>The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.</td>
<td>The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.</td>
<td>The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or well-developed characters.</td>
<td>The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.</td>
<td>The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</td>
</tr>
<tr>
<td><strong>Narrative Techniques and Development:</strong></td>
<td>The text demonstrates sophisticated narrative techniques such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines.</td>
<td>The text demonstrates deliberate use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.</td>
<td>The text uses narrative techniques such as dialogue, description, and reflection that illustrate events and/or characters.</td>
<td>The text uses some narrative techniques such as dialogue or description that merely retells events and/or experiences.</td>
<td>The text lacks narrative techniques and merely retells events and/or experiences.</td>
</tr>
<tr>
<td><strong>Organization and Cohesion:</strong></td>
<td>The text creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</td>
<td>The text creates a smooth progression of experiences or events using a variety of techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</td>
<td>The text creates a logical progression of experiences or events.</td>
<td>The text creates a sequence or progression of experiences or events.</td>
<td>The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.</td>
</tr>
<tr>
<td><strong>Style and Conventions:</strong></td>
<td>The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</td>
<td>The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</td>
<td>The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
<td>The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.</td>
<td>The text merely tells about experiences, events, settings, and/or characters.</td>
</tr>
<tr>
<td><strong>Conclusion:</strong></td>
<td>The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text may provide a conclusion to the events of the narrative.</td>
</tr>
</tbody>
</table>
## ARGUMENT

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<tbody>
<tr>
<td><strong>Claim:</strong> The text introduces a clear, arguable claim that can be supported by reasons and evidence.</td>
<td>The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</td>
<td>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</td>
<td>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</td>
<td>The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</td>
<td>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</td>
</tr>
<tr>
<td><strong>Development:</strong> The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</td>
<td>The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.</td>
<td>The text provides data and evidence to back up the claim and fairly addresses counterclaims. The conclusion ties to the claim and evidence.</td>
<td>The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims. The text merely restates the position.</td>
<td>The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.</td>
<td></td>
</tr>
<tr>
<td><strong>Audience:</strong> The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</td>
<td>The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</td>
<td>The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.</td>
<td>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</td>
<td>The text lacks an awareness of the audience's knowledge level and needs.</td>
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</tr>
<tr>
<td><strong>Cohesion:</strong> The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</td>
<td>The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.</td>
<td>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</td>
<td>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</td>
<td>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</td>
<td></td>
</tr>
<tr>
<td><strong>Style and Conventions:</strong> The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</td>
<td>The text presents a formal, objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</td>
<td>The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</td>
<td>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</td>
<td>The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>5 Exceptional</td>
<td>4 Skilled</td>
<td>3 Proficient</td>
<td>2 Developing</td>
<td>1 Inadequate</td>
</tr>
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<td>-------------</td>
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</tr>
<tr>
<td><strong>Focus:</strong></td>
<td>The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.</td>
<td>The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.</td>
<td>The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.</td>
<td>The text has an unclear topic with some ideas, concepts, and information.</td>
<td>The text has an unidentifiable topic with minimal ideas, concepts, and information.</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>The text provides significant and relevant facts, extended definitions, concrete details, quotations, and examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.</td>
<td>The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.</td>
<td>The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.</td>
<td>The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.</td>
<td>The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.</td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
<td>The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.</td>
<td>The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.</td>
<td>The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.</td>
<td>The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.</td>
<td>The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impede comprehension.</td>
</tr>
<tr>
<td><strong>Cohesion:</strong></td>
<td>The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.</td>
<td>The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.</td>
<td>The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.</td>
<td>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.</td>
<td>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.</td>
</tr>
<tr>
<td><strong>Language and Style:</strong></td>
<td>The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.</td>
<td>The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
<td>The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.</td>
<td>The text illustrates a limited or inconsistent tone. The text uses unprecise language, vocabulary, and limited techniques.</td>
<td>The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.</td>
</tr>
<tr>
<td><strong>Conventions:</strong></td>
<td>The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).</td>
<td>The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).</td>
<td>The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).</td>
<td>The text demonstrates some accuracy in standard English conventions of usage and mechanics.</td>
<td>The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.</td>
</tr>
</tbody>
</table>
## NARRATIVE

<table>
<thead>
<tr>
<th>Description</th>
<th>5 Exceptional</th>
<th>4 Skilled</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exposition:</strong> The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or complex characters.</td>
<td>The text engages and orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.</td>
<td>The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.</td>
<td>The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.</td>
<td>The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative Techniques and Development:</strong> The story is developed using dialogue, pacing, description, reflection and multiple plot lines.</td>
<td>The text demonstrates sophisticated narrative techniques—such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines—to develop experiences, events, and/or characters.</td>
<td>The text demonstrates deliberate use of narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters.</td>
<td>The text uses narrative techniques, such as dialogue, description, reflection, to showing events, and/or experiences.</td>
<td>The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and Cohesion:</strong> The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</td>
<td>The text may provide a conclusion to the events of the narrative.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Superior 6</th>
<th>Strong 5</th>
<th>Adequate 4</th>
<th>Marginal 3</th>
<th>Weak 2</th>
<th>Very Weak 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing on the Prompt</strong></td>
<td>Clearly and effectively answers all parts of the prompt</td>
<td>Writes clearly, but responds more effectively to some parts of the prompt than others</td>
<td>Writes a focused response, but may neglect some parts of the prompt</td>
<td>Ignores parts of the prompt, or writes about things having nothing to do with the prompt</td>
<td>Shows confusion about what the prompt is asking</td>
<td>Shows no comprehension of the prompt</td>
</tr>
<tr>
<td><strong>Understanding the reading and using it to support the essay’s argument</strong></td>
<td>Shows mastery over the entire text by seeing things in it that most people don’t</td>
<td>Shows clear understanding of the text by using specific and relevant details</td>
<td>Use of the text makes sense, though details are more general than specific</td>
<td>Shows a partial, imprecise or inaccurate understanding of the text</td>
<td>Shows very little understanding of the text</td>
<td>Shows an incapacity to understand the text</td>
</tr>
<tr>
<td><strong>Showing clear thinking and deep thinking</strong></td>
<td>Explores the issues of the prompt clearly and deeply</td>
<td>Shows some deep and complex thinking about the prompt</td>
<td>Thinking does not probe deeply, is obvious, or is repetitive</td>
<td>Shows unfocused or confused thinking</td>
<td>Even the shallow ideas of the essay are not clearly communicated</td>
<td>Makes little to no sense</td>
</tr>
<tr>
<td><strong>Organization, development, and support</strong></td>
<td>Thesis is clear, reasons are specific, and examples are relevant</td>
<td>Thesis is understandable, reasons are appropriate, and examples are specific</td>
<td>Thesis is sufficient; reasons and examples are generally accurate</td>
<td>May have vague thesis, unclear reasons, or inadequate examples</td>
<td>Thesis is inaccurate or missing, and support consists only of generalities</td>
<td>Shows an incapacity to write in an organized fashion</td>
</tr>
<tr>
<td><strong>Command of sentence structure and use of language</strong></td>
<td>Shows mastery over language and an ability to use sentences to engage and to persuade the reader</td>
<td>Shows an ability to use language well and to write effective sentences</td>
<td>Sentences are competently written but most may be written the same way, making the writing sound monotonous</td>
<td>Writing shows an inconsistent ability to write sentences competently</td>
<td>Writing shows an inability to write sentences correctly</td>
<td>Writer seems not to understand what a sentence is or how to write one</td>
</tr>
<tr>
<td><strong>Conventions, mechanics, and grammar</strong></td>
<td>Virtually no errors in conventions, mechanics, and grammar</td>
<td>Has a few errors overall in conventions, mechanics, and grammar</td>
<td>Errors are obvious but they don’t interfere with the argument of the essay</td>
<td>Errors at times interfere with the argument of the essay</td>
<td>Errors are numerous and make understanding difficult</td>
<td>Shows an inability to use conventions, mechanics, or grammar</td>
</tr>
</tbody>
</table>
Helpful Writing Websites

General

Purdue Online Writing Lab: http://owl.english.purdue.edu/

Shmoop Essay Lab: http://www.shmoop.com/essay-lab/

Grammar

Guide to Grammar and Writing http://grammar.ccc.commnet.edu/grammar/

The Elements of Style: http://www.bartleby.com/141/

Research


Citation Machine: http://www.webenglishteacher.com/citation.html

EBSCO Host: http://search.ebscohost.com/

Google Scholar: https://scholar.google.com/

Timed Writing Rubrics and Tips

CAHSEE: http://www.cde.ca.gov/ta/tg/hs/resources.asp

SBAC: http://www.smarterbalanced.org/parents-students/

ACT: http://www.actstudent.org/writing/sample/index.html

SAT 1: https://sat.collegeboard.org/about-tests

CSU: http://www.csuenglishteachers.org/cpt_requirement

UC: http://www.ucop.edu/elwr/
**CVUHSD Writing Handbook Appendix**

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<th>FUNCTION</th>
<th>EXAMPLE(S)</th>
<th>FURTHER EXPLANATION</th>
</tr>
</thead>
</table>
| NOUN          | It names a person, place, thing, or idea. | -The girl lost her new **backpack** at school.  
- The house was full of **happiness**. | If you can put “a”, “an”, or “the” before the word, it will most likely be a noun. |
| PRONOUN       | It substitutes for a noun. | -Sarah asked **him** to walk **that** dog.  
-Who has been using **my** computer? | Pronouns can be:  
- personal (e.g. *them*)  
- relative (e.g. *which*)  
- interrogative (e.g. *whom*)  
- reflexive/intensive (e.g. *itself*)  
- indefinite (e.g. *everybody*). |
| ADJECTIVE     | It describes or limits a noun or pronoun. | -Amy bought a pair of **brown** shoes and an **astonishing** dress.  
-Those **forgetful** boys need to clean that **messy** room. | Adjectives tell what kind or how many. “A”, “an”, and “the” are also considered adjectives. |
| ADVERB        | It modifies a verb, adjective, or another verb. | Modifying a:  
- Verb: The students read **aloud**.  
- Adj.: The movie was **very amusing**.  
- Adv.: It all happened **too** quickly for me to describe it. | Adverbs answer how, when, or where. Many adverbs end in –ly:  
Happy + ly = Happily |
| VERB          | It expresses action or state of being. There are two kinds of verbs: linking & action. | Linking:  
- My mother is a **high school teacher**.  
- He wrote an interesting novel. | Common linking verbs:  
- Any form of the verb “is” or “be”  
- Appear, seem, become, etc. Action verbs imply either physical or mental activity. |
| PREPOSITION   | It shows the relationship between a noun or pronoun to another noun or pronoun. | -The airplane flew **above** us.  
- She walked **to** the store. | Commonly used prepositions include: about, before, for, from, in, on, over, to, until, up, with, without. |
| CONJUNCTION   | It connects words or groups of words. Types: coordinating, correlative, and subordinating. | Coordinating: My professor is strict, **yet** she is fair.  
Correlative: **Both** swimming and dancing are fun ways to work out.  
Subordinate: I am happy **because** of you. | Other coordinating conj.: for, but, or, yet, so, and, nor.  
Other correlative conj.: both…and, either…or, neither…nor, not only…but also.  
Subordinating conjunctions join dependent clauses to main clauses. |
| INTERJECTION  | It expresses surprise or strong feeling. | -Wow! This place is great.  
- **Oh no**, that’s terrible news. | They are commonly used before a sentence or at the beginning of a sentence. |
## Commas (,):

<table>
<thead>
<tr>
<th>Rule</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| #1   | Use commas to separate independent clauses (a complete thought) ONLY when they are joined by a conjunction (words such as *and*, *but*, *or*, *nor*, *yet*). | • Jessie ran to the gas station, but he forgot his money.  
• Renatta works at a copier center, and she has to stand up most of the time. |
| #2   | Use commas if something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas. On the other hand, descriptions that are essential to the meaning of the words they modify and are *not* set off by commas. | • *Not essential:* The three adventurers involved in the rescue, **who were not afraid of risking their lives**, jumped into the pit to save their friend.  
• *Essential:* The adventurers **who were not afraid of risking their lives** jumped into the pit to save their friend.  
• *Not essential:* Rosa, **who is usually shy**, was the life of the party last night.  
• *Essential:* The football player **who is usually shy** was the life of the party last night.  
• *Not essential:* My father, **who was born in Louisiana**, is the youngest of five children.  
• *Essential:* Anyone **who is born in Louisiana** is eligible to apply for the scholarship. |
| #3   | Commas usually follow an introductory word, phrase, clause or expression. | • Besides, the child was only six years old.  
• By taking the lead, Douglas infuriated his competitors.  
• When I drive home from school, I go right by your house. |
| #4   | Use commas to separate items in a series of three or more words, clauses, or phrases.  
**Tip:** To determine when you use commas with items in a series, follow “the rule of ‘and.’”  
Insert “and” between adjectives, verbs, adverbs, or nouns. If the sentence makes sense with “and,” then the items in the series are coordinate and can be separated by commas. Otherwise, they are not separated by commas. | • **Frank, Charles, and Shirley** were all on phone restriction.  
• Thomas Dyer **played football, worked after school, and excelled in academics** as a teenager. |
| #5   | Use commas to set off added comments or information. Transitional expressions such as conjunctive adverbs are also set off with commas. | • My records, **however**, indicate that he paid his taxes every year.  
• Lyla, **as we know**, was out of the house when the fire started. |
Use commas to set off direct address, tag questions, interjections, and opposing elements.

- **Direct Address Example:** Carla, what is on the agenda today?
- **Tag Question Example:** We’re not going in there, are we?
- **Interjection Example:** We drove across Tennessee, surprisingly, in one day.
- **Opposing Elements Example:** Rene was supportive, not critical, toward the project.

Use commas before and after quotations. Commas are not used when the quotation is a question, an interjection, and indirect quotation, or when the quotation includes the word “that.”

- “Go at once,” Gene commanded, “and see what is causing that commotion.”
- The lawyer says that the trial system is fair.
- People who say “so long” are using an expression.

Do NOT use commas after a quotation when the quotation is in an exclamatory statement or a question.

- “What are you doing here?” asked the baker.
- “You had better hand over that jacket, Mrs. Billings!” yelled the security guard.

Use commas between the date and year as well as after the year.


Use commas after the street address or PO Box, city, and state in addresses. If the zip code is included, do not place a comma between the state and the zip code.

- Greg Durham has lived at 627 LaVista Road, Novato, CA, for three years.
- Candace Walker’s new mailing address is PO Box 441, Orlando, FL 32887.

**Semicolons (;):**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| #1   | Use a semicolon (;) to join two independent clauses that are closely related. | • The rain stopped; the sun came out.  
• His voice was too soft; we couldn’t hear him. |
| #2   | Do not place and, but, or or after a semicolon. | • **Incorrect:** This scarf is pretty; and I might buy it for my sister.  
• **Correct:** This scarf is pretty; I might buy it for my sister. |
| #3   | If a word such as therefore or however appears after a semicolon, place a comma after it. | • You may go out to play; however, you must wear a jacket. |
Colons (:):

<table>
<thead>
<tr>
<th>Rule</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| #1   | Use a colon after the greeting of a business letter. | • Gentlemen:  
• Dear Ms. Garcia: |
| #2   | Use a colon in writing the time. | • 9:00 A.M.  
• 11:30 A.M. |
| #3   | Use a colon to introduce a series of items. Do not capitalize the first item after the colon (unless it’s a proper noun). | • You might be required to bring many things: sleeping bags, pans, utensils, and warm clothing.  
• The following must attend: Val, Sue, and Ty. |
| #4   | Avoid using a colon before a list when it directly follows a verb or preposition. | Incorrect: I want: butter, sugar, and flour.  
Correct: I want the following: butter, sugar, and flour.  
OR  
I want butter, sugar, and flour. |
| #4   | A colon instead of a semicolon may be used between independent clauses when the second clause explains, illustrates, or expands on the first clause. | • He got what he worked for: he really earned that promotion.  
• The reporter asked the most important question: where was he when the murder happened? |
| #5   | Use a colon after divisions of topics in a writing | • Commas:  
• Rule 1:  
• Rule 2: |

Ellipses (...):

<table>
<thead>
<tr>
<th>Rule</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| #1   | When quoting, the crucial information the writer needs may be at the beginning and end of a sentence or, perhaps, only at the beginning of a quoted sentence. A writer will use ellipses to indicate that he or she has omitted unnecessary information. | • Ellipses omitting materials in the middle of a sentence: “The point of repeated advertising is to eventually gain the consumer’s attention. For example, consumers may ignore an ad the first time they see it, slowly become aware of it the second and third time they see it, then become interested in the product once they have seen it a fourth time.”  
• Ellipses omitting material at the beginning of a sentence: “The point of repeated advertising is to eventually gain the consumer’s attention…consumers may ignore an ad the first time they see it, slowly become aware of it the second and third time they see it, then become interested in the product once they have seen it a fourth time.” |

Original Text: “The point of repeated advertising is to eventually gain the consumer’s attention. For example, consumers may ignore an ad the first time they see it, slowly become aware of it the second and third time they see it, then become interested in the product once they have seen it a fourth time.” —Janice Wanniski, “Tips for Successful Marketing”
# Hyphens (-):

<table>
<thead>
<tr>
<th>Rule</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Use a hyphen between a prefix and a proper noun or proper adjective.</td>
<td>• pre-Babylonian, anti-American, or pro-Western</td>
</tr>
<tr>
<td>#2</td>
<td>Use a hyphen to connect two or more nouns that are used as one word.</td>
<td>• lady-in-waiting, great-grandmother, father-in-law</td>
</tr>
<tr>
<td>#3</td>
<td>Use a hyphen to connect a compound adjective that comes before a noun.</td>
<td>• a well-deserved vacation, a once-in-a-lifetime change, the well-disciplined child, an easy-going man</td>
</tr>
</tbody>
</table>
| #4   | Do not use a hyphen in a compound word when one of the words ends in –ly or a compound proper adjective. | • WRONG: clearly-written  
• RIGHT: clearly written  
• WRONG: Eastern-European  
• RIGHT: Eastern European |
| #5   | Use a hyphen when writing out the numbers twenty-one through ninety-nine. A fraction used as an adjective needs a hyphen. A fraction used as a noun does not need a hyphen. | • A two-thirds majority is needed to pass the law.  
• Two thirds of the earth is covered with water. |
| #6   | Use a hyphen to show a word has been broken into syllables and continued on the next line. | If this box were a piece of paper, the words on this page would be broken between syllables. This is an example. |
Subject Verb Agreement

A singular subject must have a singular verb:
• Father always drives to work.
• She is about to leave for school.

A plural subject must have a plural verb.
• The Smiths drive to work.
• We are about to leave for school.

A phrase or clause that interrupts a subject and its verb does not affect subject-verb agreement.
• The actor most admired by the students is on stage.
• The two raccoons that were chased by the dog were seen last night.

Consistent Verb Tense

When sentences appear in paragraph form, the time of each action is more difficult to determine. **The time of all action words in a paragraph must be the same.** The action word in the first sentence sets the time for the paragraph. For example:

**INCORRECT:** John entered the library. He speaks to the librarian. Finally, John chooses a book.

**CORRECT:** John entered the library. He spoke to the librarian. Finally, John chose a book.

Because entered is in the past, spoke and chose must be in the past, too.

Active vs. Passive Voice

**Active Voice:** When a verb’s subject performs the action expressed by the verb.
Ex: A group of 16 countries constructed the International Space Station.
Ex: A fire severely damaged the science lab.

**Passive Voice:** When a verb’s subject receives the action expressed by the verb.
Ex: The International Space Station was constructed by a group of 16 countries.
Ex: The science lab was severely damaged by a fire.

*In most cases, Active Voice is preferred because the emphasis is on the subject.*
Phrases and Clauses

- **Phrases**: Usually part of a sentence, may contain a subject, verb (predicate), or an object, but not together. (e.g., The boy jumped over the fence.)
- **Clauses**: Contains a subject, verb, and/or object, but doesn’t always complete the thought. There are two types of clauses.
  - **Independent Clause**: Can stand alone as a complete sentence because it conveys a complete thought.
  - **Dependent Clause**: Cannot stand alone as a complete sentence (sentence fragment) because it needs the help of an independent clause. It often begins with a word like because. (e.g., Because they didn’t feed the cat, Fluffy ran away.)

Sentence Structure

Sentences consist of a subject, verb (or predicate), and/or an object.

- **Subject**: Who or what the sentence is about. It can be a noun or pronoun.
- **Verb** (predicate): Tells us what the subject is doing, or states the subject’s position.
- **Object**: The person or thing affected by the subject’s action(s).

Types of Sentences

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Sentence</td>
<td>Contains one independent clause</td>
<td>Bob walked to the store</td>
</tr>
<tr>
<td>Compound Sentence</td>
<td>Contains two or more independent clauses joined together (usually with a comma and conjunction or with a semicolon)</td>
<td>Bob walked to the store, and Jill biked to the park.</td>
</tr>
<tr>
<td>Complex Sentence</td>
<td>Contains one independent clause and one or more dependent clauses</td>
<td>When Bob went to the store, he bought some milk.</td>
</tr>
<tr>
<td>Compound-Complex Sentence</td>
<td>Contains two or more independent clauses and one or more dependent clauses</td>
<td>When Bob went to the store, he bought some milk, but he did not buy eggs.</td>
</tr>
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</table>
Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

1. Words and Phrases

   With the -ing form (gerund) of words:
   Parallel: Mary likes hiking, swimming, and bicycling.

   With infinitive phrases:
   Parallel: Mary likes to hike, to swim, and to ride a bicycle.
   OR
   Mary likes to hike, swim, and ride a bicycle.
   (Note: You can use "to" before all the verbs in a sentence or only before the first one.)

   Example 1:
   Not Parallel: Mary likes hiking, swimming, and to ride a bicycle.
   Parallel: Mary likes hiking, swimming, and riding a bicycle.

   Example 2:
   Not Parallel: The production manager was asked to write his report quickly, accurately, and in a detailed manner.
   Parallel: The production manager was asked to write his report quickly, accurately, and thoroughly.

   Example 3:
   Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.
   Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

2. Clauses

   A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

   Example 1:
   Not Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
   Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
   -- or --
   Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

   Example 2:
   Not Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers.
   (passive)
   Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.
3. Lists after a colon
Be sure to keep all the elements in a list in the same form.

Example:
Not Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.
Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and irregular verbs.

Revision Strategies to try:
- Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.
- If you have several items in a list, put them in a column to see if they are parallel.
- Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words beginning each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.
## Cornell Note Taking

<table>
<thead>
<tr>
<th>Questions/Main Ideas:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this column you might write one or more of the following:</td>
<td>In this column write down only important information related to the categories, questions, vocabulary words or important topics in the left column.</td>
</tr>
<tr>
<td>• Categories</td>
<td></td>
</tr>
<tr>
<td>• Questions</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary words</td>
<td></td>
</tr>
<tr>
<td>• Important Topics to Study</td>
<td></td>
</tr>
</tbody>
</table>

### Tips for selecting important information
- √ bold, underlined, or italicized words
- √ information in boxes or with an icon/symbol
- √ headers/subheaders on the page
- √ information the book or teacher repeats
- √ words, ideas, or events that might be on a test
- √ quotes, examples, or details you might be able to use later in a paper or presentation.

### Tips for writing notes quickly
- √ abbreviate familiar words/use symbols (+, →, #)
- √ take notes in bullets and indents
- √ cut unnecessary words (ex: America enters war 12/44)

### Summary:
In this section write
- a summary of what you read or learned from the lecture
- the five most important points of the article/chapter/lecture
- questions you still need to answer