

St. Edmund Campion S.S.



Campion Assignment Guide



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Guide compiled by Mary Conway, 2008.

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Plagiarism

Plagiarism refers to a form of cheating that has been defined as “the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own.” (Alexander Lindley, Plagiarism and Originality. New York: Harper, 1952. 2)

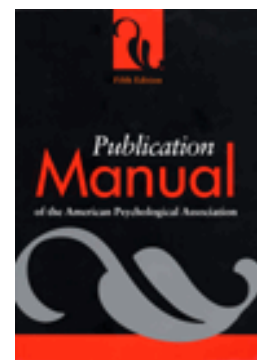
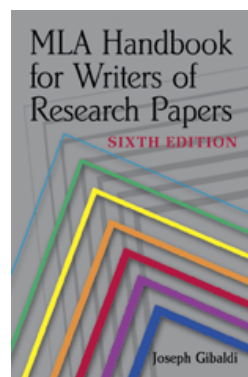
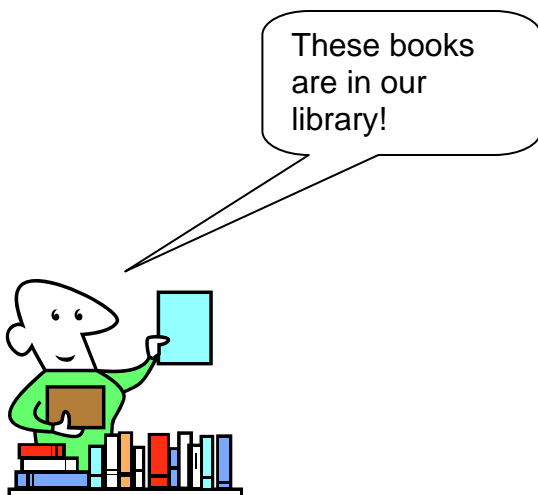
Using the **words, images or ideas** of another person without acknowledging the source is plagiarism. It is cheating even to paraphrase or to use another person’s line of thinking. **Changing some words does NOT make the work yours!** This applies whether the source is a book or an on-line source. Material on the web is not public property! In writing an essay or report, you should document everything that you borrow, including any information that is not common knowledge.

It is also considered plagiarism to resubmit an assignment that you used in a previous course without the consent of the teacher.

You may use other peoples’ words, images or ideas in your work if you properly document them according to MLA or APA form. Failure to do so will result in a mark of zero on the assignment.

Important Note:

The information here is a summary only. Not all information and types of references can possibly be included. If you need more information on any aspect, or need to find out how to document a source that is not included, please check the official handbook or manual, which is in the reference section of the library. Also feel free to ask your teacher-librarian.

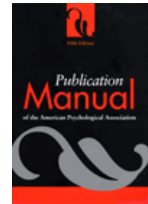


APA Format

Note: This section is adapted from

American Psychological Association. (2001) *Publication Manual of the American Psychological Association*. 5th ed. Washington, D.C.: APA.

See this book for more detailed information and further examples. It can be ordered from www.apa.com for US\$26.95.



- **Paper**

Use only standard size white bond paper, 8 ½” x 11” (22cm x 28cm). All pages must be the same size. Do not glue or tape items to any pages. Print single sided only.

- **Type Face**

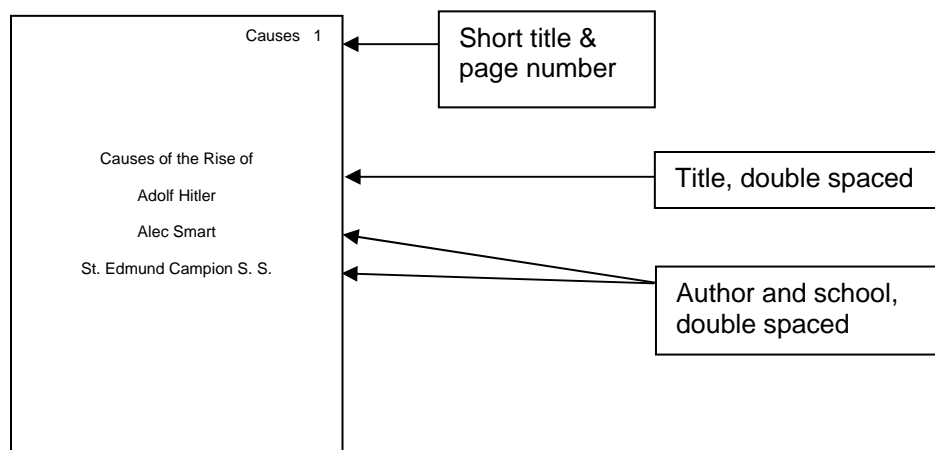
Use only Times New Roman or Arial, in a 12 font. Do not use italics or bold print in your paper. Double space all text, including titles and headings. Indent the first line of new paragraphs; do not include extra line spaces between them.

- **Margins**

Use uniform margins of 1 inch at the top, bottom, right, and left of every page. Left margins are aligned, and right margins are uneven/ragged. Do not divide or hyphenate words at the end of a line (let the line run short rather than break a word).

- **Title Page**

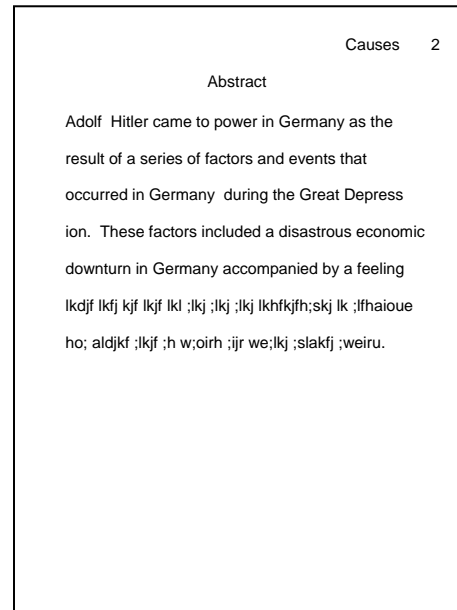
Double space and center all lines. Type the title in upper case and lower case letters, in the upper half of the page. Do not underline, bold, or use a different font. If the title requires 2 or more lines, then double space between the lines. Follow the title with the name of the author (student name in upper case and lower case letters). Next is the name of the educational institution (secondary school). At the top right hand side of the title page, in a header, is the short title and the page number 1.



- **Abstract Page**

The second page is the Abstract for the paper. It is a brief (100 -150 words) comprehensive summary of the research paper. The short title and the number 2 are typed in the right hand corner of the page. The word “abstract” is centered as the first line of type on this page. Type the abstract as a single paragraph in block format (without paragraph indentation).

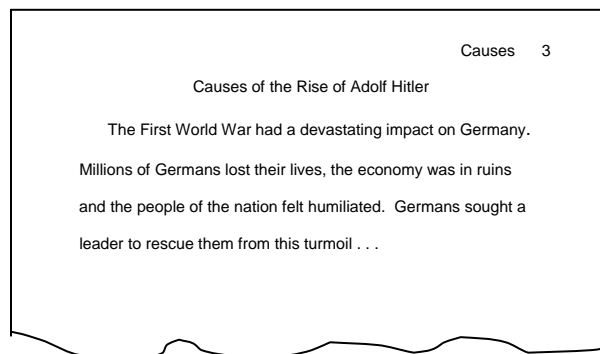
NOTE: The teacher may decide to make this page optional.



- **Text**

The text always begins on a new page. Identify the first text page with the short title, followed by 5 spaces, followed by the page number, right aligned in the header. Type the title of the paper and center it at the top of the first page. Do not underline. Double space after the title, then begin your text. Double space throughout your paper.

Every paragraph is indented. Do not skip extra lines between paragraphs. Subheadings may be used (upper case & lower case style) and are underlined. Each remaining text page should also carry the short title and the page number.



- **Parenthetical Citation**

Citations are used to identify material that is not common knowledge, **whether it is quoted directly, or paraphrased.** Citations should be found throughout each

paragraph of a research paper. The APA system of citing sources indicates the author's last name and the date, in parentheses, within the text of your paper.

- The basic citation consists of the author's last name, the date, and the page number(s).

Hitler rose to power by "playing upon the psyche of the German people, a psyche he understood well" (Taylor, 1965, p. 67).

- A typical citation of an entire work consists of the author's name and the year of publication.

Hitler's rise to power was dependent on numerous social, political, and economic factors (Taylor, 1965).

- If the author is named in the text, only the year is cited.

According to A.J.P. Taylor (1965), Hitler understood well the psyche of the German people.

- If both the name of the author and the date are used in text, parenthetical reference is not necessary.

In a 1990 article, Kershaw describes Hitler's upbringing as . . .

- When the reference is to a work by two authors, cite both names each time the reference appears.

Hitler believed that pomp and pageantry were tools that could be used to lull the German people into a submissive attitude (Kershaw & Bullock, 1985).

- Personal letters, telephone calls and other material that cannot be retrieved are not listed in references but are cited in the text.

Helga Grout (telephone conversation, May 2, 2000) confirmed that . . .

- To cite a web site provide sufficient information so that the material may be retrieved. Usually, give the author and the paragraph number after the ¶ symbol. Remember, web pages have authors!

Hitler spent much of his early years consolidating power in his own hands as a stepping stone to dictatorship (Beutler, 2004, ¶ 5).

- **Quotations**

Quoting refers to material that is written verbatim from the source (book, article). The material must always be quoted exactly as in the original. Quotations require a parenthetical citation that includes the specific page number of the reference.

Short quotations (fewer than 40 words) are incorporated into the text and enclosed by double quotation marks (“”). They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence; the appropriate punctuation, or none at all, is then used. If there is a quotation within a short quote, enclose it with single (‘) quotation marks. Follow the quotation with the citation in parentheses, before the end punctuation.

It was at Munich, in the local beer hall, that Hitler addressed the crowd, stating, "Germans awake. It is time to take back our pride" (Taylor, 1965, p. 80). The repercussions of . . .

End punctuation comes after the citation.

Long quotations of 40 or more words are displayed in a double spaced BLOCK of typewritten lines with NO quotation marks. A long quotation is introduced by a colon (:) unless it forms a continuation of a body paragraph sentence; the appropriate punctuation, or none at all, is then used. Indent 5 spaces from the left margin and type the entire quotation on the indented margin. If there is a quotation within a block quotation, enclose it in double (") quotation marks. Follow the quotation with the citation in parentheses, after the end punctuation.

The night Hitler came to power saw a surge of patriotism in the streets:

The streets of Berlin were thronged with masses of humanity. People from all across the Reich came to the German capital to celebrate with their new leader Germany's new awakening. "It was an amazing evening, filled with cheering and torch light parades and music and marching soldiers." This enthusiastic sentiment was shared by millions of people. (Taylor, 1965, p. 255)

The personal charisma of Hitler, and the contagious nature of the crowd's enthusiasm, resulted in a display the like of which . . .

End punctuation comes before the citation.

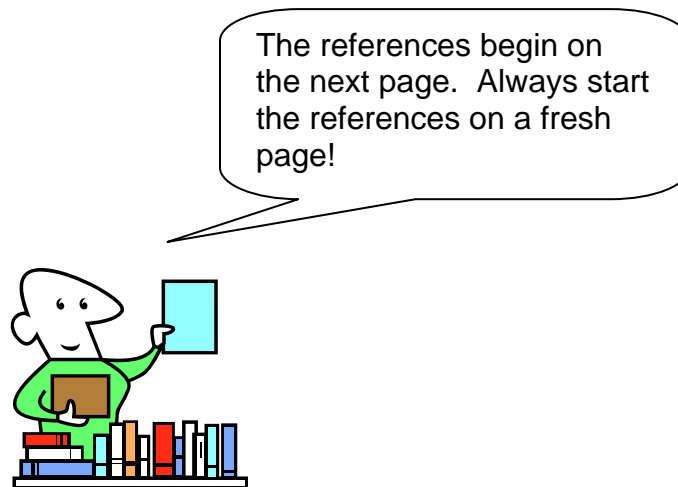
• References

References always begin on a new page. The reference page is numbered and includes the short title at the top right hand corner of the page. Type the word "References" in upper case and lower case letters, centered, at the top of the page. Do not use subheadings on this page. All reference material is listed alphabetically by the author's last name. Use "hanging" paragraphs. (The first line of each entry is not indented. Should the reference continue onto a second line, indent 5 spaces.) Double space all entries. Only the first word of the title, and proper nouns, are capitalized. Note that **italics are now preferred** to underlining for titles.

All sources on the reference page must be actually referred to in the text of the paper and cited within that text. Do not list extra sources that have not been specifically referred to.

The teacher may require an 'annotated' reference list. In this situation a commentary is added below each reference that informs the reader of the virtues or shortcomings of that source. The commentary begins on a new line, is double spaced, and is slightly indented from the preceding line. The commentary should be concise and can be written in sentence fragments.

The examples below are not exhaustive. Please see the *Publication Manual of the American Psychological Association* for further detail. (Note that the use of italics is an acceptable alternative to underlining.)



Please note that *italics* are now preferred for titles instead of underlining

Causes 10

References

Bullock, Allan. (1990). *Ecosystems of the boreal forest*. Toronto: Macmillan.

Bullock, A., & Kershaw, P. (1985). *Nazi Germany*. New York: MacMillan Press.

Robinson, David N., Harper, S. T. (Eds.). (2001) *Inner city social issues in North America*. San Diego, CA: Academic Press.

Harris, T. (1995, February). The dubious ethics of cloning. *Time Magazine*, 85-87.

Innes, J. A. & Sefrington, K. (2004) Developments in vocal music: The European Renaissance. In B. R. Wainwright (Ed.), *The history of musical expression* (pp. 107-198). London: Cambridge University Press.

Johnston, F. (2004). Relativity. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Kingley, B. (2002, June 5). Obesity affects economic, social status. *The Toronto Star*, pp. A1, A12.

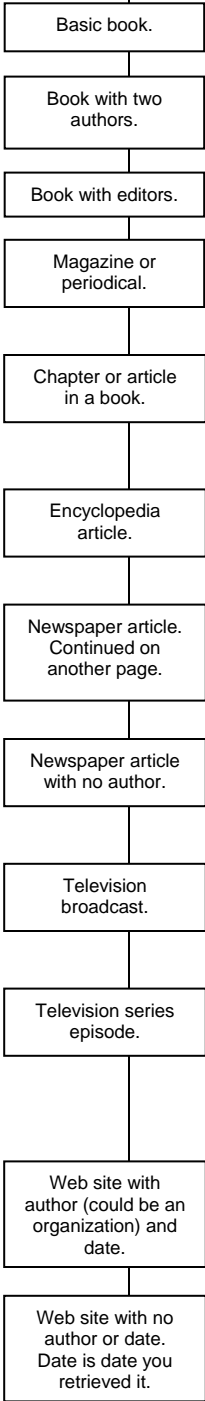
Media violence affects school performance. (2004, September 18). *The National Post*, p. E2.

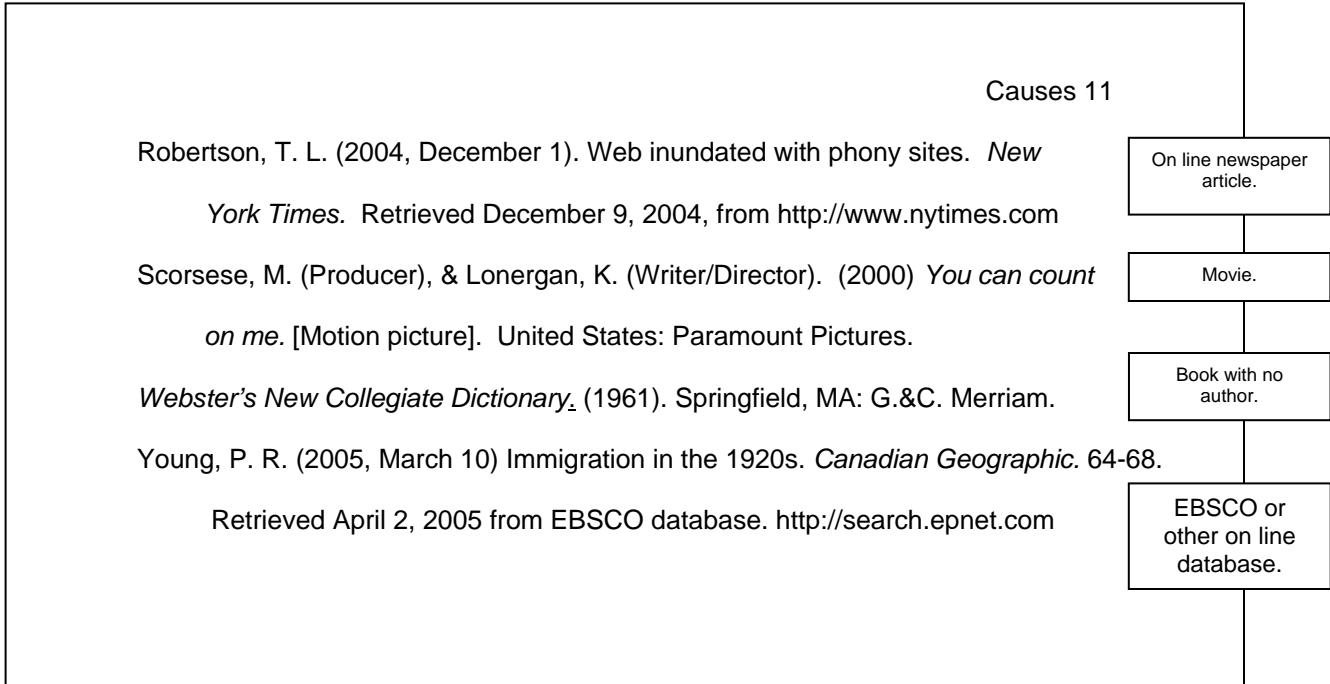
Norris, L. (Executive Producer). (2004, October 30). *Live with Peter Mansbridge* [Television broadcast]. Toronto: Canadian Broadcasting Corporation.

Oliver, F. (Writer), & Cassidy, G. (Director). (2003). The soup Nazi [Television series episode]. In J. Smith (Producer), *Seinfeld*. New York: National Broadcasting Company.

Oregon Department of Health. (2005, July 21) *Tobacco and health*. Retrieved September 28, 2005, from <http://www.healthoregon.org/health/smoking.html>

Pacific northwest tree octopus. (n.d.). Retrieved December 8, 2004, from <http://zapatopi.net/treeoctopus.html>





• **Notes on Style**

APA papers also

- never use personal pronouns ('I think...') unless your teacher gives you permission.
- never address the reader as 'you' ('You will see...').
- are consistently written in the past tense.
- never use contractions (don't, isn't...).
- never use slang (unless quoted).
- refer to individuals throughout the text by their last names, or their first and last names, but never simply by their first name.

MLA Format

Note: This section is adapted from:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: The Modern Language Association of America, 2003.

See this book for more detailed information and further examples. It can be ordered from <http://www.mla.org/> for US\$17.00.

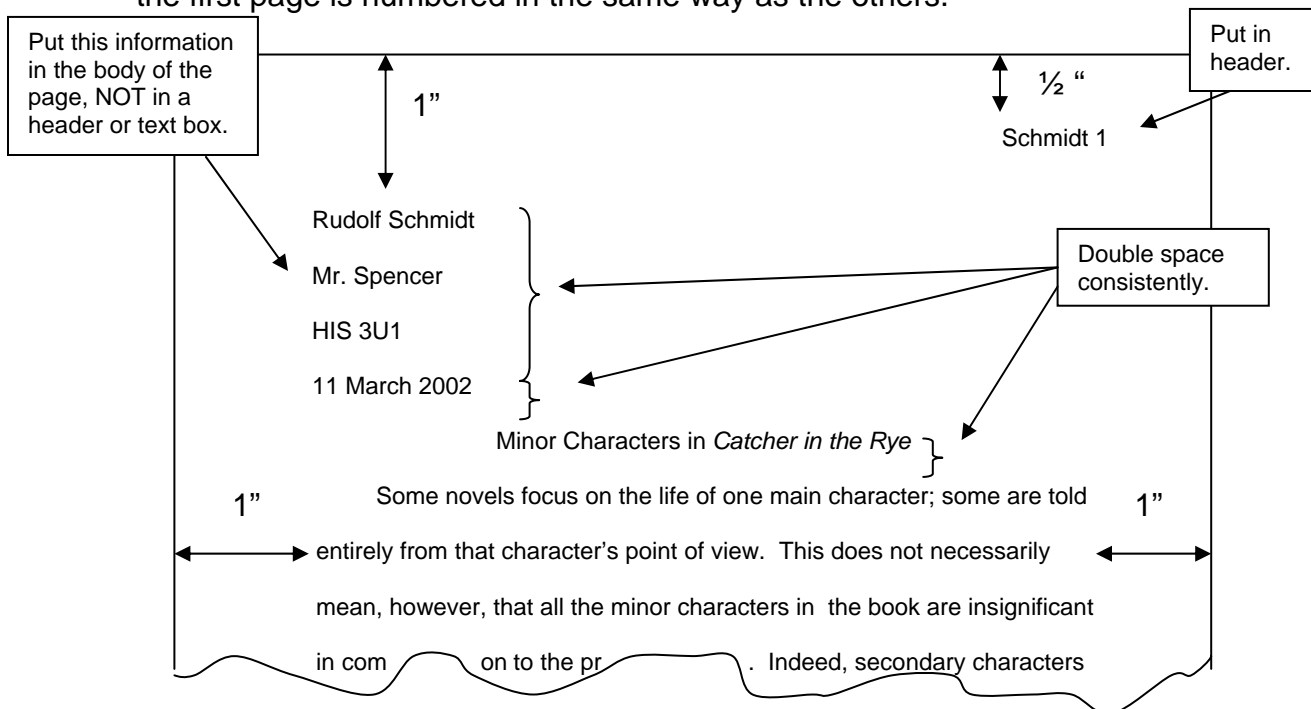


• Paper and Font

Assignments should be typed on plain white 8 ½ x 11 paper. Do not use coloured or patterned paper. Use a plain 12 font, such as Arial or Times New Roman. Use the same font throughout, for titles and other headers as well as the main text. Use one inch margins on all sides, except for page numbers. The entire paper, including headings, all quotations, and the works cited, should be double spaced. Indent the first line of new paragraphs; do not put extra line spaces between them.

• First Page Setup

Assignments in MLA do not use title pages. Instead, in the top left hand corner of the page, type your name, your instructor's name, the course code, and the date, double spacing between lines. Double space again and centre the title. Double space between the title and the first line of the text. Do not underline or use italics for your essay title (except for an included book title), put it in quotation marks, use all capitals, or use a different font. Capitalize the first word and all key words in the title. Note that the first page is numbered in the same way as the others.



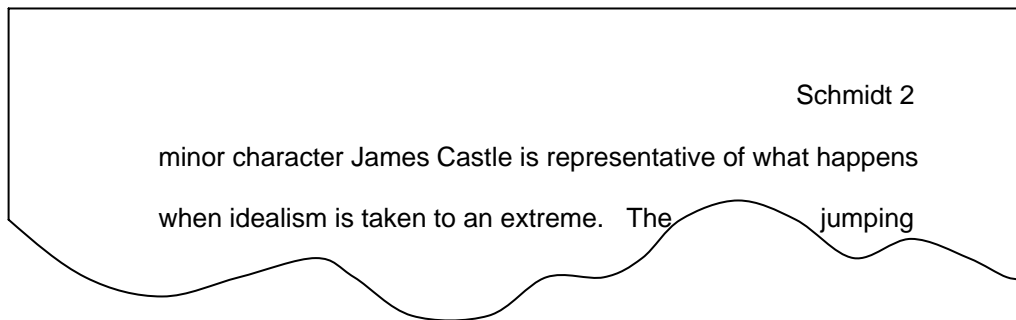
- **Page Numbers**

Pages are numbered in the top, right-hand corner, ½ " from the top, and right justified. Put your last name followed by one space and the number. Do not use commas, periods or abbreviations such as "p." or "pg.". On a word processor, it is easiest to insert page numbers using a "header". Note that the "Works Cited" page is also numbered.

- **Following Pages Setup**

The remaining pages in the body of the assignment are set up with the same margins and page numbers; however, the four heading lines and the title are not repeated on each page.

Each new paragraph should be indented one tab or 5 spaces. Do not put extra spaces between paragraphs.



- **Quotations**

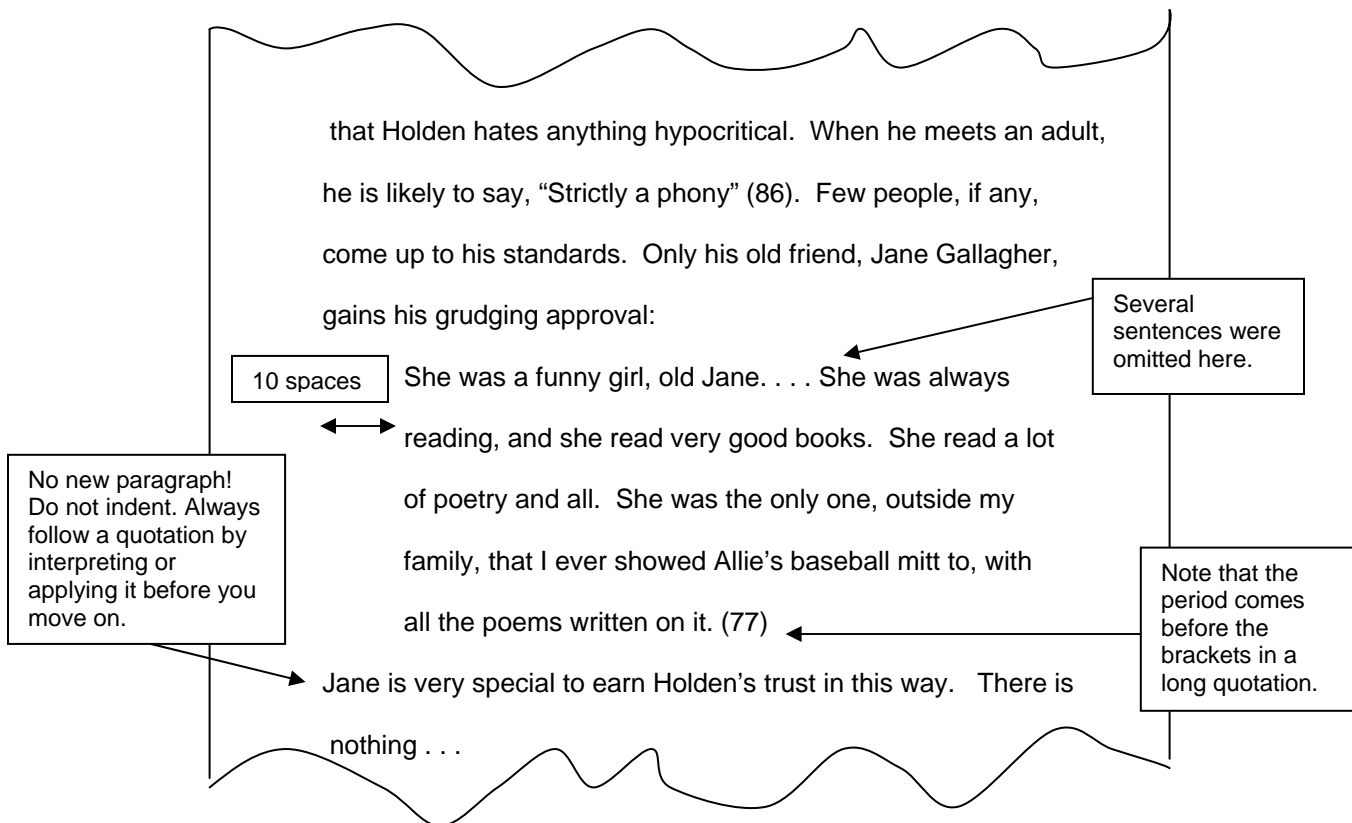
Quotations must reproduce the original source exactly. You must construct a clear, grammatically correct sentence that allows you to introduce or incorporate a quotation smoothly and accurately.

Short quotations of 1 to 4 lines are put into quotation marks and included, double spaced, in the body of the assignment. They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence; the appropriate punctuation, or none at all, is then used. Quotations are followed by the page reference in parentheses (see below) and then the period.

Long quotations of more than 4 lines are set off from the body of the assignment by indenting them 10 spaces. Type the quotation double spaced, without using quotation marks. Do not indent the first line more than the others unless you are quoting two or more paragraphs. A long quotation is introduced by a colon (:) unless it forms a

continuation of a body paragraph sentence; the appropriate punctuation, or none at all, is then used. Long quotations are followed directly by a period, and then the page reference in parentheses (see below).

When quoting **poetry or Shakespeare**, quotations of one to three lines are handled as short quotations, but a slash (/) is used to show the start of a new line. Quotations of 4 or more lines are handed as long quotations. Be sure to reproduce the quotation exactly, including line length, capital letters, and punctuation.



If you leave anything out of a quotation, put in three spaced dots (an ellipsis . . .) to show the omission. **Do not put ellipses at the beginning or end of the quotation** unless the individual sentence involved is incomplete. If you make any change in a quotation for clarity, put it in square brackets (Johnston states, "[They] cannot rely on the current government.")

- **Parenthetical Documentation**

The page number of the quotation is placed in parentheses () at the end of the quotation. Do not use short forms such as "p.". If the author of the quotation is perfectly clear, put only the page number (67).

If the author is unclear, especially when more than one source is quoted, put the author's last name and the page number, with no punctuation (Grisham 241). If there

are two books by the same author and the source is unclear, put a key word from the title, in italics, and the page number (Grisham *Chamber* 134) or (Grisham *Firm* 88). Italics are now preferred over underlining.

- **Web Sites and Parenthetical Documentation**

Believe it or not, web pages have authors too! The author may be a government body or an organization, such as the Ministry of Health or Amnesty International. If there is no author, the site may not be reliable and should not be used.

Web sites do not have page numbers, so they have to be documented differently. Put the author's name in the parentheses, followed by the paragraph symbol and number. In every case, make sure that the web site is included in your list of Works Cited so that the reader has the full information and can access the actual web site if necessary.

The use of this literary device is particularly effective: "The metaphor enhances the impact of the surprise ending, leaving the reader to draw his or her own implications from Laurence's actions" (Friefeld ¶ 4). It is only . . .

- **Shakespeare and Parenthetical Documentation**

When quoting **Shakespeare**, do not put the page number in parentheses. Give the act, scene and line(s), using ordinary numbers with periods in between.

~~(Act 1, Scene 7, Lines 12-16)~~ ~~(I, vii, 12-16)~~ ~~(1,7,12-16)~~ (1.7.12-16) ✓

Schmidt 3

that Macbeth is reluctant to murder Duncan. He reminds himself:

He's here in double trust:

First, as I am his kinsman and his subject,

Strong both against the deed: then, as his host,

Who should against his murderer shut the door,

Not bear the knife myself. (1.7.12-16)

Macbeth is very reluctant; it is only his "vaulting ambition" (1.7.27) which causes him to go ahead with the deed.

Note that the quotation starts and ends in the middle of the line. Quote sentences, not lines!

There should be no extra spaces before and after the quotation. Double space throughout.

• **Works Cited**

All sources should be listed on the "Works Cited" page at the end of the assignment.

Works Cited

Curmudgeon, Peter. *The Last Dance With You*. Montreal: Prentice Hall, 2006.

Salinger, J. D. *The Catcher in the Rye*. New York: Bantam, 1951.

Form for a basic book.

The words "Works Cited" are centred. Do not underline, bold, or use a different font. Sources are listed in alphabetical order by author's last name. No numbering is used. Each entry is a double spaced hanging paragraph (the second and following lines are indented). The title of each source is in italics. Follow the punctuation closely.

Please note that *italics* are now preferred for titles instead of underlining.

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Works Cited

Alexander, Frances. *A New Introduction to World Religion*. New York: Random House, 2001.

---. *Religion and History*. New York: Random House, 1997.

Beethoven, Ludwig van. *Symphony no. 7 in A, op. 92*. 1812. New York: Dover, 1998.

Bladen, Nigel; cond. *Symphony No. 1 in C, op. 21*. By Ludwig van Beethoven. London Philharmonic. EMI, 1988.

Brandon, J. P., ed. *A Collection of Canadian Short Stories*. Toronto: Oxford, 1998.

Clarke, C. "How to Write an Essay." *A Handbook for Secondary Students*. Ed. John Attwell. London: Dodd and Sons, 2003. 123-178.

"Canadian Government." *The New Encyclopedia Britannica: Macropaedia*. 15th ed. 1987.

Chaucer, Geoffrey. *The Canterbury Tales*. Ed. Margaret Kortes. Toronto: Harcourt Brace Jovanovich, 1988.

Cini, Carl and Michael Tambureno. *Why Study History?* Ottawa: Addison Wesley, 2000.

Clement, Brian. *Advanced Physics*. 4th ed. Vancouver: Ginn, 2004.

Donaldson, Sabina, and Andrew Winzelburg. "Laughter and Stress." *American Humor*. July-Aug. 1999: 43-65.

Ferguson, Steven. "IQ Scores Are Up, and Psychologists Wonder Why." *Globe and Mail* [Toronto] 23 March, 1995: B1.

Graham, David. *Washington State Attractions*. 13 Feb. 2003. <<http://northwest.umichigan.ca/~graham/snow.html>>.

Macaluso, Samuel. Home page. 24 April 2004. <<http://www.stedmundcampion.ontario.com/~smacaluso/>>.

McDonald, R. D. "The Plagiarism Epidemic in our High Schools." *The Toronto Star Online*. 2 January 2003. 13 January 2005 <<http://www.thestar.com/library/01/01/articles.html>>.

Basic book entry.

Another book by the same author.

A musical score.

A sound recording.

A collection by a variety of authors with an editor.

A work in an anthology or collection.

Article in a reference book or encyclopedia.

An edition with an editor.

A book with two or more authors.

Second or later edition

Article in a magazine.

Newspaper article. Include city if not already in title.

A professional or personal web site. Date is date of access. If there is no title, give a description of the site.

Newspaper or magazine on line. First date is date of publication, second is date of access. If no author is given, start with the article title in quotation marks.

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"The Murder of Anne Boleyn." *History Channel.com*. 2003. History Channel.
14 December, 2004. <<http://historychannel.com/>>. Path: English History;
The Monarchs; Anne Boleyn.

"Natural Selection." *Nicholson's Survey of Science*. CD-ROM. New York:
Scienceserve Publishing, 1999.

"The Return of Q." *Star Trek: The Next Generation*. Dir. Jonathan Frakes. Perf.
Patrick Stewart, Jonathan Frakes, Marina Sirtis. CFTO, Toronto. 19 Sept, 2002.

The Wizard of Oz. Dir. Victor Fleming. Perf. Judy Garland, Frank Morgan, Ray
Bolger and Burt Lahr. Videocassette. MGM/United Artists, 1939.

The Wonder of It All. Dir. Mario Dilorio. Perf. Gerrard Morrison and L. A.
Cunningham. Renaissance Films, 1991.

Wyatt, Josephine E. "Shakespeare, Shylock and Us." *Canadian Literary Review*.
Spring 2003. Vol. 23. Issue 2. 34-63. EBSCO. 21 Oct. 2005
<<http://www.search.epnet.com>>.

Xena's Fragrance by Ralph Lauren. Advertisement. *Cosmopolitan*. May
2000: 21-2.

Xerox Photocopiers. Advertisement. 17 Feb. 2002 <<http://www.businessworks.com/features/copiersads.html>>.

Zettler, Ingrid. Personal interview. 4 Nov. 2004.

Zurich Insurance. Advertisement. CBC. 11 Jan. 2002.

If the page has no URL, or a very long complicated one, reference the home page and give the links to follow as a "path".

A CD-ROM.

A TV show episode.

A videocassette or DVD. Give the appropriate medium.

A movie.

EBSCO or other on line database. Second date is date of access. Give URL of search page.

A magazine advertisement.

Online advertisement.

Personal interview.

An advertisement on television.

- **Notes on Style**

1. Be consistent with tense. Literary essays are written in the present tense.
2. Do not use artificial phrasing such as “This quotation proves . . . ” or “This essay will discuss . . .”
3. Use formal, standard English. Avoid slang or colloquialisms.
4. Do not use contractions. (e.g. use “do not” instead of “don’t”)
5. Do not use first person (I, me, us, we) unless your teacher gives you permission.
6. Do not address the reader directly as “you”.
7. Underline the titles of all books and movies.

Appendix: English Literary Essays

- **Use of MLA**

MLA format should be used for all English essays.

- **Paragraphs**

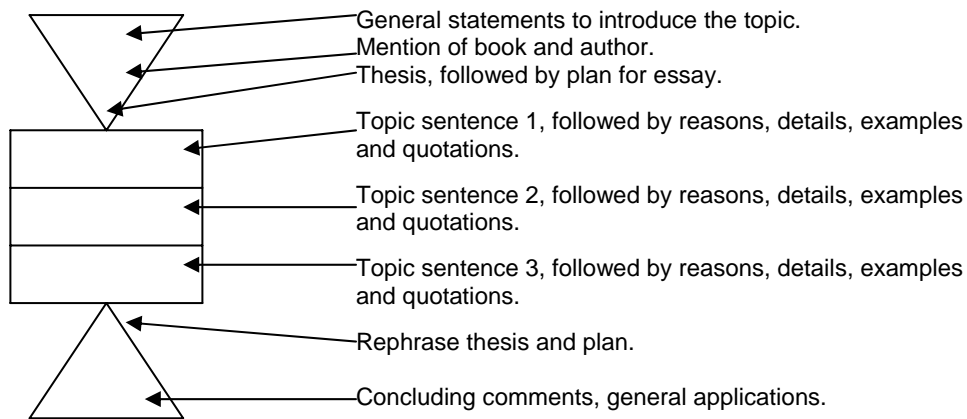
Please note that there is really no such thing as the “5-Paragraph Essay”. There is, however, a “5-Part Essay” which is used as a model. In this, each argument does not have to be limited to one paragraph. This would sometimes lead to long, rambling, and cumbersome paragraphs. In longer and comparative essays, breaking arguments down into paragraphs is essential. Since each argument may have more than one paragraph, it is necessary that each argument start with a good topic sentence to make the structure clear (see below).

- **Introduction**

The introduction for a formal literary essay should be in the inverted pyramid format, moving from the general to the particular.

- The first sentence(s) should be general statements to introduce your topic. They should also get the reader’s attention.
- The middle sentence(s) should begin to narrow your topic, and introduce the specific book and author which you are discussing.
- The final sentence(s) should contain the actual thesis and plan for your essay (list of arguments). The last thing in your introduction should be the specific arguments that you will use to prove your thesis.

(See diagram below.)



- **Thesis and Plan**

The thesis should be given in the form of a statement. It should state the point that your essay will attempt to support. It should not merely state the obvious, but be something worth proving. The thesis should be followed by the specific arguments that you will use to support your thesis, stated concisely in parallel form. Ideally, the thesis and plan should consist of one sentence total. Do not attempt to argue your essay in the introduction!

Poor: Macbeth is destroyed at the end of the play. (states the obvious, no plan)

Poor: Macbeth's destruction is brought about by his ambition, his judgment is poor, and doing evil acts. (not in parallel form: noun—clause—gerund)

Good: Macbeth 's destruction is brought about by his overwhelming ambition, his poor judgment, and his evil acts. (parallel form: noun—noun—noun)

- **Topic Sentences**

Each argument must begin with a clear topic sentence which uses a key word from the thesis/plan. For the essay on Macbeth given above the three topic sentences might be:

1. Macbeth's relentless ambition ultimately results in his downfall.
2. The poor judgment he exercises in a number of situations also contributes to Macbeth's defeat.
3. When his evil acts come back to haunt him, Macbeth's doom is sealed.

Always put your arguments in the same order as they are introduced in your plan.

- **Use of Quotations**

Quotations are essential evidence in literary essays. However, they must be used effectively. Follow the following guidelines in using quotations in your paper.

1. Avoid overly long quotations. Try to pick out the essential part that proves your point. Quotations should never take up more than $\frac{1}{4}$ of your argument.
2. Always lead up to your quotation by giving the speaker and the situation. Do not assume that the reader knows the exact part of the book that you are quoting.
3. Always follow up your quotation by commenting on, explaining, applying, interpreting, or drawing a conclusion from your quotation. Do not leave the reader to do the work! Never move on to a new point or paragraph immediately after the quotation.
4. Always introduce and follow up on each quotation separately. Do not string them together.
5. Remember that quotations are not a substitute for argument. Your well-developed argument is what will make a good essay, not a series of quotations strung together by “ifs, ands and buts”.