

HOLY TRINITY CATHOLIC SECONDARY SCHOOL



STUDENT WRITING and POLICIES GUIDE
(REVISED 2009)



Catholic District School Board of Eastern Ontario

Table of Contents

School Policies	3
Title Page Format	4
Essay Format	5
Common Instructional Terms	6
Plagiarism	7
How to Write a Review	8
How to Write an Essay	9-10
Integrating Quotations	11-14
MLA Parenthetical Style of Documentation	14-15
Developing a MLA Works Cited and Bibliography	16-27
Sample MLA Works Cited	28
Sample MLA Bibliography	29
Science - Lab Format	30-31
Science - Referencing	32-33
Présentation d'un travail en français	34-35
Punctuation and Grammar	36-38
Spelling	39

SCHOOL POLICIES

QUIZZES AND TESTS

You must be present for all tests and quizzes. A quiz or test which was announced in advance may be made up if:

- you were absent for a good reason - e.g. illness, and you have a note from home if you are under 18; a note explaining the circumstances if over 18; or,
- your teacher has received written notice ahead of time (not on the same day) concerning an important appointment or event on that test date,
- the test has not been handed back yet; and,
- you take the personal responsibility to contact your teacher immediately when you return from your absence to make up that test

OTHERWISE, A MARK OF ZERO WILL BE ASSIGNED.

- If you are absent without a valid reason on the day the test is to be written, you will receive a mark of zero.
- Anyone caught talking, copying answers, or cheating in any way will have their paper taken away and receive a mark of zero.

LATE SUBMISSIONS

MAJOR ASSIGNMENTS—At the teacher's discretion:

1. Students will be allowed a three day window, or the like, for accepting work beyond the due date; OR,
2. Students will use the Completion Contract when work is late; OR,
3. Students will complete work after school or during lunch/study periods under supervision.

TEXTBOOKS

- All texts must be returned to the school. If you fail to return books, you will not be permitted to borrow books for any future courses.

Note: the following page shows the standard Title Page format (do not include a page number).

Title of Assignment

Student's Name
Course Code

Teacher's Name
Holy Trinity Catholic Secondary School
Month Day Year

Format for written assignments:

- *Introductory page* is started about one-third the way from the top and is not numbered.
- *Each subsequent page* is numbered in consecutive fashion beginning with page 2. The number is placed in the upper right hand corner and is without punctuation. Do not include the title page, Works Cited, or Bibliography in the pagination.
- *Margins* of at least 1 inch must be maintained on all sides. Indent the first line of each paragraph 5 spaces.
- *Double space* your essay, leaving one blank line between paragraphs. Use plain white 8 ½ x 11 sheets.
- *Type* in a 12 point font. If you must *handwrite* your essay, use 8 ½ x 11 sheets. Write in blue or black ink only. Double space your work.

COMMON INSTRUCTIONAL TERMS

<i>Analyze</i>	to “break apart” and show the relevance of each part to the whole
<i>Argue</i>	to adopt a point of view and support it with relevant data
<i>Assess</i>	to state how important something is or is not and to give reasons to support the argument
<i>Compare</i>	to point out similarities
<i>Contrast</i>	to point out differences
<i>Criticize</i>	to pass judgement on the merits or faults of what you are studying
<i>Describe</i>	to give a word “picture”
<i>Evaluate</i>	to judge the importance, value or truth of a statement and give evidence to prove the judgement
<i>Examine</i>	to inspect, to consider all aspects, to observe something
<i>Explain</i>	to make a point clear using a logical, step by step procedure
<i>Justify</i>	to prove or give reasons for a particular stance
<i>Outline</i>	to write a brief skeleton account of or about some person, place, event, etc.
<i>Paraphrase</i>	to write in your own words
<i>Prove</i>	to establish that something is true by giving factual evidence or clear, logical reasons
<i>Show</i>	to give evidence or display knowledge about something
<i>Summarize</i>	to boil down to essential points
<i>Trace</i>	to outline, to give a brief account of a set of events

Forms of Plagiarism

1. Handing in someone else's paper and acknowledging it as your own.
2. Repeating, such as copying and pasting, or paraphrasing wording without citing the source.
3. Changing only a few words or phrases, and re-arranging the sentences without citing the source.
4. Paraphrasing an argument or presenting a line of thinking without citing the source.
5. Not using any of your own words in the assignment.
6. The bottom line is if the information, facts, ideas, quotes, etc. are not your own, then you must cite the source. If you don't cite the source, you are plagiarizing and this is academic dishonesty. A mark of zero will be assigned.

Do not cite:

Common Knowledge and Quotations

Common Knowledge can be defined as facts known by a large number of people. The following statement is an example of common knowledge:

Ottawa is the capital city of Canada.

Common Quotation: "A friend in need is a friend indeed."

Avoid Plagiarism

1. Take research notes and acknowledge the source.
2. Paraphrase and acknowledge the source.
3. Summarize and acknowledge the source.
4. You must always cite your sources. If not, this is called plagiarism.

HOW TO WRITE A REVIEW

- A review is different from a report.
- A book, play, movie, or any other item of interest must be evaluated for its strengths and weaknesses.
- Your judgments are necessary and must be explained.
- You must, obviously, first read or watch what you are reviewing.
- Do not forget that you must try to form your judgements about the quality of the material as you read or watch.
- It is a good idea to make notes while you are reading or watching so that you will remember your first impressions of the material.
- Whether you “like” or “dislike” what you are watching is not as important as the good and bad qualities which it has.
- Consult a dictionary or use a computer spell-check for proper spelling.
- Specific content and methods will depend on the nature of the material and especially the subject with which you are dealing. A History book review is different from an English book review.
- Your teachers will give you more details.

HOW TO WRITE AN ESSAY

- *Specific essay formats vary from subject to subject but all essays would benefit from these few suggestions.*
- **Get a topic.** An essay must present a particular idea in an organized manner. It's hard to present an idea in any manner when you don't have an idea with which to begin. Pick a topic (e.g. "School") and narrow it to something specific (e.g. "The Effect of School on a Teenager's Social Life").
- **Establish a Thesis For Your Topic.** A thesis is a point of view to give your essay some direction. Without a thesis, your essay becomes a report (it is assumed that when a teacher wants "an essay" he or she means "an essay" and NOT "a report") and your marks will most likely suffer. Do some reading on your chosen topic to help you choose a point of view if you have problems deciding on one. ("School is a great place to improve a teenager's social life". Be as daring with your point of view as you want as long as you can support it!)
- **Research.** No matter what your essay topic is, it is essential that you complete your research before beginning to write. Make sure that the books, magazines, newspapers, Internet, and other sources you use contain reliable information and consider the biases and slants the authors take in their material. Also make sure that the sources you choose for your research concern your topic.
- **Outline Your Work.** Before writing your essay, organize your information by creating a blueprint. Some essays will require a five paragraph format and some will not so check with your teacher on the required style and format. A blueprint will help you determine if your information is important and if you have enough information to prove your thesis.

Introductory Paragraph (Contains motivator*, thesis, blueprint)

Main Paragraphs (Arrange your work logically to support your argument. Each paragraph should contain a sub-topic relating to your thesis.)

Conclusion (Summarize your essay and retell your thesis.)

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

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

- ***Write the Final Draft.*** Is your essay ready to be carved in stone for the world to see until the end of time? If not, return to step five. You're not ready yet.
- ***Hand In All Your Research Notes, Indicating the Source for Each One.*** Also hand in your rough draft(s) with your final copy. Be sure you have a neat, accurate title page. No rough notes and rough draft mean the final copy will NOT be marked.
If you are using notes from the Internet or from an encyclopedia in your rough notes, highlight pertinent passages and indicate how these passages will be used in your essay.
- ***You must include parenthetical documentation*** to indicate source of direct quotes or important ideas.
- ***Never use the "first person" when writing a formal essay.*** Third person is always used.
Incorrect: I think that Ophelia was a victim of Hamlet's indecision.
Correct: Ophelia was a victim of Hamlet's indecision.

INTEGRATING QUOTATIONS

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

There are three main ways to incorporate quotations into the text of your essay:

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

Example:

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

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

Example: In his summation, Atticus explains that Tom Robinson committed no legal crime; however, he was guilty of violating a social code when he admitted that he felt compassion for Mayella Ewell, a white woman: "And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's" (Lee 204).

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

- a) introduced with a colon,
- b) indented,
- c) set off from your text,
- d) double-spaced; and,
- e) the punctuation goes before the parenthetical reference.

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

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

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

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

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

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

Thou canst not speak of that thou dost not feel.

Wert thou as young as I, Juliet thy love,

An hour but married, Tybalt murdered,

Doting like me, and like me banished,

Then mightst thou speak, then mightst thou tear thy hair

And fall upon the ground as I do now

Taking the measure of an unmade grave. (3.3.67-74)

- TIPS:**
- A) Do not overuse quotations. They are used to support your argument, not to overtake it.
 - B) Use ellipses (...) if part of the quote is omitted. (See #3 above for an example.)
 - C) Use quotations that are relevant to your argument.
 - D) When introducing a quotation, NEVER say "This quote shows" or "the following quote shows". Refer to the examples above for smooth introductions to quotations.
 - E) Never end a paragraph with a quotation. You must always provide further comment. YOU should have the last word.

- F) If you need to change word(s) within a quotation, use square brackets.

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

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

MLA PARENTHETICAL STYLE OF DOCUMENTATION

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

- In the MLA Style, parenthetical references that refer to a list of "Works Cited" at the end of your essay. *A parenthetical citation must appear in the paper each time you use material from a source.* If you do not credit your sources, you will be plagiarizing and will be in danger of receiving a mark of zero.
- The only information that will usually be necessary is the author's last name and the page number of the book:

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

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

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

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

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

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

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

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

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

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

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

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

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

Option 2: If there is no author, use an identifiable word in the title.

(Causes, pars. 10-12). The word "Causes" easily matches the title found in the Works Cited: "Causes of the American Revolution".

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

h) In citing famous literary works, such as **Shakespeare's plays**, include information about act, scene, and lines.

Example: (1.4.7)
(4.5.4-8)
(3.2.5-10; 14)

Developing a MLA Works Cited and Bibliography

WORKS CITED

- The list of Works Cited will appear at the end of your essay in alphabetical order according to the author. If the author is unknown, alphabetize by the title. You must include a Works Cited if you use the parenthetical style of documentation.
- The list of Works Cited is basically a resource for the reader. It provides detailed information about the sources that you have *paraphrased* and/or *quoted* in your essay.
- The form of the entries follows the traditional format of bibliographies—author, title, and publication information. Follow the punctuation exactly as it is given in the examples. Indent the second and subsequent lines of each entry five spaces.

BIBLIOGRAPHY

- If you have consulted materials that you have not cited in your essay, these must be included in the Bibliography.
- The Bibliography follows the same format as the Works Cited.

Format of the Works Cited and Bibliography

1. Centre the title at the top of the page. Do not underline the title.
2. Double-space between the title and the first entry.
3. Begin each entry flush with the left margin; if the entry runs more than one line, indent the subsequent line or lines one-half inch (5 spaces) from the left margin.
4. Double-space the entire list, both between and within entries.
5. Use italics for titles of works published independently, such as: books, newspapers, magazines, films, compact discs, etc.
6. Use quotation marks for works published within a larger work, such as: songs, short stories, magazine/newspaper articles, speeches, etc.

Part A: All Sources, except Electronic Sources

Book (one author)

Format:

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

Example:

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

Book (two authors)

Format:

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

Example:

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

Book (three authors)

Format:

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

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

Chapter/Anthology/Poem

Format:

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

Example:

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

Newspaper

Format:

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

Example:

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

Magazine

Format:

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

Example:

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

Book by a Corporate Author or Organization

Format:

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

Example:

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

An Edition of a Book

Format:

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

Example:

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

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

Format:

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

Example:

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

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

Format:

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

Example:

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

The Bible

Format:

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

Example:

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

A Government Publication

Format:

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

Example:

Ministry of Education Ontario. *The Ontario Curriculum Grades 9 and 10 English*.

Toronto: Queen's Printer for Ontario, 2007. Print.

A Pamphlet

Format:

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

Example:

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

A Review

Format:

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

Example:

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

An Editorial & Letter to the Editor

Format:

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

Example:

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

Anonymous Articles

Format:

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

Example:

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

Journal

Format:

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

Example:

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

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

Format:

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

Example:

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

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

Example:

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

Format:

"The One Where Chandler Can't Cry." *Friends: The Complete Sixth Season*. Writ.

Andrew Reich and Ted Cohen. Dir. Kevin Bright. Warner Brothers, 2004. DVD.

Film

Format:

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

Example:

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

Visual Art / Photograph

Format:

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

Example:

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

Sound Recording/Song

Format:

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

Example:

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

Lecture/Speech

Format:

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

Example:

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

Interview

Format:

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

Magazine,
Newspaper,
television
information

Example:

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

Personal Interviews

Format:

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

Example:

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

Electronic Sources -- The Internet

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

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

Publisher or Sponsor of the Web Site

If none is indicated, use N.p.

Date

If no publication date is indicated, write n.d.

If a complete date is given, write it in the order: Day Month Year.

Use abbreviations for all months except May, June and July.

Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Website

Format:

Last, First M. "Website Article." *Website*. Publisher, Day Month Year. Web.

Day Month Year.

Date accessed

Date electronically
published

Examples:

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

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

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

Online Newspaper Articles

Format:

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

Example:

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

Article in a Database on CD-ROM

Format:

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

Example:

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

Online Database/Subscription -Journal (Ex: EBSCO)

Format:

Last, First M. "Article." *Journal* Volume.Issue (Year): Pages. Database. Web. Day
Month Year.

Example:

Creek, Finley R. "Best Beaches." *Vacation Quarterly* 6th ser. 5.4 (2000): 3-9. *EBSCO*. Web.
31 Aug. 2009.

Works Cited

- "Bank of Montreal." *Encyclopaedia Canadiana*. 1958. Print.
- Boback, Laura. "Suffer the Little Children." *The Ottawa Sun* 20 Oct. 1996, sec. 1. Print.
- Bothwell, Robert, Ian Drummon, and John English. *Canada Since 1945*. Toronto: Toronto UP, 1989. Print.
- CMA. *Interest*. Ottawa: CMA, 2008. Print.
- DeBrou, Dave, and Bill Waiser, eds. *Documenting Canada*. Saskatoon: Fifth House, 1992. Print.
- Dotto, Lydia. *The Astronauts: Canada's Voyageur's in Space*. Toronto: Stoddart Company, 1993. Print.
- Eaton, Diane, and Garfield Newman. *Canada: A Nation Unfolding*. Toronto: McGraw-Hill Ryerson, 1994. Print.
- "Johnson Urges Distinct Status for Quebec." *Standard-Freeholder* [Cornwall] 4 Feb. 1999: A2. Print.
- King, Thomas. "Borders." *Crossroads*. Vancouver: Gage Educational Company, 1999. Print.
- The Lone Escape*. Toronto: Excelsior, 1950. Print.
- Regal, Sophie. "Imagery in Macbeth." Classroom Lecture. Holy Trinity, Cornwall. 3 Sept. 2008. Lecture.
- Robinson, Sydney. "Summer Job." Personal interview. 3 Jan. 2009.
- Whitaker, Reg. "Trudeau, Pierre Elliot." *The Canadian Encyclopedia*. 5th ed. Print.

Bibliography

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

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

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

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

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

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

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

"Johnson Urges Distinct Status for Quebec." *Standard-Freeholder* [Cornwall] 4 Feb. 1999: A2. Print.

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

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

Regal, Sophie. "Imagery in Macbeth." Classroom Lecture. Holy Trinity, Cornwall. 3 Sept. 2008.
Lecture.

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

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

Science

LAB REPORT FORMAT

Introduction:

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

Purpose:

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

Apparatus and Materials:

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

Procedure:

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

Observations:

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

TABLE 1: TITLE

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

Discussion:

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

Conclusions:

- A direct statement related to your purpose

References:

- In science, the term “References” is used, *NOT* Works Cited or Bibliography.
- When information is “referenced”, the year of this information is important. For example, our knowledge of cell membrane structure is different from the 1950s, to the 1970s to the 2000s. The more recent your references are, the better/stronger they are. So then, when a reference is made, the AUTHOR and YEAR should be given.
 - eg. Galbraith, D. (1989), *Understanding Biology*, John Wiley & Sons, Toronto, pgs 1- 15.
- See the section on Works Cited/ Bibliography for more information.
- References must be listed in alphabetical order.
- A reference only needs to be listed once in your reference section.

Referencing in Science

Why?

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

What needs to be referenced?

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

For example,

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

How to reference?

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

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

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

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

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

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

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

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

Author, (YEAR), Title, publisher/web site

Examples:

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

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

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

NOTES:

Internet Referencing - Remember these common errors:

- a. Just because something appears on the Internet does NOT mean that it is correct. Anyone can put up a web site which could have false/inaccurate information. A web search on a search engine (eg. Google) will simply direct you to web sites that contain your key search words. It does not mean that they are valid.
- b. Some sites do not have actual authors. If not, here are some suggestions:
 - i.. Use the web site as your author. If there is no year mentioned, use today's date and mention it in your reference section (**version current as of Day Month Year**)
 - ii. You may want to use the designations (internet 1, 2004) and (internet 2 , 2004) , etc as your authors. In your reference section, you will then place them in alphabetical order and include the necessary information as described here.

Présentation d'un travail en français

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

1. La page titre

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

2. Les titres

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

3. Les citations

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

Les citations courtes: elles sont incorporées dans le texte.

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

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

4. Le plagiat

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

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

Les idées qui proviennent d'une personne autre que vous.

5. La bibliographie

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

- pour un livre:
 - Le NOM et le prénom de l'auteur, le TITRE, le tome (s'il y a lieu), le lieu de publication, le nom de l'éditeur, l'année de publication, le nombre de pages.
- pour un article:
 - Le NOM et le prénom de l'auteur, le TITRE de l'article, le titre de la revue ou de l'ouvrage d'où est tiré l'article, le volume, le numéro, (le mois et l'année), les numéros de la première page et de la dernière page de l'article.
- pour une adresse informatique:
 - Le NOM et le prénom de l'auteur, le TITRE (jour mois année), dernière mise à jour (jour mois année), le nom logique du site et le répertoire.

Exemple de la page de bibliographie

Bibliographie

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

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

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

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

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

PUNCTUATION AND GRAMMAR

Common Errors of Grammar and Usage

- Sentence Fragments: an incomplete sentence punctuated as a sentence.
 - Error: She could not unlock the door. Having lost her keys.
 - Correction: She could not unlock the door since she had lost her keys.
- Run-on Sentences: a run-on sentence continues after it should have stopped.
 - Error: She could not unlock the door since she had lost her keys and then she went to the neighbour's house but he wasn't home so she sat on the step until her mother returned.
 - Correction: She could not unlock the door since she had lost her keys. She went to the neighbour's house but as he wasn't home, she sat on the steps until her mother returned.
- Comma Splice: a comma is used between two independent clauses when there should be a comma, semi-colon, conjunction, etc.
 - Error: He lost her telephone number, he couldn't call her.
 - Correction: He lost her telephone number so he couldn't call her.
- Fused Sentence: no punctuation is used between two independent clauses.
 - Error: He lost her telephone number he couldn't call her.
 - Correction: Since he lost her telephone number, he couldn't call her.
- Faulty Agreement: a verb should always agree in number with its subject.
 - Error: The increase in the fares were unexpected.
 - Correction: The increase in the fares was unexpected.
- Faulty Pronoun Agreement: a pronoun should agree in number and person with the noun to which it refers.
 - Error: If a student needs more information, they should ask at the office.
 - Correction: If a student needs more information, she should ask at the office.
- Misplaced Modifier: creates ambiguity by seeming to look two or more ways at once.
 - Error: She delivered a talk about her trip to the Arctic which was long and colourful.
 - Correction: She delivered a long, colourful talk about her trip to the Arctic.
- Faulty Parallelism: all elements in a parallel construction should be treated equally. Be consistent, for example, in the use of pronouns.
 - Error: He left behind his dogs, his children, and debts.
 - Correction: He left behind his dogs, his children, and his debts.

- Trouble with tenses when writing about literature:
 - -use the present tense, not the past, to describe events in literature.
- Error: Hamlet found the king praying, but was unable to act.
- Correction: Hamlet finds the king praying, and is unable to act.
 - -use it also to describe the author's presence in the text:
 - Correct: Now Shakespeare plays variations on the theme of Hamlet's indecision.
 - -Shift tenses to allow for past, present, and future events in the work:
 - Correct: Hamlet, who has sworn revenge earlier, is unable to act. He will only achieve his revenge later, and by accident.
 - -Use the past tense to place author and work in historical context:
 - Correct: Shakespeare probably completed the play in 1600 or 1601.

Basic Principles of Punctuation

- Use a comma between two independent clauses linked by a coordinate conjunction. (and, but, for, nor, or, yet, so)
 - Error: He wore his heavy scarf and his coat came down to his knees.
 - Correction: He wore his heavy scarf, and his coat came down to his knees.
- Use commas to link items in a series.
 - Correct: She bought a cat, a geranium, a bicycle, and a catamaran.
- Use commas to mark an interruption (which often provides additional but inessential information). The rule in this case is "two commas or none."
 - Error: His request, which is reasonable will be granted.
 - Correction: His request, which is reasonable, will be granted.
- Use parentheses to make a somewhat more pronounced interruption than commas. The interruption may again provide additional but inessential information.
 - Correct: My aunt (my mother's older sister) owns twelve harmonicas.
- Use a dash to make an even more pronounced interruption than commas or parentheses, and to stress a word or phrase. In typed manuscripts, incidentally, use two hyphens, without spaces, to indicate a dash.
 - Correct: Every living thing-the alligator included-made a dash for the door.
 - Correct: He got what he deserved-a black eye.
- Use square brackets to set off your own comments within a quotation. Notice that brackets which enclose *sic* (the Latin for *thus*) identify a mistake or peculiarity in the original.
 - Correct: The essay referred to "watery beer [sic]" in line twelve of Milton's "Lycidas."

- Use a semicolon to link closely related independent clauses.
 - Correct: Her future looks promising; she has been asked to exhibit paintings in Toronto.

- Use a colon to introduce a series, an important clarifying detail, or for a formal introduction to a direct quotation.
 - Correct: The results of the poll are: ten in favour, eight opposed, and two "don't know."
 - Correct: She was ruled by a single ambition: to own a mansion.
 - Correct: Horatio confirms our feelings about the dying Hamlet: "Now cracks a noble heart."

- Use an apostrophe followed by "s" to form the possessive singular of nouns (and follow this rule whatever the final consonant).
 - Correct: James's diary, Keats's poems, the church's door
 - The main exceptions to this rule are a few ancient proper names: Jesus' love, Moses' laws.

- Add an apostrophe, with no following "s", to form the possessive plural of most nouns.
 - Correct: Students' essays, cars' wheels, houses' walls
 - The main exceptions are a few plurals not ending in "s"; write, e.g. women's rights, children's books, sheep's fleeces.

- Add an apostrophe followed by an "s" to form the possessive case for indefinite pronouns.
 - Correct: one's, anybody's, someone else's, etc.
 - Note that the pronominal possessives (his, hers, its, theirs, yours, ours) take no apostrophe.
 - *Avoid the common error of writing "it's" (a contraction for "it is") instead of "its" (the possessive).
 - Error: The cat licked it's paws.
 - Correct: The cat licked its paws.
 - Correct: It's a nice day.

SPELLING

The following items refer to frequent spelling errors.

- "a lot" is always two words, meaning "many" or "much"
- "I saw" is the proper past form of "I see". The form "seen" is only used in combination with the verb "have" as in "I have seen", "you have seen" etc.
- there = "in that place" or with "there is" and "there are"
- their = belonging to them
- they're = short form of "they are"
- its = belonging to it
- it's = short form of "it is"
- to = towards
- too = "also" or "a lot" as in "too much"
- two = the number two
- where = "in" or "to what place"
- were = past tense of "are"
- we're = short form of "we are"
- "should have", "would have", and "could have" can be shortened to "should've", "would've", and "could've"; however, *it is better to avoid the use of contractions in formal writing.*
- "I did" is the proper past form of "I do". The form "done" is only used in combination with the verb "have" as in "I have done", "you have done", and "s/he has done" etc.
- "Because" is proper. Don't use "cause" in place of "because".
- "going to" is proper. Don't use "gonna" in place of "going to".
- **Capital Letters must be used for**
 - a) languages and nationalities - English, French, Italian
 - b) places - Cornwall, Toronto, Ontario
 - c) businesses and institutions - Saint Joseph's Secondary School
 - d) titles - *In the Heat of the Night* (main words)
 - e) names and nicknames - Jack, Jill, Mom, Sir, etc
 - f) and always for "I" meaning "myself"

Abbreviations:

- Do not use "&" for "and" in formal writing; and, avoid contractions.
 - he's = "he is" or "he has" shouldn't = should not
 - she's = she is or she has couldn't = could not
 - isn't = is not wouldn't = would not