

This booklet will show you the correct format to use when writing a formal paper. It is critical that students graduating from high school become skilled in writing papers correctly because term papers, research papers, and formal papers are a standard form of evaluation in post-secondary courses. Individual professors may have a specific format they prefer, but the following information will ensure that HTHS students come into the post-secondary classroom with prior experience in writing formal papers.

There are two formats commonly used at Canadian universities: the APA method and the MLA method.

Every formal paper you write while a student at Harrison Trimble should follow the guidelines outlined in this booklet, which *primarily* utilizes the MLA method.

For a much more detailed explanation of the possibilities for formal papers using the MLA method, students should read:

1. Harbrace College Handbook for Canadian Writers, 2nd Edition, written by John Hodges and Mary Whitten, ISBN 0-7747-3046-3.
2. MLA Handbook for Writers of Research Papers, 4th Edition, written by Joseph Gebaldi, ISBN 0-87352-565-5.

These books are usually available at university bookstores or by special order at retail bookstores.

In addition, students could explore:

- Purdue's On-line Writing Lab, located at <http://owl.english.purdue.edu>
- Modern Language Association of America at <http://www.mla.org>

Points you should consider when writing a formal paper:

1. Most papers are evaluated on a number of criteria, usually including CONTENT as well as FORMAT. Refer to this booklet frequently to ensure you have organized your material correctly. Edit your paper carefully for spelling, sentence structure, indentation, paragraphing, punctuation, capitalization, etc.
2. Papers must be written in the third person. **DO NOT** use the first person, *ever*. (i.e. I, me, my ...)

Correct usage: Hamlet is, without question, the most tragic play ever written.

Incorrect: I think Hamlet is the most tragic play ever written.

or In my opinion Hamlet is the most tragic play of all time.

3. Formal papers should be typed.
4. A standard margin should be maintained around each page (1 inch or 2.5 cm).
5. Number only the pages of the written body of your paper, excluding page one, which should begin 1/3 down the page. Place the page number in the upper right corner of the page. **Never number**: title page, outline page, page one, and works cited page.

6. Use formal language in your paper. Avoid the use of contractions, slang, and devices such as 'etc.'
 7. The font you chose for your paper should be clear, plain, and legible. It may be no smaller than 11 and no larger than 12. DO NOT use **bold** or *italics*. Preferred fonts are Librarian, Ariel, Times New Roman, Courier, and Bookman Old Style. Do not change font size within the essay (i.e. with quotations). Stay with the same font and size of font throughout your paper.
 8. Double- space your paper.
 9. Staple your paper in the upper left corner. DO NOT use report covers, folders, etc.
 10. Numbers less than 100 must be written out, with the exception of dates, addresses, and sums of money.
 11. Underline the titles of all books published in their own bindings. Put "quotation marks" around the titles of short stories, essays, poetry, or material otherwise taken from an anthology or collection. The exception to this rule are sacred writings, which are neither underlined nor put in quotation marks (i.e. Bible, Koran, Old Testament)
 12. Indent all paragraphs 5 spaces.
 13. Use only one side of the page.
 14. When considering the length of your paper, **do not count** block quotations or other long quotations (in excess of 4 lines of your writing).
 15. Use standard-sized (8.5 x 11) white paper for your good copy.
 16. Your paper will consist of 5 components, in this order:
 1. title
 2. outline
 3. body of essay
 4. Works Cited page
 5. draft copy (stapled to the back)
- In addition, you may be required to pass in the hard copies of your research with your actual paper. Your teacher will explain what is expected.**
17. Keep corrections on your good copy to a minimum. Correct, using correction tape/fluid or by inserting the correction, printed neatly in pencil, directly above the word or line to be corrected. If many corrections are required on a page, it should be re-typed.
 18. If you make a photocopy of your essay (which is usually a good idea), pass in **the original**. Keep the copy somewhere safe.
 19. When writing your paper in the PAST TENSE, reference to action in stories or plays must be in the PRESENT TENSE.
i.e. *"Macbeth encounters the witches and his ambition grows"*.

How should the formal paper be organized?

1. The Title Page

(see sample on page 20)

Your title page must be typed using black ink on plain white paper. Do not embellish or decorate your title page in any way.

Your title page contains the following:

The title you have given your paper (***never** Formal Essay or English Term Paper – please!*) and your full name. This is centred on the page.

Your title should **NOT** be

- underlined,
- placed in quotation marks,
- written in a larger font
- followed by a period

i.e. (correct)

Racism in To Kill a Mockingbird

by

Jane Doe

At the bottom of the page include:

- Your teacher’s name (bottom left)
- The course name (i.e. English 112) – (bottom right)
- The school name (bottom center)
- The date, including year, month, and day
i.e. January 7, 2002 – (bottom center, under school name)
(NO ABBREVIATIONS)

2. The Outline

(see example on page 21)

After you have completed some research into your subject, and have a good idea of what you wish to include in your paper, make a draft outline, which will give direction to your essay.

The outline will help you discard information that is not relevant to your discussion, and will help pinpoint valuable passages in your resources that you will want to use for your paper.

Some fonts do not 'do' Roman Numerals. You may have to choose a different font just for the Roman Numerals in your outline as you are required to use Roman Numerals to identify major topic areas.

Note: Expect your draft outline to change as you do more research into your topic. You may well decide to focus more on certain points that at first did not seem that important. Be prepared to revise your outline as your paper takes shape, adding subheadings, changing subheadings to major headings, and perhaps even dropping some headings entirely.

The outline serves the purpose of introducing your paper. It reveals the structure of your paper, and can be instrumental in organizing your ideas. An outline serves as a 'skeleton' of the actual essay...every main heading, subheading, and sub subheading should be listed in exactly the order they appear in your paper. Outlines use a specific format, including Roman Numerals for main topics, upper case letters for sub-headings, and numbers for sub-subheadings.

i.e. I. The Car
 A. History of the Car
 1. Henry Ford

Your outline will ensure that your paper will flow in a logical order, which will be easy for your reader to understand. It also prevents repetition and/or duplication of information.

The title of your outline should be the same as the title of your title page.

3. The Body of the Essay

What is the topic for your paper? Sometimes your teacher will give you a specific topic, but usually you have some choice. Choose a subject that intrigues you. Your paper will reflect your interest!

Before you choose your topic, do some preliminary research. You may find that there is little information available on your first choice of topic, which can lead to frustration and even to changing your topic at the last minute, which is rarely a good idea. Instead, try to choose topics for which there is a wealth of readily available information.

How much you limit your topic will depend on your teacher's requirements, the required length of your paper, and the availability of quality information.

High school, university, and college libraries are primarily set up to provide information for students who are conducting research. Therefore, these libraries will naturally have the greatest selection of information. In Moncton, we recommend you try the Moncton Public Library in addition to the HTHS library, but we also highly recommend the University of Moncton Library, which has an impressive English collection in addition to the expected French collection.

If you have enough lead time, it can also be helpful to send away for information on a specific subject. This is particularly pertinent if you are researching something for which there is a government agency or an official organization, which could send you quality, relevant materials.

Using reference books:

You will probably use a variety of references when doing research for your paper. It would not be reasonable to expect you to read entire books and all of the articles you can find. Rather, you will use excerpts from the books and articles.

To get what you need, you may have to look at a large number of books, periodicals, internet selections, encyclopaedias, etc. Take notes on the parts you need – leave the rest. Tables of contents and indexes can be very helpful in narrowing down the content of a book. You will have to skim articles in periodicals looking for relevant information. Fortunately, most periodicals highlight divisions in most articles; this will simplify your search.

Internet resources in the Library

Our school library has access to the online web-based research database EBASCO.

A citation of an article found in a research database should include the following:

Author. Title of article. Title of periodical. Date of issue. Pages.
EBASCO. Harrison Trimble High School Library, Moncton, NB.
Date of access < http://infotrac.galegroup.com/itweb/nbls_harrison>

i.e. Bergman, Brian. "Cost of Kyoto: how far are Canadians willing to go to prevent global warming?" MacLean's. 18 March 2002: 38-39. InfoTrac. Harrison Trimble High School Library, Moncton, NB. 23 September 2002
<http://infotrac.galegroup.com/itweb/nbls_harrison>

A note about the Internet:

Be sure you have clear guidance from your teacher as to the acceptability of Internet sources. As just about anyone can establish a web site and proclaim themselves 'experts', you should be very critical of materials you find on 'The Web'. Obviously, some sites are better than others. Proceed with caution and only with your teacher's approval...

Your teacher-librarian will be happy to help you evaluate the validity of Internet sites, and could point you toward excellent research tools on the Internet.

Note-taking:

When you find a source you know will be useful:

1. Take a clean sheet of loose leaf and write at the top of the page all of the information you will need for "Works Cited"- name of the resource, publisher, place of publication, date, etc. Don't leave anything out!
2. Then, using the same page, write down anything you want to use from that source, including direct quotes and other information. Don't forget to include the PAGE NUMBER where you found that information.
3. Attach any print-outs or photocopies you make from that source

4. DO NOT put notes from any other book or references on the same paper...start a new one for each source.
5. If you do this with EVERY source you use, when you are ready to start writing the draft of your paper you will have at your fingertips all of the information you need for your end-notes and Works Cited page. Best of all, you will not be overwhelmed by starting to write surrounded by a mountain of reference books.
6. Be sure to keep your notes in order! Staple together everything from each source, and keep all of this information together in a folder, big envelope, or binder.
7. Once you have gathered all of your research, read it over and start writing!

Make sure your essay has a **strong introductory paragraph**, which clearly indicates your topic. Try to make this paragraph very effective...a good introduction is necessary to arouse your reader's curiosity and to pique their interest. Your introduction should generally discuss what you hope to accomplish with your essay.

PLEASE DO NOT begin your paper with a simplistic opening such as "*This paper will be about...*"

Do not forget a proper **conclusion**, as well. Your final paragraph should sum up your conclusions, leaving no loose ends, and satisfy any lingering questions your reader might have. Your conclusion should show your reader that you have completed what you said you would in your introduction.

📖 **Don't forget** – always write in the THIRD PERSON.
Leave "I" out of your paper!

End-notes

When you use **the words or the ideas** of another person, you must give them credit for those words or ideas by including an endnote after the quotation or statement.

Your reader will assume that all of the thoughts not noted in your paper came directly from your consciousness, and are your own ideas. Obviously, by definition, a research paper contains a great deal of information collected from a number of sources. Therefore, research papers usually have MANY endnotes through the body of the essay.

The noting method most commonly used across North America is the Parenthetical Method. This method is much simpler than forms used in the past.

The parenthetical end-note provides minimal yet crucial information regarding a citation. If the reader wishes to know more about a source, they will turn to the final page of your paper, which is the 'Works Cited' page, where they will find all of the details.

Most noted citations will consist of paraphrased ideas or direct quotations.

End-noting Rules:

1. When quoting poetry and drama (when written in blank verse) you must retain the same line length of the original. **Whenever you quote one whole line or more from**

these sources, start on a separate, indented line. Keep the structure exactly the same as the original, including punctuation and capitalization. DO NOT use quotation marks. If you quote more than one line, use single spacing.

2. When quoting prose, short quotations (usually less than four lines of your writing) are integrated right into the body of your essay. Quotation marks are placed around direct quotes (“word-for-word” quotes).
3. Quotations longer than four lines are referred to as ‘**block quotes**’. Be sure to consult your teacher to see if there is a limit to the number of block quotations you can include in your essay. **In any case, block quotations are never used when calculating the word length of your paper.**

Block quotations are indented at both the left and right margins, are single spaced, and do not use quotation marks. The final period in block quotations comes before the end-note bracket. Some teachers allow block quotes to be printed in a slightly smaller font...for example, if you have written your paper in 11, your block quote could be written in 10. Be sure to comply with your teacher’s preference. (*end-note here*)

4. The end-note always comes at the end of the quote or at the end of the sentence (if you have used paraphrased information). Usually, you give only the author’s last name and the page number, with brackets (parenthesis) around both. The period follows the right bracket.
i.e. (Smith 45).

End-notes take many forms, depending on the type of resource:

1. **Citation from a book with a single author.**

The recent popularity of basketball has created a tidal groundswell of new players of all ages (Miller 312).

2. **A citation of an entire work (such as a whole book, poem, etc.) that mentions the author’s name does *not* need an end-note.**

King’s latest novel, The Shining, is his most chilling yet.

3. **Citation from a play, a poem, or the Bible: give the name of the play or poem (underlined if it was published in its own binding), the act, the scene, and the line numbers. In the case of the Bible, give book, verse, and line.**

(Macbeth I: ii. 12-15) **or** (Macbeth 1:2 12-15)

Note: If your entire essay is based on the same play, novel, poem, etc., you would not have to include the name of the play or poem in every end-note. The remaining information would suffice. However, if you use ANY additional resources to write your paper, you must use the complete citation form.

4. Citation of a book by more than one author – give both names and page.

Marcus was well prepared for the challenges he would face climbing Mount Everest (Martin and McBride 49).

5. If a book has more than two authors, give the first author's name and add *et al.* (which means 'and others') – then the page number.

Marcus was a fool to attempt to climb the world's most deadly peak, although he would not admit his limitations (Hanson *et al.* 92).

6. Citation of a work in an anthology (a collection of prose or poetry which includes many different authors) – author's last name, name of work, page.

"Soapy walked down the street which had been damaged by improvements" (O. Henry, "The Cop and the Anthem" 73).

7. Citation with the author(s) name(s) being used in text – use page only in end-note.

According to Stephen King, his novels are designed to provoke anxiety rather than terror (73).

8. Citation without the author(s) name(s) being used in the text – use last name and page.

Many books are written about famous people, but few really understand just how miserable many of the rich and famous are (Jordan 192).

9. Citation of a work with no author given – use title.

Many professional athletes leave the world of the amateur without a clear understanding of what lies ahead ("From Local Hero to Pro").

10. Citation of a work in a periodical or magazine – use the name of the article and page.

More and more people are having to deal with a lower standard of living ("Life at the Edge" 375).

11. Citation from the Internet – give the topic searched and the date taken from the Internet.

According to the professors at many Canadian universities, students should learn a variety of study skills while still in high school ("Universities Condemn Study Habits", January 6, 2002).

- 12. Citation of a source, which has quoted or paraphrased another source – use *qtd. in* (quoted in) or *ctd. in* (cited in), your source name, then the page. Always give credit first to the actual speaker or primary source of information.**

Many Canadians do not support the Prime Minister when he claims that the national deficit will “disappear like the snow in the spring by 2004” (Chretien, qtd. In MacLean's 25).

- 13. Citation of a work when you have already used a work with an author with the same last name – use their full name instead.**

Educators feel that students need to spend more time reading if literacy levels are to be preserved (Mark Smith 213).

- 14. Citation of a publication with more than one volume, i.e. encyclopaedia.**

A- use volume : page if you used more than one volume

B- if you used only one volume, you do not need the volume number, just the name of the publication and the page

A- The land mass now known as Nova Scotia was once known as Acadia (Grolier 12: 98).

B- The land mass now known as Nova Scotia was once known as Acadia (Grolier 98).

- 15. Citation of a work by an author who has more than one work listed in your Works Cited – use author, short form of title, and page (see example A). If the author is named in the text, use shortened title and page number only (see example B).**

Ex. A : “In China, dogs are not commonly seen in their usual North American role as household pets” (Jones, Chinese Customs 76).

Ex. B : According to Jones, dogs are rarely used as pets in China (Chinese Customs 76).

- 16. Citation of a pamphlet or brochure – use title and page (if pages are numbered)**

“Students looking for work in the summer months should contact Student Manpower for assistance in preparing a resume” (Get a Job!)

- 17. Citation of a lecture, speaker, personal interview, anecdote, speech, etc. – give initial, last name, format of source, and date, with day, month, year (no abbreviations).**

(W. Hayes, telephone interview, 23 March 2003)

(R. Gladstone, speech, 14 May 2001)

PLAGIARISM:

Plagiarism is literary theft. Writers have copyright on their writing, which means they own the words they have had published. If you want to use their words, or even if you put their ideas in your own words, you **MUST** give that author credit. Otherwise, you are being dishonest.



HTHS Academic Dishonesty Policy

Many students make the mistake of thinking that if they simply rewrite information from a source in their own words, they are not plagiarizing. **Plagiarism is not just about stealing someone else's words, but also about stealing ideas!**

Academic dishonesty happens any time you do not do your own work but use someone else's and **call it your own**. It includes:

- using a published author's work,
- copying directly from a book, magazine, newspaper, song, or Internet without using quotation marks and/or without providing the author's name and a Works Cited list
- paraphrasing, putting the text in your own words, and not providing the author's name and a Works Cited list
- summarizing, using key words, phrases, or ideas from the text, and not providing the author's name and a Works Cited list
- using statistical data or copying maps, charts or graphs from a book, magazine, newspaper, song, or Internet without providing the author's name and a Works Cited list
- using facts that are not generally known or accepted as common knowledge
- using a friend's work,*
 - having him/her tell you the answer or part of the answer or doing your assignment
 - copying homework/assignments
- and cheating on a test.

- using notes unless specifically permitted by teacher
- using a textbook unless specifically permitted by teacher
- looking at someone else's test

****A person who allows someone to copy his/her work is equally as guilty of plagiarism as the person copying.***

Plagiarism, an extremely serious offense, can result in a failing grade for the assignment (or even the entire course) and/or disciplinary action, including suspension and loss of exemptions. In the professional world, plagiarism can result in a lawsuit, fines, termination of employment, and even jail time, not to mention public embarrassment and loss of integrity.

So how do you avoid plagiarism? Ask yourself, "Is this work completely mine? Did I really come up with all the ideas and words?" If the answer is 'no' or 'not completely', you need to do one of two things:

- If the source is a friend or the Internet, do your own work!
- If you have incorporated other sources, "cite" the original author of the outside work you used. Use this style sheet, ***Maroon and Write***, for the proper formatting of all citations and bibliographies. Copies of ***Maroon and Write*** are available for purchase from your English teacher or from the main office. It is also available for download from our school website.

Policy on Plagiarism

Any instance of plagiarism is an automatic zero (0) for the assignment and subsequent disciplinary action. More than one offense will result in a referral with recommendation for suspension. Students passing in group work will collectively be considered responsible for the integrity of the final project.

This policy adapted from that of Rufus King International Baccalaureate High School.

<http://www.rkhs.org/>

HTHS has very specific requirements for the handling of research materials, with the specific purpose of deterring students who may be

tempted to plagiarize. It is the student's responsibility to take note of the following requirements and to follow them without exception:

1. Students are required to make hard copies of all research used, i.e. photocopies of print sources such as books and magazines, printouts of any and all pages taken from Internet sources, recorded tapes of interviews, etc.
2. Students must then use a highlighting pen on these copies or printouts to mark all passages which were used in their paper. Both paraphrased information and direct quotes must be highlighted. All research must match the Works Cited at the end of the paper and end-notes within the paper.
3. This research material must then be kept by the student until after the essays have been marked and returned. Some teachers may require that all research materials be passed in when the paper is due. Otherwise, students will have a period of 24 hours to produce their hard copy research if the teacher requests it. Teachers may 'call in' research at any time, for everyone in the class or for certain individuals. Regardless of when the research is requested, the following consequence for non-compliance will be enforced:

| |
|---|
| <p>FAILURE TO PROVIDE COMPLETE RESEARCH DOCUMENTATION WITHIN THE TIME PERIOD PROVIDED WILL RESULT IN AN AUTOMATIC MARK OF '0'.</p> |
|---|

If a student copies or paraphrases any portion of an existing essay from the Internet or any other source, a mark of zero will be given. Such essays are NOT acceptable sources of information for research purposes.

4. Works Cited

All of the sources you used when writing your paper must be listed on the last page of your essay, which is specifically set aside for this purpose. Even though you may have looked at many sources when you first started doing your research, only list the materials you actually USED on your Works Cited page.

Your end-notes are directly linked to the Works Cited, and vice versa. **In other words, if you have not 'cited' or end-noted a source in the body of your paper, you may NOT list it as a 'work cited'. Obviously then, every source end-noted MUST also appear on your Works Cited list.**

This page was formerly called a 'Bibliography'. The Works Cited page serves the same purpose as a bibliography.

1. Type Works Cited at the top center of the page, then list all of your resources. Arrange items alphabetically by author's name (last name first)
2. Note that the articles *A*, *An*, and *The* are ignored when alphabetizing a Works Cited list
3. If you used an article from a periodical, you give *all* of the pages covered by the article, not just the one or two pages you used in your paper.

4. Items in a Works Cited entry are separated by periods and by capitalization beginning each new subdivision.
5. DO NOT NUMBER the entries on your Works Cited page.
6. The runover line should be single spaced and indented 5 spaces (see examples below)
7. Double space between entries

Consult the following criteria when compiling your Works Cited page:

Books:

One author:

Laurence, Margaret. The Stone Angel. Toronto: McClelland and Stewart, 1978.

Two or three authors:

Miller, Kenton, and Tangle, Laura. Trees of Life. Boston, Massachusetts: Beacon Press, 1991.

More than 3 authors:

Betty, Adrienne, et al. The School Library Program. Calgary, Alberta: Calgary Board of Education, 1991.

Editor:

Magill, Frank N., ed. Masterpieces of World Literature in Digest Form. New York: Harper and Row, 1969.

Author and Editor:

Melville, Herman. Moby Dick. Ed. J.P. Small. Boston: Houghton, 1973.

Edition:

Bartlett, John. Familiar Quotations. 14th ed. Boston: Little, Brown, and Company, 1868.

Essay or Article in a Collection:

Roberts, Charles G.D. "The Cabin Door". Best Canadian Short Stories. Ed. John Stevens. Toronto: McClelland-Bantam, Inc., 1981.

Article in a multi-volume work:

"Bliss and Other Stories". Women Writers. Toronto: Marshall Cavendish, 1989. Vol. 8 of

Great Writers of the English Language. 14 Vols. 60-65

Periodical Articles:

Don't forget to provide the page numbers for the entire article, not just the page or pages you actually used.

Magazine Article (author's name given)

Hinton, Ed. "Nasty Traffic." Sports Illustrated. 22 February 1999 : 64

Magazine Article (no author identified)

"Families in Jeopardy." Time. 15 June 1997: 34-37.

Review

McCann, Matthew. "Bunker mentality." Rev. of All in the Family. Dir. Norman Lear. Entertainment Weekly. 2 April 1999: 106.

Newspaper Article (journalist's name given)

Furlong, Pauline. "Sowing the Seeds of Spring." Times and Transcript.
23 February 1999: C-1

Newspaper Article (no writer identified)

"Moncton's Population Through the Roof." Editorial. The Globe and Mail.
22 February 1998: 4.

Encyclopaedia Articles:

Encyclopaedia article with an author

Margenson, Anne-Marie. "Crane, The Great Pink." Grolier's Canadian Encyclopaedia,
1984 ed.

Encyclopaedia article without an author

"Communism." Encyclopaedia Britannica, 1973 ed.

Electronic Sources:

CD-ROM

Carmen, T. "Crimewave." Grolier Interactive Encyclopaedia. CD-ROM. Grolier, 1993.

Martinez, Frank. "Income Traps for the Elderly." Time Magazine and Compact Almanac. 12 May 1995. CD-ROM. Compact Publishing Inc., 1995.

Computer Software

WordStar International Corp. "Vocabulary." Microsoft Correct Grammar. Computer Software. Writing Tools Group, Inc., 1995.

Other Sources:

Lecture, Personal Interview

Bradshaw, Claudette. Member of Parliament, Moncton, NB. Personal Interview. 23 March 2002.

Television or Radio Program

20/20. NBC, New York. Producer Howard Lansdale. 7 May, 1998.

Videotape / DVD

Dinosaur Hunters. Videotape. National Geographic Video. National Geographic Explorer. NGT, Inc. 1997.

Brochure or Pamphlet

Quit Smoking Forever. Pamphlet. Canadian Cancer Society. 1995.

Foreword, Afterward, Preface, etc.

Tannahill, Reah. Foreword. Fatal Majesty by Marcus Freedman. Toronto: Orion Press, 1998. 8-14.

Internet

Internet entries should be clear and uncomplicated. Provide as many items from the following list as are available or relevant:

1. Name of the author, editor, compiler or translator of the source, reversed for alphabetizing and followed by an abbreviation such as ed. – for 'editor' – (if applicable).
2. Title of poem, article, short story, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of posting to a discussion list or forum (taken from the subject line and put in quotation marks) followed by the words ***On-line posting***.
3. Title of a book, underlined.
4. Name of the editor, compiler, or translator of the text (if relevant and not cited earlier), preceded by the appropriate abbreviation, such as Ed.

5. Publication Information for any print version of the source.
6. Title of the scholarly project, database, periodical, or professional or person site (underlined); or, for professional or personal site with no title, a description such as ***Home Page***.
7. Name of the editor of the scholarly project or database (if available).
8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number.
9. Date of electronic publication, of the latest update, or of posting.
10. For a posting to a discussion list or forum, the name of the list or forum.
11. The number range or total number of pages, paragraphs, or other sections (if they are numbered)
12. Name of an institution or organization sponsoring or associated with the Web site.
13. Date when you accessed the source.
14. Electronic address, or URL, of the source <in angle brackets>.

Some examples of Internet entries:

(NOTE: DO NOT break up Website addresses – be sure the complete address is given on one line!)

General

Writers Project. Ed. Perry Willett. April 1997. Indiana U. 26 April 1997
<<http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.htm#p9>>

Article in a reference database

“Fresco.” Britannica On-line. Vers. 97.1.1. March 1997. Encyclopaedia Britannica.
29 March 1997 <<http://www.indiana.edu/~letrs/vwwp/>>

Scholarly Project

Victorian Women Writer’s Project. Ed. Perry Willett. April 1997. Indiana U. 26 April 1997
<<http://www.indiana.edu/~letrs/vwwp/>>

Professional Site

Portuguese Language Page. U of Chicago. 1 May 1997
<<http://humanities.uchicago.edu/romance/port/>>

Personal Site

Lancashire, Ian. Home page. 12 May 2002
<<http://www.chass.utoronto.ca:8080/~ian/index.html>>

Book

Nesbit, E. Ballads and Lyrics of Socialism. London, 1908. Victorian Women Writers Project. Ed. Perry Willett. Apr. 2002. Indiana U. 26 April 2002
<<http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html>>

Poem

Nesbit, Edith. "Marching Song." Ballads and Lyrics of Socialism. London, 1908. Victorian Women Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U 26 Apr. 1997
<<http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html>>

Article in a Journal

Flannagan, Roy. "Reflections on Milton and Ariosto". Early Modern Literary Studies.
< www.Milton.utoronto/roy/mla/>

Article in a Magazine

Landsburg, Steven E. "Who Shall Inherit the Earth?" Slate 1 May 2000. 3 May 2000
<<http://www.slate.com/Economics/00-05-01/Economics.asp>>

Posting to a Discussion List

Merrian, Joanne. "Spin-off: Monsterpiece Theatre." On-line posting. 30 April 1994.
Shakespeare: The Global Electronic Shakespeare Conference. 27 Aug. 1997
<<http://www.arts.ubc.ca/english/iemis/shak/>>

Now you have all of the information you need to research and write your formal paper. Start writing!

Before you pass in your final good copy, go through this checklist:

- Spelling...use your computer's spell check and/or a dictionary. There should be NO spelling mistakes*
- Capitalization*
- Paragraphs*
- Any run-on sentences or sentence fragments?*
- Page numbers- only where they should be*
- Title page*
- Is page one started down 1/3 of the length of the page? NO page #?*
- End-notes / quotations: do you have the minimum required by your teacher?*
- Did you use the parenthetical method for all of your end-notes?*
- Are all of your end-note references included in your Works Cited?*
- Is your Works Cited page in alphabetical order? Is it the final page of your paper? Do you have the number, type, and quality of references required by your teacher?*
- Do you have a strong introductory paragraph?*
- An effective conclusion?*
- Check carefully for first person narration – if you find ‘I’, ‘me’, ‘my’ or ‘mine’, take it out and change the sentence to the third person!*
- Have you end-noted every piece of information that you obtained from your research, including direct quotes and paraphrased ideas? This is essential in order to avoid plagiarism.*

- ❑ *Check your title page for: title of paper, your name, teacher's name, date, name of course, school name*
- ❑ *Outline: is it complete? Does the title match that on your title page? Is your paper organized in a logical manner?*
- ❑ *Check the format of your outline...compare to the example given in this guide*
- ❑ *Check the organization of your paper against the organization of your outline. Each topic or sub-topic in your outline should represent a paragraph in your paper, and they should be in identical order.*
- ❑ *Is your paper written using an approved font, which is no bigger than 12 and no smaller than 11?*
- ❑ *Have you underlined the titles of all books?*
- ❑ *Are block quotations indented on both the right and left sides? Are they single-spaced?*
- ❑ *Is the rest of your paper double-spaced?*
- ❑ *Do you have a clear margin around every page?*
- ❑ *Did you print your paper in black ink on white paper?*

Many thanks to HTHS alumni Sarah Trites for the title of this booklet, Maroon and Write.

This is Where Your Title Goes

By

Your Full Name

Your teacher here

Course name and number

Harrison Trimble High School

The date, including year

Teas of the World

- I. Types of Tea**
 - A. Traditional blends**
 - B. Medicinal teas**
 - C. Trendy teas**

- II. The History of Tea**
 - A. early uses**
 - B. fortunes made and lost**
 - C. The ‘Boston Tea Party’**
 - D. Current use**

- III. Significance of tea**
 - A. in various cultures**
 - 1. Asia**
 - 2. Western Europe**
 - a. Great Britain**
 - i. Scotland**
 - ii. England**
 - b. France**
 - B. in the arts**
 - 1. literature**
 - 2. film**
 - 3. art**
 - C. in Canada**