# Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Traits of Good Writing</td>
<td>2</td>
</tr>
<tr>
<td>An Overview of the Writing Process</td>
<td>3</td>
</tr>
<tr>
<td>Revising and Editing Skills</td>
<td>4 - 5</td>
</tr>
<tr>
<td>Why People Write</td>
<td>5</td>
</tr>
<tr>
<td>Style Matters! (Using Titles and Numbers; Hyphenating)</td>
<td>6</td>
</tr>
<tr>
<td>Research Paper Format; First Page Format</td>
<td>7</td>
</tr>
<tr>
<td>Research Log (Parts of a Paper; Procedures)</td>
<td>8</td>
</tr>
<tr>
<td>Notetaking</td>
<td>9 - 10</td>
</tr>
<tr>
<td>Outlining</td>
<td>10</td>
</tr>
<tr>
<td>Parenthetical Documentation</td>
<td>11 - 12</td>
</tr>
<tr>
<td>Academic Honesty; Evaluating Sources</td>
<td>13</td>
</tr>
<tr>
<td>Avoiding Plagiarism</td>
<td>14</td>
</tr>
<tr>
<td>Sample Works Cited Entries: Print Sources</td>
<td>15 – 16</td>
</tr>
<tr>
<td>Sample Works Cited Entries: Electronic Sources</td>
<td>17-18</td>
</tr>
<tr>
<td>NoodleBib</td>
<td>18</td>
</tr>
<tr>
<td>Sample First Page</td>
<td>19</td>
</tr>
<tr>
<td>Sample Works Cited</td>
<td>20</td>
</tr>
</tbody>
</table>

**Updated March 2010**

**Sources:** Hunterdon Central Regional High School, MLA Handbook for Writers of Research Papers, 7th Edition, New Jersey Department of Education, North Hunterdon-Voorhees Regional High School District, Purdue Owl Online Writing Lab, Randolph Township Public Schools, and “The Six Traits of Writing”
Six Traits of Good Writing

• Ideas and Content — My paper is focused, clear, and specific.
  • My writing is full of details that keep the reader’s attention and highlight what is really important.
  • I know a lot about this topic, and when someone else reads it, they’ll learn something.
  • I made sure to show what was happening rather than tell what happened.
  • I filled my paper with interesting tidbits that make it fun and lively to read.
  • I made sure my topic was small enough to handle.

• Organization — My paper has a clear and compelling direction.
  • I’ve chosen an order that makes the reader want to find out what’s coming next.
  • My beginning gets the reader’s attention and gives clues about what is coming.
  • Every detail adds a little more to the main idea or story.
  • All my details are in the right place. The reader never feels lost.
  • I didn’t drag on too long, and I left my reader with something to think about.

• Voice — My writing is really individual and powerful.
  • You can tell that I wrote this. No one else sounds like this!
  • Readers can tell I am talking right to them.
  • I write with confidence and sincerity.
  • My paper is full of feelings, and my reader will feel what I feel.
  • I am not afraid to say what I really think.

• Word Choice — My writing is clear, vivid, accurate, and precise.
  • I picked just the right words to express my ideas and feelings.
  • All the words in my paper fit. Each one seems just right.
  • My words are colorful, snappy, vital, brisk, and fresh. You won’t find overdone, vague, or flowery language.
  • Look at my energetic verbs!
  • Some of the words and phrases are so vivid that the reader won’t be able to forget them.

• Sentence Fluency — My writing is varied and natural.
  • My sentences are clear and pleasing to read aloud, even with no rehearsal. I love the sound of this paper.
  • Some sentences are long and stretchy, while some are short and snappy.
  • My sentence beginnings vary; they show how ideas connect.
  • You can tell that I have good “sentence sense” because my writing just flows.
  • All excess baggage has been cut. I’m economical with words.

• Conventions — My paper is mostly correct.
  • There are very few errors in my paper; it wouldn’t take long to get this ready to publish.
  • I used capitals, periods, commas, exclamation marks, and quotation marks correctly.
  • My spelling is accurate.
  • My paragraphs are indented to show where new ideas begin.
  • My grammar and usage are consistent and demonstrate awareness of standard written English.

Source: “The Six Traits of Writing”
The Writing Process

- talking / interviewing
- reading / research
- brainstorming
- role playing
- freewriting
- notetaking
- clustering
- reflecting • outlining
- webbing
- drawing

Prewriting
(Generating Ideas)

- thesis statement
- topic sentences
- introduction
- elaboration
- conclusion

Drafting
(Focusing and Organizing Ideas)

- ideas
- voice
- purpose
- audience
- word choice
- organization
- rubrics
- checklists
- conferences
- writing circles

Revising
(Evaluating and Clarifying Ideas and Organization)

- grammar & usage
- punctuation
- capitalization
- spelling
- format

Editing
(Correcting Mechanics)

- presenting
- performing
- publishing
- portfolios

Postwriting

Concept Source: NJDOE
Revising and Editing Skills

**Hackettstown High School students are expected to . . .**

A. identify and correct common capitalization, punctuation, and spelling errors.

- **Capitalization**
  - a title used with a person’s last name (Mayor Lynch)
  - appropriate words in titles (A Tale of Two Cities)
  - proper nouns (Spain, Industrial Revolution, Kennedy High School)
  - proper adjectives (English tea, German shepherd, Persian carpet)
  - the first word in a direct quotation (She said, “They will know.”)

- **Punctuation**
  - periods — question marks
  - commas
    - in compound sentences (I didn’t make the team this year, but I plan to try again next year.)
    - to separate a series of adjectives (The elephant is a large, powerful animal.)
    - to set off appositives (Seattle, the largest city, borders the Pacific Ocean.)
    - between city and state (Trenton, New Jersey)
    - before a direct quotation (Howard said, “Let’s go to my favorite restaurant.”)
    - to set off a name in direct address (Joel, will you help me?)
    - after an introductory word or group of words (Well, I’m not sure what to say.)
    - after introductory phrases (Frightened by the big dog, the child began to cry.)
    - after introductory clauses (Before Lucy typed her report, she went to the library to do research.)
    - in a series of words, phrases, or clauses (My chores include walking the dog, cleaning my room, -and washing the dishes.)
  - semicolons ( to separate independent clauses (The distance is long; the roads are poor.)
  - apostrophes
    - in possessives (the baby’s toys, the babies’ toys, Charles Dickens’s novels, the Dickenses’ woes)
    - in contractions (she’s, aren’t, could’ve)
  - colons
    - before a list of words or phrases (Passengers may order the following beverages: coffee, tea, juice, or milk.) (My parents asked me to do the following: walk the dog, wash the dishes, and clean my room.)
  - quotation marks
    - at the beginning and end of a direct quotation (He said, “We must work together to win.”)
    - enclosing the titles of articles, essays, short stories, and poems (“The Raven”)
  - ellipses — dashes
  - parentheses — italics / underlining

B. revise to create sentence variety.

- **Combine and expand** sentences Construct **compound** and **complex** sentences
- **Vary sentence openings**

C. use transitions to reinforce a logical progression of ideas.

- **Compare / contrast** (on one hand, in the same way, likewise, however)
- **Cause and effect** (as a result, consequently, therefore)
- **Time / chronology** (that day, later, now, usually, meanwhile, never)
- **Summarize / conclude** (therefore, consequently, in short, finally)
- **Show alternatives** (of course, on the contrary, however, nevertheless)
- **Qualify** (in some cases, however, not unless, occasionally, rarely)
- **Add to / illustrate a point** (also, similarly, for example, furthermore)
- **Show sequence/process** (then, next, earlier, later, finally, previously)
Revising and Editing Skills

Hackettstown High School students are expected to . . .

D. revise to correct nonstandard usage.
- Incorrect and inconsistent verb and pronoun usage
  - subject-verb agreement (A flock of birds is overhead.)
  - pronoun-antecedent agreement (Everyone must carry his or her backpack.)
  - tense formation (appropriate tense, proper form of irregular verbs)
  - pronouns
- A subject pronoun is used as a subject (Dorothy and I went shopping.)
- An object pronoun is used as an object (Were you standing between Jeff and me?)
- A possessive pronoun shows possession (Carry your bag. Give the dog its bone.)
  - Sentence fragments and run-on sentences
  - Incorrect use of modifiers and modifying phrases
  - Incorrect use of parallel structure or absence of parallelism
  - Incorrect coordination and / or subordination of ideas
- Nonstandard written English
- Wordy or imprecise language
  - slang — colloquialism
  - improper construction — nonstandard usage

E. revise content to promote clarity of thought
- Select a focus or controlling idea
- Select supporting / developing ideas with specific details / concrete examples
- Develop effective organizational strategies
- Logically relate content to topic, audience, and purpose
- Reorganize written text
  - reorganize sentence / paragraph order
  - add, insert, rearrange sentences / paragraphs Source: NJDOE

Why People Write

<table>
<thead>
<tr>
<th>To express themselves</th>
<th>To share experiences; to understand themselves; to discover meaning in their own lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform or explain</td>
<td>To provide knowledge, facts, data; to make something clear or understandable; to explore an idea or problem; to instruct, record, or report; to generalize or theorize</td>
</tr>
<tr>
<td>To persuade</td>
<td>To convince others to do something or believe something</td>
</tr>
<tr>
<td>To create</td>
<td>To present real or imagined experience for enjoyment; to highlight ideas, feelings and/or impressions through creative language; to say something in a unique way</td>
</tr>
</tbody>
</table>

Source: Randolph Township Public Schools
Style Matters!

Using Numbers

1. If you are writing about literature or a subject that involves infrequent use of numbers, spell out numbers written in one or two words and represent other numbers by numerals (one, thirty-six, ninety-nine, one hundred, fifteen hundred, two thousand, three million, one-half — but 2½, 101, 137, 1,275). If your project calls for frequent use of numbers — for example, a scientific or statistical paper — use numerals for all numbers that precede units of measurement (16 amperes, 5 milliliters). Also use numerals for numbers that are presented together and that refer to similar things, such as in comparisons or reports of experimental data. Spell out other numbers if they can be written in one or two words. For example:

   In the ten years covered by the study, the number of participating institutions in the United States doubled, reaching 90, and membership in the six-state region rose from 4 to 15.

2. For very large numbers, use a combination of numbers and words: 17 million 1.5 billion.

3. For sentence beginnings use words, not numerals: Nineteen students in the class had brown hair.

4. Use numerals for numbers in the following forms:

   - money .................................... $1.50
   - decimal .................................. 98.6
   - percentage .............................. 50%
   - page ...................................... pages 12-21
   - chapter ................................. chapter 5
   - address ................................. 701 Hill Street
   - date ...................................... June 6
   - time .................................... 3:30 p.m.
   - statistic ................................. a score of 5 to 2
   - abbreviation ............................. 6 lbs.

5. Express related numbers in the same style:

   Only 5 of the 250 delegates attended.

Using Titles

1. Italize the titles of books, publications, radio and television programs, films, and works of art.

   - Book — The Outsiders
   - Magazine — Rolling Stone
   - Painting — Mona Lisa
   - Newspaper — USA Today
   - TV show — Glee
   - Play — Avenue Q
   - Long poem — The Iliad
   - Essay — “Common Sense”
   - Short story — “The Lottery”
   - Movie — Avatar
   - Ship — Titanic
   - Software — Microsoft Vista
   - Opera — The Marriage of Figaro

2. Enclose in “quotations marks” the titles of short stories, articles, essays, short poems, and songs.

   - Short story — “The Lottery”
   - Essay — “Common Sense”
   - Short poem — “The Road Not Taken”
   - Song — “America, the Beautiful”

3. Capitalize the first and last words of the title and all important words. Do not capitalize prepositions and conjunctions of fewer than four letters.

   - Alice in Wonderland
   - “I Know Why the Caged Bird Sings”
   - “I Have a Dream”

Hyphenating Words

Avoid dividing words if at all possible — and be extra careful not to divide a word between pages of your paper.

If you must hyphenate, remember these rules:

1. Divide words only between syllables: cus-tom slo-gan
2. Words of one syllable or their plurals cannot be divided: strength edges
3. Avoid leaving a single letter at the beginning or end of a line: a-bout read-y
4. Dates should not be separated: September 12, 1992
5. Proper names, titles, or degrees that belong with names should not be separated:
   Dr. Anne R. Smith R. E. Jones, D.D.S.

Source: MLA 7th ed.
Research Paper Format

1. **Typeset** — Use a standard, **12-point font**, such as *Times-Roman*. Underline titles of novels, plays, epic poems, magazines, and full length films. Use “quotation marks” for titles of poems, articles, songs, short stories, and short films. Do *not* use **boldface** in a research paper; do *not* use novelty fonts; do *not* use condensed or expanded type.

2. **Double-space** throughout the paper (including quotations).

3. **Left-justify** the **BODY** (but **center** the title and/or title page).

4. Use 8½" x 11" white paper. Use only **one side** of the paper.

5. Leave **1" margins** on all sides of all pages.

6. **Numbering pages** — Your **last name**, followed by a space, followed by the **Arabic page number**, should appear at the top right corner of every page, 1" from the top of the page and 1" from the right side of the page.

7. The text should *not* contain subtitles or numbered divisions. Use continuous paragraphing (do not quadruple-space between paragraphs). The closing page of your text should end with a period and blank space on the remainder of the page. Do *not* write “The End” or provide art work on the remainder of the page. Do *not* start the Works Cited on the final page of the text.

First Page Format

<table>
<thead>
<tr>
<th>Your Last Name 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firstname Lastname</td>
</tr>
<tr>
<td>Teacher’s Name</td>
</tr>
<tr>
<td>Course Title Block #</td>
</tr>
<tr>
<td>Day Month Year</td>
</tr>
</tbody>
</table>

Center the Title: Do *Not* Underline *Your* Words

A research paper does *not* require a title page. New paragraphs should be indented ½" from the left margin. Leave 1" margins on all sides of the paper. Double-space throughout the paper; do *not* quadruple-space between paragraphs (or anywhere else in the paper). The left margin is justified, but the right margin is *never* justified. Use a standard, 12-point font, such as *Times-Roman*.

Source: North Hunterdon-Voorhees Regional High School District
Research Log

Essential Parts of a Research Paper

Date Due

1. Title page (if required by your teacher)
2. Outline (if required by your teacher)
3. The paper (paragraphs of introduction, body, conclusion — with parenthetical citations)
4. Works Cited page

Procedures

Date Due

1. Select an appropriate topic.
2. Do preliminary research to determine how much information is available.
3. Narrow the topic so that it can be fully covered within the length limitations of the paper.
4. Phrase your topic as a question, as a problem, or as a thesis statement.
5. Make a preliminary outline to serve as a research guide.
6. Find relevant resources. Prepare Works Cited information for each source.
7. Read extensively and carefully on your topic and take relevant notes.
8. Revise your outline as necessary, based on your research.
9. Fill in any underdeveloped areas with information from more readings.
10. Write a first draft.
11. Revise, edit, and rewrite the paper.
12. Keep a copy of both the first draft and the final draft. If you write the paper on a computer, make a backup copy on a separate disk.
Notetaking for Research

Use index cards for note cards and source cards. Each note card should contain the following:

1. subject divisions that are based on your preliminary outline
2. information from your source —
   * HINTS: be accurate; enclose direct quotations in quotation marks; use key words and phrases rather than full sentences
3. a key code number that corresponds to the works cited card to identify the source of the information
4. the specific page number(s) where this information was found

SAMPLE NOTE CARD

<table>
<thead>
<tr>
<th>1</th>
<th>Hessians in Trenton</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>paid mercenary troops enjoyed scenic Delaware area</td>
</tr>
<tr>
<td>4</td>
<td>“... strong fighters who sold their skills to the highest bidder.”</td>
</tr>
<tr>
<td>2</td>
<td>p. 37</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE WORKS CITED CARD

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Key

1. Subject division
2. Source identification
3. Paraphrased notes
4. Direct quote from the source
5. Page number where information was found
6. Complete works cited information
An Alternate Notetaking Method

Source type: Book ___ Periodical ___ Encycl. ___ Website ___
Database___ Govt. pub. ___ Interview ___ Video/DVD ___

Author _________________________________________ Editor(s) _____________________________________

Title (book / periodical/website) ________________________________________________________________

Article title (periodical / collection/website section) _________________________________________________

Edition _____ Vol. _____ No. _____ Page(s) ___________

Publisher _________________________________________ Copyright date ____________

URL (www) ________________________________________________________________________________

Date accessed(website/database) ________________ Date updated(database/website)_____________________

Notes: ______________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Source: Instructional Media Center, Hunterdon Central Regional High School

Writing an Outline

FORMAT
I. Main topic
   A. Subtopic
   B. Subtopic
   C. Subtopic
      1. Detail
      2. Detail

II. Main topic
   A. Subtopic
      1. Detail
      2. Detail
   B. Subtopic
   C. Subtopic
      1. Detail
      2. Detail

EXAMPLE
I. Causes of overweight
   A. Slow metabolism
   B. Lack of exercise
   C. Poor eating habits
      1. Overeating
      2. Poor nutrition

II. Results of being overweight
   A. Medical problems
      1. High blood pressure
      2. Increased risk of heart attack
   B. Lethargy
   C. Poor self-concept
      1. Appearance
      2. Other perceptions
Parenthetical Documentation

You must give credit to sources you use in researching a topic. That is, you must give an author credit either if you use his or her exact words or if you paraphrase (restate in your own words) his or her ideas. “Credit” means identifying a source through parenthetical documentation or parenthetical citation. The reader of your report will then know which words and ideas are your original thoughts and which are those first expressed by someone else.

Keep in mind:
1. Your readers will expect parenthetical documentation for the following:
   a. word-for-word quotations
   b. passages (sections or paragraphs) that are summarized or paraphrased
   c. charts, graphs, or diagrams not your own
   d. statistics not compiled by you
   e. theories or interpretations not your own
   f. key words or terms taken from a specific source

2. Common knowledge requires no documentation. Common knowledge is information found in three or more sources. For example, the date of an author’s birth, the number of novels he or she wrote, or the city in which he or she lived is common knowledge. However, if you quote this information directly from the source, enclose the words in quotation marks and cite the source.

3. Another writer’s interpretation of the meaning or importance of common knowledge must be documented. When in doubt, document!

Sample Parenthetical Citations

Use parenthetical citations to indicate exactly which one of the sources listed on the Works Cited page is the source of any quoted passage.

If the author is named within the sentence:

> In his Autobiography, Benjamin Franklin states that he prepared a list of thirteen virtues (135). This did not . . .

OR

> Franklin said, “I am pleased with the list of thirteen virtues I produced, but I am embarrassed that I could not master them all” (135).

OR

> Although Franklin admitted, “I am very embarrassed that I could not master them [thirteen virtues] all” (135), that is no reason to criticize him.

If the author is not named within the sentence:

> At least thirteen virtues have been credited to his name (Franklin 135).

OR

> “I included under thirteen names of virtues all that at the time occurred to me as necessary or desirable” (Franklin 135).

Source: Randolph Township Public Schools
Parenthetical Documentation

QUOTED MATERIAL
All quotations, whether a single word or an entire paragraph, must be attributed to the author or source in the text of your paper. Choose quotations carefully, keep them brief, and use them only when they are interesting, revealing, or necessary to support your ideas. A paper that is overloaded with quotations often means that a writer has not done much independent thinking. When quoting material, use exact capitalization, punctuation, and spelling. Any changes you make should be clearly marked.

PUNCTUATION NOTE
- Use an *ellipsis* (…) and *brackets* ([ ] ) when you omit words from a quotation: “Pairs of falcons may hunt as a team […] The lower falcon scares up prey and the other […] dives and attacks” (Smith 19).
- Use *brackets* ([ ]) around words you add to a quotation: Smith says, “Falconry [hunting with falcons] declined after the invention of guns” (35).

SHORT QUOTATIONS
Prose quotations of *four lines or fewer* and verse quotations of *three lines or fewer* are included in the body of the paper, with quotation marks. Document your source with a parenthetical citation:

Ernest Rose says, “The highly spiritual view of the world presented in Siddhartha exercised its appeal on West and East alike” (74).

LONG QUOTATIONS
For prose quotations of *more than four* lines and verse quotations of *more than three* lines, indent each line 1”. Continue *double spacing* between lines. Do *not* use quotation marks. Do *not* right-justify. Example:

John K. Mahon offers this insight on the War of 1812: Financing the war was very difficult at the time. Baring Brothers, a banking firm of the enemy country, handled routine accounts for the United States overseas, but the firm would take on no loans. The loans were in the end absorbed by wealthy Americans at great hazard — also, as it turned out, at great profit to them. (385)

Mahon clearly understands the difference between patriotism and . . .

PARAPHRASING
If you use another person’s words, facts, or ideas without using exact quotations, be sure to cite the source of your information:

Normally, a falcon lives for only four or five years, although some have been known to live twelve years or even longer (Wilson 68).
Academic Honesty

The Hackettstown School District regards academic honesty as a cornerstone of its educational philosophy. Plagiarism, a serious academic offense, is defined as follows: to steal and pass off the ideas or words of another as one’s own. Students are expected to be honest when completing all assignments. This means that they will not engage in any of the following:

1. Cheating on exams, the use of crib sheets, copying from other students’ papers, exchanging information from other students orally, in writing or through signals, text messaging or obtaining copies of an examination illegally.

2. Plagiarism is not permitted when completing term papers, essays, reports or any other academic assignments.

3. Falsifications, including forging signatures, altering responses after grading, the insertion of information after the fact, the erasure of a grader’s markings that allow for falsely earned credit. A student found guilty of plagiarism/cheating will lose credit for all of the work that is plagiarized. The Board believes that students should be able to defend their work as original without a teacher’s need to conduct extensive research. If warranted, the teacher may make a referral to the main office for further discipline, which could result in in-school suspension, out of school suspension or expulsion. Related legal references: NJSA 18A:37-1 Submission of Students to Authority and NJSA 18A:37-2 Causes for Suspension or Expulsion.

Evaluating Sources

Use the following matrix to evaluate sources for Credibility, Accuracy, Reasonableness, and Support.

<table>
<thead>
<tr>
<th>Credibility</th>
<th>Trustworthy sources, evidence of quality control, respected authorities. GOAL: authoritative sources, sources you can trust because they supply sound evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Up to date, factual, detailed, comprehensive, exact. GOAL: sources that are correct today (not yesterday), sources that present the whole truth.</td>
</tr>
<tr>
<td>Reasonableness</td>
<td>Fair, balanced, objective, reasoned, without conflicts of interest, without weak reasoning or slanted tone. GOAL: sources that engage the subject thoughtfully and reasonably, sources concerned with the truth.</td>
</tr>
<tr>
<td>Support</td>
<td>Listed sources, contact information, available corroboration, supported claims and documentation. GOAL: sources that provide convincing evidence for claims.</td>
</tr>
</tbody>
</table>

— ALL SOURCES MUST BE APPROVED BY YOUR TEACHER —

Source: Randolph Township Public Schools
Here is what plagiarism looks like —

THE SOURCE:
While researching in the library or on the Internet, you find the following passage in the “Afterword” of Lois Lowery’s novel *Number the Stars*. Since you have read the entire book, you realize that the passage is logical and interesting and decide to use the idea from page 133 in your report.

“I had always been fascinated and moved by Annelise’s descriptions not only of the personal deprivation that her family and their neighbors suffered during those years, and the sacrifices they made, but even more by the greater picture she drew for me of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X.”

THE PLAGIARISM:
1. **Plagiarism through undocumented, *verbatim* use of the writer’s words:**
The main character’s behavior shows that the people suffered and made sacrifices during those war years. The young girl gives an *even greater picture of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X.*

2. **Plagiarism through undocumented *paraphrasing* of the writer’s words:**
*Number the Stars* tells about the suffering and sacrifices the Danish people endured and also shows their courage and integrity as they followed the leadership of Christian X, the king they loved so much.

3. **Plagiarism through undocumented use of the writer’s *main idea***:
In *Number the Stars* the bravery and self-sacrificing of the Danish citizens proves that human beings, even in the worst circumstances, can still behave in an admirable, decent, and patriotic way.

THE CORRECT WAY:
1. **Correct (indented) documentation of a *long quotation***:
In the “Afterword” of *Number the Stars*, Lois Lowery states, I had always been fascinated and moved by Annelise’s descriptions not only of the personal deprivation that her family and their neighbors suffered during those years [WW II], and the sacrifices they made, but even more by the greater picture she drew for me of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X. (133)

2. **Correct documentation of a *paraphrase***:
As Lois Lowery herself suggests, the bravery and self-sacrificing of the Danish citizens, children as well as adults, proves that human beings, even in the worst circumstances, can still behave in admirable, decent, and patriotic ways (133).

Source: Randolph Township Public Schools
Sample Entries for the Works Cited Page

On the Works Cited page,
— • list all sources used in preparing the paper.
— • double-space every line on the page.
— • arrange entries alphabetically by the author’s last name.
— • if no author is given, use the first major word of the title to alphabetize.
— • do not alphabetize based on the introductory words “a,” “an,” or “the.”
— • neither number nor letter the entries.
— • the first line of each entry is flush with the left margin. Indent all other lines ½ ".
— • when citing multiple works by the same author, alphabetize by the first words of the titles. Write a complete citation for the first title. For subsequent titles, use three hyphens instead of the author’s name.

Print Sources

• A Book by a Single Author

• A Book by Two or More Authors

• Two or More Works by the Same Author(s) (in subsequent entries three dashes (---) are substituted for the name)

• A Book by a Corporate Author

• A Work in an Anthology or Collection (i.e.: Contemporary Literary Criticism)

• An Article in a Reference Book
• An Introduction, a Preface, a Foreword, or an Afterword

• A Book with No Author or an Anonymous Book

• An Edited Book or Edition (note imprint-publisher information)

• A Translated Book

• A Multivolume Work

If the volume you are using has its own title, cite the book without referring to the other volumes as if it were an independent publication.


• A Pamphlet

• An Article in a Newspaper

• An Article in a Magazine

• An Interview

• A Cartoon (note format of newspaper information)
Electronic Sources

• A Page on a Website

• An Entire Website

• Online Subscription Database: Reference Source (i.e. Facts on File, Gale eBook Reference)

• Online Subscription Database: Newspaper Article (i.e. EBSCO, Proquest)

• Online Subscription Database: Magazine Article (i.e. EBSCO)

• Online Subscription Database: Book (i.e. Gale Virtual Reference Library)

• An E-mail Interview

• An E-mail Communication

• A Television or Radio Program

• A DVD or Video Recording
- **A Film** (viewed in a theater or not available on DVD or video)


- **A Sound Recording**


Sample Entries based on NoodleBib and MLA, 7th Ed.

### NoodleBib: MLA Works Cited Composer

NoodleBib can provide additional assistance with constructing a works cited page. Noodle Bib <http://www.noodletools.com> is an online MLA composer that generates citations based on the information you provide on each of your sources. All Hackettstown High School students may create an account and craft, save and share works cited pages for numerous research papers and/or classes. The high school librarian must supply the initial username and password before you will be able to access and set-up an account. To get started:

2. Click on “Create a Personal ID” link towards the bottom of the page.
3. Click “Continue” to indicate the account is linked to the school library.
4. Log on using the Username and Password provided by the librarian.
5. You now have to create a personal account. Select a username and password **YOU** will remember. We suggest using the same username and password you use to log onto the school’s computers. Write down the login information and keep it in a safe location.
6. You know can begin using NoodleBib. Click on “Create List”.
7. Select “MLA Advanced” and name the list. Click “Start Adding Citations”.
8. From the “Cite a:” drop-down menu, select the citation that best fits your source. Follow the prompts to answer questions about the source. A citation will be generated. Repeat this step to add additional citations.
9. For detailed instructions on how to print a works cited page and create notecards using NoodleBib, refer to the NoodleBib guide available from the high school library or view at the link below.

Myth, Time, and Legend in *The Waste Land*

Many early twentieth-century writers used myths, legends, and folklore to explore and clarify contemporary issues. T. S. Eliot, in particular, searched for inspiration in ancient texts, beliefs, and practices. In *The Waste Land*, Eliot uses time-honored writings from various cultures to explore decadence, despair, and spiritual death in contemporary London.

The characters in *The Waste Land* have been deluded into believing that they are real people; actually, they are spiritually dead and merely imitate the living:

Unreal city,
Under the brown fog of a winter dawn
A crowd flowed over London Bridge, so many,
I had not thought death had undone so many. (60-63) Surrounded by “brown fog,” the people of London wander aimlessly over London Bridge. This passage relates to a Brahman rite of securing fertility in the land and serenity for the people by never crossing a stream without touching water (Weston 201). London’s people are dead in Eliot’s poem because they “cross the life-giving stream daily without touching it” (202).

The corpse in Eliot’s garden (71) suggests a buried god, as Sir James Frazer explains in *The Golden Bough*:

“Under the names of Osiris, Tammus, Adonis, and Attis, the peoples of Egypt and western Asia represented the yearly decay and revival of life [...] which they personified as a god who annually died and rose again from the dead” (378). Unfortunately, modern London does not provide …
Sample Works Cited Page

Jones 12

Works Cited


Remember:

• **1st lines** are flush left
• **2nd lines** are indented ½”
• **Double-space** throughout

• **Left-justify** throughout
• **Leave 1” margins** on all sides

Source: NoodleBib and MLA, 7th Ed.