

Skyhawk Style Manual

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English Department

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Welcome to the Skyhawk Style Manual. This booklet is designed to help you write any research paper you may be assigned in any class during your years as a student at Johnsburg High School. The basics of research paper writing are covered here. For any questions you may still have that are not answered in this booklet, check with your classroom teacher or ask the librarian in the Learning Center.

Basic Paper Format

The format of your paper should meet the following criteria:

- Font used should be Times New Roman, 12 pt.
- The heading must be in the upper left-hand corner of the first page and double-spaced.
- Do NOT underline, use quotation marks or italicize the title of your paper.
- Margins should be **one inch** at the top, bottom, left and right.
- The body (text) of your paper should be double-spaced. Use **Ctrl+2** for double-spacing. **Ctrl+1** will return formatting to single-spacing.
- **Every** page should be numbered along with your last name in the upper right-hand corner of every page. (See example below.)
- **For Word 2003 only**, use the following directions for numbering your paper:
 - a) Click on **Header and Footer** in the **View** menu (at the top of your screen).
 - b) The **Header and Footer Toolbar** will open.
 - c) A text box will also open up at the top of your page.
 - d) Next, click the **Align Right** button (located to the right of the Underline **U**) in the regular toolbar at the top of the screen.
 - e) Click on the **Insert Page Number** button in the **Header and Footer Toolbar**.
 - f) Move your cursor to the left of the page number in the textbox. Type your last name and then hit the space bar once.
 - g) Close the **Header and Footer Toolbar**. Your pages will then be numbered correctly as you continue to type your paper.

The top of your first page should look like this: (not to scale)

<p>(Student name will be 1" from top.) Student Name</p> <p>Teacher's Name</p> <p>Course Title</p> <p>Day Month Year</p>	<p>(Header will be 1/2" from top.) Student's last name and page number</p>
<p>Your Title</p>	
<p>Begin typing the text of your paper on the next double-spaced line after after your title. Continue to double-space throughout your paper.</p>	

Here is an example of how an actual student paper should begin:

Petersen 1

Kaitlin Petersen
Mrs. Travers
College Composition
8 February 2009

Freedom of the Press in a Modern-day Democracy

Protecting confidential sources has been an ethical concern of the press
for centuries, and the challenge for reporters today . . .

Thesis Statement

A thesis statement is a single specific declarative statement of argument. It sets the direction, purpose, and intent of the paper for both the author and the reader. It is usually the last sentence of the introductory paragraph in an essay.

An effective thesis statement allows the writer to attack the question in a number of ways and leads the reader into a sophisticated argument. **A less effective thesis statement** does not effectively develop the points the writer wants to explore.

Attributes of a good thesis statement:

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is **specific and focused**. A strong thesis proves a point without discussing “everything about . . .” Instead of music (too broad a topic), think “American jazz in the 1930s” and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: *Be flexible*. The evidence may lead you to a conclusion you didn’t think you would reach. **It is perfectly okay to change your thesis!**

- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments.
- It **avoids** vague, indecisive language (like “it seems,” “probably,” “maybe,” “perhaps”).
- It **avoids** the first person (“I believe,” “In my opinion”, or any reference to “me,” “my,” or mine).
- It passes the “**So What?**” or “**Who Cares?**” tests. (When your most honest friend reads your thesis statement, would he ask “why should I care?” Would he respond with “but everyone knows that!”) For example, the thesis statement “people should avoid driving under the influence of alcohol” would be unlikely to evoke any opposition or argument.
- **Your thesis statement should also avoid wording such as:**
 1. “My paper will be about . . .”
 2. “The intent of my paper is . . .”
 3. “The purpose of my paper is . . .”
 4. Any indecisiveness, such as “probably,” “maybe,” perhaps,” or “I think.”

Thesis Statement Examples

A. Incomplete thesis (lacks reasoning/poor thesis):

The school should not be allowed to censor the student newspaper.

Explanation: Even though it clearly states the author’s position, this statement lacks reasoning. It fails to tell the reader “why” the author chooses this position.

B. Basic thesis (three-point style/good thesis):

School administrators should not be allowed to censor the student newspaper because students have a right to their opinions, people need to know the truth about school issues, and censorship is undemocratic.

Explanation: Unlike the first example, this statement gives the author’s reasons for choosing his argument.

C. Complex thesis (allows multiple directions in argument/better thesis):

Although students may at times express controversial opinions, the entire function of a student newspaper is to empower students to discuss and write about issues that matter to them without the threat of censorship.

Explanation: This thesis is sophisticated and specific. It shows that the author is aware of both sides of the issue, clearly states the author’s opinion, and gives reasoning for “why” the author feels the way he does. Rather than limiting himself to three basic ideas, this author has opened a general debate in which he is free to argue and organize any number of main points relating to the topic.

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## Creating an Outline

A **formal outline** shows the main points of the topic, the order in which they are to be presented, and the relationship among them. Outlines are useful for formal papers and for speeches.

### **Formal Outline format:**

Center Your Title Here

Thesis Sentence: This is the point of my paper, what I feel about the topic and the specific point of view that I want to show you.

- I. This is the first main topic of my paper.
  - A. This is the first main subtopic of this main topic.
    - 1. This is the first idea of this subtopic.
      - a. This is specific information about the first idea.
      - b. This is also specific information about the first idea.
        - i. Even more specific detail about point “b” above.
        - ii. Additional more specific detail about point “b” above.
    - 2. This is the second idea related to subtopic “A”.
  - B. This is the second main subtopic of this main topic.
- II. This is the second main topic of my paper.
- III. Etc. . . .

**There are two basic types of formal outlines:**

- ***Sentence Outline:*** Each main topic and subtopic is written in a complete sentence. You should only use statements and avoid using questions.
- ***Topic Outline:*** Each main topic and subtopic is written in only words or short phrases. Also avoid using questions in a topic outline.

**With either a Topic Outline or a Sentence Outline:**

- Write the title of your paper at the top of the outline.
- **Double space** the entire outline.
- Indent each division. **The letter or number goes directly under the first letter of the first word of the heading above it.**
- Whenever you decide to list one subheading, you **must** list at least one other (if you have an A, you **must** have a B; if you have a 1, you **must** have a 2).
- Keep the same rank and parallel form. For example, if A is a noun, then B and C must also be nouns. The form of subtopics does not need to be parallel to that of the main topics.
- Begin each item with a capital letter. Use end punctuation in sentence outlines only.

**Example of a Sentence Outline:**

Landscape Painting Made Simple

Thesis Statement: Anyone can paint a simple landscape by following step-by-step procedures.

- I. One needs to first choose materials and a subject.
  - A. One can start by purchasing a few basic art supplies.
    1. Buy paints in black, white, and the primary colors.
    2. Buy an eraser and pencils or charcoal.
  - B. Beginners should choose a simple subject.
    1. One should not include buildings, people, or animals.
    2. Beginners do best when they paint large areas.
  - C. Experienced painters may also enjoy painting simple landscapes.
- II. One needs to make preliminary sketches of one's subject.
  - A. It is helpful to first draw canvas size sketches of one's subject.
  - B. One can then transfer the best sketches to one's canvas using light pencil.
- III. One is then ready to paint one's landscape.

**Example of a Topic Outline:**

## Reforming America's Schools

Thesis statement: Because of inadequacies in the public educational system in the United States, reform is needed.

## I. The Nation at Risk Report

- A. The commission's charter
- B. Sources of the charter
  - 1. Papers commissioned from experts
  - 2. People who testified at meeting

## II. The opponents of the Nation at Risk Report

- A. Unfair expectations on schools
- B. Unfair judgments of schools
- C. National testing programs

## III. The improvement in the educational system

- A. Improved test scores
- B. Passed reforms
  - 1. Longer school days
  - 2. More school hours
  - 3. Higher graduation requirements

## Plagiarism

**Plagiarism** is the uncredited use (both intentional and unintentional) of another's words or ideas.

Plagiarism includes, **but is not limited** to the following:

1. Using by paraphrase or direct quotation, of the published or unpublished work of another person without clear and accurate citation.
2. Not giving credit to another writer's ideas without citation.
3. Borrowing all or part of another individual's work.
4. Using an agency or Internet website engaged in the selling of term papers or other academic materials.
5. Not being able to produce your sources.
6. Directly lifting material in any way including **cutting, pasting, or copying with or without citing the source.**
7. Fabricating your sources.
8. Inaccurately citing material (i.e., the citation is for source "A," but the information was found in source "B." *Or*, listing incorrect page numbers in your citation).

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Other Points to Consider

1. Sources cited within the text of the paper **must be listed** on the Works Cited page.
2. Sources listed on the Works Cited page **must also** be cited in the text of the paper.
3. **Blend/intertwine your sources.**
 - A good paper will blend a variety of sources and ideas throughout the entire paper. Avoid using only one source per paragraph or page. Also avoid simply copying or pasting when you cite. Paraphrase.
 - If a source is used several times by following the same order of presentation as the source (such as citing pages 234, then 255, and then 276; or worse, citing pages 234, 235, and 236), this creates the appearance that you are merely summarizing the material without putting any original thought, analysis, or integration into the overall argument.

- *Regardless of the order or location of multiple uses of a single source, relying on a single source more than just a few times usually implies inadequate research and thinking.*
4. **Wikipedia** should not be used as a source. Your instructors will tell you which types of resources are permissible for each research assignment.
 5. When directly quoting within the text of the paper, state the speaker and his position to provide credibility.
 6. "Quotations are effective in research papers when used selectively. Quote only words, phrases, lines and passages that are particularly interesting, vivid, unusual, or apt, and keep all quotations as brief as possible" (Gibaldi 109).
 7. Use only a few direct quotes in your paper. Using too many direct quotes makes papers uninteresting and indicates that you do not know how to express your own thoughts on the subject matter.
 8. When quoting, always give the speaker and his position to offer credibility. When citing the direct quote, state the author of the source, or if no author is given, state the article title using quotation marks. Do not cite using the speaker of the quote, unless he is also the author of the source.
 9. "If a quotation runs to more than four lines in your paper, set it off from your text by beginning a new line, indenting one inch ... from the left margin, and typing it double-spaced, without adding quotation marks" (MLA 94). Tabbing two times from the left margin will give you a one inch indentation for the quotation.

Example of a long quotation in the body of your paper:

At the conclusion of Lord of the Flies, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too. (186)

10. When presenting a study or survey, always give the year and source of the study or survey.
11. **EVALUATE WEBSITES CAREFULLY.**
- Always evaluate the sources you use for your paper, regardless of their origin.
 - You can easily locate **.edu** or **.gov** sites by navigating to `<http://searchedu.com>` or to `<http://searchgov.com>`.
 - Always evaluate for authority, purpose, date, reliability, and accuracy in a web site before you use the information in your paper.
12. **AVOID** using the following words in your paper: me, my, mine, I, you, our, we, us, yourself, myself, or ourselves.
13. **DO NOT USE** contractions, slang, or trite expressions in your papers.
14. “If a quotation ending with a question mark or an exclamation point concludes your sentence and requires a parenthetical reference (citation), retain the original punctuation within the quotation mark and follow with the reference and the sentence period outside the quotation mark “ (MLA 104).
- Example: In Mary Shelley’s *Frankenstein*, the doctor wonders. “How can I describe my emotions . . . I had endeavoured to form?” (42).

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## Parenthetical Citations

**EVERY** time you refer to the work of another person in your paper, you should indicate this by the use of a parenthetical citation. This involves putting the source of the information you use within parentheses after your paraphrase or quotation, and it will always correspond with a detailed entry on the Works Cited page. This type of citation will tell your reader exactly where you found the information you are using in your paper. You will put the citation at the end of the sentence that contains the paraphrase or quotation

In MLA format, for a print source, the author’s last name and the page number(s) from which the quotation paraphrase was taken must be included in the body of your paper, and a complete reference should be included in the Works Cited page.

For an electronic (online) source, the citation is handled differently. You need to include in your text the first item that appears in the Work Cited entry for that source (for example, the author’s name, article name, or website name). You do not need to give paragraph or page numbers for electronic sources. See the electronic source example on the following page.

1. Romantic poetry is characterized by the “spontaneous overflow of powerful feelings” (Wordsworth 263). **Sentence contains quote, but doesn’t include author’s name or page number.**
2. Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263). **Sentence contains quote and author’s name, but not page number.**
3. Wordsworth explored the role of emotion in the creative process (263). **Sentence contains a paraphrase, but not the author’s name or page number.**
4. The *Purdue OWL* is accessed by students at high school and college every day for research paper citation guidelines (Stolley, et al.). **Electronic resource. In this example, there the name of the website has been mentioned in the text, and the author’s name is given in the citation. The parenthetical citation for an electronic resource will always contain the first item from the Works Cited entry for that source, and page numbers are not given.**

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Preparing the Works Cited Page

Your **Works Cited** page will list all the sources you have used and for which you should have included parenthetical citations throughout your paper. This page will begin on a separate sheet at the end of your research paper. Title this page Works Cited, and center the title on the page. All entries should be double-spaced, and you should use a hanging indent formatting style for all entries.

You will need to determine the type or medium of publication for each entry. This will usually be Print or Web, but other possibilities could be Film, CD, DVD, Audiocassette, MP3, PDF file, Television, or Personal Interview.

The following are some examples based on Purdue University’s Online Writing Lab (the OWL at Purdue) for creating your Works Cited Page:

BOOKS (Print version)

Author(s). *Book Title*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

- **(book with one author)**

McManus, Erwin Raphael. *Uprising*. Nashville: Nelson, 2003. Print.

- **(book with two or three authors)**

Gingrich, Newt, and William R. Forstchen. *Pearl Harbor: a novel of December 8th*. New York: Dunne, 2007. Print.

- **(book with four or more authors)** (Note: *et al.* is a Latin abbreviation for “and others.”)

Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. London: Longman, 1985. Print.

- **(book with an editor)**

Valenza, Joyce, ed. *Bagels and Books: An Anthology*. Brooklyn, NY: Random, 2001. Print.

MAGAZINE (Print version)

Author(s). “Title of Article.” *Title of Magazine* Day Month Year: Pages. Medium of publication.

- Orekin, Michele. “Spending It All on the Kids.” *Time* 7 July 2003: 24-25. Print.
-

PERSONAL INTERVIEW

Name of person interviewed. Personal interview. Date of Interview.

- Huff, Pamela. Personal Interview. 20 Sept. 2010.
-

ELECTRONIC SOURCES including DATABASES:

***As you research, before you write your paper, you should locate the following information for any Internet sources. Not every source will have all of the following, but this information, when available, is required for correct citation. Look all around the webpage—top, bottom, side panels—you may need to navigate to an “About us” or an FAQ page to get the information you need.

1. Author and/or Editor of website or article
2. Webpage or article name in quotation marks
3. Title of Website, project, or book—*put in italics*. **Some Print publications have Web publications that have slightly different names—be careful here.
4. Any version numbers, revisions, posting dates, volumes, or issue numbers
5. Name of publisher
6. Date of publication (put this in parentheses)
7. Any page numbers—these are not always given
8. Date you accessed the information
9. URL <<http://addressofwebsite>>

Here are some examples of electronic sources Works Cited citations:

Perkins, Sid. "Less, thinner Arctic ice." *Science News* (9 May 2009): n.pag. *MAS Ultra - School Edition*. Web. 6 Sept. 2010. <<http://search.ebscohost.com>>.

Summerville, Jennifer, and John Fischetti. "How to Foil Cyberbullies." *The Chronicle of Higher Education* (June 2005): B36-B37. *OCLC First Search*. Web. 6 Sept. 2010. <<http://newfirstsearch.oclc.org>>.

“What is the Difference between Weather and Climate?” *National Center for Atmospheric Research*. U Corporation for Atmospheric Research, 2005. Web. 9 Sept 2010. <<http://www.eo.ucar.edu/what/index.html>>.

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### **Other Tips for Citing Sources**

1. Alphabetize your entries on the Works Cited page. See pp. 16 & 17 for examples.
2. If no author is given, begin the citation with the title.

3. Abbreviate the names of all months except May, June, and July.
4. Use shortened forms of publishers' names.
  - Leave out articles—A, An, or The—and words like Co., Inc., Books, House, Press, and Publishers.
  - When citing a university press, add the abbreviations *U* and *P* (Ohio State UP).
  - If the publisher includes a person's name, cite the surname alone (instead of John Dunne, use Dunne).
  - If the publisher's name includes the names of more than one person, cite the first surname (last name) only (instead of Harcourt, Brace and Jovanovich, use Harcourt).
5. Use familiar abbreviations in publishers' names, such as MLA for Modern Language Association or GPO for the U.S. Government Printing Office.
6. Use *hanging indentation* format. Indent the second line of an entry and all other lines half an inch or 5 spaces. (Microsoft Word will do this for you. Check the formatting instructions for the version you are using.)
7. All parts of a research paper should be double-spaced, including your list of works cited.
8. Titles of newspapers, magazines, and journals are **not** followed by punctuation.
9. Keep the URL (uniform resource locator, the complete location or address of an internet source ) all on the same line.
  - If there is not room to write the complete web address at the end of your citation, divide it into two parts at a "/" if possible. If not, then hit the enter key and type the entire URL without breaking it up.
  - Use these symbols < > at the beginning and the end of the URL.
  - Do not let your word processing program convert the URL to a hyperlink (with an underline.) If that happens, click on the "undo" button in the toolbar to correct this.

Example of Works Cited Page (not to scale)

Petersen 8

Works Cited

Fitzgerald, David. "Fox River Creeps Up During Day." *Northwest Herald*  
 26 Aug. 2007: A1. Print.

Gingrich, Newt, and William R. Forstchen. *Pearl Harbor: a novel of December*  
 8<sup>th</sup>. New York: Dunne, 2007. Print.

Huff, Pamela. Personal Interview. 20 Apr. 2007.

McManus, Erwin Raphael. *Uprising*. Nashville: Nelson, 2003. Print.

Monteverde, Matthew. "School Violence." Teen Health and Wellness: Real Life,  
Real Answers. Rosen, 2007. Web. 3 July 2007.  
 <<http://www.teenhealthandwellness.com>>.

Orekin, Michele. "Spending It All on the Kids." *Time* 7 July 2003: 24-25. Print.

Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*.  
 London: Longman, 1985. Print.

Perkins, Sid. "Less, thinner Arctic ice." *Science News* (9 May 2009): n.pag  
*MAS Ultra – School Edition*. Web. 6 Sept. 2010. <<http://search.ebscohost.com>>.

Valenza, Joyce, ed. *Bagels and Books: An Anthology*. Brooklyn, NY:  
 Random, 2001. Print.



