

Lightning

Style

Eastview High School
Apple Valley, Minnesota

Guide to
Writing and Using
Resource Materials

2009-2010

EASTVIEW HIGH SCHOOL
STYLE MANUAL

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The purpose of this booklet is to provide guidelines for proper format in your assignments in all classes at Eastview High School. Use this booklet as a guide for all standard assignments, and consult your teacher for any variation from this style manual. Remember, it is your responsibility for writing correctly and accurately. This guide should help you make your writing your best!

GUIDE FOR DAILY ASSIGNMENTS

1. Specifications

- Full sheet of wide-lined 8 1/2 x 11" paper
- No spiral notebook edges
- Blue or black ink

2. Heading in upper right corner

- Name
- Course, Hour
- Date
- Assignment

GUIDE FOR FORMAL ASSIGNMENTS

1. Handwritten Papers

- Full sheet of wide-lined 8 1/2 x 11" paper
- No spiral notebook edges
- Blue or black ink
- Write on one side of paper only

2. Word-Processed Papers

- Use full sheet of 8 1/2 x 11" paper
- Type on one side of paper only
- Double space
- Indent five spaces for a new paragraph
- Select 12 point Times New Roman or similar font
- 1" margins on all sides
- Number your pages in the upper right hand corner by creating a header. Numbers should be formatted to be flush with the right margin and be one-half inch from the top of the page. Include or omit your last name in the header according to your teacher's instructions.

3. Order of the Paper

- NOTE: MLA no longer requires a title page. Your teacher, however, may ask for one.
- Body of paper
- Appendix
- Works Cited
- Bibliography

4. First Page (Remember: no title page unless instructed to do so.)

- List your name, teacher's name, course name, date in upper left corner (double spaced)
- Double space and center the title. Capitalize the first letter of each major word of your title.
- Do NOT use quotation marks, italics, underlining or all capital letters in your title.
- Double space again before the first line of the body of the composition.

See the following page to view the format of the First Page

GUIDELINES FOR THE PROCESS OF WRITING

PREWRITING/ INVENTION

1. Select a topic that interests you.
2. Narrow the topic until it can be thoroughly developed in a specified length.
3. Decide on your purpose.
4. Use your understanding of purpose and audience to determine the type of language and choice of details.
5. Gather and list details that you could use to develop the topic.
6. Evaluate and organize your list of details. Delete unrelated ideas.

DRAFTING

1. Keeping your audience and purpose in mind, begin to write.
2. Let your thoughts flow freely. Modify your initial plans for content and organization, if necessary. Remember that this is an experimental stage.
3. Do not be too concerned with grammar and mechanics at this point.

REVISING

Read what you have written. Answer the following questions:

1. Did you stick to your topic?
2. Did you include everything you wanted to?
3. Are there any unnecessary or unrelated details?
4. Is each main idea clearly expressed and thoroughly developed?
5. Do your ideas flow smoothly?
6. Is your writing organized logically, with a beginning, a middle, and an end? Are the ideas presented in an order that makes sense?
7. Is your writing interesting and lively? Is there variety in the type and structure of your sentences?
8. Are key words vivid and precise?
9. Do the language and content suit your audience?
10. Have you accomplished your purpose?

Revise as necessary.

Then proofread your work, using the checklist on the next page. Also, check the Writing Rubric for qualities of strong writing.

Be sure to spell check and proofread for content.

PROOFREADING CHECKLIST

Grammar and Usage

- Are there any sentence fragments or run-ons?
- Have you used the correct form of each pronoun?
- Have you used verb tenses correctly?
- Do all verbs agree with their subjects?
- Are compound and complex sentences written and punctuated correctly?

Capitalization

- Did you capitalize first words and all proper nouns and adjectives?
- Are titles capitalized correctly?

Punctuation

- Does each sentence have the proper end mark?
- Are end marks, such as colons, semicolons, apostrophes, hyphens and quotation marks used correctly?

Spelling

- Did you check all unfamiliar words in the dictionary?
- Are plurals and possessive forms spelled correctly?
- Did you use a spell-check program, if available?

Form

- Were corrections made neatly?
- In your final copy, is the writing legible?
- Have you used the proper heading and margins?
- Did you follow all points of good manuscript form?

DISTRICT 196 WRITING ASSESSMENT RUBRIC

The following rubric reflects District 196's writing standards.

Teachers will create rubrics for individual assignments based on this rubric.

	<i>Score: 6 (advanced)</i>	5	4 (proficient)	3 (approaching proficiency)	2	1 (not proficient)
<i>Criteria:</i> Ideas and Content	Ideas are appropriate, well-developed, supported with meaningful information. Relationships between ideas and examples are clear and powerful.		Ideas are appropriate, although somewhat less well-developed. Support is limited but helpful. Relationships between ideas and support are generally clear.	Ideas are too general, vague, abstract; little support offered. Support is not effectively organized		Ideas are severely limited or unclear. Text is repetitive or random. There is no controlling idea or theme. Topic is ill-defined with little or no supporting detail.
Organization	Main idea is clearly expressed; supporting information is presented in a logical, effective sequence. Transitions are smooth. Clear introduction and conclusion appear.	<i>A score of 5 will be given for papers between 6 and 4.</i>	Main idea is identified and supported. Presentation of support material may seem less purposeful. Transitions and sequencing are adequate.	Introduction and conclusion are present but need further organization. Connections between ideas are limited. Relationship of major and minor points are awkward or inappropriate.	<i>A score of 2 will be given for papers between 3 and 1.</i>	No real introduction or conclusion. Connections between ideas are incomplete or confused. Sequencing needs work.
Voice	It has the ring of conviction. The reader feels a strong sense of interaction with the writer.		Writing seems earnest. Expression is not polished, but personally keeps audience interested. Author is willing to reach the audience.	Writing seems general with frequent use of vague, tentative or abstract language. Writer seems limited and at times distant from topic and audience.		Writer does not reach out to audience. Tone is flat with no change in emphasis or intensity. Writing is functional without personal quality.
Word Choice	Specific and accurate. Imagery is strong. Language is vivid or energetic in appropriate measure. Creative use of language.		Words are nearly correct. Language is functional, occasionally fresh or creative. Attempts at energetic, vivid language are generally good.	Word choice is inappropriate. Attempts at expanded or creative vocabulary often miss the mark. Writer often relies on cliches or slang.		Sentences do not sound natural. Structures tend to obscure meaning. Word patterns are choppy.

Sentence Fluency	Sentence structure reflects logic and sense, helping to show how ideas relate. Sentences flow naturally and are varied in structure.		Writing shows good control over simple sentences. Occasional variations in structure add interest. Sentences move naturally from one to the next.	Sentences tend to be simple and fall into the same pattern. They tend to be awkward, choppy or run on, but do communicate essential ideas.		Sentences do not sound natural. Structures tend to obscure meaning. Word patterns are choppy.
Conventions	Paragraphs create sound structure. Grammar and usage are correct. Punctuation us smooth and guide the reader. Spelling is correct.		Paragraphs are appropriate. A few minor errors in grammar, punctuation and spelling are present but do not interrupt the reading.	Paragraphs are attempted but inappropriate. Frequent problems with grammar, punctuation or spelling interrupt the reading.		Troublesome errors in spelling, punctuation, and usage obscure the meaning. Paragraphs are irregular or missing.
	<i>Score: 6 (advanced)</i>	5	4 (proficient)	3 (approaching proficiency)	2	1 (not proficient)
<i>Criteria:</i> Ideas and Content	Ideas are appropriate, well-developed, supported with meaningful information. Relationships between ideas and examples are clear and powerful.		Ideas are appropriate, although somewhat less well-developed. Support is limited but helpful. Relationships between ideas and support are generally clear.	Ideas are too general, vague, abstract; little support offered. Support is not effectively organized		Ideas are severely limited or unclear. Text is repetitive or random. There is no controlling idea or theme. Topic is ill-defined with little or no supporting detail.

SPEECH ASSESSMENT RUBRIC

The following rubric reflects District 196's speaking standards.
Teachers will create rubrics for individual assignments based on this rubric.


	<i>4 (advanced)</i>	<i>3 (proficient)</i>	<i>2 (approaching proficiency)</i>	<i>1 (not proficient)</i>
Criteria: Organization	The organization enhances the message. The ideas flow smoothly. The speech has an inviting introduction, transitional devices and a satisfying conclusion.	The speech has a recognizable introduction and conclusion. Despite a few problems, the organization does not seriously interfere with the message.	The speech has some sense of order but the lack of organization makes it difficult to follow.	Clearer structure is needed. Ideas seem strong together in a random or haphazard fashion.
Content	Use of evidence is extensive and relevant. Documentation is substantial.	Research sufficiently supports arguments.	Some use of research is present but not enough to adequately support the argument or opinion.	Further documentation is needed to support the arguments.
Delivery (eye contact, rate, volume, enunciation, appearance)	The delivery is superior. The speaker delivers the message in a dynamic fashion.	The delivery is competent. The speaker delivers with clarity.	The delivery is weak. It contains various problems.	The delivery is inadequate. It is very difficult to understand the message.
Use of Language	Words convey the intended message in a full and rich manner. Word choice is specific. Strong images and language flow naturally.	The language is functional and the message comes across, even though it lacks sophistication.	Some parts of the text flow, others are awkward. Words may be used incorrectly, confusing the message.	The speech is difficult to follow. Most of the sentences ramble and are awkward.
Argumentation (for use in persuasive speaking)	Advanced application of logical and emotional appeals are used to create persuasive arguments.	Adequate use of emotional and logical appeals are used to support arguments.	Elements of logic and emotion are used poorly. Only one type of appeal is used and inadequately.	There is little or no use of logic and emotional appeals.

Guide to Media Center Online Resources

Books

- **Destiny (District 196 Collections) ★**
Books/audio books/DVD's/Web Path Express
Login and password: *Same as EVHS network login and password*
- **Dakota County Library**
- **netLibrary**
Collection of 13,000+ titles allows viewing, checking out, electronic note-taking and home access by creating a free account.


Reference

- **Gale Virtual Reference Library (ebooks) ★** 
Password: eastview
- **Gale Power Search**
Simultaneously searches multiple Gale databases.
Password: eastview
- **World Book Encyclopedia**

Journals (Professional)

- **Academic Search Premier**
Includes 8000+ journals in biology, chemistry, education, engineering, humanities, physics, psychology, religion, sociology, etc. Backfiles to 1975.
User Name: eastview **Password:** student
- **Professional Collection (Gale)**
More than 300 full text journals for educators. Updated daily.
Password: eastview

Newspapers & Magazines

- **InfoTrac Student Edition (Gale) **
Leading magazines, newspaper and reference books.
Password: eastview
- **LexisNexis Scholastic ★**
 - **News:** Articles from 200+ leading newspapers including *The New York Times* and *The Washington Post* back to 1980; 40 plus magazines, wire services and transcripts from radio/television networks.
 - **Legal Research:** US Supreme Court cases, State High Court cases.
 - **Statistics:** 40,000+ statistical tables drawn from government agencies.
 - **Legislation:** Tracks federal and state bills.**User Name:** EHIG2 **Password:** 114X4V
- **MasterFILE Premier**
Over 2000 newspapers and magazines. Also includes 300 reference books, primary source documents, photos, maps and flags.
User Name: eastview **Password:** student
- **ProQuest Newsstand**
350+ state, national & international newspapers including *Star Tribune* and *USA Today* back to 1980's.
User Name: EVHSMEDIA1 **Password:** WELCOME







Business & Industry

- **Business Source Premier**
Indexes more than 1100 journals covering business, finance and economics.
User Name: eastview **Password:** student
- **Regional Business News**
Provides full text from more than 60 regional business publications.
User Name: eastview **Password:** student











Careers & Colleges

- **Choices Explorer** ★
Wide range of careers profiled and experts interviewed. Reports latest news headlines about careers.
Provides personal interest and planning portfolio.
Site ID: 0088059 **Password:** eastview
- **Minnesota Career Information System (MCIS)** ★
Provides information about colleges, technical schools, occupations, education/training options, scholarships, financial aid, job searching and resume writing.
User Name: eastviewhs **Password:** eastviewhs
- **Family Connection** ★
 - Do what you are.
 - My Learning Styles.
 - Careers and College Search.*See Guidance Office for more information.*

Health & Science

- **Health & Wellness (Gale)** ★   
Accesses books, magazines and pamphlets from a wide variety of authoritative medical sources on medicine, nutrition, diseases, drug abuse, etc.
Password: eastview
- **Science Resource Center (Gale)** ★   
In depth coverage of earth and space sciences, history of science, life and physical sciences, technology and much more. Sources include books, magazines (including *New York Times* Science section) and multimedia.
Password: eastview

History & Biography

- **Biography Resource Center (Gale)** ★ 
Thousands of narrative biographies and articles about past and present noteworthy individuals. Searches can be done by one or more facts such as birth year or gender.
Password: eastview
- **History Resource Center: U.S. (Gale)** ★   
Covers U.S. history from pre-colonial times to the present.
Password: eastview
- **History Resource Center: World (Gale)** ★   
Covers ancient through modern world history.
Password: eastview
- **Discovering Collection (Gale)** ★   
Easy-to-understand content for the core areas of history, literature, science and social studies. Includes primary documents and multimedia.
Password: eastview

Literature

- **Literature Resource Center (Gale)** ★ 👁
Provides biographies, bibliographies and critical analyses from every age and literary discipline. Web sites selected for their substantive information about the author as well as links to related authors and/or literary topics.
Password: eastview
- **The Oxford English Dictionary**
Widely considered the most comprehensive dictionary of English in the world.
User Name: eastviewhs **Password:** eastviewhs
- **Teachingbooks.net** ★ 📧 👂 👁
Brings together multimedia resources about authors, illustrators and their books for children and teens. Makes instantly available in-studio movies of authors and illustrators, audio excerpts of professional book readings, and guides to thousands of young adult titles.
Password: isd196

Social Issues

- **CQ Researcher** ★
Provides weekly, nonpartisan, in depth reporting and analysis on the most controversial issues of the day. Includes a Pro/Con section in each report.
User Name: EASTVIEW **Password:** STUDENTS
- **Issues & Controversies** ★
Delivers all the key facts, points of view, primary source materials, and contact information needed to understand topics at the forefront of public debate.
User Name: eastview **Password:** student
- **Opposing Viewpoints** ★ 📧 👂 👁
Provides viewpoint articles, topic overviews, statistics, primary documents, links to web sites and relevant magazine/newspaper articles.
Password: eastview

Web Sites

- **Destiny Web Path Express**
Thousands of relevant websites reviewed by experts.
- **netTrekker** ★
Academic search engine accessing more than 180,000 educator-selected resources. Login at EVHS and create a personal account that can be accessed from home.

World Languages & Countries

- **Informé** (English/Spanish Interface)
Collection of popular Hispanic magazines.
- **Consulta** Collection of Spanish-language materials.
Password: eastview

Guide to Style (MLA)

Significant Changes to MLA Format: The following is quoted from Purdue's OWL (Online Writing Lab):

New to MLA 2009:

- Use italics (instead of underlining) for titles of larger works (books, magazines)
- For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.

MLA no longer requires the use of URLs in MLA citations. Because Web addresses are not static (i.e. they change often) and because documents sometimes appear in multiple places on the Web (e.g. on multiple databases), MLA explains that most readers can find electronic sources via title or author searches in Internet Search Engines.

For instructors or editors that still wish to require the use of URLs, MLA suggests that the URL appear in angle brackets after the date of access. Break URLs only after slashes.

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008. <<http://classics.mit.edu/Aristotle.html>>.

Work Cited

Purdue OWL. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab, 10 May 2008. Web. 15 Nov. 2008.

Rules of form:

Annotated Bibliography

An **annotated bibliography** includes some brief statement as to the value of the source for the purposes of your paper. The annotation need not be in sentence form; however, it must begin with a capital letter and end with a period. Note the spacing and indentations in the annotations below:

Annotated Bibliography

"History of Space Flight." *Collier's Encyclopedia*. 1995 ed. Print.

Excellent source as an overview of the topic; detailed but not technical.

Sullivan, Walter. *America's Race for the Moon: New York Times Story of Project Apollo*. New York: Random House, 1982. Print.

Carefully researched chapters by several science authors; recaptures excitement of early space flights; good background.

Works Cited Instructions:

1. Place the words Works Cited on the first line of the page of a handwritten theme; if typing, place the title one inch from the top. Then, skip a space (if typing, double space), and begin the works cited.
2. Arrange the sources in alphabetical order according to the first word of the entry. **Do not number the items.** Place items alphabetically by the first word of the entry, unless the first word is a, an, or the, in which case the second word determines the alphabetical position.
3. When a source requires more than one line, the second line, and all following lines should be indented five spaces so that the names of the authors will stand out on the page. This is called "hanging indentation."
4. Double space *everything* on the works cited page.
5. If the entry includes more than one work by the same author, it is not necessary to repeat the author's name with each entry. Use three hyphens followed by a period in place of the name in all listings after the first.

The following is a sample of a Works Cited page:

Works Cited

"Energy future; Good Law Could Be Better." *Star Tribune*. 23 May 2005: A10. *ProQuest Newsstand*.

Web. 21 Mar. 2005

Ewing, Rex A. *Power with Nature: Solar and Wind Energy Demystified*. Masonville, CO:

PixyJack Press, 2003. Print.

Pellerin, Cheryl. "Wind Power World's Fastest-Growing New Electricity Source." *Washington File* 22

Apr. 2005. *SIRS Knowledge Source*. Web. 7 June 2005.

Phillips, Charles. "A Day to Remember." *American History*. 39.1 (2004): 16-20. *History Reference*

Center. Web. 24 May 2004.

Robb, Drew. "Wind Industry Continues to Surge." *Power Engineering*. 108.5 (May 2004): 14-16.

Academic Search Premier. Web. 19 Mar. 2004.

"Wind Power." *Renewable Energy Policy Project*. 2005. Center for Renewable Energy and Sustained

Technology. 12 Apr. 2005. Print.

SAMPLE WORKS CITED ENTRIES

PRINT SOURCES

Book by one author:

Author's Last Name, First Name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of publication.

Sample:

Miller, Rob. *The History of Rockets*. New York: Franklin Watts, 1999. Print.

Book by two or more authors:

Author's Last Name, First Name, and Author's First Name Last Name. *Title of Book*. City of Publication: Publisher, Year of publication. Medium of Publication.

Sample:

Apt, Jay, Michael Helfert, and Justin Wilkinson. *Orbit: NASA Astronauts Photograph the Earth*. Washington D.C.: National Geographic, 1996. Print.

Book that is edited:

Editor's Last Name, First Name, ed. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Sample:

Reichardt, Tony ed. *Space Shuttle: the First 20 Years*. New York: Dorlin Kindersley, 2002. Print.

Magazine article with author listed:

Author's Last Name, First Name. "Title of Article." *Title of Magazine*. Date Month Year: Page Number. Medium of publication.

Sample:

Svitil, Kathy A. "End of the Voyagers." *Discover*. June 2005:10. Print.

Magazine article with no author listed:

"Title of Article." *Title of Magazine*. Date Month Year: Page Number. Medium of publication.

Sample:

"Exoplanets: The Heat Is On." *Sky and Telescope*. June 2005:19. Print.

Newspaper article with author listed:

Author's Last Name, First Name. "Title of Article." *Title of Newspaper*. Date Month Year: Section and Page Number. Medium of publication.

Sample:

Webber, Thomas R. "U.S. Space Program Reborn in Mission of Discovery." *News Sentinel*. 13 June 2005: C4. Print.

Newspaper article with no author listed:

"Title of Article." *Title of Newspaper*. Date Month Year: Section and Page Number. Medium of publication.

Sample:

"2005 Space Odyssey." *Wall Street Journal*. 23 May 2005: A14. Print.

Encyclopedia article with author listed:

Author's Last Name, First Name. "Title of Article." *Encyclopedia Title*. Date ed. Medium of publication.

Sample:

Oberg, James. "Space Explorations." *World Book Encyclopedia*. 2003 ed. Print.

Encyclopedia article with no author listed:

"Title of Article." *Encyclopedia Title*. Date ed. Medium of publication.

Sample:

"Space Shuttle." *Encyclopedia Britannica*. 2002 ed. Print.

SAMPLE WORKS CITED ENTRIES FOR EVHS MEDIA CENTER DATABASES AND OTHER SOURCES

Cite what is available in order listed below:

1. Author's name (if given)
2. Article Title (in quotation marks)
3. Periodical title (italicized)
4. Volume Number (also include issue number if given)
5. Original published date
6. Page numbers
7. Name of online database (italicized)
8. Access date
9. Medium of publication (Web)

Academic Search Premier

Nakaji, Noriyoshi, et al. "Stress Fracture of the Olecranon in an Adult Baseball Player." *Knee Surgery, Sports Traumatology, Arthroscopy*. 14.4 (July 2006): 390-393. *Academic Search Premier*. 15 June 2006. Web.

Biography Resource Center

"Harriet Tubman." *Dictionary of American Biography*. 2005. *Biography Resource Center*. 31 Mar. 2005. Web.

Career Cruising

"Bank Manager." *Career Cruising*. 2005. *Anaca Technologies Limited*. 29 Mar. 2005. Web.

CultureGrams

"Peru." *CultureGrams World Edition*. 2006. *ProQuest Information and Learning*. 17 May 2006. Web.

CQ Researcher

"Air Pollution Conflict." *The CQ Researcher Online*. 14 Aug. 2004. *CQ Press*. 25 Sept. 2004. Web.

Discovering Collection

"Pearl Harbor Bombed, December 7, 1941." *Discovering World History*. 2003. *Student Resource Center*. 31 Mar. 2005. Web.

ERIC (Education Resources Information Center)

Willert, H. Jeanette, and Ann Marie C. Lenhardt. "Tackling School Violence Does Take the Whole Village." *Educational Forum* 67.2 (Winter 2003): 110-8. *ERIC*. 15 Nov. 2005. Web.

Gale Virtual Reference Library

Logemann, Jan. "Roller Skating and Blading." *Encyclopedia of Recreation and Leisure in America*. Ed. Gary S.

Cross. Vol. 2. Detroit: Charles Scribner's Sons, 2004. 227-229. 2 vols. *Gale Virtual Reference Library*.

19 June 2006. Web.

Grolier Encyclopedias

Lee, Thomas F. "Genetic Engineering." *Encyclopedia Americana*. 2005. 18 Jan. 2005. Web.

Health & Wellness Resource Center

"Anxiety." *The CareNotes System*. 2004. *Health & Wellness Resource Center*. 17 Feb. 2004. Web.

History Resource Center: World

"The Soviet Union: Collapse of the USSR and Formation of Independent Republics." *History Behind the Headlines:*

The Origins of Conflicts Worldwide. 2001. *History Resource Center: World*. 18 June 2006. Web.

Issues & Controversies

"Update: Military Preparedness." *Issues & Controversies*. 27 May 2005. *Facts On File News Services*. 2 June 2005.

Web.

LexisNexis Scholastic (Newspaper)

Berger, Eric. "Toxic Air Report Spurs Concern." *The Houston Chronicle* 14 Jan. 2005: B1. *LexisNexis Scholastic*.

1 Oct. 2005. Web.

Literature Resource Center (Journal)

Heiserman, Arthur and James E. Miller, Jr. "J.D. Salinger: Some Crazy Cliff." *Western Humanities Review* 10.2

(Spring 1956): 129-137. *Literature Resource Center*. 7 Feb. 2004. Web.

MasterFILE Premier (Magazine)

Friedmann, Julio S., and Thomas Homer-Dixon. "Out of the Energy Box." *Foreign Affairs* Nov.-Dec. 2004: 12.

MasterFILE Premier. 20 Nov. 2004. Web.

Stone, Brad. "A Mightier Wind." *Newsweek* 6 July 2004: 80-85. *MasterFILE Premier*. 16 Sept. 2005. Web.

netLibrary

Claghorn, Charles Eugene. *Women Composers and Songwriters: A Concise*

Biographical Dictionary. Lanham, Md: Scarecrow Press, 1996. *netLibrary*. 10 Jan. 2006. Web.

netTrekker

"Volcanoes." *Exploring the Environment*. 28 Apr. 2005. Wheeling Jesuit University/NASA-Supported Classroom of the Future. *netTrekker*. 14 Dec. 2005. Web.

Opposing Viewpoints

Pardue, Leslie. "Alternatives to Animal Testing Should Be Pursued." *Animal Experimentation*. 2003. *Opposing Viewpoints Resource Center*. 25 Nov. 2004. Web.

Online Book (netLibrary or Gale Virtual Reference Library)

Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. Boston: Houghton-Mifflin, 2001. *netLibrary*. 12 Dec. 2004. Web.

ProQuest Newsstand

Muse, Toby. "Colombian Villagers Live at Foot of Danger." *USA Today*. 6 Dec. 2005: 11A. *ProQuest Newsstand*. 10 Dec. 2005. Web.

Professional Collection

"Wireless Solutions." *Technology & Learning*. 25.10 (Apr. 2005): 38. *Professional Collection*. 3 May 2005. Web.

Science Resource Center

Hoyle, Brian. "Petroleum Microbiology." *World of Earth Science*. 2003. *Science Resource Center*. 1 Nov. 2004. Web.

SIRS Knowledge Source (Government Document)

Federal Election Commission. "Congressional Campaigns Spent \$912 Million Through Late November." Comp. Amy Kort. *Federal Election Commission Record*. Feb. 2005: 8-10. *SIRS Knowledge Source*. 9 June 2005. Web.

Sirs Knowledge Source (Magazine)

Perkins, Sid. "When Mountains Fizz." *Science News*. 29 Jan. 2005:74-76. *SIRS Knowledge Source*. 15 Dec 2005. Web.

GENERAL INTERNET SOURCES

1. Author name (if given) reversed, followed by a period.
2. Title of the work (in quotes)
3. Title of the web site (italicized)
4. Date of publication or latest update
5. Name of sponsoring organization
6. Date of access
7. Publication medium (Web)

Sample:

Jangfeldt, Bengt. "Joseph Brodsky: A Virgilian Hero, Doomed Never to Return Home." *Nobelprize.org*. 7 Sept. 2004.
The Nobel Foundation. 10 June 2005. Web.

Important Note:

Because technology is moving faster than any print source can keep up with, this handbook is unable to provide a completely current section for citing network sources.

For this reason, we recommend you visit the following websites:

<http://owl.english.purdue.edu> -OR- <http://www.easybib.com>

You can also find information about using online resources on the EVHS website, linked to the Media Center.

OTHER SOURCES

Personal Interview

Interviewee's Last Name, First Name. Type of Interview. Date Month Year.

Sample:

Beinhorn, Arthur. Personal Interview. 13 Sept. 1999.

Olson, Carl. Telephone Interview. 10 Dec. 1999.

Personal Letter

Correspondent's Last Name, First Name. Personal Communication with Author. Date Month Year.

Sample:

Harris, Benjamin. Personal Communication with Author. 24 Sept. 1999.

Personal E-mail

Writer of the Document. Description of document including recipient. Date.

Sample:

Fish, Kellen. E-mail to Arthur C. Clarke. 10 Sept. 1999.

Lectures

Speaker. "Name of Speech." *Name of forum/conference*. Location, City. Day Month Year.

(Note: If no title of the lecture is available, label the presentation (such as address, lecturer, key note, speech, reading, etc.)

Sample:

Darling, Charles. "The Decadence: The 1890's." *Humanities Division Lecture Series*. Capital Community College, Hartford. 12 Dec. 1996. Lecture.

Television or Radio Program

"Title of Program." *Title of Show*. Network. Local Affiliate, City. Date Month Year. Medium.

Sample

"Dimension Report: Homework." *Your News at Six*. CBS Television. WCCO, Minneapolis. 13 Mar. 1995. Television.

Audio Recording

Artist. "Song or Reading." *Title*. year.

Sample:

The Beatles. "A Day in the Life." *Sergeant Pepper's Lonely Hearts Club Band*. 1967. CD.

Film

Title of Film. Dir. First Name Last Name. Film Studio, Year.

Sample:

The Birds. Dir. Alfred Hitchcock. Universal Studios, 1963.

Video Recording

Title. Dir. First Name Last Name. Original release date. Distributor, Year. Medium.

Sample:

It's a Wonderful Life. Dir. Frank Capra. 1946. Republic, 1988. VHS.

****NOTE:** A FILM is described as a movie which has not yet been released on DVD or VHS (indicating you, the writer likely saw the film in the theatre). A VIDEO RECORDING is a movie which has been released on DVD or VHS.

RULES FOR DOCUMENTING SOURCES

Parenthetical Citation

You **must** acknowledge all information gained from outside sources when writing a paper. Generally three types of information must be acknowledged to avoid plagiarism:

1. **direct quotation**
2. **paraphrase or summary**
3. **author's ideas**

Use the following guidelines to document sources in your papers through the use of parenthetical citations.

1. **Introduce the beginning of borrowed material** to distinguish it from your own writing. Typically this is done with a brief introduction of the author and some reference to his/her credentials: *Lynette and Thomas Long, two of the foremost recognized experts on the trend of latchkey children, define latchkey as "... children who are regularly left during some period of the day to supervise themselves...or for whom care arrangements are so loosely made they are virtually ineffective" (Long 17).*
2. **Works by one author.** Give the author's last name in parentheses at the end of a sentence, followed by the page numbers (Jones 58).
3. **Works with more than one author.** List all the last names in parentheses, or give one last name followed by et.al.
(Smith Jones and Wilcox 87) or (Smith et al. 87).
4. **Works with no author listed.** When citing an article that does not identify the author, use the title of the work or a shortened version of it: ("Robotics" 398).
5. **Two works by the same author.** If you use more than one work by the same author, give the title, or a shortened version, after the author's last name: (Jones "Robotics" 398).
6. **Material from personal interview.** Following the material from the interview, include the individual's name in the parenthetical: (Beach).
7. Two works with same title and no author listed.
("Cancer" *Encyclopedia Britannica* 387).
("Cancer" *Health & Wellness Resource Center* 3).
8. If you have already mentioned the author in the sentence, only include page number in the ().

****NOTE:** MLA format does not require page or paragraph numbers for electronic sources. However, always follow the instructions of your teacher when citing sources.

PLAGIARISM POLICY

EVHS Academic Honest and Integrity Policy

1. Statement of Principle and Policy regarding academic honesty and integrity:

Academic honesty and integrity are essential to excellence in education. Since assignments, exams and other schoolwork are measures of student performance, honesty is required to ensure accurate measurement of student learning. Each student, parent and staff member has a responsibility to promote an academic culture that respects and fosters individual achievement.

2. Honor Code:

On all coursework (assignments, exams, projects) undertaken by the students of Eastview High School, the following commitment is expected:

On my honor, as an Eastview High School student, I will neither cheat nor plagiarize on any coursework.

This statement means that the student understands and has complied with the expectations of academic integrity and honesty set forth by Eastview High School.

3. Shared Responsibilities:

Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

Student responsibility:

To not participate, either directly or indirectly, in cheating or plagiarism; to actively discourage cheating or plagiarism by others.

Parent responsibility:

To actively support the EVHS honor code; to support his/her child in the understanding and upholding the EVHS honor code.

Staff responsibility:

To promote the Eastview High School honor code; to establish expectations regarding academic integrity and honesty; and to be prepared to address violations of the honor code when it occurs.

4. Definition of Cheating: **Cheating** is misleading an instructor in some way so as to receive or attempt to receive credit for work not originated by the student or work performed with unauthorized assistance. Cheating includes, but is not limited to:

- Copying from another student's examination, assignment, or other coursework with or without his/her permission
- Unauthorized collaboration that violates the teacher's established expectations
- Allowing another student to copy his/her work
- Having another person take an examination, write a paper, or complete an assignment
- Using unauthorized "cheat sheets," notations on desk, clothing, self, or personal technology devices (such as graphing calculators or data organizers) as "electronic cheat sheets"
- Giving or receiving copies of examinations with or without an exchange of money or other forms of reimbursement
- Revealing/receiving examination content, questions, answers, or tips from another student or removing such information from the classroom after an examination through the use of notes, scratch paper, technology, verbal communication, etc.
- Using technology inappropriately to complete coursework or examinations
- Resubmitting substantially the same work that was produced for another assignment or course without authorization

5. **Definition of Plagiarism:** **Plagiarism** is the use of passages, materials, words or ideas that come from someone or something else, without properly naming the source.

Examples include, but are not limited to:

- copying someone's assignment;
- copying text or other materials from the Internet or other source without citing them;
- paraphrasing items from a book or article without citing them;
- using translation software to translate sentences or passages; or
- using the same sentence structure or thesis as another source without citing it.

Basically, if someone or something else has done the work (or a portion of it) for you, and you do not acknowledge it, you are being academically dishonest.

6. **If there is evidence of violation of the honor code by a student or students, an investigation will be conducted in a dignified, confidential and respectful manner.**
7. **The continuum of problem-solving strategies and/or consequences:** All violations of the honor code should have consequences appropriate the circumstances. Similar violations will merit similar consequences. Consequences may include, but are not limited to:
- a. Redo the assignment/exam
 - b. Reduced grade for the assignment/exam
 - c. Zero for the assignment/exam
 - d. Letter of apology
 - e. Student explains offense to parent
 - f. Teacher contacts parent
 - g. Referral to administration for detention or suspension
 - h. Removal from course with an F
 - i. Loss of EVHS scholarship opportunities
 - j. Loss of National Honor Society(ies) membership
 - k. Revocation or refusal of teacher college recommendations

Any appropriate combination of a-k above

How do I, as an Eastview High School student, avoid cheating?

1. It's simple: ALWAYS, ALWAYS, ALWAYS do YOUR OWN work!
2. NEVER let someone copy any of your work from a test or an assignment.
3. NEVER share information about a test afterwards no matter how much someone begs you to spill the beans!
4. Do not collaborate or "work together" on an assignment, project, or exam unless the teacher has given permission for collaboration.
5. If confronted by a peer to cheat or if tempted on your own to cheat, just remember your responsibility as an EVHS student to uphold the EVHS Code of Honor. Just say: "Remember the code!"
6. Use the power of technology responsibly.
7. Listen to your "gut instinct." If it doesn't feel right, it probably isn't.

And finally, if you observe some of your peers cheating or you feel undo pressure from your peers to cheat, feel free to share this information, individually, with your teacher.