

CROOK COUNTY HIGH SCHOOL



WRITING RESOURCE GUIDE



INTRODUCTION

WAY OUT WEST THERE'S THIS ACADEMIC MIRACLE I WANNA TELL YA ABOUT. GOES BY THE NAME OF THE WRITING RESOURCE GUIDE. AT LEAST THAT WAS THE HANDLE ITS LOVING ENGLISH DEPARTMENT AND MR. HOFF GAVE IT. SEE, THIS HERE WRITING RESOURCE GUIDE IS DESIGNED TO HELP DUDES AND DUDETTES LIKE YOURSELVES WITH THE DAUNTING TASK OF ACADEMIC WRITING. NOW, DUDE OR DUDETTIE.... THERE'S NAMES NO SELF-RESPECTING MAN OR WOMAN WOULD SELF-APPLY WHERE I COME FROM, BUT YOU CAN CALL YOURSELVES WHATEVER THE HECK YOU WANT. CALL YERSELF CHAINSAW PIGEON, FOR ALL I CARE... YOU BUNCH OF BEAUTIFUL FREAKS. THAT'S MAYBE WHY I FIND CROOK COUNTY SO DARNED INTERESTIN'. SEE, SOME YAHOOOS TO THE SOUTHWEST OF US, THEY CALL CROOK COUNTY A BUNCH OF... WELL WHO CARES WHAT THEY SAY? I DON'T FIND CROOK COUNTY TO BE THAT WAY, EXACTLY. BUT I'LL ALLOW IT AS THERE ARE A COUPLE OF REAL DINGLE BERRIES HERE. I'M LOOKING RIGHT AT YOU COMMANDER. YOU TOO, RAASCH. COURSE I AIN'T DELVED INTO THE WONDERS OF SCIENCE, OR THAT SADISTIC ALCHEMY THEY CALL ALGEBRA 2, AND I AIN'T SEEN RITTER IN HIS DERNED SUPERHERO OUTFIT, AS THE FELLA SAYS. (THOUGH I RECKON HE DOES HAVE SOME SORTA MYSTERIOUS POWERS, THAT BEAUTIFUL SON OF A GUN...) BUT I'LL TELL YOU WHAT, WITH THIS WRITING RESOURCE GUIDE, I GUESS I'VE SEEN SOMETHIN' EVERY BIT AS STUPEFYIN' AS YOU'D SEEN IN ANY OF THEM OTHER PLACES. AND IN ENGLISH CLASS TOO. SO I CAN FEEL LIKE A TENNESSEE CHICKEN THANKFUL THAT SHE WASN'T BORN IN KENTUCKY. CATCH MY MEANIN' COLONEL SANDERS? AW SHOOSH... I'VE DONE INTRODUCED THIS THING ENOUGH...

BUT FIRST, SOME GREAT LINKS

SOME OF THE BEST WRITING RESOURCES SUPPLEMENTING THIS WRITER'S GUIDE CAN BE FOUND ON THE INTERNET. THEY CAN HELP YOU WITH ALL SORTS OF WRITING ISSUES IN THE WRITING PROCESS, FROM TRANSITIONING INTO THE RIGORS OF ACADEMIC WRITING, PROVIDING EXERCISES/HANDOUTS IN GRAMMATICAL CONVENTIONS TO EVEN LEARNING HOW TO AVOID ACCIDENTAL PLAGIARISM THROUGH APPROPRIATE SUMMARIZING AND PARAPHRASING OF SOURCES. SERIOUSLY, PERUSE THESE AND YOU WILL FIND SIGNIFICANT HELP, I ASSURE YOU. COME TO YOUR TEACHERS FOR FOLLOW-UP QUESTIONS. I GUARANTEE, THEY WILL APPRECIATE YOUR INITIATIVE.

THE PURDUE OWL

OWL/Purdue <https://owl.english.purdue.edu/owl/section/1/>

SANTA BARBARA CITY COLLEGE WRITING CENTER

SBCC http://www.sbcc.edu/clrc/writing_center/onlinewritinglibrary.php

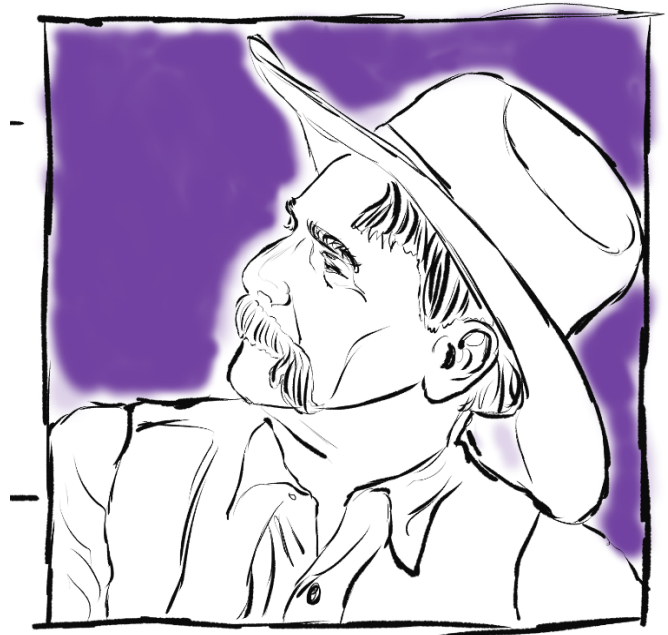


TABLE OF CONTENTS

GUIDES

Writing an 8 Sentence Paragraph	5
Useful Sentence Starters	6
Great Starters (Hooks)/Great Finisher.....	7
Thesis Statement Guide	8
Referencing an Outside Source.....	9
Writing Activities/Products.....	10

REFERENCES & STUDENT TOOLS

Student Revising/Editing Checklist.....	11
CCSS Writing Scoring Rubric	12-13
Student Thesaurus.....	14-16
Grammar Rules	17-18
Frequently Misspelled Words	19
Word Process Formatting	20

APPENDICES

Cornell Notes Template.....	22
Avid Style Summary.....	23
Essay Structure and Organization.....	28
Sentence Stem Templates from <i>They Say, I Say</i>	30
Avoiding Plagiarism.....	39

WRITING AN 8 SENTENCE PARAGRAPH

SOME OF YOU ARE THE STRONG SILENT TYPE. I GET THAT. RUGGED INDIVIDUALISTS WITH STIFF UPPER LIPS, IF YOU WILL. WHILE THAT HAS MY DEEP AND ABIDING RESPECT, THAT SURE DOESN'T HELP TO EASE THE COLD NIGHTS AROUND THE CAMPFIRE WHEN IT'S STORY TIME, OR ESPECIALLY WHEN YOU'RE TRYIN' TO COMMUNICATE YOUR EDUCATED OPINIONS WITH THEM CITY FOLK. IF YOU ARE ABLE TO MAKE YOUR POINT, AND BACK IT UP WITH SPECIFIC DETAILS AND INSIGHTS, YOU'LL HAVE A MUCH EASIER TIME. THIS HERE "8 SENTENCE PARAGRAPH" IS A GREAT WAY TO START WITH YOUR WHOLE PASSEL OF TANGLED UP IDEAS. YOU'LL PROBABLY SOUND SMARTER TOO, I RECKON.

PARAGRAPH GUIDE

- #1 - Topic Sentence (TS): What is your paragraph about? Main Topic
- #2 - Concrete Detail #1 (CD): Give a Reason, Detail or Fact that supports your Main Topic
- #3 - Explanation (EX): Give a full explanation/description of Concrete Detail #1
- #4 - Explanation (EX): Give a full explanation/description of Concrete Detail #1
- #5 - Concrete Detail #2 (CD): Give a Reason, Detail or Fact about Main Topic
- #6 - Explanation (EX): Give a full explanation/description of Concrete Detail #2
- #7 - Explanation (EX): Give a full explanation/description of Concrete Detail #2
- #8 - Conclusion Sentence (Con S): Summarize/Paraphrase/Restate your Main Topic

EXAMPLE

Of all the recent series on television, I would have to say that Jericho was one of the best. First of all, Jericho has one of the most interesting story problems on television. In the middle of nowhere Kansas, residents witness a nuclear bomb explode in nearby Denver. Jericho also shows a realistic picture of how people need to work together in a crisis. Even when their most basic needs are being shut down, the people navigate through conflicts in order to survive as a community. Additionally, Jericho has well written characters that people can relate to. Jake, for example, is the hero of the story, but he is also labeled as the family screw-up, while the other characters in his family and his neighborhood interact in complex yet understandable ways. Because of the interesting story premise, examples of crisis response and because of characters that we can relate to, Jericho is one of the best series on television.

SENTENCE STARTERS/FRAMES

TOPIC SENTENCE (TS) FRAMES

- _____ is most significant _____ because...
- _____ has impacted _____ in many ways.
- _____ and _____ have many similar characteristics.

CONCRETE DETAIL (CD) SENTENCE STARTERS

- First – Additionally – Equally important
- First of all – Another – Lastly
- To begin – Next – A final
- First of all – In addition – Finally
- Initially – Then – After that
- One – One Other – Along with – Last
- One way – Another way – A final method
- The first – The second
- To begin – At the same time - Finally
- A bad – A worse – The worst
- A good – A better – The best

EXPLANATION (EX) SENTENCE STARTERS

- This is seen by...
- _____, for example,
- This is demonstrated through...
- A clear example of _____ is...

CONCLUSION (CON S) SENTENCE STARTERS

- It is abundantly clear that...
- Truly...
- Without a doubt...
- All in all...
- In conclusion...
- Certainly...

GREAT STARTERS/HOOKS

Hook your audience with a powerful introduction:

- 1. Begin with a strong opinion**
There is no better thirst quencher than ice cold lemonade on a scorching summer day!
- 2. Begin with a strong fact**
Pesticides and other pollutants nearly caused the California condor to become extinct.
- 3. Begin with a personal experience**
I will never forget going to my first professional baseball game. The sounds, the smells and the sights... oh what memories!
- 4. Begin with a strong feeling**
My body trembled when I entered the room. Just imagine giving a speech in front of 500 people.
- 5. Begin with a news story lead** (who, what, when, and where)
A daring bandit walked into Mr. L's room and stole his bucket of licorice just before morning recess.

GREAT FINISHERS/CONCLUSION

Finish your writing activity with a strong ending or summary:

- 1. End with a strong opinion**
There is little doubt that lemonade is the most refreshing drink to have on a hot summer day.
- 2. End with a strong fact or summary**
If we continue to pollute the environment, our vegetation, animals and even people will suffer the consequences.
- 3. End with a question**
Well, would you ever consider eating worms on a dare?
- 4. End with a strong feeling**
As one can see, there are a variety of techniques you can use to catch a fish.
- 5. End by giving your reader some advice**
Remember to stay indoors and find a safe place to hide when there is a tornado warning.
- 6. Full Circle Ending**
End by bringing an image, idea, or phrase back from the beginning of the story.

CREATING A THESIS STATEMENT

A Thesis Statement is one or two sentences that summarize what your entire essay is going to be about. Think of the thesis as the answer to the question your paper explores.

For example, "When visitors come to Central Oregon, there are three sites they will not want to miss."

1. A strong thesis statement takes some sort of stand. Your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate.

Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

This is a strong thesis because it takes a stand, and because it's specific.

2. A strong thesis statement expresses one main idea. Readers need to be able to see that your paper has one main point. If your thesis statement expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using Web pages that offer both advertising and customer support.

This is a strong thesis because it shows that the two ideas are related. **Hint:** a great many clear and engaging thesis statements contain words like *because, since, so, although, unless, and however*.

3. A strong thesis statement is specific. A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you're writing a seven-to-ten page paper on hunger, you might say:

Hunger persists in Glandelinia because jobs are scarce and farming in the infertile soil is rarely profitable.

This is a strong thesis statement because it narrows the subject to a specific and manageable topic, and it also identifies the specific causes for the existence of hunger.

HOW TO REFERENCE AN OUTSIDE SOURCE

The Common Core State Standards require students to cite examples from passages in order to strengthen their arguments.

Sample Source Passage

Ray Samara, the head of Robotics International believes, "Robots are the wave of the future." That's absolutely the case in robotics, where it's easy to dismiss early attempts as toys but hard to imagine how robots will fundamentally change our lives over the next few decades. Robots will be able to guard your house while you're away, babysit your kids, or keep you company when you're alone. Drones could tend to gardens and farms while people control telepresence robots on the other side of the world via heads-up displays like Google Glass.

Reference Example from Sample Source Passage

Ray Samara, an expert in the field of robotics, explains that, *"Robots are the wave of the future."*

REFERENCING SOURCES SENTENCE STARTERS

- In the text,
- The text states, "....."
- According to the passage, "..."
- One example from the text, "..."
- The author states, "..."

WORDS TO USE IN PLACE OF "SAID"

argued
asserted
countered
disagreed
exclaimed
asserted
claimed
contended

defended
demonstrated
exhibited
explained
indicated
maintained
suggested
acknowledged

claimed
defended
denied
pleaded
refuted
remarked
responded

Citing Sources - <http://citationmachine.net/index2.php>

This website will help you cite your sources correctly in APA or MLA format.

POSSIBLE WRITING ACTIVITIES

SHORT ANSWER RESPONSES

8 SENTENCE PARAGRAPH

After presenting new information, have students use the guide on pg. 4 to write a paragraph regarding the newly learned content.

LETTERS

Students write letters between two historical figures, literary characters, or current newsmakers to show not only their understanding of a concept but their ability to see it from more than one perspective.

SUMMARIES

After reading a passage or text students write a brief summary of the article describing the main points and supporting details of the text.

POSITION PIECE

After reading a passage/article presenting two sides of a controversial issue, have students choose one side and use evidence from the article to defend their position.

EXIT SLIPS

To use exit slips (Olson, 2003) students are instructed to spend the last five minutes of class reflecting on what they learned that day. They summarize it, write questions about it, share something that puzzles them, or describe an insight. As they leave class, they hand the exit slip to the teacher standing at the door.

VENN DIAGRAMS/COMPARE & CONTRAST

Students are given two or more concepts and are told to draw interlocking circles that overlap in some places but are separate in others. They then write in what they know about each concept. They show their understanding of each concept's relationship to other concepts by writing information that is "shared" by concepts in the part of the circles that overlap and the information that is distinct to each concept in the outer part of the circle.

METAPHORS

Students can generate metaphors (surprising comparisons between things that are not usually thought of as similar) to help illustrate their understanding of a concept, historical event, musical style, or technological innovation.

TELEGRAMS (TWITTER)

Students are instructed to write a telegram summarizing the day's lesson or their understanding of a concept. Because telegrams make an economical use of language, students must choose their words carefully to be concise yet get across meaning.

FORMAL ESSAYS

ARGUMENTATIVE ESSAY

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

INFORMATIONAL/EXPOSITORY ESSAY

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

NARRATIVE (STORY) WRITING

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

RESEARCH REPORTS

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STUDENT REVISING/EDITING CHECKLIST

Statement of Purpose/Focus – Is the one main idea/focus/purpose to the writing?

- ☐ Concentrate on your **thesis** (main idea) and brainstorm lots of ideas and details.
- ☐ If it's hard to tell what your main idea is, your reader will be confused.
- ☐ Reference page 4 for thesis statement tips
- ☐ All the ideas of the writing are connected to a central idea/focus

Organization – How is the writing put together? (introduction, body, and conclusion)

- ☐ First, check to see if your paper has a strong introduction and conclusion.
- ☐ Body paragraphs connect to main topic
- ☐ Also, the conclusion should not say, "in conclusion, now you know what think about that" or "I hope you liked my report."

Elaboration of Evidence – What sort of support/evidence do I provide for my main idea?

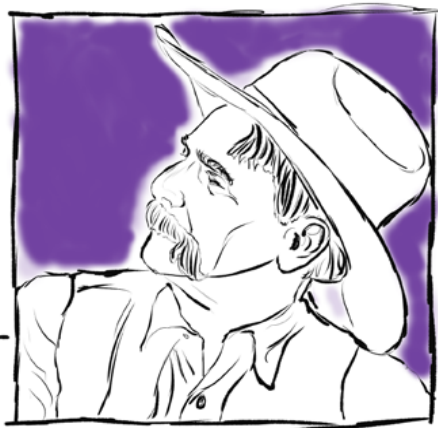
- ☐ Body paragraphs expand on evidence that supports main idea
- ☐ Evidence provided adds to the readers understanding of main idea

Conventions – Punctuation, spelling, indenting paragraphs, capitalization, and grammar

- ☐ Write a rough draft and edit carefully by reading it aloud.
- ☐ Without really reading the paper (skimming), draw squiggly line under all words that you believe to be spelled wrong. (*See Frequently Misspelled Words Pg. 21*)
- ☐ Double underline any letters of words that need to be capitalized. (*See Pg 20*)
- ☐ To catch more spelling errors, read it word by word backwards or have someone else read it to catch errors you've overlooked.

Language & Vocabulary – Appropriate, interesting and content specific words

- ☐ Go through and highlight the cool words. If there aren't many, your writing may be too simplistic.
- ☐ Check for subject-verb agreement (Pg. 20)
- ☐ Make sure to incorporate content-specific vocabulary
- ☐ Don't use big words to try to be impressive if you aren't sure of the meaning. To improve in this area, use a thesaurus and ask a peer for suggestions.



CCSS WRITING SCORING GUIDE

Statement of Purpose/Focus

- ☐ 4 - Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained.
- ☐ 3 - Focus is clear and for the most part maintained, though some loosely related material may be present.
- ☐ 2 - Controlling idea or main idea may be unclear and somewhat unfocused
- ☐ 1 - Focus may be confusing or ambiguous. May be very brief or have a major drift

Organization – Is the response organized effectively?

- ☐ 4 - Logical progression of ideas from beginning to end with an effective introduction and conclusion for audience and purpose
- ☐ 3 - Has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:
- ☐ 2 - Inconsistent use of transitional strategies with little variety, uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak
- ☐ 1 - The response has little or no discernible organizational structure: Frequent extraneous ideas may intrude

Elaboration of Evidence – Does the author provide/explain the evidence?

- ☐ 4 - Provides thorough and convincing support/evidence for the controlling idea or main idea. Use of sources, facts, and details: Relevant effective use of a variety of elaborative techniques
- ☐ 3 - Adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: Some evidence from sources is integrated.
- ☐ 2 - Uneven, cursory support/evidence for the main idea with partial or uneven use of sources, facts, and details: Evidence from sources is weakly integrated or uneven.
- ☐ 1 - The response provides minimal support/evidence: Use of evidence from the source material is minimal, absent, in error, or irrelevant

Language & Vocabulary – Does the author use

- ☐ 4 - Writing clearly and effectively expresses ideas, using precise language: Academic and domain-specific vocabulary is clearly appropriate for the audience and purpose
- ☐ 3 - Adequately expresses ideas, employing a mix of precise with more general vocab. Use of domain-specific vocabulary is generally appropriate for the purpose
- ☐ 2 - The response expresses ideas unevenly, using simplistic language:
- ☐ 1 - The response expression of ideas is vague, lacks clarity, or is confusing:

Conventions – Are there punctuation and grammar errors?

- ☐ 4 - Strong command of conventions: Few, if any, errors are present. Effective and consistent use of punctuation, capitalization, and spelling
- ☐ 3 - Adequate command of conventions: Some errors in usage and sentence formation may be present. Adequate use of punctuation, capitalization, and spelling
- ☐ 2 - Partial command of conventions: Frequent errors in usage may obscure meaning. Inconsistent use of punctuation, capitalization, and spelling
- ☐ 1 - The response demonstrates a lack of command of conventions: Errors are frequent and severe and meaning is often obscure

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grade 6-11)

Development: Language and Elaboration of Evidence				
Score	Statement of Purpose/Focus and Organization		Language and Vocabulary	
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate 	<p>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:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection among ideas 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscure
0	A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).			

STUDENT THESAURUS: POWERFUL WORDS

Effective writers use different **variations** of words. Use variations, not repetition.

Words for Run/Walk, Laugh/Cry, Sad/Happy

<u>Run</u>	<u>Walk</u>	<u>Laugh</u>	<u>Cry</u>	<u>Happy</u>	<u>Sad</u>
Bolt	Amble	Cackle	Bawl	Blissful	Cheerless
Chase	Ambulate	Chortle	Blubber	Blithe	Crestfallen
Dart	Lumber	Chuckle	Howl	Cheerful	Dejected
Dash	Meander	Crow	Moan	Delighted	Depressed
Flee	Pace	Giggle	Sniffle	Ecstatic	Despondent
Gallop	Plod	Grin	Snivel	Elated	Disheartened
Hurry	Prance	Guffaw	Sob	Exultant	Dismal
Jog	Ramble	Hoot	Wail	Gay	Dispirited
Lope	Saunter	Howl	Weep	Glad	Downcast
Race	Shuffle	Roar	Whimper	Gleeful	Downhearted
Rush	Stagger	Smile	Whine	Jolly	Forlorn

STUDENT THESAURUS: SUBSTITUTES FOR "VERY"

intensely	bitterly	surely	especially	unusually	truly
richly	mightily	powerfully	infinitely	severely	chiefly
shockingly	slightly	incredibly	fully	radically	indefinitely
extremely	exceedingly	immeasurably			

STUDENT THESAURUS: DEAD WORDS

Whenever possible, *avoid using these words*. They are **overused**, **uninteresting**, and/or **informal**

get	very	you	good	lots	so
got	nice	your	bad	a lot	fun
getting	some	yours	just	The End	great
that	really	fine	well	every	

Contractions (I'd, won't, we'll, should've, would've, could've, etc.)

Abbreviations (etc., o.k., CA, U, R, &)

STUDENT THESAURUS: ACTION WORDS

aching
bashing
bubbling
beeping
beaming
blistering
blinking
blaring
blinking
battering
bickering
babbling
crowing
clucking
creeping
crackling
coughing
clanking
chugging
chatting
clucking
crunching
cackling
chanting
crooning
dribbling
dazzling
drifting
dribbling
dancing
engulfing
entertaining
flailing
fuming
floating
flowing
flapping

flittering
flopping
flickering
flaring
grinding
gliding
glaring
glowing
glittering
groaning
glistening
hissing
hooting
inviting
jerking
jumping
kicking
kissing
leaping
laughing
lighting
loaning
mumbling
mocking
moaning
munching
nailing
nicking
popping
pouncing
pattering
piling
pounding
plopping
peeping
quacking
reflecting

roaring
rattling
rumbling
shimmering
shrieking
sloshing
sputtering
sprinkling
slapping
sizzling
soaring
spinning
squawking
smoking
splashing
streaking
smashing
scolding
sailing
trilling
thumping
thundering
twinkling
whipping
whisking
whirring
wailing
winking
wheezing
whistling
yapping
yelling
zooming

Words for slow:

creep
crawl
slouch
plod
bend
tiptoe
saunter
loiter
stray
slink
stalk
edge
sneak
lumber
amble

Words for fast:

hurry
skip
run
dart
scamper
scramble

STUDENT THESAURUS: SENSORY DETAILS

Use “**five-senses**” words (sight, touch, taste, smell, and sound) to describe people, places, and experiences in your writing. They will help bring the story to life!

Sight

Arid
Awkward
Crisp
Crooked
Crowded
Curved
Dingy
Dismal
Dotted
Drab
Dull
Exhausted
Flashy
Formal
Glazed
Grimy
Heap
Jammed
Loose
Muddy
Old
Opaque
Orderly
Ramshackle
Shabby
Sheer
Stout
Straight
Ugly
Untidy

Touch

Cool
Cold
Icy
Lukewarm
Tepid
Warm
Steamy
Damp
Wet
Fleshy
Rubbery
Tough
Slippery
Mushy
Oily
Crisp
Elastic
Leathery
Silky
Gritty
Satiny
Sandy
Smooth
Sharp
Rough
Thick
Pulpy
Dry
Dull
Thin

Taste

Tangy
Rotten
Spicy
Bittersweet
Ripe
Gingery
Unripe
Peppery
Bland
Hot
Raw
Oily
Hearty
Sour
Burnt
Alkaline
Buttery
Mellow
Tasteless
Overripe
Medicinal
Salty
Sugary
Fruity
Spoiled
Fishy
Bitter
Crisp
Vinegary
Piney

Smell

Sweet
Acrid
Musty
Reeking
Fresh
Fishy
Minty
Stagnant
Gaseous
Mildewed
Sharp
Sour
Acidic
Fragrant
Tempting
Headier
Rotten
Spoiled
Sickly
Pungent
Aromatic
Savory
Dank
Gamy
Scented
Burnt
Perfumed
Putrid
Stench

Sound

Crash
Bang
Thud
Smash
Explode
Roar
Boom
Thunder
Scream
Screech
Bawl
Stomp
Clash
Bedlam
Earsplitting
Sigh
Patter
Bleat
Rage
Stamp
Clamor
Murmur
Hum
Peep
Whistle
Blare
Tumult
Hubbub
Piercing



WE'RE GONNA TALK ABOUT GRAMMAR RULES NEXT. IT'S OK. CALM YOURSELF, PARTNER. HERE'S A PUPPY.

GRAMMAR RULES: CAPITALIZATION RULES

Capitalize the first word of a sentence or a quoted sentence.

Examples: He said, "Treat her as you would your own daughter."

Don't capitalize a list or sentence following a colon a semicolon.

These are my favorite foods: chocolate cake, spaghetti, and artichokes.

Capitalize points of the compass only when they refer to specific regions.

We have had three relatives visit from the South.

Go south three blocks and then turn left.

Do not capitalize names of seasons.

I love autumn colors and spring flowers.

Capitalize all proper nouns.

Golden Gate Bridge

GRAMMAR RULES: VERB TENSE AGREEMENT

When you change the form of verbs to distinguish between the past, present, and future, you are changing their tense. The word *tense* comes from a Latin word, *tempus*, which means "time." A verb's tense is an indication of the time it represents. When you speak and write, you use the tenses of verbs correctly without thinking about them. Sometimes writers lose track of the tense they are using, however. It is important to keep the verb-tense consistent throughout your writing. If you start in past tense, stay in past tense for the whole paper:

- Example: "He saw the dragon and then he runs for his life."
Better: "He saw the dragon and then he ran for his life."

GRAMMAR RULES: USING SEMI-COLONS

There are three occasions for using semi-colons, as follows:

1. Join two independent clauses
2. Join two independent clauses connected by a conjunctive adverb
3. To separate groups of words or phrase that already contain commas

Consider the following examples:

Rule 1

- I have a signed baseball; it is the coolest thing I own.
- People at the baseball game are sometimes rude; it can make the whole experience unpleasant.

Rule 2

- My karate instructor was tough; however, he never got upset.
- Sally likes to read most books; nevertheless she refused to read *Gone With the Wind*.

Rule 3

- My favorite foods for dinner are pizza with pepperoni, olives and tomatoes; chicken fettuccini with bread; and chicken fried steak, potatoes and gravy.
- My favorite books are Stephanie Meyer's Twilight, New Moon and Eclipse; Gary Paulsen's Hatchet, Brian's Winter and Brian's Song; and Natalie Babbitt's Tuck Everlasting.

GRAMMAR RULES: USING COLONS

Colons are used to call attention to what comes after them. Use colons to:

1. Introduce a list
2. Separate a word for emphasis

Consider the following examples:

Rule 1

- Motown Records has recorded many great artists: Stevie Wonder, Diana Ross, Smokie Robinson, the Temptations, and the Four Tops.

Rule 2

- Most record companies are motivated by the same thing: money.

FREQUENTLY MISPELLED WORDS

A lot	Absence	Accidentally	Accommodate	Achieve
Across	Actually	All right	Allowed	Almost
Aloud	Already	American	Ancient	Annually
Apparent	Appearance	Approximately	Attendance	Beautiful
Because	Been	Beginning	Believe	Bin
Breathe	Brought	Built	Bury	Business
Buy	Calendar	Can't	Cannot	Carefully
Cents	Certain	Certainly	Character	Christmas
Close	Clothes	College	Committed	Complete
Conscience	Conscious	Country	Courageous	Dangerous
Definitely	Develop	Didn't	Different	Disappear
Does	Doesn't	Don't	Earth	Easter
Either	Embarrass	English	Environment	Enough
Equipment	Especially	Everything	Exceed	Exercise
Existence	Experience	Familiar	Favorite	Finally
Foreign	Fortunately	Found	Government	Friend
Guarantee	Guidance	Halloween	Happened	Hear
Heard	Heavy	Height	Herd	Here
High	Hour	However	Immediately	I'll
Importance	Independence	Instead	Irrelevant	It's
Its	Jewelry	Judgment	Knew	Know
Knowledge	Let's	Library	Light	Loose
Lose	Losing	Mathematics	Maybe	Might
Miscellaneous	Mischievous	Misspell	Muscle	Necessary
Neighbor	New	Niece	Noticeable	Now
Occasion	Occurrence	Off	Once	Our
Outside	Peace	People	Perhaps	Permanent
Physical	Piece	Principal	Principle	Privilege
Probably	Pursue	Realize	Really	Receive
Recommend	Referred	Repetition	Responsible	Restaurant
Rhythm	Right	Safety	Said	Science
Seize	Sense	Separate	Several	Should
Since	Sincerely	Soldier	Something	Special
Stopped	Straight	Succeed	Success	Supersede
Surprise	Swimming	Temperature	Than	That's
Their	Then	There	There's	They
They're	Thorough	Though	Thought	Threw
Through	To	Together	Tomorrow	Too
Toward	Truly	TV	Two	United States
Until	Usually	Vegetable	Vengeance	We're
Wear	Weather	Wednesday	Weight	Weird
Were	Where	Whether	Which	While
Witch	Without	Write	Yield	You're
Your				

WANNA GO FURTHER WITH GRAMMAR AND MECHANICS? CHECK THIS! <https://owl.english.purdue.edu/owl/section/1/4/>

Word Processing Format

First and Last Name


Date

Period

Teacher Name

Formatting Papers in Microsoft Word

Do you agree with the adage, "First impressions are lasting?" I do, and I submit that when a teacher asks you to write a paper, the presentation of that paper is very important because it is the first impression of the assignment. It should be neat and easy to read. Use a 12 point font, and make sure the font isn't too fancy. Furthermore, when you type a paper in Microsoft Word for any of your teachers, follow these guidelines: The text of your paper should be **ALIGNED LEFT**, your paper should be **DOUBLE SPACED**, and your paragraphs should be **INDENTED**.

First, don't center text on essays or research papers. In order to format your paper correctly, click on the Align Left button  on the toolbar. You should center the title of your paper, but not the whole paper.

Next, make sure you double space your paragraphs. In order to do this, click on "Format" on the toolbar. Then, click on "Paragraph." Find "Line Spacing" under Indents and Spacing. Click on the dropdown menu arrow and then click on "Double" and then click "OK." Once you do that, the entire paper will be double spaced.

Last, it is easy to format paragraphs so that they automatically indent every time you push "Enter." Click on "Format," then "Paragraph," and then find "Special" under "Indentation." Click on "First Line," and then click "OK." After you do this, your paragraphs will automatically indent.

When you follow these simple instructions you will impress your teachers. You might even get a better grade for having your paper properly formatted. Get in the habit of formatting papers this way!

APPENDICES

[illegible]

Name: _____

Class: _____ **Topic:** _____

Date: / /

Period _____

QUESTIONS

NOTES

SUMMARY: Write 4 or more sentences describing specific learning from these notes.



Good Summaries—The Five Criteria

1. **A good summary condenses (shortens) the original text.** While it should be long enough to include the most important information, a rule of thumb for a summary is that it should be one-fourth to one-third as long as the original text if that text is 1–3 pages. It will vary greatly, for example, if it is a summary of a novel, book, or other long piece. The length also depends upon the purpose of the summary.
2. **A good summary includes only the most important information.** Ask the question: “Is this piece of information important for the reader to know about the original passage?” The summary writer will want to include enough information to serve the purpose of the summary.
3. **A good summary includes only what is in the passage.** A summary comes directly from the original text and does not include either other information the summary writer may know about the topic (background knowledge) nor any opinions the writer may have about the topic.
4. **A good summary is written in the summary writer’s own words.** The original text is not copied, but the ideas are translated (or paraphrased) into the writer’s own way of saying them. If a phrase or sentence can only be copied, it should be quoted. Using original words helps to condense the text.
5. **A good summary is well-written.** The writer follows the rules of writing (e.g., complete sentences, punctuation, capitalization, word usage, and organization). A summary is not a list like an outline.

The Conventions to Follow

- **Avoid using questions.** Questions are usually too indirect and less efficient in presenting information for a summary. They tend to make the summary longer rather than shorter.
- **Avoid first person.** Do not use “I” in a summary; the summary writer is not the author, and using “I” also leads to the use of background knowledge or opinion. When writing a summary of a narrative (story), use third person.
- **Avoid dialogue.** There may be times when dialogue is the best way to convey the original meaning of a text, but in general dialogue should not be used.
- **Begin the passage with information from the text.** Do not begin a summary with “This passage was about...” or “What I read was...”



Summary

Life was very different in the United States 100 years ago. Only eight percent of people had a telephone, and a three-minute call from Denver to New York cost eleven dollars. That was about two weeks' pay for most workers. People made about 22 cents an hour. Figure out how much your daily time on the phone would have cost! Imagine living in a time when only about 14 percent of the homes in our country had a bathtub, and most women washed their hair only once a month. Yuck!

School? Ninety percent of all doctors had no college education, and only six percent of all Americans graduated high school. Two out of ten people couldn't even read or write. The highest-paying jobs were veterinarian and mechanical engineer. Do you think you would have liked to have lived in 1905?

1. Highlight or underline the most important information in the piece above.
2. What are two or three big ideas that you would include in a summary of this piece?

3. Write a two- or three-sentence summary of this short piece. Remember to follow the rules for good summary writing.

Summary Checklist

Read your summary or your partner's and check the traits below that apply.

_____ The summary is one-fourth to one-third as long as the original.

_____ It is accurate; all information comes from the original.

_____ It is in the writer's own words.

_____ I know the important information from the original.

_____ Only important information is included.

_____ Spelling, punctuation, capitalization, and sentences are correct.

My suggestions for changes, if any, are: _____

Summary Rubric

	Advanced	Proficient	Partially Proficient	Unsatisfactory
Important Information	Clear, complete representation of essential information from passage.	Some of essential information included; may be missing one important detail.	Partial but incomplete information. Some important points missing.	Information does not connect to the original passage.
Unimportant Information	Includes no unimportant information or details. Focuses only on the main points.	Includes little unimportant information or details.	Unimportant details included but do not interfere with important information.	Includes information not in the original passage or that is disconnected from original.
Use of Own Words	Effectively paraphrased or in writer's own words throughout.	Occasionally uses phrasing from text but mostly in writer's own words.	Several instances of direct copying from original passage. Some paraphrasing.	No attempt to write in own words. Copied from original text.
Writing Conventions	Well-structured with no errors in sentences or mechanics.	Clear structure with minimal errors in sentences and mechanics.	Errors evident but only minimally distracting to the reader.	Serious convention errors that render it incoherent.



Summary

Life was very different in the United States 100 years ago. Only eight percent of people had a telephone, and a three-minute call from Denver to New York cost eleven dollars. That was about two weeks' pay for most workers. People made about 22 cents an hour. Figure out how much your daily time on the phone would have cost! Imagine living in a time when only about 14 percent of the homes in our country had a bathtub, and most women washed their hair only once a month. Yuck!

School? Ninety percent of all doctors had no college education, and only six percent of all Americans graduated high school. Two out of ten people couldn't even read or write. The highest-paying jobs were veterinarian and mechanical engineer. Do you think you would have liked to have lived in 1905?

1. Highlight or underline the most important information in the piece above.

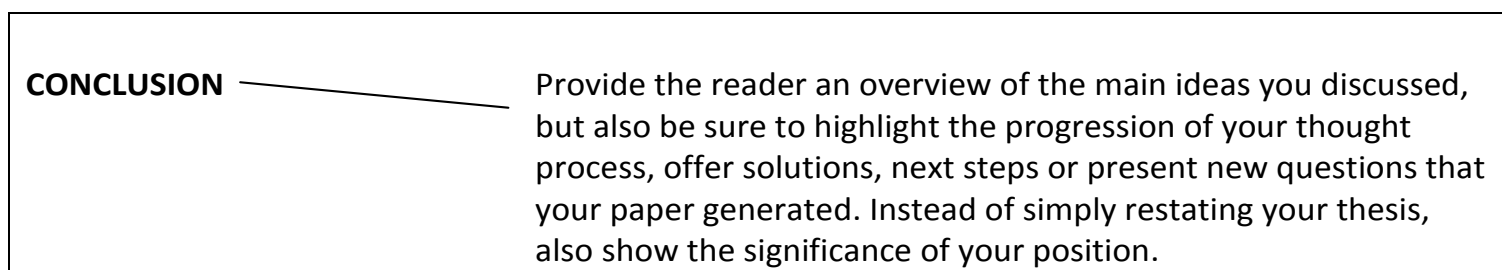
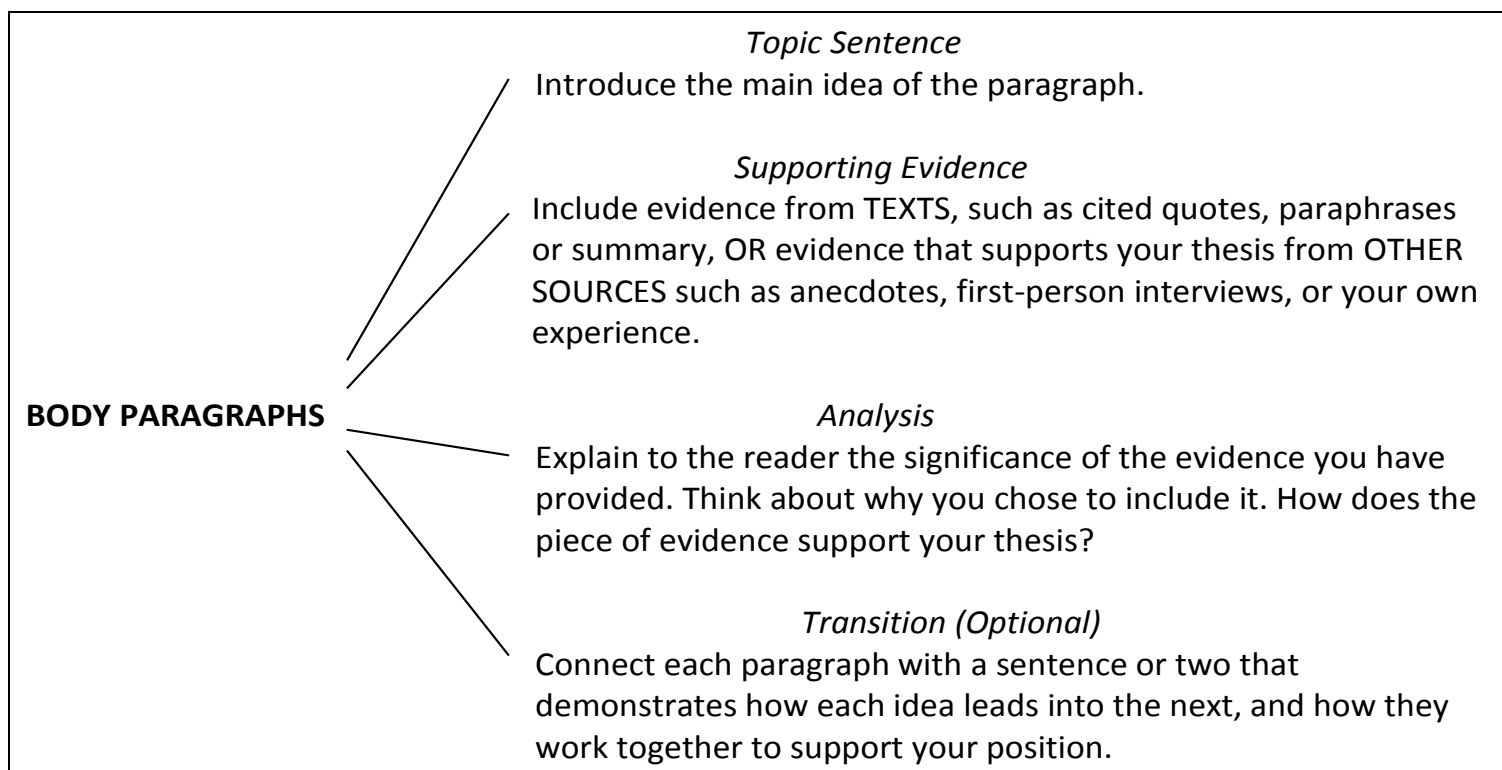
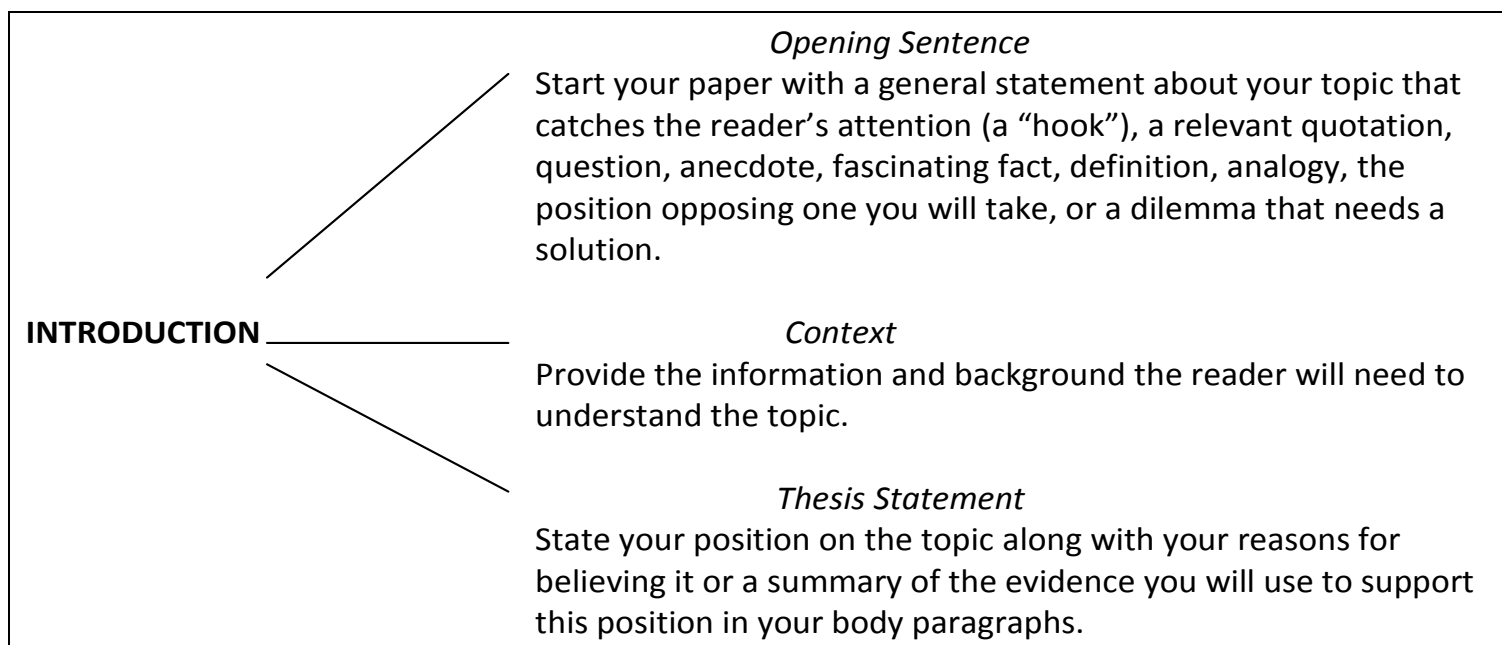
2. What are two or three big ideas that you would include in a summary of this piece?

Three big ideas that could be in the summary are people made about 22 cents an hour, 14% of homes didn't have a bathtub, and 2 of 10 people couldn't read or write.

3. Write a two- or three-sentence summary of this short piece. Remember to follow the rules for good summary writing.

There are many ways the United States was different 100 years ago. To begin, people who worked made only about 22 cents an hour. Second, only 14% of homes had a bathtub. Finally, 2 out of 10 people didn't know how to read or write. That is how life was different in the United States 100 years ago.

ESSAY STRUCTURE AND ORGANIZATION



My Outline: *Try applying this structure to your own writing*

Introduction:

Opening sentence: Get the reader's attention.	
Context: Provide the general information or background on the topic.	
Thesis: State your arguable position on the topic and the reasons why you believe it.	

One Practice Body paragraph:

Topic sentence: States the main idea of the paragraph	
Supporting Point: evidence you are using to support your thesis.	
Explanation/Analysis: tell the reader what is significant or important about this evidence	
Transition sentence: Connect each paragraph with a sentence or two that show how the ideas connect.	

Conclusion:

Overview: Review and summarize your main points and how they support your thesis.	
Final Comment: Offer a final thought to your reader.	

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 of Dr. X for _____.

INTRODUCING “STANDARD VIEWS”

- Americans 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 assumed that _____.

MAKING WHAT “THEY SAY” SOMETHING YOU SAY

- I’ve always believed that _____.
- When I was a child, I used to think that _____.
- Although I should know better by now, I cannot help thinking that _____.
- At the same time that I believe _____, I also believe _____.

INTRODUCING SOMETHING IMPLIED OR ASSUMED

- Although none of them has ever said so directly, my teachers have often given me the impression that _____.
- One implication of X’s treatment of _____ is that _____.
- Although X does not say so directly, she apparently assumes 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 _____.

CAPTURING AUTHORIAL ACTION

- | | |
|--------------------------------------|-------------------------------------|
| ➤ X acknowledges that _____. | ➤ X celebrates the fact that _____. |
| ➤ X agrees that _____. | ➤ X emphasizes that _____. |
| ➤ X argues that _____. | ➤ X insists that _____. |
| ➤ X believes that _____. | ➤ X observes that _____. |
| ➤ X denies/does not deny that _____. | ➤ X questions that _____. |
| ➤ X claims that _____. | ➤ X refuses the claim that _____. |
| ➤ X complains that _____. | ➤ X reminds us that _____. |
| ➤ X concedes that _____. | ➤ X suggests that _____. |
| ➤ X demonstrates that _____. | ➤ X urges us to _____. |
| ➤ X deplores the tendency to _____. | |

INTRODUCING QUOTATIONS

- X states, "_____."
- As the prominent philosopher X puts it, "_____."
- According to X, "_____."

- X herself writes, “_____.”
- In his book, _____, X maintains that “_____.”
- In X’s view, “_____.”
- X agrees/disagrees when she writes, “_____.”
- X complicates matters further when he writes, “_____.”

EXPLAINING QUOTATIONS

- Basically, X is saying _____.
- 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 _____.

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 himself. On the one hand, he argues _____. But on the other hand, he 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—WITH A DIFFERENCE

- I agree that _____ because my experience _____ confirms it.
- X surely is 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

- Although I agree with X up to a point, I cannot accept his overall conclusion that _____.
- Although I disagree with much that X says, I fully endorse his final conclusion that _____.
- Though I concede that _____, I still insist that _____.
- Whereas X provides ample evidence that _____, Y and Z's research on _____ and _____ convinces me that _____ instead.
- 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 _____.
- 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.

SIGNALING WHO IS SAYING WHAT

- 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 _____.
- But _____ are real and, arguably, the most significant factor in _____.
- But 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.
- X is right/wrong that _____.
- X is both right and wrong that _____.
- Yet a sober analysis of the matter reveals _____.
- Nevertheless, new research shows _____.
- Anyone familiar with _____ should see that _____.

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 _____.

ENTERTAINING OBJECTIONS

- Yet some readers may challenge the view that _____. After all, many believe _____. 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 Malcolm X* will probably dispute my claim 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 _____.

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 _____.

INDICATING WHO CARES

- _____ used to think _____. But recently [or within the past few decades] _____ suggests 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.

- Researchers have long assumed that _____. For instance, one eminent scholar of cell biology, _____, assumed in _____, her seminal work on cell structures and functions, that fat cells _____. As _____ herself put it, “_____” (200-). Another leading scientist, _____, argued that fat cells “_____” (200-). Ultimately, when it came to the nature of fat, the basic assumption was that _____.

But a new body of research shows that fat cells are far more complex and 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 appear to _____. But on closer inspection _____.

ESTABLISHING WHY YOUR CLAIMS MATTER

- X matters/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/This discovery will have significant applications in _____ as well as in _____.
- Although X may seem of concern to only a small group of _____, it should in fact concern anyone who cares about _____.

COMMONLY USED TRANSITIONS

Cause and Effect

accordingly
as a result
consequently
hence

it follows, then
since
so
then

therefore
thus

Conclusion

as a result
consequently
hence
in conclusion, then
in short

in sum, then
it follows, then
so
the upshot of all this
is that

therefore
thus
to sum up
to summarize

Comparison

along the same lines
in the same way

likewise
similarly

Contrast

although
but
by contrast
conversely
despite the fact that
even though

however
in contrast
nevertheless
nonetheless
on the contrary
on the other hand

regardless
whereas
while
yet

Addition

also
and
besides

furthermore
in addition
in fact

indeed
moreover
so too

Concession

admittedly
although it is true that
granted

I concede that
of course
naturally

to be sure

Example

after all
as an illustration
consider

for example
for instance
specifically

to take a case in
point

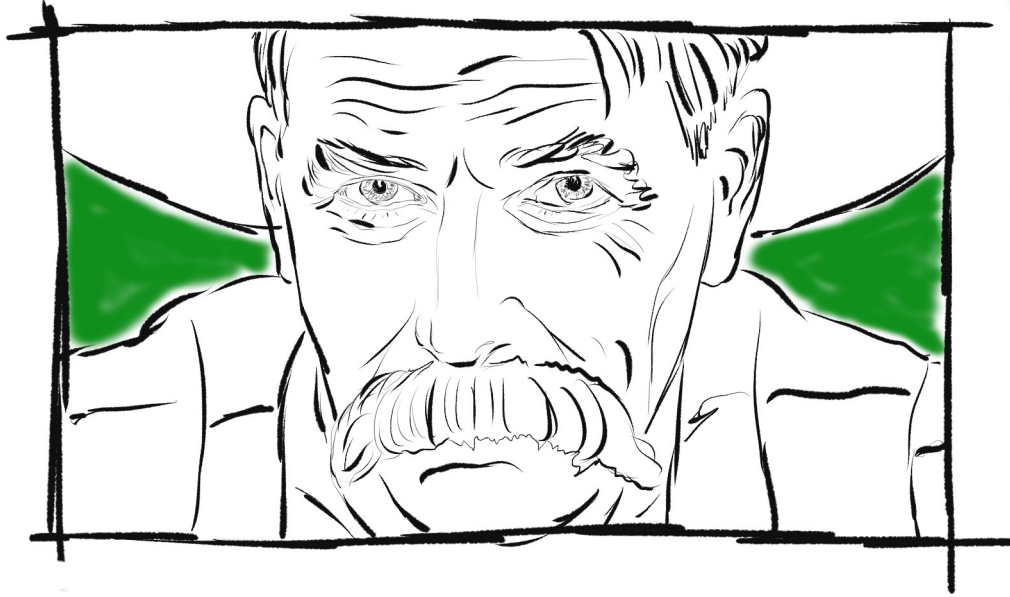
Elaboration

actually
by extension
in short

that is
in other words
to put it another way

to put it bluntly
to put it succinctly
ultimately

AVOIDING PLAGIARISM



from The Purdue OWL:

RESEARCH-BASED WRITING IN AMERICAN INSTITUTIONS, BOTH EDUCATIONAL AND CORPORATE, IS FILLED WITH RULES THAT WRITERS, PARTICULARLY BEGINNERS, AREN'T AWARE OF OR DON'T KNOW HOW TO FOLLOW. MANY OF THESE RULES HAVE TO DO WITH RESEARCH AND PROPER CITATION. GAINING FAMILIARITY WITH THESE RULES, HOWEVER, IS CRITICALLY IMPORTANT, AS INADVERTENT MISTAKES CAN LEAD TO CHARGES OF PLAGIARISM, WHICH IS THE UNCREDITED USE (BOTH INTENTIONAL AND UNINTENTIONAL) OF SOMEBODY ELSE'S WORDS OR IDEAS.

FOR MORE RESOURCES, LOOK HERE:

[HTTPS://OWL.ENGLISH.PURDUE.EDU/OWL/RESOURCE/589/01/](https://owl.english.purdue.edu/owl/resource/589/01/)

Preventing Plagiarism: Student Resources

In a research paper, you have to come up with your own original ideas while at the same time using work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to **plagiarism**. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

A. Consult with your instructor

Have questions about plagiarism? If you can't find the answers on our site, or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the guidelines for [citing sources properly](#). If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

B. Plan your paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument *about* the information you find, will help establish the boundaries between your ideas and those of your sources.

C. Take Effective Notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

D. When in doubt, cite sources

Of course you want to get credit for your own ideas. And you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, **you should always cite your source**. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

E. Make it clear **who** said **what**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

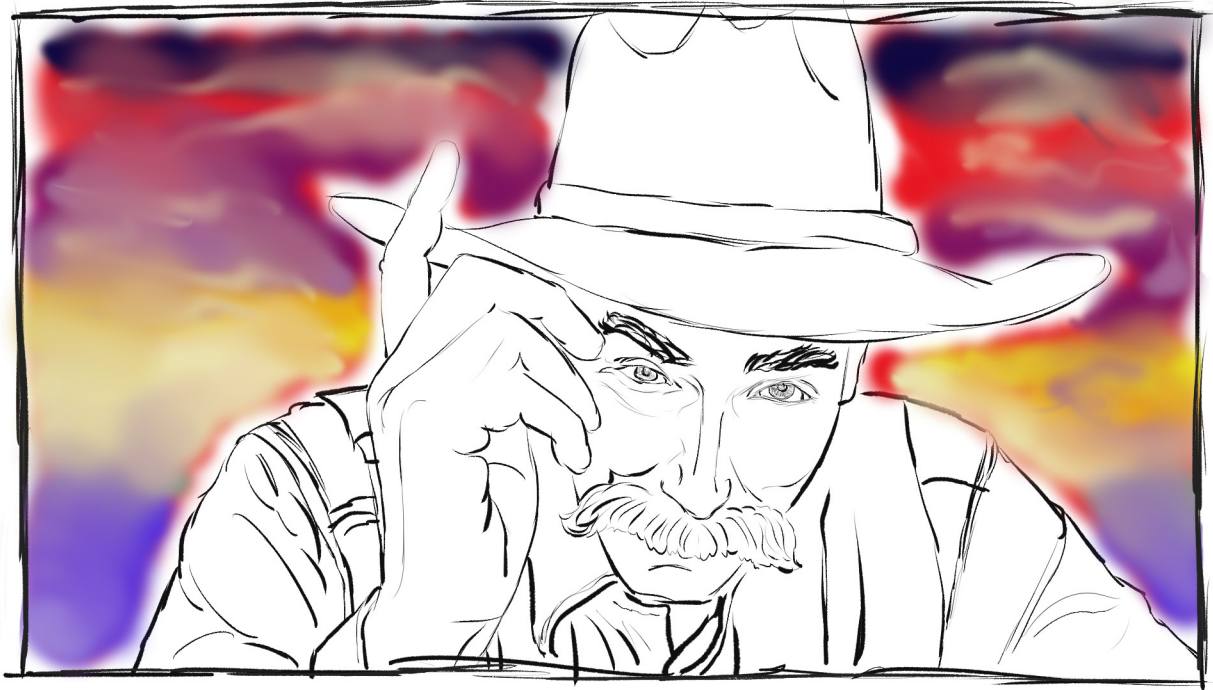
F. Know how to Paraphrase:

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

G. Evaluate Your Sources

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the **author(s)** of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using Portland Community College’s “[rubrics for evaluating web pages](#)” as an easy method of testing the credibility of your sources.



***WELL, I HOPE YOU FOLKS ENJOYED YOURSELVES.
CATCH YA LATER ON DOWN THE TRAIL.***