

A HANDBOOK for
RESEARCH and WRITING

or

everything my teachers told me about writing

*Dedicated to the optimistic belief
that with good resources all people
in all professions
can write clearly and well.*

Thanks

Special thanks to Anne Nightingale and the other committed teachers of writing at Crossroads College Prep who helped her develop this guide in approximately 2005. Special thanks to Becky Ford Haffner for her amanuensis work, and to Louise Gabriel, Todd Arneson, Shadi Peterman, and Howard Granok for their consulting work on developing this 2016 revised edition of the Handbook Anne started.

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Writing Well

You can only write well if you have found enough information about your topic to come up with something important you want to say, and if you have thought deeply about your argument, so you can organize your thoughts effectively to communicate them clearly to your reader.

Gather, then Write

Writing well involves several steps

- **GATHER** and record reliable information/evidence
 - use your information/evidence to create an argument
 - organize your argument effectively
- **WRITE** your first draft clearly in the acceptable format
 - edit your first draft to improve your writing
 - rewrite your draft to create a powerful final essay

Evaluating Sources

Good research requires good resources. Before you start to gather information from a source, you should evaluate what you have found to determine if it is both reliable and useful for your project. Can you trust the source and is it relevant to your assignment?

AUTHORITY: The internet is an essential tool, but keep in mind that it is not regulated. Some internet sites are not permanent and are not checked by an editor, so they cannot be relied upon. The most reliable sources should say .edu (university) or .gov (government). Many .org websites are reliable, too. In evaluating a website, ask yourself

- Does the author have the background and/or credentials to write about your topic?
- Has the author written other articles or books?
- Is the author affiliated with a university or other reputable institution or organization?

Wikipedia is still not considered a reliable source. Many people start their searches with Wikipedia to acquire some basic background information, but this is not a source you may rely on or cite in an essay at Crossroads or in college.

Outlining

Outlines are helpful tools: they help you organize your thinking before you write. With a good outline, you will know if you have an effective argument and if you have enough evidence to prove your point. The process of making an outline is part of your thinking: as you outline, allow your thinking to deepen, and change your outline to reflect this new level of thought. Allow connections and patterns to develop; allow yourself time to decide if you need to do more research or rethinking. Sometimes a teacher will ask for a formal outline; sometimes, a teacher will ask for an informal outline (without Roman numerals and letters).

Sample Formal Outline

Classical Greek Cuisine

How did agriculture and food represent important aspects of Greek Culture?

I. **Introduction**

II. **Thesis:** Although the Greek mainland was not an ideal environment for intensive agriculture, food and feasting became integral parts of Classical Greek culture. The Greek's interest in cuisine is evident in their art and literature and was ultimately a reflection of their society, values, and identity.

III. **Greek Agriculture:** Although Greece did not have a great environment for growing food, they set up an extensive trade network and colonies around the Aegean Sea that allowed them to have a distinct, developed cuisine.

- a. Greeks did not have a great environment for farming/raising animals
- b. Greeks often relied on colonies for agriculture products
- c. Description of main types of Greek cuisine

IV. **Representations of Food in Art and Literature:** The Greek love of cuisine and feasting is evident in Greek art and literature.

- a. Images of Greek agriculture and food
- b. Descriptions of cuisine and dining in Greek literature

V. **Cuisine and Culture:** Greek cuisine reflects features of Greek culture, including social hierarchy.

- a. Greek dining traditions reflect social hierarchy as well as gender disparity
- b. Food was used in community ways and helped solidify Greek identity

VI. **Conclusion**

Works Cited Page

MLA Guidelines: English and Social Sciences

Thesis

Creating a thesis statement, which most teachers consider the most important step in the writing of your paper, takes time and patience. You must decide exactly what you feel confident saying about your topic and how much information the argument of your paper will include. In your thesis you carefully state what the essay is going to demonstrate and how you will go about proving your argument. The thesis is placed towards the end or at the end of the introductory paragraph.

A specific assertion is made within the thesis statement; a thesis statement does not just tell the subject, but it indicates what the writer plans to argue about the subject. When you first come up with a thesis statement, it is not set in stone; it should be exploratory and may change as your thinking changes. The drafting process in which you write about your evidence should help you shape your ideas, and the thesis can be edited to reflect this. The benefit to creating a working thesis is that it can give guidance and structure as you are devising an outline around your central idea before you actually begin to write.

A good thesis will usually include the following four attributes:

- deals with a subject about which there can be some disagreement
- tackles a subject that you can adequately discuss in the given number of pages
- expresses one main idea
- asserts your conclusions about a subject

Steps to creating a thesis:

1. Brainstorm -- think of all the points you want to make about your subject and write them all out
2. Narrow -- see what you care the most about and make sure you have enough evidence to support
3. Write
 - a. use specific language
 - b. take a position on a topic
 - c. make an assertion based on the evidence or support you have found

A truly strong thesis not only takes a specific stand on one main idea, but it also justifies why this is an important topic to discuss and provides the direction of the argument.

The best papers are not surveys; they make arguments. Stake out a thesis and support it.

Thesis Examples

Examples: You are investigating the causes of the American Revolution, and you have written three thesis statements.

Thesis A The Revolutionary War was a great success for the colonists.

WEAK - This thesis states a position, but is not specific enough.

Thesis B During the Revolutionary War, economics, politics, and liberty were the key issues.

WEAK - This thesis explains what evidence you will examine in your essay, but it does not make an argument.

Thesis C Although many Americans believe that the colonists rebelled against England as a stand for democracy and freedom, economic incentives to be freed of English taxes and trade restrictions were actually the major factors causing them to desire independence.

STRONG - This thesis clearly identifies both the subsections of your argument and your position on why the colonists chose to rebel.

Great Thesis Examples

Thesis D Harper Lee uses Scout's transformation over the course of the novel to expose her ideas about racial injustice and the need for tolerance; Scout's changing attitude toward the trial, her growing awareness of prejudice in her community, and her relationship with Boo Radley all serve to exemplify Lee's beliefs.

Thesis E

The daisy flower, usually associated with naivete and innocence, may seem like an appropriate name for the majestic Daisy Buchanan, yet Daisy's intolerable cynicism, self-absorption, and chronic unhappiness prove the name ill-fitting for the young girl, thus revealing Fitzgerald's systematic handling of names in order to reveal tragic flaws in character.

Note: Your thesis may sometimes be expressed in two sentences.

Essay Formula (MLA)

- ___ running Header (details, page 7)
- ___ internal (4 line) Header
- ___ title

Introduction: (details, page 7)

- ___ grabber (hook)
- ___ transition sentences
- ___ brief overview
- ___ thesis

Body Paragraph: (details, page 8)

- ___ topic sentence
 - ___ lead in and context for evidence (quotation in English class)
 - ___ evidence (citation)
 - ___ explanation (if needed) and analysis
- ___ transition to second piece of evidence
 - ___ lead in and context
 - ___ evidence (citation)
 - ___ explanation (if needed) and analysis
- ___ transition to third supporting statement
 - ___ lead in and context
 - ___ evidence (citation)
 - ___ explanation (if needed) and analysis
- ___ concluding sentence: wraps up ideas in the paragraph and peeks ahead to the next

(more body paragraphs as needed)

Conclusion: (details, page 9)

- ___ restatement of thesis (no new points introduced)
- ___ looks at the implications of the thesis

Work(s) Cited: (details, page 9)

- ___ sources used

The Headers (MLA)

- A. **The running header** is your last name and the page number (use auto-paginate).
- B. **The four-lined internal header** consists of the your full name, the teacher's full name, the official course name, and the date (European system: Date Month Year -- e.g. 5 September 2016). It is not indented from the left margin. (see example 14)

Title

Start with a thoughtful title: this is where you first attract your reader's attention: make it intriguing.

FORMAT:

- centered on the line below the header
- all words should be capitalized except prepositions, conjunctions, and articles
- should not be bold, in all capitals, underlined, italicized, or in an artsy or larger font
- do not add a space between the title and the text

The Introduction

This paragraph is one of the most important pieces of your paper because it sets the tone for the rest of the essay. A thoughtful, powerful, articulate introduction sets up the reader for the brilliant original ideas and analysis you are about to provide. A boring or weak introduction signals the reader to take the rest of the paper less seriously. Use your intro to arrest your reader's attention and demand respect.

- A. **HOOK or GRABBER:** This is your opening statement that catches the reader's attention. It must be meaningfully connected to your essay's topic.
- B. **TRANSITION:** A great hook is worthless unless it is carefully connected to your thesis with a thoughtful transition: explain how your hook is relevant to the book and ultimately to your analysis. Lead the reader into your topic: in English classes, give the author's full name and the title of the book in italics.
- C. **BRIEF OVERVIEW:** Here, you provide important general background information about your subject. Give your reader some context before you become narrow and specifically focused on your topic. You do not want to give too much background information because that may distract the reader from your movement in the direction of your thesis.
- D. **THESIS:** a succinct, clear, specific statement of what you are trying to prove in your essay.

Body Paragraphs (MLA)

Body paragraphs are the heart of your paper. This is where you compile the evidence and analysis in support of your thesis. Each paragraph demonstrates ONE aspect of your thesis by providing at least three pieces of support and analysis of them. Body paragraphs vary in length, but they are usually at least sixteen sentences long.

- A. TOPIC SENTENCE:** introduces the single analytical idea, implied by your thesis, that you are going to prove in the paragraph. It should be broad enough to cover all of the information presented in the paragraph and specific enough to give the reader a clear idea of your direction. It should not contain any plot summary from your text.

- B. LEAD IN and CONTEXT:** After the topic sentence, you may need to explain or clarify the idea presented in the topic sentence. You are leading from that idea into the specific evidence you are about to discuss. With books, provide concrete plot detail to place the quotation in context. Establish the speaker and the context. Embed the quotation in the grammar of your sentence.*

- C. EVIDENCE / QUOTATION:** If quoting, reproduce the quotation exactly as it is stated in the text or use [] and/or ellipsis to indicate changes. For research papers, evidence should primarily be summarized and paraphrased in your own words, but you must still provide citations for information. Quotes can be used if the original source's wording is particularly important, such as in a primary source.*

- D. EXPLANATION and ANALYSIS:** Paraphrase or explain the quotation in your own words. In your English class essays, you then show what inferences can be drawn from the quotation and how the quotation supports your idea; this should be two or more sentences and is always longer than the quotation itself. In Social Studies, you are generally paraphrasing evidence to begin with, and your analysis explains how that paraphrase supports your argument.*

- E. CLOSING (concluding sentence):** wraps up the ideas in the paragraph and ties back to your topic sentence; an effective closing sentence will also peek ahead to the next paragraph.

* Most essays will repeat B/C/D for multiple pieces of evidence.

Conclusion (MLA)

The conclusion should clinch the main points made in the body of the composition. It has two important functions: it gives you the final chance to stress your main point by restating your thesis in a new and profound way, and it provides a graceful ending which looks at the implications of your thesis for the larger world.

Sample MLA Works Cited

This is your list at the end of your research. It gives credit to all the sources you cite in your essay. As you write up your research, you need to credit exactly where you found **the facts, ideas, and exact quotations** you are using.

Works Cited

Haley, Alex. *Autobiography of Malcolm X*. New York: Ballantine Books, 1999. Print.

Poe, Edgar Allan. "The Tell-Tale Heart." *The Best Short Stories of the Modern Age*. Intro. Douglas Angus. New York: Fawcett Premier, 1995. 13-18. Print.

"Snowy Owl." *Arctic Studies Center*. 2002. Natl. Museum of Natural History of the Smithsonian Inst. Web. 8 August 2016.

"Snowy Owl." *Hinterland Who's Who*. 15 May 2002. Canadian Wildlife Service. Web. 8 August 2016.

- ❖ NOTE If you have two internet citations that share a similar title, you can use more information to point the reader to the right source in the Works Cited.

EXAMPLE In winter the snowy owl feeds primarily on small rodents ("Snowy Owl," *Hinterland*), but in spring it also feeds on eggs of much larger waterfowl, such as geese and swans ("Snowy Owl," *Arctic*). (this example comes from the *MLA Handbook* 249)

Citing

Purdue University has an Online Writing Lab ("Purdue OWL"), which is an excellent source for all your writing and citing questions. As there are myriad forms of citing, we recommend you use it for anything not presented here. Google "OWL" or type <https://owl.english.purdue.edu/owl> into your browser.

Avoiding PLAGIARISM: When to Cite and Quote

- When presenting a fact that is not common knowledge, always cite the source.
- When writing about an idea, make clear whose idea it is.
- When writing about someone else's ideas, always cite the source.
- When using someone else's exact words, use quotation marks.
- When paraphrasing, use completely original wording and syntax and always cite the source.

EXAMPLE: Here is a “box form” (see page 12) quotation from a work by Aristotle:

A perfect tragedy should ... imitate actions which excite pity and fear, this being the distinctive mark of tragic imitation. It follows plainly, in the first place, that the change of fortune presented must not be the spectacle of a virtuous man brought from prosperity to adversity ... nor that of a bad man passing from adversity to prosperity ... There remains, then, the character between these two extremes -- that of a man who is not eminently good and just, yet whose misfortune is brought about not by vice or depravity, but by some error or frailty ... a personage like Oedipus. (Aristotle 109)

- **FACTS and IDEAS** need citations (examples from source above)
 - **EXAMPLE** Aristotle believed that Oedipus was a perfect tragic hero (Aristotle 109).
 - **EXAMPLE** Aristotle believed a tragedy should show the reader actions that arouse pity and fear (Aristotle 109).
- **QUOTATIONS** need quotation marks and citations:
 - **EXAMPLE** Aristotle believes a tragic hero is a man "whose misfortune is brought about not by vice or depravity, but by some error or frailty" (Aristotle 109).

❖ **SOME FURTHER NOTES**

- When you have already mentioned the author's name, place only the page number(s) in parentheses.
- If you are using more than one work by the same author in your research, you must make it clear from which book this particular reference comes by naming the book too.
- If you are citing an entire work, just give the author and title of the work.
- If you are citing an electronic source with no page number, the author and/or title is sufficient.
- When citing an online source, you must provide enough information for your reader to find the source. Citing an entire website domain (such as History.com) rather than the title of the specific page(s) used is not sufficient.
- If two works are in one parenthetical reference, separate them with a semicolon.

Quoting

In-text or parenthetical citations

After using learned material, you must add a citation in the body of your paper that corresponds to the source on the Works Cited page. Your in-text citation must be whatever information appears first in the full citation on the Works Cited page (whether that is an author's last name or a title), plus the page number. See the following samples and the provided sample essays for examples.

Quoting prose - no one speaking

- ❖ **Quotations of fewer than four lines (no one speaking):** set up the context; open the quotation marks, quote, and close quotation marks. Add the parenthetical citation, and follow the citation with a period. If the punctuation at the end of the quotation is an exclamation point or a question mark, it is included before the quotation marks, but if it is a period, it follows the parentheses.

Example of embedding and quoting: When George and Lennie first see Slim, he is described as moving, "with a majesty only achieved by royalty and master craftsmen. He was a jerkline skinner, the prince of the ranch He was capable of killing a fly on the wheeler's butt with a bullwhip without touching the mule" (33).

Quoting prose - someone speaking

- ❖ **Quotations of fewer than four lines (speaking and narrative):**

Example: When Carlson was trying to get Candy to end his dog's suffering, Candy responds, looking "about unhappily. 'No,' he said softly. 'No, I couldn't do that. I had 'im too long' " (45).

Note on example: The double quotation marks indicate that you are directly quoting a passage from *Of Mice and Men*, and the single quotation marks indicate the actual words Candy says. At the end, there are both single and double quotation marks.

❖ **Quotations of fewer than four lines (only speaking):**

Example (one speaker): Sethe tries to explain her feelings of depersonification: “Mister was allowed to be and stay what he was. But I wasn’t allowed to be and stay what I was. Even if you cooked him, you’d be cooking a rooster named Mister” (86).

Note on example: You no longer need to differentiate a speaker from words not spoken, so simple double quotation marks are appropriate.

Box Quoting

❖ **Quotations of more than four lines.**

You must set off the quotation from your text. The introductory part of your sentence is followed by a comma or a colon, and the quotation is indented one inch from your text margin. **There are no double quotation marks at the beginning and the end.** The parenthetical citation follows the regular punctuation, and there is **no period following** the parentheses.

Example of box quoting:

Slim tells George how impressed he is with Lennie's strength and desire to work hard:

“[Giving him a pup] wasn’t nothing,” Slim repeated. "Say, you sure was right about him. Maybe he ain't bright, but I never seen such a worker. He damn near killed his partner buckin' barley. There ain't nobody can keep up with him. God awmighty I never seen such a strong guy." There was a clang of horseshoes outside and a little cheer of voices. Slim moved back slightly ... “Funny how you an’ him string along together.” It was Slim’s calm invitation to confidence. (39)

Note on example: Note that Slim’s and George's words have quotation marks around them but that the excerpt itself does not because it is a box quotation.

Note on [] in example: The square brackets in the opening of the quotation above are used to indicate that the student has changed the author’s words in this place to make the quotation more clear. You may not change the meaning of the quotation in any way. Here, the word “It” which was in the text would not have been clear, so the student explained what “It” was: giving him a pup.

Note on ellipsis in example: The four dots (called an ellipsis) are used to indicate that the student has taken out information which included a period. The three dots (also called an ellipsis) are used to indicate that the student has taken out words or phrases but not gone over a period.

Quoting poetry

- ❖ **POETRY: Fewer than three lines:** These can be included in your text like prose except you need line breaks (indicated by a slash mark with a space on either side). The poem's capitalization and punctuation are reproduced exactly as it is in the poem. You cite line numbers, not the page number.

For example: From the beginning of "Phenomenal Woman," Maya Angelou makes it clear that there are many types of beauty as her speaker states, "Pretty women wonder where my secret lies. / I'm not cute or built to suit a fashion model's size" (1-2).

- ❖ **POETRY: More than three lines:** These are set off in the same way you set off long prose quotations (box quoting). The parenthetical citation follows the regular punctuation; it has no quotation marks unless there is one in the poetry; there is no period following the parentheses.

For example:

Angelou repeats the same refrain at the end of each verse:

I'm a woman
Phenomenally
Phenomenal woman,
That's me. (10-13)

Quoting drama

- ❖ **DRAMA:** When your quotation comes from a play, follow the rules above unless you are quoting dialogue; if it is prose in the play, follow the rules for prose; if the quotation is poetry, follow the rules for poetry. If it is a dialogue, however, the rules change. Each speaker's name is capitalized and followed by a period. Indent all of the following lines of that character's speech another quarter inch. Act, scene, and line number must be cited. You can use either Arabic numerals (2.3.15-22) or Roman numerals (II.iii.15-22). Punctuate as a box quotation.

For example:

When Juliet first speaks to Romeo on the balcony, he is afraid to admit his name:

JULIET. My ears have not yet drunk a hundred words
Of thy tongue's uttering, and yet I know the sound.
Art thou not Romeo, and a Montague?
ROMEO. Neither, fair maid, if either thee dislike. (2.2.63-66)

Mechanics

The paper should be formatted as follows:

- ★ The document must be doubled spaced, in 12 point Times New Roman font (some allow Arial).
- ★ Margins must be 1" on all sides (default setting on some programs is 1.25". Change it.).
- ★ The last name and page number are in a header that must be 1/2" from the top of the page.
- ★ Box quotations are indented 1" from the text (2" from the left margin) and still maintain the double spaced format.
- ★ The first word of a new paragraph is indented 1/2" from the 1" paper margin. Always use tab.

Editing symbols that we use

//	error in parallel structure
¶	a new paragraph should begin here
No contr	no contractions (“don’t” or “shouldn’t”)
^	something was omitted that needs to be added
agr	agreement error (verbs and nouns must agree in person and in number)
awk	awkward phrasing
ce	comma error
cs	comma splice
dp	dangling preposition
frag	sentence fragment
pe	possession error
pp	no personal pronouns (I, you, we, etc)
ro	run-on sentence
sp	error in spelling
ts	topic sentence needs work
ua	unclear antecedent
GQR	get your quotation exactly right
NES	no extra space
MB	marked before
PR	proofread carefully
Q in G	fix your grammar so the quotation fits into it
T or PTV	wrong tense of verb or use present tense verbs
WC	word choice should be changed

(MLA) SAMPLE ENGLISH essay - first page and headers

Student 1

Sample Student

Sarah Pierson Wolff

8th grade American Literature

20 November 2015

Everybody Wants A Dream, But Few Attain It

Almost all people have a goal or dream that they want to achieve, and it keeps them motivated to keep going. In novels, the main characters often have something like this in the back of their mind. In *Of Mice and Men* by John Steinbeck, George and Lennie are two migrant workers in California during the Great Depression. Lennie is a large man with a disability which causes him to act a bit child-like. George is small and stern, but he loves Lennie and takes care of him the best he can. These two men are different than most because they have a companion while most workers at the time had no one. They dream to someday buy a piece of land and live happily. They meet people at their new job at a ranch that also want this dream. George and Lennie, Candy, and Crooks possess dreams that motivate them to imagine a life beyond the isolation and loneliness of their lives, thus mitigating their suffering; all of the dreams prove elusive.

George and Lennie's dream brings them hope, keeps them together, and gives them purpose, but in the end they are disappointed. George and Lennie are discussing their dream of owning their own ranch and talking about how most guys are alone with no hope, saying, "With us it ain't like that. We got a future" (14). Whether George believes they really have a future or not, saying this brings both him and

(part of the first body paragraph and all of second body paragraph are omitted)

SAMPLE ENGLISH essay - last page and WC

Student 5

(this sample picks up with last body paragraph and the conclusion)

Crooks used to have a beautiful life with a family, but has become cynical after years of isolation because of his race. Then he dreams of going with George, Lennie, and Candy until he gives up on it. When Lennie finds Crooks's room, Crooks takes the opportunity to tell him, "I remember when I was a little kid on my old man's chicken ranch. Had two brothers. They was always near me, always there" (73). Crooks is describing his dream life that is unfortunately behind him. He used to have a beautiful life with a good family, but now he lives separated from everyone else and is isolated without companionship because of his race. Since he is treated this way, Crooks has become cynical and tells Lennie, "Nobody gets to heaven and nobody gets no land" (74). *(much of paragraph omitted here)* Since Curley's wife reminds him that he is nothing to her and takes away the sense of companionship that was giving him strength, Crooks decides he no longer wants to be part of the dream. While the dream gave him a moment of strength and companionship, in the end Crooks is unable to attain the dream.

The wonderful dreams help the characters through so much, but end up being unattainable. Despite providing motivation and purpose, the world acted in consort against the characters, and the dreams proved elusive. Sadly, this phenomenon could be mirrored in lives in the modern world. Many people have a dream that they work hard for and believe in, but in the end they do not always reach it.

Works Cited

Steinbeck, John. *Of Mice and Men*. New York: Penguin, 1993. Print.

Crossroads English Dept Essay Checklist - Sample

Essay Structure and Organization	
Introduction ~ 8 sentences	
Grabber	
Transition	
Brief plot overview (towards thesis)	
Transition	
Thesis	
Body paragraphs ~ 20 sentences	
Topic sentence	
Explanatory sentences	
Plot for context	
Embedded quotation	
Citation	
Explanation of quotation	
Analysis of quotation	
<i>(the above steps are repeated for each quotation)</i>	
Conclusion ~ 4 sentences	
Restatement of Thesis	
Brief review of argument	
Graceful ending	

MLA Formatting	
Double space, no extra spaces for titles or between paragraphs	
Four-line internal header	
Auto-paginate / running header	
Work(s) Cited	
Quotations over four lines are "boxed"	

Mechanics and Editing	
No fragments	
No run-ons	
No comma splices	
Avoid personal pronouns (you, we, I, our)	
Use present tense verbs for fiction; past for history	
Avoid contractions	
Use possessive apostrophes correctly	
Use parallel structure	
Spell correctly	
Avoid unclear antecedents	
Get quotations exactly correct	
Embed cleanly: avoid run-ons	
Use commas correctly	
Use semicolons and colons correctly	
Proofread before printing	
Proofread after printing	
Make subjects and verbs agree in person and number	

In the pursuit of greater student ownership of excellence, at each grade level, a different level of independent mastery is expected of students in their analytical writing; those expectations are reflected in grade-level checklists. Essays which do not indicate independent mastery are returned and considered incomplete.

English Department Writing Criteria

I. Content

- A. Thesis statement is precise and clearly stated.
- B. Support for the thesis statement is relevant, reliable, and logical.

II. Organization

- A. Paragraphs are unified and coherent.
- B. Order of paragraphs is logical.
- C. Smooth transitions are present.
- D. All body paragraphs clearly relate to and support the thesis.
- E. Introduction and conclusion are sufficiently developed.

III. Style

- A. Sentence structure is correct and varied.
- B. Word choice is thoughtful and concise.
- C. Point of view and tone are appropriate and consistent.

IV. Conventions

- A. Grammar, punctuation, and mechanics are correct and without distracting errors.
- B. MLA format is used correctly for all outside sources.

English Department Scoring Guide

A-Range Essay

All of the ideas in an A-Range Essay are appropriately sophisticated and well-developed, and most or all of the writing is very effective, demonstrating logical and coherent thinking, consistent and unified writing, and mastery of writing conventions. Writing at this level will have almost no errors and only a few minor weaknesses in the categories listed above which are not distracting semester to reading and understanding the essay.

B-Range Essay

Most of the ideas in a B-Range Essay are sophisticated and well-developed, and most of the writing is effective, demonstrating logical and coherent thinking, reasonably consistent and unified writing, and mastery of writing conventions. Writing at this level may have a few errors and may have some minor weaknesses in the categories listed above which are not distracting to reading and understanding the essay.

C-Range Essay

All of the ideas in a C-Range Essay are at least satisfactory and may or may not be well-developed. Most or all of the writing will be satisfactory demonstrating mostly logical and coherent thinking, adequately consistent and unified writing, and some mastery of writing conventions. Writing at this level will have some errors and weaknesses in the categories listed above which might be distracting to reading and understanding the essay.

D-Range Essay

Most or all of the ideas in a D-Range Essay and most or all of the writing are unsatisfactory demonstrating little logical and coherent thinking, inconsistent and unified writing, and little to no mastery of writing conventions. Writing at this level has error and weaknesses in the categories listed below which are distracting to reading and understanding the essay.

F-Range Essay

An essay in this range fails to communicate the writer's ideas, does not respond to the essay prompt, or is incomplete.

(MLA) SOCIAL STUDIES essay sample - first page & headers

(includes headers, introduction, and part of first body paragraph; omits 4.5 body paragraphs)

Student 1

Super Student

Louise Gabriel and Shadi Peterman

World Literature I and World Civilizations

10 November 2014

Cuisine and Culture in Ancient Greece

Food is such a necessary part of human life that it is often taken for granted and not given much thought. However, examining the food and feasting traditions of a society can provide valuable insight into its culture and traditions. The ancient Greeks are one of the earliest and perhaps best examples of this fact. Although the Greek mainland was not an ideal environment for intensive agriculture, food and feasting became integral parts of ancient Greek culture. The Greeks' interest in cuisine is evident in their art and literature, and was ultimately a reflection of their society, values, and identity.

Although Greece did not have a great environment for growing food, the Greeks set up an extensive trade network and colonies around the Aegean Sea that allowed them to have a distinct, developed cuisine. Farming was particularly difficult in Greece because of its geographic features. Between the mountainous terrain, poor soil, and arid climate, only about a fifth of the land in Greece was good for farming ("Agriculture, Greek"). In order to feed their population, the Greeks had to turn to colonizing other territories. Many Greeks took pride in this fact. In Pericles' famous funeral oration for fallen Athenian soldiers in the Peloponnesian War, Pericles highlighted the greatness of Athens. One of the many aspects of Athens he discussed was that it drew "the produce of the world into [their] harbor, so that to the Athenian the fruits of other countries are as familiar a luxury as those of his own" (Thucydides). As a result of their extensive colonization, the Greeks were able to develop a complex and varied cuisine.

(MLA) SOCIAL STUDIES essay sample - conclusion & WC

(this sample picks up with just the conclusion and Works Cited)

Greek cuisine as displayed in Greek literature and art reflects many significant aspects of Greek culture, from social hierarchy to cultural identity. The Greeks were one of the first to understand how significant food could be to a society not only for sustenance and survival but for creating a sense of community. Modern societies are inundated with cuisine from around the world thanks to increased globalization, and while that may over time lead to less distinct global cuisines with a diminished link to cultural identity, food continues to be used as a cultural marker even in the 21st century. After all, what's more American than apple pie?

Works Cited

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APA Guidelines: Science and Math

Citing

While good writing is good writing in all disciplines (see pages 2-3), mechanics are different. APA (American Psychological Association) guidelines used in science classes are different from MLA (Modern Language Association) conventions. We give some answers and examples below, but The OWL at Purdue University remains one of your best resources or any other reference to the APA guidelines, 6th edition, 2nd printing. Some important differences are delineated below.

In-text citations

Citations of statistics, complex ideas, and summaries of research studies are given using the (Author, date) format. As with MLA citations, the in-text citation must be whatever information appears first in the full citation on the References page (whether that is an author's last name or a title), plus the year of publication, if available, e.g., (Lewis, 1995). Page numbers are not normally used for in-text citations, except in cases of direct quotation. Direct quotation is uncommon in scientific writing, and when used should include the page number(s) following the year of publication, e.g., (Lewis, 1995, p. 320).

Books (if you use the whole book)

Lewis, B. (1995). *The Middle East: A brief history of the last 2000 years*. New York: Scribner.

Chapter in a Textbook

Editor, A. A., & Editor, B. (Eds.). (1997). Title of Chapter in *Title of book*. (page numbers of entire chapter) Location: publisher.

Electronic Version of a print article

Bos, G., Knapp, S., & Doe, J. (2001). Role of reference elements selection of resources by psychology

undergraduates [electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

If the article does not contain the page numbers like the original or it has been altered, you must add the date you retrieved the article and the URL.

General Internet Document (note: not all information may be available)

This Day in History: August 20. (1998). Retrieved August 22, 2000 from

<http://historychannel.com/thisday/today/208130.html>

Mechanics

Papers should be typed, double spaced, and on regulation sized paper (8.5X11) with one inch margins on all sides. Your essay should include:

- **Title Page** (Sample follows) includes a “running head” for publication, title, and byline affiliation.
- **Additional pages:** In top left of each page, include the 1-2 word “running head” followed by five spaces and then the page number.
- **Abstract:** If this is required, write a 75-120 word summation of the paper which introduces the content of the paper. It should state the thesis and include a few of the important results or implications of the research or experiment. This should be immediately after the title page with “Abstract” centered and the paragraph of summation following.
- **Headings:** If required, headings should be centered and have every word capitalized (apart from articles, small prepositions, and coordinating conjunctions).
- **Visuals:** Tables, graphs, figures, charts, and photographs should be labeled. For example, “Table 1” and have the title of the visual included. The title and the label should be above the visual to the left on different lines. Below the visual, cite the source.

(APA) SAMPLE SCIENCE ESSAY title page

Running Head: SKELETAL SYSTEM: AN OVERVIEW

1

Skeletal System: An Overview of Its Importance

James Madison

Crossroads College Prep School

Advanced Placement Biology

(APA) SAMPLE SCIENCE ESSAY first page - *no abstract*

SKELETAL SYSTEM: AN OVERVIEW

2

Skeletal System: An Overview of Its Importance

Throughout time, it has been well understood that the skeletal system is the framework for the entire body of an animal. This tightly organized system, however, does not merely support the body, but it serves many other vital functions to achieve a competitive and effective existence for the animal. Researchers agree that the skeletal system does sustain many functions, but they have drawn varying conclusions about the following questions:

1. How do bones produce erythrocytes?
2. How does the system provide the frame against which muscles can effectively pull?
3. How does the system protect and sustain the vital organs?

The overview of literature on the skeletal system focuses on these three crucial questions.

(APA) SAMPLE SCIENCE essay last page, modified from OWL

VARYING DEFINITIONS OF ONLINE COMMUNICATION

8

Conclusions and Future Study

In order to gain a complete understanding of CMC's true effect on both online and offline relationships, it is necessary to conduct a study that examines all aspects of CMC. This includes, but is not limited to, email, IM, voice-chat, video-chat, online journals and diaries, online social groups with message boards, and chat rooms. The effects on relationships of each modality may be different, and this is demonstrated by the discrepancies in intimacy between email and IM correspondence (Cummings, 2002). As each mode of communication becomes more prevalent in individuals' lives, it is important to examine the impact of all modes of CMC on online and offline relationship formation, maintenance, and even termination (Underwood and Findlay, 2004).

SAMPLE SCIENCE REFERENCES page (APA) from OWL

VARYING DEFINITIONS OF ONLINE COMMUNICATION

9

References

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