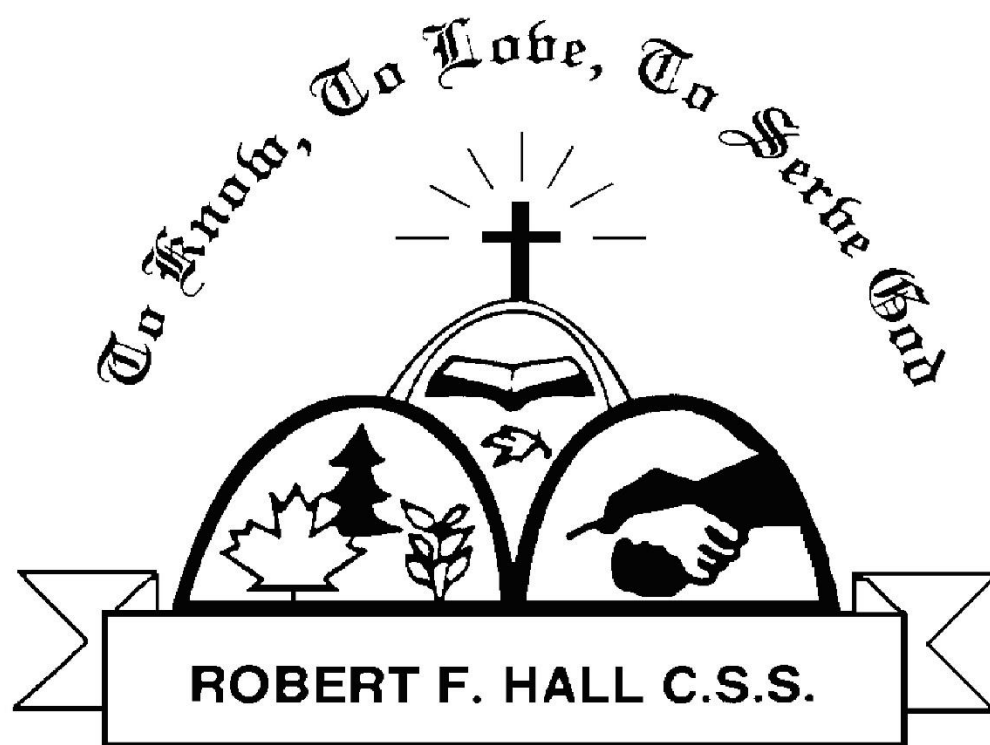


Robert F. Hall C.S.S



APA Essay and Research Guide

Table of Contents

| | |
|---|---------------|
| Plagiarism..... | 3 |
| APA Format..... | 5 |
| • Formatting | 6 |
| • Sample Title Page | 6 |
| • Abstract | 7 |
| • In-Text Citations | 8 |
| • Quotations | 8 |
| • References | 9 |
| • Annotated References List | 10 |
| • References and In-Text Citations Chart | 11 |
| • Sample References | 27 |
| • Notes on APA Style | 30 |
| How to Create the Research Paper | 38 |
| The Research Pathway | 39 |
| The 5Ws of Web Evaluation | 40 |
| Paraphrasing | 41 |
| Writing Style | 42 |
| Works Cited/Consulted | 44 |

Plagiarism and Academic Honesty



Job 27:6 - I hold fast to my righteousness, and will not let it go.

According to the St. Joan of Arc C.S.S. agenda:

"Plagiarism, an example of cheating, is *the act of claiming another's words, ideas, and/or work as one's own such as, but not limited to: copying an assignment completed by someone else; piecing together material from one or several sources and adding only linking sentences; quoting or paraphrasing material without citing the source; copying and pasting from the Internet or other electronic sites without citing the source; not providing quotation marks for direct quotations, even if the sources have been cited; falsifying a citation"* (13).

Taking into account the **Catholic Virtues** of **Conscience**, **Respect** and **Fairness**, it is clear that **Academic Honesty** is absolutely essential to your self-esteem; your relationships with your family and teachers who trust you to do the right thing and to the community at large, which relies upon the education system to help prepare young men and women to be both effective and honest in the positions they will eventually have. Each assignment students do must be a true reflection of **their own abilities**.

Avoiding Plagiarism

To avoid plagiarizing when you are writing an essay or a report, you **must** document:

- the exact written or spoken words of another person;
- another person's idea, opinion, or theory;
- graphs, statistics, tables, charts, drawings, artwork, or anything else you did not create yourself;
- paraphrases (using your own words to express someone else's written or spoken words), and
- summaries of another person's spoken or written words.

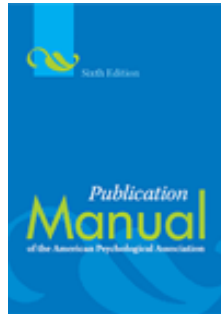
It is also considered **plagiarism** to resubmit an assignment that you used in another course **without the consent of the teachers**. The expectation is that **every** assignment you submit is **original**, created for that specific assignment in that particular class and for that specific teacher. **Resubmitting an assignment** is called **self-plagiarism** and is contrary to school expectations.

Remember: when you do research, you are purposefully searching for the ideas, theories, opinions and facts provided by other people in order to support your own opinion(s) in your essays or reports. **However, you must document anything that is not your original work or idea, according to the MLA** (Modern Language Association) **or APA** (American Psychological Association) **guidelines**. Failure to do so **could** result in a mark of zero on the assignment.



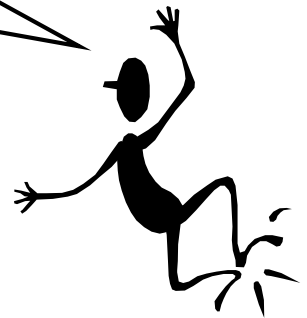
*****Important Note*****

The information in this style guide is a summary only. Not all the resources or kinds of references can possibly be included here. If you need more information on how to document sources that are not included in this guide, please check the official handbook or manual, both of which are available from the Robert F. Hall Library or ask your Teacher/Librarian.



Use the guide! You only need to use the books if you can't find what you need in the guide!

Cool! That'll save time.



APA Format

Note: This section is adapted from the:

Publication manual of the American Psychological Association (6th ed.). (2010).

Washington, DC: American Psychological Association.

See this book for more detailed information and further examples. Check the Caledon Public Library catalogue.



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 on ONE side of the page only.

Font

- The preferred typeface is **Times New Roman, 12-pt.**
- Do **not** use italics or bold print for every word in your paper.

Spacing

- **Double-space** all text, including titles, headings, short or long quotations, and the References page. Do NOT put **extra** line spaces between citations.
- **Indent the first line** of each new paragraph five spaces. Do **NOT** include extra line spaces between paragraphs.
- Put one space after commas, semi-colons, and colons, but put **one or two** spaces after final punctuation such as a period or question mark. Be consistent throughout the document.
- Put one space after periods in the citations for sources and between initials in people's names.

Margins

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

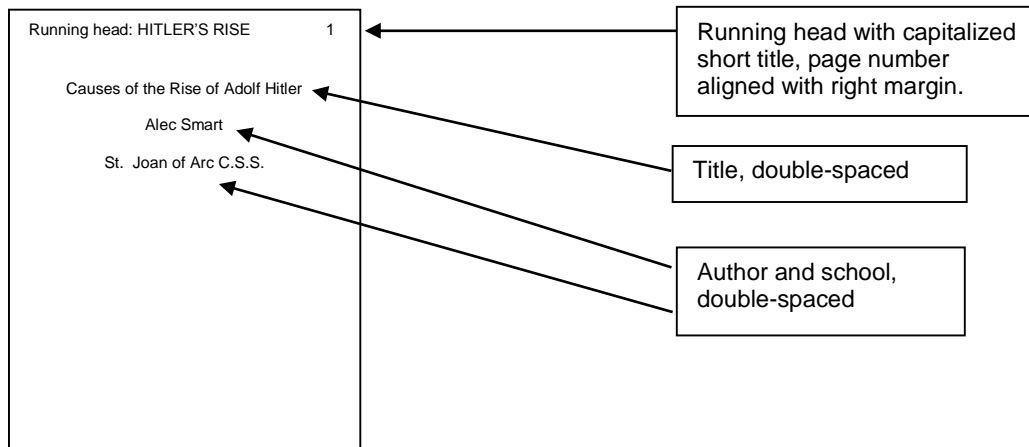
Title Page

- The running head and page number appear on the title page and on each subsequent page about ½ inch down and on the same line.
- On the title page **ONLY**, the words Running head: (followed by a colon) are included before the shortened version of the essay title, which is written in all caps.
- The running head is left-aligned; the page number is right-aligned.
- Centre your essay title, typed in upper and lowercase letters, on the upper half of the title page about an inch down from the top of the page (a half inch down from the running head and page number.) **Do not** bold, underline or put your title in quotation marks.
- APA recommends that your title be no more than 12 words in length and that it contain only essential words, with no abbreviations. If the title takes two lines, double-space between them.

- Under the title, type your name in upper and lower case, first name then last name.
- *If your teacher instructs you to do so, include his/her name under yours.
- Next, include the name of the educational institution (secondary school).

Centre this information on your title page.

Sample Title Page – APA Style

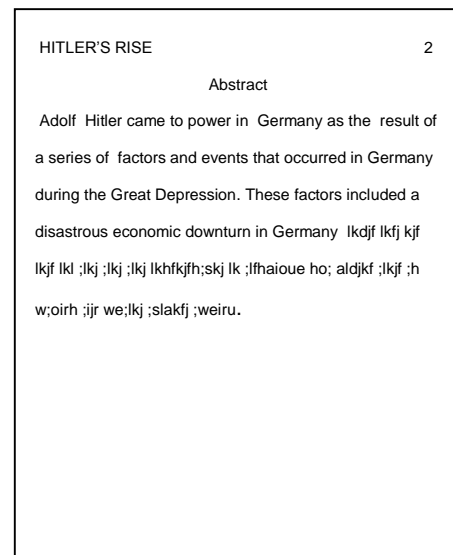


Abstract Page

The second page is the Abstract for the paper. It is a brief (100 -150 words) comprehensive **summary** of the research paper.

- The running head and the page number are typed at the left and right margins at the top of the page.
- The word "Abstract" is centred 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. If so, then page 2 will become your first page of text.

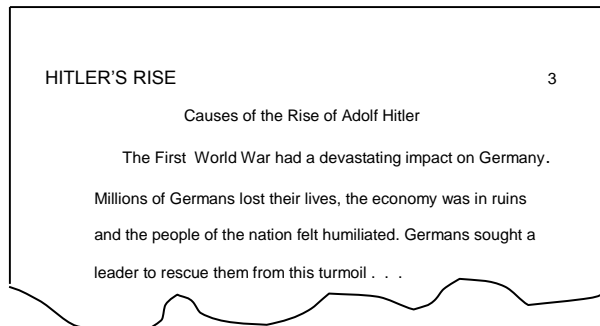


Text

- The text always begins on a new page. The running head—short capitalized version of the essay title-- appears on every page of the essay, left-aligned, while the page number appears on the same line, but against the right margin.
- Go down an inch to an inch and a half and type the title of the essay using both upper and lower case letters. Centre the title.
- Do not underline, bold or use all capital letters for your title here.
- Double-space after the title then begin your text.
- Double-space throughout the title page and your entire essay.

Every paragraph is **indented**. Do not create extra lines between paragraphs. APA has five levels of headings and subheadings. Level 1 headings are centred, bolded and use upper and lower case letters. Level 2 subheadings are left-aligned, bolded and have upper and lower case letters.

Do not start a new page when you use a subheading. **Every page** of your essay must include the running head with the shortened, capitalized title, as well as the page number.



In-Text Citations (Parenthetical Documentation)

The APA system of citing sources includes the author's last name and the date, in parentheses, within the text of your paper. Citations are used to identify material that is not common knowledge, **whether it is quoted directly, or paraphrased**. Citations should be used in **all** middle paragraphs of a research paper.

- The basic citation consists of the author's last name and the year of publication. If you are citing a direct quotation or paraphrasing, you include 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).

- If you are making reference to an entire work, rather than a portion of it, you can use just 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 leading up to the quotation or paraphrase, only the year is cited.

According to A. J. P. Taylor (1965, p. 67), Hitler understood the psyche of the German people very well.

- If both the name of the author and the date are used in the signal phrase, parenthetical reference is not essential, but APA does recommend that page number(s) be included.

In a 1990 article, Kershaw describes Hitler's upbringing as being a major factor in his fanaticism (p. 85).

- When the reference is to a work by two authors, cite both names each time the reference appears. Use the ampersand (&) instead of the word "and."

Hitler believed that pomp and pageantry were tools that could be used to lull the German people into a submissive attitude (Kershaw & Bullock, 1985, p. 93).

- If you refer to an **entire web site** in your paper and **not** to a specific part of it, you only need to provide the URL in parentheses after you mention the site. The period follows the close parenthesis. You would **not** include a formal citation for it in your References.

The History Place web site includes links to the the pre-war years of Nazi Germany and to the Hitler youth movement (<http://www.historyplace.com/worldwar2/riseofhitler/>).

- If you **quote or paraphrase information from a web site**, you would cite it by including the same information that you would for a book: author (or short form of title if author is not available), date of publication, etc. You would also include the date you accessed the information in the References citation, since web sites change over time.

The Holocaust timeline begins with Hitler's appointment as Chancellor of Germany in 1933 (The history place, 1997).

- Personal letters, telephone calls and email messages are not listed in References but are cited in the text.

Helga Grout (telephone conversation, May 2, 2010) confirmed that . . .

Note: For more information on formatting web citations, please see the APA citations and in-text reference examples in this guide on page 12.

Quotations

- **A quotation** is material that is copied word-for-word from the source (book, article, web page, database). The material must always be quoted exactly as in the original. If an error is present in the original, include it as is, but write (*sic*)—meaning “thus” in parentheses, beside it.
- **All quotations require an in-text citation** that includes the specific page number of the reference. The publication date must also be included.
- **Short quotations** (fewer than 40 words) are incorporated into the essay and enclosed by double quotation marks (“”). They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence. Then, correct punctuation, or none at all, is used. If there is a quotation within a short quotation, enclose it with single (') quotation marks. Double quotation marks go around the entire quotation. Put the citation information in parentheses, then add the end punctuation.

HITLER'S RISE

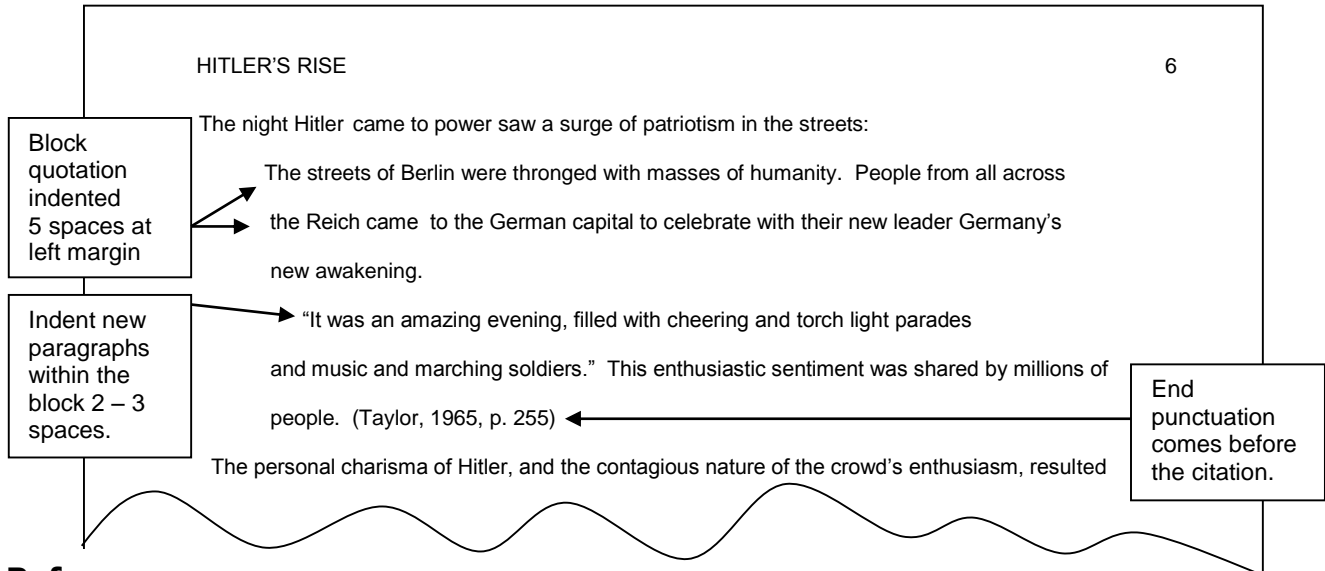
5

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**. Indent each line 5 spaces. If more than one source paragraph is included, indent the quoted paragraphs another 2 – 3 spaces.

- 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. (Remember: long quotations are **double-spaced**, as is the entire essay.)
- 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.



References

- References always begin on a new page.
- The References page is numbered and includes the running head at the top left corner of the page and the page number flush against the right margin.
- Type the word References in upper case and lower case letters, centred, at the top of the page. Do **not** type the word in bold, italics, or use underlining or all capital letters.
- Do not use subheadings on this page.
- All sources are listed alphabetically by the author's last name. Use "hanging" paragraphs. (The first line of each entry is flush against the left margin. If the reference continues onto a second, third line, etc., indent each subsequent line five spaces.) If the author of a is not included, alphabetize using the first **important word** of the title.
- Double-space your entire References page. Do not include extra line spaces.
- Only the first word of the title and proper nouns (name nouns) are capitalized in citations.

Place of Publication

- **For cities in the U.S.A., provide the abbreviation for the state: New York, NY.**
- **For cities in Canada, provide the abbreviation for the province: Toronto, ON.**
- **For all other locations, give the city and the full name of the country: Paris, France or London, England.**

Magazine and Journal Issue Numbers

Include the issue number of a journal or magazine if the page numbering begins at 1 for each issue in a volume. If the page numbering is continued from one issue to the next, do not include the issue number.

Internet Articles

If you need to cite a periodical article from the web that is also available in print, there is now no difference in the citations. If there is content that only appears on the web, note it in square brackets following the title, i.e., [Map].

Journal Articles from a Web Site or Database

Journal articles now require a DOI (Digital Object Identifier) number in the References citation, if one has been assigned. See below.

If you use an article from a scholarly, academic or peer-reviewed journal, provide the DOI (Digital Object Identifier) number in your reference citation, instead of the URL. Also, you do not need to include the date of retrieval. If the article does not have a DOI number, you will then include the URL and retrieval date for journal articles from web sites only. You can find DOI numbers at:

<http://www.crossref.org/questquery/>

All sources on the References page must have been referred to in **the text of the paper** and **cited within that text**. Do not list extra sources on your References page that you have not specifically quoted or paraphrased and documented in your paper.

Annotated References List

The teacher may require an **Annotated References** 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 slightly indented from the preceding line. The commentary should be concise and can be written in sentence fragments, depending upon teacher preference.

Annotated References

Snyder, Gail (2007). *Marriage & family issues*. Broomall, PA: Mason Crest Publishers.

Examines changing American values since 1900, based on information from Gallup Polls.

Rather conservative in the author's interpretation of the numbers and in the comments the author chose to publish as examples of opinions in the book.

I used to wonder why you had to use plain fonts in essays. Then I figured out that fonts like *this one* make it much harder for teachers to read and evaluate your writing!



APA References and In-Text Citations

Books – Print

| Source | References Entry | In-Text Citation |
|---|--|--|
| Citation Format | <p>Author, A. A. (Year of publication). <i>Title in italics</i>. Place of publication: Publisher.</p> <div>For "Place of publication" list city and the State/Province code for cities in the U.S.A. or Canada. List city and country for cities outside the U.S.A. and Canada.</div> <div>For books, capitalize only the first word of the title and the subtitle (i.e. the first word after the colon or dash) and any proper nouns.</div> | <p>(Author's last name, year of publication)</p> <div>Include the page number for specific quotations and paraphrases.</div> |
| One Author (Use author's initials for first and second names. Only the last name is spelled out.) | <p>George, C. (2004). <i>What makes me Hindu?</i> Farmington Hills, MI: KidHaven Press.</p> <div>Capitalize only the first word of the title and of the subtitle, if any, and any proper nouns, which give official names.</div> | <p>(George, 2004) or (George, 2004, p. 22)</p> <div>When referencing an entire source, provide the author and year. When quoting or paraphrasing a particular passage, include the specific page or paragraph number, as well.</div> |
| Two Authors | <p>Garrett, R. I., & Farrant, R. (2003). <i>Crossing over: One woman's escape from Amish life</i>. New York, NY: HarperCollins.</p> <div>Use the ampersand (&), instead of "and" between the authors' names.</div> | <p>(Garrett & Farrant, 2003)</p> |
| Three to Seven Authors | <p>Strunk, W., Jr., Jones, T., & White, E. B. (2009). <i>The elements of style</i> (5th ed.). New York, NY: Macmillan.</p> <div>Give surnames and initials for three to seven authors. Use an ampersand (&) before the last author.</div> | <p>(Strunk, Jones, & White, 2009)</p> <div>Use the format below for all subsequent citations.</div> <p>(Strunk et. al., 2009)</p> |

Books – Print

| Source | References Entry | In-Text Citation |
|---|---|---|
| Eight or More Authors | Mulvaney, S. A., Mudasiru, E., Schlundt, D. G., Baughman, C. L., Fleming, M., VanderWoude, A., . . . Rothman, R. (2008). <i>Self-management in type 2 diabetes: The adolescent perspective</i> . New York, NY: HarperCollins. List the first six authors, then insert three ellipses (...) followed by the last author. | (Mulvaney et al., 2008, p. 22) |
| No Author (or book signed “Anonymous.”) | <i>Early Irish myths and sagas</i> . (1981). Middlesex, England: Penguin Classics. If the author is unknown, place the title in the author position. If the work is signed “Anonymous” then list the author as “Anonymous.” | (<i>Early Irish</i> , 1981) |
| Corporate Author | Ford Motor Company. (2011). <i>Annual report 2011</i> . Dearborn, MI: Author. When the author also published the text, type “Author” where you would normally provide the name of the publisher. | (Ford Motor Company, 2011) |
| Book Revised Edition | Bell, J. S. (2004). <i>Writing great fiction: Plot & structure</i> (5 th ed.). Cincinnati, OH: Writers Digest Books. | (Bell, 2004, pp. 49-50) |
| Book with Editor(s) | Raffan, J. (Ed.). (2004). <i>Rendezvous with the wild: The boreal forest</i> . Erin, ON: Boston Mills Press. | (Raffan, 2004, p. 153) |
| Book with Translator(s) | Camus, A. (1989). <i>The stranger</i> . (M. Ward, Trans.). New York, NY: Vintage International. (Original published work 1942). | (Camus, 1942/1989) For republished work, cite both dates. |
| Graphic Novel | Smith, J. (2004). <i>Bone: The complete cartoon epic in one volume</i> . Columbus, OH: Cartoon Books. If an illustrator is listed, add the name in parentheses like so: (A. B. Lastname, Illus.). after the title. Put the period after the close parenthesis. | (Smith, 2008, p. 99) |
| Multivolume Work | Ponzetti, J. J. (Ed.). (2003). <i>International encyclopedia of marriage and family</i> (Vols. 1-4). New York, NY: Thomson Gale. | (Ponzetti, 2003) |

Books – Print

| Source | References Entry | In-Text Citation |
|---|--|---|
| Work in an Anthology | <p>Tong, M. C. (2005). China's one-child policy. In Y. L. Deng (Ed.), <i>China: The dragon rises</i> (pp. 68-79). Ottawa, ON: University of Ottawa Press.</p> <div> <p>Include the word "In" before the name of the book editor(s). The name of the book editor is in normal order. For a book with no editor, include the word "In" before the title of book.</p> </div> | (Tong, 2009, p.70) |
| Bible | <p>The Bible is cited in the text of your research assignment. It is not cited on the Reference list.</p> <p>For an in-text citation, give the book, chapter and verse of the passage, followed by the version of Bible you used.</p> | (Mark 6:30 New Revised Standard Version) |
| Catechism | <p>Catholic Church. (1994). <i>Catechism of the Catholic Church</i>. Vatican City: Libreria Editrice Vaticana.</p> | (Catholic Church, 612) |
| Dictionary | <p>Metaphor. (2004). In K. Barber (Ed.), <i>Student's Oxford Canadian dictionary</i> (p. 649, 2nd ed.). Don Mills, ON: Oxford University Press.</p> <div> <p>Include the word "In" before the title of the dictionary.</p> </div> | <p>(Metaphor, 2004, p. 649)</p> <div> <p>If quoting the word, include page number after the year.</p> </div> |
| Encyclopedia Article with Author | <p>Johnson, H. (2004). Relativity. In <i>The new encyclopedia Britannica</i> (Vol. 26, pp. 501-508). Chicago, IL: Encyclopedia Britannica.</p> <div> <p>Include title of the article after publication date. Use "In" before the title. Include volume and page numbers.</p> </div> | (Johnson, 2004) |
| Encyclopedia Article No Author | <p>Petroleum. (2007). In S. P. Parker (Ed.), <i>McGraw-Hill encyclopedia of science and technology</i>. (Vol. 13, pp. 247-250). New York: NY: The McGraw-Hill Companies.</p> | <p>("Petroleum," 2007)</p> <div> <p>Enclose the title of article in quotation marks.</p> </div> |

Books – Electronic

| Source | References Entry | In-Text Citation |
|--|--|--|
| Citation Format (If the ebook has a DOI number, use the first format. If it does not, use the second.) | Author, A. A. (Year). <i>Title of book</i> [E-reader version, if applicable]. doi:xxxxx Author, A. A. (Year). <i>Title of book</i> [E-reader version, if applicable]. Retrieved from http://xxxxx | (author's last name, year of publication) |
| eBook From Print (web) | Collins, W. (2006). <i>The moonstone</i> . Retrieved from http://www.gutenberg.org/files/155/155-h/155-h.htm | (Collins, 2006) |
| eBook (E-reader) | Child, L., & Preston, D. (2003). Still life with crows. [Kobo version]. Retrieved from www.kobo.com | (Preston & Child, 2003) |
| eBook (database) | Hutchins, M. (Ed.). (2011). <i>Grzimek's animal life encyclopedia: Evolution</i> . [Electronic version]. Farmington Hills, MI: Gale Group. Retrieved from http://go.galegroup.com/ | (Hutchins, 2011) |
| Dictionary (web) | Entrepreneur. (2012). In <i>Merriam-Webster</i> . Retrieved from http://www.merriam-webster.com/dictionary/entrepreneur <div>Include the word "In" before the title of the dictionary.</div> | (Entrepreneur, 2012) |
| Encyclopedia Article with Author (web) | Phillips, D. Climate and society. (2012). In <i>The Canadian encyclopedia</i> . Retrieved from http://www.thecanadianencyclopedia.com/articles/climate-and-society | (Phillips, 2012) |
| Encyclopedia Article without Author (database) | Overview of current environmental issues, Canada. (2011). In S. Bevan Gall & M. K. Antone (Eds.) <i>Worldmark encyclopedia of U.S. and Canadian environmental issues</i> . Retrieved from http://ic.galegroup.com <div>Place title of article in author position.</div> | ("Overview," 2011) <div>Title can be shortened when it takes the place of an author's name.</div> |

Periodicals - Print

| Source | References Entry | In-Text Citation |
|------------------------------------|---|---|
| Citation Format | <p>Author, A. A. (Year). Title of article. <i>Title of Periodical</i>, <i>volume number</i>(issue number), pages.</p> <div> <p>Include issue number only if the page numbering begins at 1 for each issue. Italicize periodical <i>title</i> and <i>volume number</i>, but not issue or page number. If the article appears on discontinuous pages, provide the first page number followed by +. If the journal page numbers continue across volumes for the entire year, do not include issue number.</p> </div> | (Author's last name, year of publication) |
| Newspaper with Author | <p>McAteer, A. (2011, May 23). Young, urban and worry-free: Am I ready for a dog? <i>The Globe and Mail</i>, pp. D1-D2.</p> <div> <p>For newspaper articles only, precede page number with "p." (single page) or "pp." (more than one page). If a newspaper article appears on discontinuous pages, list all page numbers separated by commas.</p> </div> | (McAteer, D1, 2011) |
| Newspaper No Author | <p>Greek opposition rejects call for new austerity. (2011) May 23). <i>The Globe and Mail</i>, F3.</p> | (Greek, 2011, p. F3) |
| Magazine | <p>Wai, J. (2012, August). The brainiac-billionaire connection. <i>Psychology Today</i>, 45(4), pp. 78+.</p> | (Wai, 2012, p. 81) |
| Journal Article with DOI | <p>Juth, P., Lundqvist, D., Karlsson, A., & Quinn, A. (2005) Looking for foes and friends: Perceptual and emotional factors when finding a face in the crowd. <i>Emotions</i>, 5, 379-395. doi:10.1037/1528</p> | (Juth, Lundqvist, Karlsson, & Quinn, 2005, p. 38) |
| Journal Article without DOI | <p>Dexter, D. D., & Hughes, C. A. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. <i>Learning Disability Quarterly</i>, 34(1), 51+.</p> <div> <p>If the article does not have a DOI, end the reference with page numbers.</p> </div> | (Dexter & Hughes, 2011, p. 55) |

Periodicals – Electronic Database

| Source | References Entry | In-Text Citation |
|--------------------------------|---|--|
| Citation Format | <p>Author, A. A. Date of newspaper/magazine/journal (year, month day). Title of article. <i>Title of Newspaper/Magazine/Journal</i>, volume number(issue number), page number(s). doi:xx.xxx OR Retrieved from URL</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>If DOI (Digital Object Identifier) is provided, include it after the page number(s), no space between the colon and the DOI number. If it is not, use the URL of the home page.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>If you must, divide URLs <u>before</u> a punctuation mark.</p> </div> | (author's last name, year of publication, page number) |
| Magazine | <p>Park, A. (2009, September 14). A shot at cancer. <i>Time</i>, 174(10), 32-39. Retrieved from http://elibrary.bigchalk.com</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>If the URL cannot fit on one line, divide it <u>before</u> any punctuation mark, EXCEPT for http://.</p> </div> | (Park, 2009) |
| Newspaper | <p>Keller, J. (2011, May 16) Polygamy trial reveals criminal abuse court to decide if law will stand. <i>Hamilton Spectator</i>, A9. Retrieved from http://web.ebscohost.com</p> | (Keller, 2011) |
| Journal with DOI Number | <p>Javors, I. R. (2010). The bully epidemic. <i>Annals of the American Psychotherapy Association</i> 4(64). doi:10.1316/9898</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>No period after DOI (digital object identifier). Format for DOI is lower case doi:xxxxxxxxxx</p> </div> | (Javors, 2010) |
| | | |

Periodicals – Electronic Web

| Source | References Entry | In-Text Citation |
|--------------------------------|--|---|
| Citation Format | <p>Author. A. A. Date of newspaper/magazine/journal (year, month day). Title of article. <i>Title of Newspaper/Magazine/Journal</i>, volume number(issue number), page numbers. doi:xx.xxx OR Retrieved from URL</p> <div> <p>Use DOI (Digital Object Identifier) instead of URL if provided.</p> <p>If the URL cannot fit on one line, divide it between slashes, dashes or before punctuation, NOT between letters or numbers. Do not put a period at the end of the URL.</p> </div> | (author's last name, date of publication, page) |
| Newspaper | Chase, S. (2012, September 21). Ottawa casts wary eye on Chinese telecom giant. <i>The Globe and Mail</i> . Retrieved from http://www.theglobeandmail.com/news/politics/ottawa-casts-wary-eye-on-chinese-telecom-giant/article4558259/ | (Chase, 2012) |
| Magazine | Thibideau, P. (2012). Obama, Romney cite Apple, tech issues in debate. <i>Computerworld</i> . Retrieved from http://www.computerworld.com | (Thibideau, 2012) |
| Journal with DOI Number | <p>Cleary, E. L. (2012). The rise of charismatic Catholicism in Latin America in the <i>Journal of Church and State</i>, 54(2). doi:10.1093/jcs/css0321</p> <div> <p>No period after DOI (digital object identifier). Format for DOI in References is lower case doi:xxxxxxxxxx</p> </div> | (Cleary, 2012) |
| Journal No DOI Number | Sonmez, S., Apostolopoulos, Y., Tran, D., & Rentrop, S. (2011). Human rights and health disparities for migrant workers in the UAE. <i>Health And Human Rights: An International Journal</i> , 13(2). Retrieved from http://www.hhrjournal.org/index.php/hhr/article/view/435/665 | (Somez, Apostolopoulos, Tran, & Rentrop, 2011) |

Web Sites

| Source | References Entry | In-Text Citation |
|--|---|---|
| Citation Format | <p>Author/Institution/Company/Organization responsible</p> <p>for Web page. (Publication date or last update</p> <p>in form of year, month day). <i>Title of article/ document. Retrieved from URLxxxxxxxxxx</i></p> | (author's last name, year of publication) |
| Web Site (Entire) | When discussing an entire web site, a citation does not appear on the References list. Cite the web site in the text as shown in the in-text citation example. | The Statistics Canada web site can be accessed in both English and French (http://www.statcan.gc.ca/). |
| Web Site (specific page) with Author | <p>Mikkelson, B. & Mikkelson, D. P. (2010, July 17). <i>The family way</i>. Retrieved from http://www.snopes.com/fraud/distress/family.asp</p> | <p>(Mikkelson & Mikkelson, 2010, para. 1)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Include specific paragraph number if available.</p> </div> |
| Web Site (specific page) without Author | <p><i>No doomsday in 2012</i>. (2011). Retrieved from http://www.universetoday.com/14095/no-doomsday-in-2012/</p> | <p>("No doomsday," 2011)</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Use short form of the title in quotation marks.</p> </div> |
| Web Site (specific page) with Group or Corporate Author | <p>Heart and Stroke Foundation. (2012). <i>Healthy at school</i>.</p> <p>Retrieved from http://www.heartandstroke.on.ca/site/c.pvI3IeNWJwE/b.6386375/k.2D84/Healthy_Kids_Healthy_at_School.htm</p> | (Heart and Stroke Foundation, 2012) |

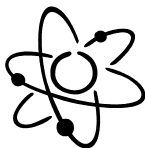
| | | |
|--|--|---|
| Web Site (specific page) No Author No Date of Publication | <i>What's the harm?</i> (n.d.). Retrieved from http://whatstheharm.net/scientificstudies.html <div data-bbox="548 315 1036 394" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Begin with the title if no author is given. Use (n.d.) if no date is given. </div> | ("Harm?" n.d.) <div data-bbox="1174 237 1450 394" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Use a shortened title in italics, within quotation marks, when there is no author. </div> |
| Web Site (specific page) Government Report | Veterans Affairs Canada. (2004). <i>Government response to the report of the standing committee on National Defense and Veterans Affairs (SCONDVA)</i> . Retrieved from http://www.verterans.gc.ca/eng/sub.cfm?source=department/reports/scondava_response | (Veteran Affairs Canada [VAC], 2004) Subsequent citations: (VAC, 2004) |

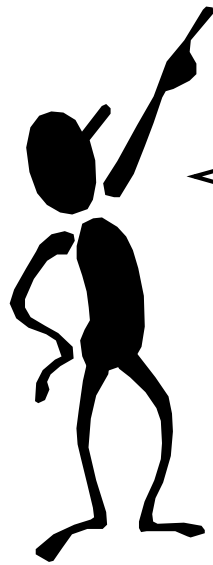
Other Print Sources

| Source | References Entry | In-Text Citation |
|-------------------------------|--|---------------------------------------|
| Brochure or Pamphlet | City of Mississauga. (2011). <i>Dangerous aggressive driving: Report it</i> [Brochure]. Mississauga, ON: Author. <div data-bbox="526 1262 1135 1320" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Include the format in square brackets after the title. </div> | (City of Mississauga, 2011) |
| Government Publication | Ontario Ministry of Education. (2011). <i>Learning for all: A guide to effective assessment and instruction for all students kindergarten to grade 12</i> . Toronto, ON: Queen's Printer for Ontario. | (Ontario Ministry of Education, 2011) |
| Advertisement | Lancome. (2012, June 15). <i>Miracle</i> [Advertisement]. <i>People</i> , 2. | (Lancome, 2010, p. 2) |
| Review of a Book | Maslin, J. (2011, April 14). The obituary writer has the upper hand [Review of the book <i>The coffin of little hope</i> , by T. Schaffert]. <i>New York Times</i> , C1. | (Maslin, 2011) |

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|---------------------------------------|---|-----------------------------|
| Letter to the Editor | Loney, D. (2012, May 7). No need to drone on about F-35s [Letter to the editor]. <i>Macleans</i> .125(17). 6. <div>Put "Letter to the editor" in square brackets after the title of the letter. If no title, use the bracketed words as the title. Period goes after the close bracket.</div> | (Loney, 2012) |
| Conference Paper (Published) | Vickers, L. S., & Blackwood, D. (2011). Women and the politics of power. In M. Robert (Ed.) <i>Status of Canadian women conference</i> (pp. 12-25). Ottawa: University of Ottawa Press. <div>Use appropriate citation format for a book or periodical.</div> | (Vickers & Blackwood, 2011) |
| Conference Paper (unpublished) | Bruner, J. (2000). <i>Reading for possible worlds</i> . Paper presented at the meeting of the Yearbook of the National Reading Conference, 49, 31-40. | (Bruner, 2000) |

Other Print Sources

| Source | References Entry | In-Text Citation |
|---|--|--|
| Class Notes/ Handout(s) | Coelho, C. (2012). Shakespearean imagery. [Class handout]. Department of English, St. Aloyisius Gonzaga Catholic Secondary School, Mississauga, Canada. | (Coelho, 2012) |
| Image from a Book | Leonard, M. R. (2002). Pig mask [Painting]. In <i>Burbs art</i> . Toronto, ON: City Press. | (Leonard, 2002) |
| Photo or Graphic from a Magazine |  <i>Figure 1</i> . Atom drawing. Adapted from "Building an Atom Trap," by M. Anderson, 2011, May, <i>Popular Science</i> , 5 p. 36. Copyright 2011 by Bonnier's Technology Group. <div>References for graphics, photos, etc., are placed directly in your paper, beneath the graphic.</div> | <div>If you refer to the graphic or photo later on in your paper, use the figure number and a short description, for example: (Figure 1, Atom drawing.)</div> |

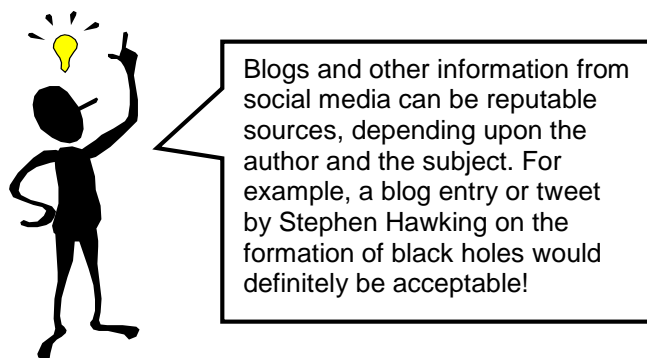


Citing pictures, charts, tables, etc. has to be done exactly as APA requires. If you need to incorporate a graphic into a paper that is not listed in this guide, do an Internet search for an example using a variation of these words: **APA 6th edition, Internet photo citation.**

Social Media

| Source | References Entry | In-Text Citation |
|-----------------|---|---------------------|
| Twitter | Faithyface. (2011, October 15). Schoolyard bullies. Why so many bystanders? Stand up for each other! [Twitter post]. Retrieved from http://twitter.com/faithjiafang/status/27462002899 | (Faithyface, 2011) |
| Wiki | Enchanting. (2012). Retrieved Oct. 1, 2012, from the Mine Craft Wiki: http://www.minecraftwiki.net/wiki/Enchanting <div>Wikis are always changing, therefore retrieval date (month day, year) is required.</div> | (Enchanting, 2012) |
| Facebook | Ricksonrose. (2010, September 27). Politics is for everyone [Facebook update]. Retrieved from http://www.facebook.com/home.php?#!/note.php?note_id=28993606403 | (Ricksonrose, 2010) |

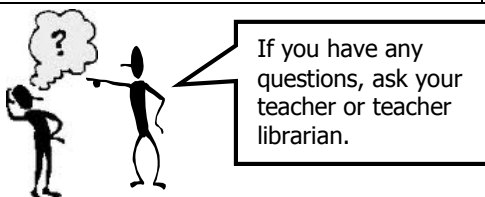
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|-------------|--|-------------------|
| Blog | <p>Carpenter, D. (2012, June 4). Canada celebrates 50th anniversary of nuclear power generation [Web log post]. Retrieved from http://talknuclear.ca/index.php/tag/blog/</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Title of messages for blogs, newsgroups, forums etc. are not in italics. If the author's name is not available, provide the screen name.</p> </div> | (Carpenter, 2012) |
|-------------|--|-------------------|



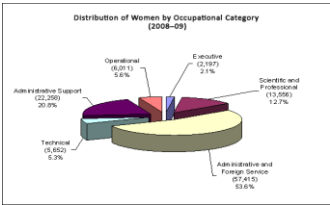
Other Web and Electronic Sources

| Source | References Entry | In-Text Citation |
|----------------------------------|--|--|
| Government document (web) | <p>Ontario Ministry of Aboriginal Affairs. (2005). <i>Ontario's new approach to aboriginal affairs: Prosperous and healthy aboriginal communities create a better future for aboriginal children and youth</i>. Retrieved from http://www.aboriginal.gov.on.ca/english/policy/newapproach/newapproach.pdf</p> | (Ontario Ministry of Aboriginal Affairs, 2005) |
| PowerPoint Presentation | <p>McGhie, P. (2011). Adoption: Just another way of forming a family [PowerPoint slides]. Retrieved from http://www.dpcdsb.org/JOANA/Library/</p> | (McGhie, 2011) |

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| Podcast (web) | Ligon, S. (Producer). (n.d.). <i>Using IF statements in Excel</i> [Audio podcast]. Retrieved from http://k12handhelds.com/podcastexamples.php | (Ligon, n.d.) |
| Video YouTube (web) | DiabetesSupplies. (2010, January 8). Diabetes blogger, Amy Tenderich, explains the use of insulin pumps part 1. [Video file]. Retrieved from http://www.youtube.com/watch?v=C7qXFrhBaqY <div>Do NOT italicize title, but do include complete URL.</div> | (Tendrich, 2007) |
| Computer Software or Video Game | Left 4 dead 2 [Video game on CD]. (2009). Redwood City, CA: Electronic Arts. | (Left 4 dead 2, 2009) |
| Clipart | Royalty free clip art from sources like Microsoft Office, do not need to be cited in the reference list. | (Microsoft Office Online, 2012) |
| Photograph/ Painting/ Sculpture (web) | Rousseau, H. (1896). <i>The ship in the storm</i> [Painting]. Musee de l'Orangerie, Paris. Retrieved from http://www.uwm.edu/~wash/rousseau.jpg <div>Include medium of work after title of image.</div> | (Rousseau, 1896) |



Other Web and Electronic Sources

| Source | References Entry | In-Text Citation |
|--|--|---|
| Image No Author (web) | Canadian soldier in the ruins of Caen looking for German sharpshooters [photograph]. (1944). Retrieved from http://www.flamesofwar.com/hobby.aspx?art_id=573 | (Canadian soldier, 1944) |
| Image No Author, No Title No Date (web) | [Untitled picture of an electromagnetic motor]. Retrieved from http://www.mymotor.org/ Provide a brief description of the image and enclose it in square brackets. | (Untitled picture of electromagnetic motor, n.d.) |
| Graph, Figure, Table, etc. (web) |  <p><i>Figure 2, Pie graph. Adapted from “Employment Equity in the Public Service of Canada” by the Treasury Board of Canada Secretariat, 2010. Treasury Board of Canada Secretariat. Retrieved March 19, 2010 from http://www.tbs-sct.gc.ca/reports-rapports/ee/2008-2009/ee05-eng.asp. Copyright 2010 by the Treasury Board of Canada Secretariat.</i></p> References for images are placed below the image in your research paper. Look for the copyright date and name of the copyright holder at the bottom of the web site home page. | If you refer to the image in the body of your research paper, use the figure number and give a short description, for example: The Figure 2 pie graph of Employment Equity in the Public Service of Canada reveals that . . . |
| Videotape/ Film/DVD | Cobb, M. (Producer), & Yu, J. (Director). (2011). <i>Kung fu panda 2</i> [Motion picture]. United States: Paramount. Use [Motion Picture] if viewed in the theatre, use [DVD] if viewed on DVD. | (Cobb & Yu, 2011) |

| | | |
|-----------------------------|---|------------------|
| Television Broadcast | Seminoff, C. (Producer). (2011, March 11). <i>The national</i> [Television broadcast]. Toronto, ON: CBC. | (Seminoff, 2011) |
|-----------------------------|---|------------------|



A television news program can be an excellent source!

Other Web and

Electronic Sources

| Source | References Entry | In-Text Citation |
|--|---|---|
| Television Broadcast (single episode of a television series) | Lindelof, D. (Writer) & Bender, J. (Director). (2005, September 21). Man of science, man of faith [Television series episode]. In J. Lieber & J. J. Abrams (Creators), <i>Lost</i> . New York, NY: ABC. | (Lindelof & Bender, 2005) |
| Radio Broadcast | Tremonti, A.M. (Narrator). (2011, October 11). Game changer: Shannon Moroney's story [Radio broadcast episode]. In K. Goldhar (Producer), <i>The current</i> . Toronto, ON: CBC Radio. | (Tremonti, 2011) |
| Music Recording | Seeger, B. (1994). Still the same. On <i>Bob Seeger – Greatest hits</i> [CD]. New York, NY: Capital. <div>Include "On" before the title of the album.</div> | (Seeger, 1994, track 5) <div>Include side and band or track number</div> |

Other Sources

| Source | References Entry | In-Text Citation |
|--|---|---|
| Personal Communication (Email, letters, telephone conversations) | Personal communication (emails, letters, telephone conversations) are cited within the text of your research assignment and not included in the reference list. | (J. Smith, personal communication, August 10, 2011) |

| | | |
|----------------------------|---|---|
| Interview (web) | <p>Mansbridge, P. (Interviewer) & May, E. (Interviewee). (2011, April 8). [Video file]. Retrieved from</p> <p>http://www.cbc.ca/thenational/indepthanalysis/story/2011/04/08/national-elizabethmayinterview.html</p> <div>Cite an online or print interview according to the medium in which the interview appears.</div> | (Mansbridge & May, 2011) |
| Class Lecture | <p>Class lectures are treated as personal communication if they are unpublished (i.e. not copied and distributed in print or on the web with the instructor's permission); therefore, they are cited within the text of your research assignment and not included in the reference list.</p> | (D. Iannuzzi, Class Lecture, March 2, 2012) |

APA Sample References

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| POP CULTURE | 10 |
| References | |
| Bell, J. S. (2004). <i>Writing great fiction: Plot & structure</i> (5 th ed.). Cincinnati, OH: Writers Digest Books. | Book – revised edition |
| Burley, J., & Harris, J. (Eds.). (2002). <i>A companion to genetics</i> . Malden, MA: Blackwell. | Book - editors |
| Camus, A. (1989). <i>The stranger</i> . (M. Ward, Trans.). New York, NY: Vintage International. (Original published work 1942). | Book - translator |
| Catholic Church. (1994). <i>Catechism of the Catholic Church</i> . Vatican City: Libreria Editrice Vaticana. | Catechism |
| Chase, S. (2012, September 21). Ottawa casts wary eye on Chinese telecom giant. <i>The Globe and Mail</i> . Retrieved from http://www.theglobeandmail.com/news/politics/ottawa-casts-wary-eye-on-chinese-telecom-giant/article4558259/ | Newspaper - web |
| Child, L., & Preston, D. (2003). <i>Still life with crows</i> . [Kobo version]. Retrieved from http://www.kobo.com | eBook - E-Reader version of print |
| Cobb, M., (Producer), & Yu, J., (Director). (2011). <i>Kung fu panda 2</i> [Motion picture]. United States: Paramount. | Motion picture (movie) |
| Collins, W. (2006). <i>The moonstone</i> . Retrieved from http://www.gutenberg.org/files/155/155h/155-h.htm | eBook - web |
| Dexter, D. D., & Hughes, C. A. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. <i>Learning Disability Quarterly</i> , 34(1), 51+. | Journal - print |
| DiabetesSupplies. (2010, January 8). Diabetes blogger, Amy Tenderich, explains the use of insulin pumps part 1. [Video file]. Retrieved from http://www.youtube.com/watch?v=C7qXFrhBaQY | Online Video |
| Dillow, C. (2012, October). Ocean power. <i>Popular Science</i> , 281(4), 38-41. | Magazine - print |

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| POP CULTURE | 11 |
| <i>Early Irish myths and sagas.</i> (1981). Middlesex, England: Penguin Classics. | Book - no author |
| Ford Motor Company. (2009). <i>Annual report 2009</i> . Dearborn, MI: Author. | Corporate author |
| Garrett, R. I., & Farrant, R. (2003). <i>Crossing over: One woman's escape from Amish life</i> . New York, NY: HarperCollins. | Book - two authors |
| George, C. (2004). <i>What makes me Hindu?</i> Farmington Hills, MI: KidHaven Press. | Book - one author |
| Greek opposition rejects call for new austerity. (2011, May 23). <i>The Globe and Mail</i> , F3. | Newspaper - print, no author |
| Greenwood, V. (2011, May 18). What will our telomeres tell us? <i>Discover</i> , Retrieved from http://www.discovermagazine.com/ | Magazine – web, author |
| Hutchins, M. (Ed.). (2011). <i>Grzimek's animal life encyclopedia: Evolution</i> . [Electronic version]. Farmington Hills, MI: Gale Group. Retrieved from http://go.galegroup.com/ | Encyclopedia – database, author |
| Javors, I. R. (2010). The bully epidemic. <i>Annals of the American Psychotherapy Association</i> 4(64). doi: 10.1316/9898.2010 | Journal - database, DOI |
| Johnson, F. (2004). Relativity. In <i>The new encyclopedia Britannica</i> (Vol. 26, pp. 501-508). Chicago, IL: Encyclopedia Britannica. | Encyclopedia – print, author |
| Keller, J. (2011, May 16). Polygamy trial reveals criminal abuse court to decide if law will stand. <i>Hamilton Spectator</i> , A9. Retrieved from http://web.ebscohost.com | Newspaper - database |
| Leonard, M. R. (2002). Pig mask. [Painting]. In <i>Burbs art</i> . Toronto, ON: City Press. | Image - book |
| Lindelof, D., (Writer) & Bender, J., (Director). (2005, September 21). Man of science, man of faith [Television series episode]. In J. Lieber & J. J. Abrams (Creators), <i>Lost</i> . New York, NY: ABC. | Television show-specific episode |
| McAteer, A. (2011, May 23). Young, urban and worry-free: Am I ready for a dog? <i>The Globe and Mail</i> , pp. D1, D2. | Newspaper - print, author |

POP CULTURE

12

Meredith, J. P. (2010). Combating cyberbullying: Emphasizing education over criminalization. *Federal Communications Law Journal* 63(30), 19-21.

**Journal –
database, no
DOI**

Retrieved from <http://go.galegroup.com/>

Mikkelson, B. & Mikkelson, D. P. (2010, July 17). *The family way*. Retrieved from <http://www.snopes.com/fraud/distress/family.asp>

**Web – specific
page, author(s)**

Ontario Ministry of Aboriginal Affairs. (2005). *Ontario's new approach to aboriginal affairs: Prosperous and healthy aboriginal communities create a better future for aboriginal children and youth*. Retrieved from <http://www.aboriginalaffairs.gov.on.ca/english/policy/newapproach/newapproach.pdf>

**Government
document –
web, pdf file**

Ontario Ministry of Education. (2011). *Learning for all: A guide to effective assessment and instruction for all students kindergarten to grade 12*. Toronto, ON: Queen's Printer for Ontario.

**Government
document - print**

Park, A. (2009, September 14). A shot at cancer. *Time*, 174(10), 32-39. Retrieved from <http://www.elibrary.bigchalk.com>

**Magazine -
database**

Ponzetti, J. J. (Ed.). (2003). *International encyclopedia of marriage and family*. (Vols. 1-4). New York, NY: Thomson Gale.

**Multivolume
work – print**

Smith, J. (2004) *Bone: The complete cartoon epic in one volume*. Columbus, OH: Cartoon Books.

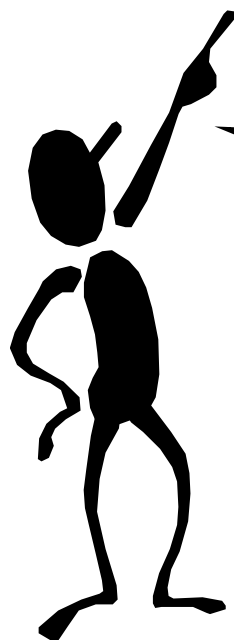
Graphic Novel

Tremonti, A.M. (Narrator). (2011, October 11). Game changer: Shannon Moroney's story [Radio broadcast episode]. In K. Goldhar (Producer), *The current*. Toronto, ON: CBC Radio.

Radio broadcast

Notes on APA Style

1. Do **not** use **personal pronouns** , ("I, me, we") unless you are writing about a research study that you did yourself. Then you can use "I" instead of "the researcher."
2. Do **not** address the reader as "you." ("You will see . . .")
3. Although APA advises university authors to use different verb tenses in different parts of the paper, high school students should write their APA papers consistently in the **past verb tense** (jumped) or **present perfect verb tense** (have jumped)— have + past participle of verb.
4. Do **not** use contractions. Use "do not" and "is not," instead of "don't" and "isn't."
5. **Never** use slang, colloquialisms or text messaging forms (unless within a quotation).
6. APA refers to individuals throughout the text by their **last names**, or their first **and last names**, but never simply by their first name.
7. The **date** a resource was published is very important in APA. If your source information does not have a date, it is often not a valid source for APA.



Missing information is a major clue that the source you are planning to use may not be credible or valid. **Check with your Teacher Librarian to be sure.**

Paragraphs

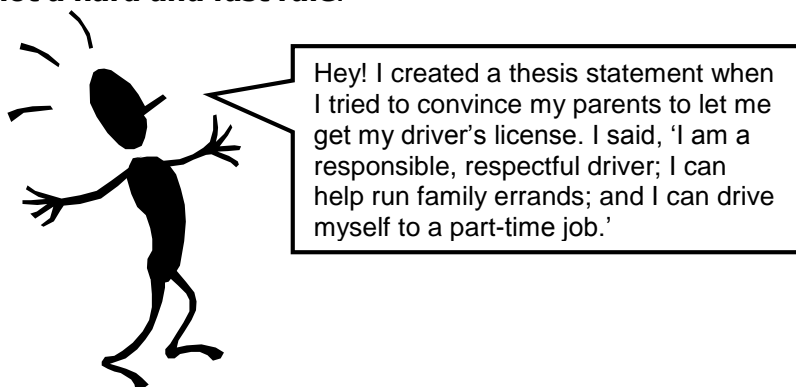
Please note that there is really no such thing as the 5-Paragraph Essay. There is, however, a **5-Part Essay**, which is used as **one** examples of an essay model. In this, even though your thesis and plan may include three specific points of argument, it is quite possible that you will need to write more than one middle paragraph to support one or more of the points. Rather than write long, rambling, and awkward paragraphs, simply add more paragraphs as required to support your argument(s).

In **longer and comparative essays**, you will not include a three point plan in your thesis statement and you will definitely need more than three middle paragraphs to support your thesis or argument statement. Regardless of the length of your essay, it is necessary that each argument start with a good topic sentence to make the structure clear. (See diagram on next page.)

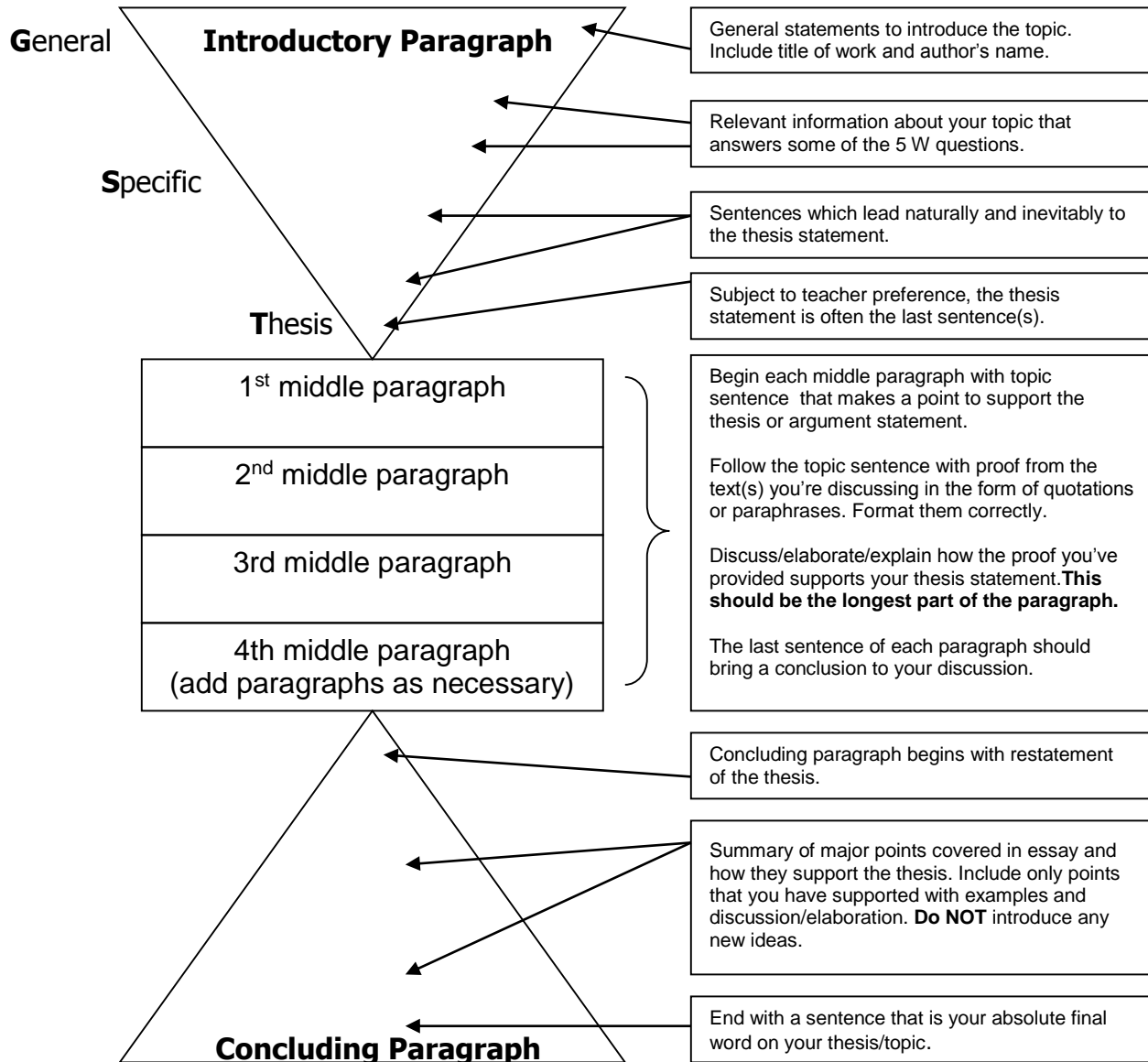
Introduction

The introduction for a formal literary essay should be in the inverted pyramid format, moving from the general to the specific and then to the thesis statement. **(GST)**

- The first sentences should be general statements to introduce your topic. (Sometimes, you will need only one sentence to do this.) They (or it) should also get the reader's attention.
- The middle sentences should begin to narrow your topic, and introduce the specific book(s) and author(s) that you are discussing. Provide answers to some of the "who," "what," "where," "when" and "why" questions, as appropriate to your topic.
- The final sentence(s) should contain the actual thesis statement. If you are composing a 5-part essay, then the points you will make in each of your middle paragraphs to support your argument (thesis) statement, will be included.
- Often, your teacher will instruct you to express your thesis in **one sentence**; however, keep in mind that **this is not a hard and fast rule**.



Structure of the Essay



Thesis and Plan

- The thesis should be given in the form of a statement.
- It should state the essential opinion that you will support in your essay.
- It should not merely state the obvious, but be something worth proving/arguing.
- Do not attempt to argue your essay in the introduction!

In the **5-part essay**, the thesis and plan should include the **three** specific arguments that you will use to support your thesis, stated concisely in **parallel form**. (Parallel form means the grammar structures are the same.) See the example below.

In *The Blue Helmet*, Lee Mercer's life changes for the better when he becomes more interested in Cutter's problems than his own, realizes that using violence will not benefit him, and comes to accept people's strengths and weaknesses.

Note: The verb forms in the thesis statement are all present tense: becomes, realizes and comes. The consistency helps make the sentence **grammatically parallel**.

The thesis—including the plan for discussion in the middle paragraphs—can be expressed in one sentence; however, **check with your teacher for his/her preference**.

Developing a Thesis Statement for the 5-Part Essay

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 judgement 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 judgement, and his evil acts. (parallel form: noun—noun—noun)

Developing a Thesis Statement for the Longer or Comparative Essay

For a longer or comparative essay that requires multiple middle paragraphs, the thesis should be a specific statement of opinion that can be defended throughout the body of the essay. (Obviously it will not include three points to be discussed in the middle paragraphs, since the longer essay will have more than three points.)

This is an example of a thesis statement for a comparative literary essay, based on two Greek plays written by Sophocles— *Oedipus at Colonus* and *Philoctetes*.

In both these plays, Sophocles makes it clear that the protagonists deserve compassion, sympathy and relief from their torment, as well as some form of restitution from the gods who caused the men's misery in the first place.

Since the essay must examine two complete works, the writer will need to provide more than three arguments and definitely more than three middle paragraphs to prove that the thesis statement is valid. Regardless of the number, each of the middle paragraphs will address and support the thesis statement.

Poor: Hamlet does not take action and dies at the end of the play. (states the obvious, nothing to argue about)

Poor: Hamlet thinks too much, taking no action, and his death is useless. (not in parallel form; awkward and incomplete expression of opinion)

Good: Hamlet's tendency to think and analyze too much interferes with his plan to avenge his father's murder and ultimately leads to Hamlet's own death.
(grammatically correct-- same verb forms throughout-- with a specific opinion that can be supported and argued)

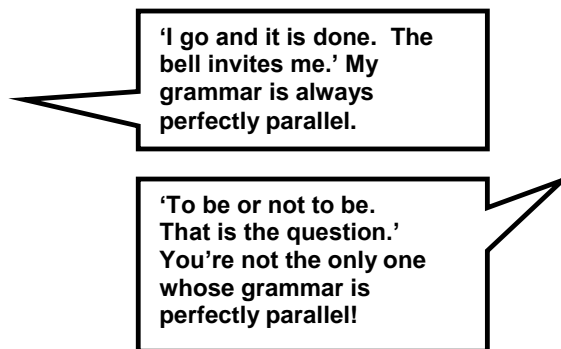
Poor: Two of the major characters in *The Canning Season* are old and wise. (states the obvious, nothing to argue about, not at all interesting)

Poor: The elderly have wisdom, accepting others and loving even strange teens, which older people can relate to. (not in parallel form; awkward and undeveloped)

Good: Although *The Canning Season* is categorized as a children's book, the notion that the elderly have much to offer young adults, including wisdom, acceptance and love, is a major theme that both older students and adults would appreciate more than children. (grammatically correct—same noun forms throughout—with a specific opinion that can be supported and argued)



Macbeth clipart free from
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Sample Introductory Paragraph for the Longer or Comparative Essay

This is a model of an introductory paragraph for a comparative essay based on Sophocles' plays *Philoctetes* and *Oedipus at Colonus*.

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Mr. Brown
ENG 4U1
11 March 2014

Smith 1

The Undeserving Outcasts

Sophocles' plays *Philoctetes* and *Oedipus at Colonus* are largely concerned with the role of the outcast. Sophocles paints vivid portraits of Philoctetes and Oedipus respectively, which inspire both sympathy and indignation in the audience and reader. Neither man seems to deserve his fate; neither chose to purposely offend the gods. Yet, Philoctetes in great agony, is marooned on an island, because of a wound on his leg that will not heal—a wound his countrymen find offensive, while Oedipus, blind and destitute, wanders the land seeking relief from his unwitting crimes of patricide and incest. Each man is a victim of circumstances beyond his control and each suffers horribly because of it. In both these plays, Sophocles makes it clear that the protagonists deserve compassion, sympathy and relief from their torment, as well as some form of restitution from the gods who caused the men's misery in the first place.

Titles, authors, idea of what the essay will address.

Thesis expressed at the end of the introductory paragraph.

Topic Sentences for Middle Paragraphs

Each argument must begin with a clear topic sentence which uses a key word from the thesis/plan. For the 5-part essay on *Macbeth*, using the thesis statement from this guide, 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 occur in your thesis.****

Use of Quotations

Quotations are essential evidence in literary essays; however, they must be used effectively. Follow the guidelines below when 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 ¼ of your argument.
2. Always lead up to your quotation by giving the speaker (if applicable) and the situation. This is called the **signal phrase**. Do not assume that the reader knows the exact part of the literary work that you are quoting. Provide **context** for each quotation or paraphrase.

The paragraph below is from an essay on Polly Horvath's novel *The Canning Season*. The second sentence provides background information (context) for the quotation that follows.

Horvath uses incidents from the 90 year old twins' past to emphasize that their life experiences allow them to view things differently than other people—particularly young people. This is made especially clear when Pen-Pen tells Ratched about how Tilly felt when their mother committed suicide when they were young women and how Pen-Pen views the event with the benefit of experience:

'Tilly didn't understand how [Mother] could have left her that way. . . She just wouldn't see Mother as anything but Mother. She was so angry with her. . . But the truth was that that summer, Mother couldn't be anyone's mother. And I often think the truth isn't good or bad, it's just the truth.' (185)

3. Always follow up your quotation by **commenting on, explaining the significance of, 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. Your discussion of how the quotation supports the thesis statement should be the largest section of the paragraph.
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. The quotations support your opinion so that your argument is valid. The two work hand-in-hand. **Your well-developed argument is what will make a good essay, not a series of quotations strung together by "ifs," "ands" and "buts."**

Essay Structure for Other Subjects

Although the previous section concentrates on English Literary Essays, it is important to note that the essay structure chart presented on page 58 can be used for any other subject.

For example, if you are writing an essay for Religion or History, your **introductory paragraph** could be organized exactly the same way. Obviously you would not list the titles and authors of literary works; instead, you would discuss the specific topic that your essay is about.

This is a sample introductory paragraph for a Religion essay. Note that it is organized the same way as the example presented for English.

Lewington 1

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22 Oct 2008

Is Torture Ever Justified?

In the aftermath of 9/11, people have had to think a great deal about how countries like the U.S.A., Canada and Britain, which seem to be concerned about human rights and freedoms, can allow the torture of political prisoners. The media has displayed pictures of the physical and emotional abuse of prisoners by guards at Abu Ghraib in Iraq, and Guantanamo Bay in Cuba. Some government authorities have denied that torture has taken place, while others have stated that although torture is not something that is done lightly, it is sometimes a necessary evil, in order to prevent terrorist plots that would result in the suffering and deaths of thousands of innocent people. Unfortunately, even individuals who think they have strong religious beliefs, like President George Bush, accept that the ends justify the means. Yet, if the Catholic belief in the dignity and value of human beings, who were made in God's image, is held sacred, it is absolutely clear that torture cannot be permitted, as it is immoral and against Christ's own commandment: "Love one another as I have loved you" (John 13:34-35).

The example follows the pattern of **GST**—general, specific, thesis—and the thesis statement is easy to identify.

The **middle paragraphs** would follow the same pattern as the middle paragraphs for the literary essays. They would start with **topic sentences** and include **support from research sources** through **paraphrases** and **direct quotations**. **Discussion** about how the information from outside sources supports the thesis would follow and each middle paragraph would end with a **concluding sentence**.

Sometimes, a teacher will ask you to do an examination or summary of research articles on a specific topic. In that case, you will not usually have a thesis statement, but you will still have to incorporate quotations and paraphrases from the works you examine into your writing. **Remember, your opinion is only considered to be valid, if you can provide/explain examples that support it.**



How to Create the Research Paper

When you are assigned to do a research essay or paper, there are several steps you should take in order to achieve success. You may be instructed to choose your own topic, or you may be given a topic by your teacher. Whatever the case, you should do the following:

1. Understand and Clarify your Topic

- a) Read your teacher's instructions carefully and ensure you understand what you are supposed to do. If required, ask your teacher for clarification when you receive the assignment.
- b) Choose a topic or an aspect of an assigned topic that interests you. For example, if you have to do an essay on music, and you love jazz, you might want to focus your research paper on what makes specific jazz performers great.
- c) Do some preliminary research to determine how much information there is on the topic. Use the library catalogue, browse the shelves under the general category and the databases. Examine scholarly journals, newspapers, magazines and reputable web sites.
- d) If you cannot find much information on the topic from the sources available, then ask your teacher for advice and possibly request a topic change.

2. Narrow the Focus of Your Topic

- a) In the example above, depending upon the length of the paper required, the student writing the paper would concentrate on a limited number of jazz "greats." This is one way to focus the essay.
- b) Develop an essential and supportable opinion or argument statement about your focused topic. For example, you might write something like:

Their dexterity with instruments, willingness to experiment with melody, and passion for the style of music are what make Louis Armstrong, Dizzy Gillespie and Miles Davis the greatest jazz musicians of all time.

This will be your **thesis statement**. You will support your thesis statement with examples and discussion throughout the body paragraphs of your essay.

3. Begin the Formal Research Process

- a) Keep in mind that you are looking for evidence to support your thesis statement. In the example above, the student must find proof that the three musicians chosen did, in fact, have dexterity when it came to playing their instruments, were willing to experiment with melody, etc.
- b) The student must also prove through elaboration and discussion that the three characteristics given in the thesis statement are what make the individuals mentioned the "greatest of all time."
- c) Proof can be opinions from respected music critics, and acknowledged experts on jazz music. The writer of the essay could also incorporate quotations from other highly regarded jazz musicians. The student would then discuss how the expert opinions/ quotations, etc., support his/her opinion about the jazz music greats.

Remember: the source of every expert opinion or quotation or idea about what makes a person a great jazz musician MUST be cited.

4. Cite all your sources

- a) The importance of citing ALL your sources cannot be emphasized enough. Be prepared to note all the required information for each source you use on the research page provided by your teacher, teacher librarian or one you create for yourself.

NOTE: If you do NOT cite your sources, you will be committing **plagiarism** and will be subject to academic penalties. Review page 4 of this guide for more detailed information about plagiarism and the need to cite **all** outside sources.

- b) The information you must note to format your citations, whatever essay style you are using, is:
- author's full name;
 - title of text or web site;
 - date of publication (or for a web site, last revision);
 - publisher's name;
 - city of publication (and for APA style, state or province of publication if the source is from the U.S.A. or Canada);
 - for print sources, page number(s) and paragraph numbers also, if applicable, for APA.
- c) **www.citationmachine.net** will create correctly formatted citations in both MLA and APA style for you. **www.easybib.com** will format only MLA for free. **Check each automatically formatted citation for errors!**

The Research Pathway



Librarians ***strongly*** recommend that you provide a variety of sources and that, depending upon your teacher's requirements for the assignment, you research materials in the order listed below.

1. **Books** – **WHY?** Books published by reputable companies are dependable sources of information. You can use the **Index** and **Table of Contents** to narrow down your search for relevant information and you can use the bibliography the book includes to pursue other sources. Also, books have been edited, fact-checked and proof-read before being published.
↓
2. **Databases** – **WHY?** Databases are the best source of research information. They are large collections of articles and studies from peer-reviewed journals, magazines, and newspapers, etc. The information is simply stored and accessed electronically. Expert researchers examine the articles, decide which ones are valid sources for research, and include only those in the database. Many teachers require students to use **scholarly, or peer-reviewed journal articles** for research and the databases are excellent places to find them.
↓
3. **Subject Directories** (Also known as Librarian-Approved Portals) - **WHY?** Each Internet site that connects to the subject starter has been examined for validity by a librarian, who is an expert at research. The experts include city, college, and university librarians from all over the world. If you find a web site through a subject starter, you can trust that the information is valid.
↓
4. **Google or Other Generic Search Engines** – **WHY?** Use these LAST, since you will have to evaluate each site you find for reliability and trustworthiness as a source. The web sites

you access may be hoaxes, misinformed or maliciously wrong, i.e., someone posted false information ***on purpose***. No one edits the Internet.

Evaluate each web site you want to use to make sure that it is a source of credible, valid information. See the web site evaluation chart below from the University of Maine at Farmington.

The 5 Ws (and 1H) of Web Site Evaluation

How can you tell if the book, article, website, or other resource you located is a valid, credible source? It may be helpful for you to ask yourself six questions:

1. **Who?** Who is the author? What are his/her credentials?
2. **What?** What information is available from this resource?
3. **Where?** Where did the author(s) get the information? Are citations provided?
4. **When?** When was the resource produced? (For books, check the copyright date. For articles, check the publication date. For websites, look for a "created on" or "last updated on" date.)
5. **Why?** Why does this resource exist? Is the purpose to entertain, persuade, inform, etc.? Is the resource biased?
6. **How?** How comprehensive is the resource? Does it go into the depth you need?

.....

"Use Valid, Credible Sources for Information." *UMF Writing Center/Mantor Library Anti-Plagiarism Website*. The University of Maine at Farmington, 29 Mar. 2007. Web. 22 Nov. 2011.
<<http://plagiarism.umf.maine.edu/valid.html>>.

Additional Points to Consider

1. Make sure that any web site you want to use for research purposes has all or most of the information listed here: **author** or **sponsoring organization** (different from web master, or creator), **contact information** for author or sponsor, **publication or revision date**, **citations** from other credible sources, list of **outside sources**, and **working links** to outside sources.
2. You should always **check the citations and bibliography** for any web site you want to use. If none are provided, then it is a sign that the author did not use anyone else's research or opinions to support his/her outlook on a particular subject area. If no other credible sources were used when that individual compiled his/her site, then how trustworthy or reliable can it be?
3. **Wikipedia is NOT a credible source** simply because **ANYONE** can add information. The information can be incorrect, biased, malicious, or otherwise inappropriate and the editors of Wikipedia may never detect it, or delete it. **Contributors do not have to be experts; therefore, the information is NOT reliable.**

Paraphrasing



Paraphrasing is most commonly used in research essays—particularly in Science, Social Sciences and Religion—when word-for-word quotations are not always the best choice.

Paraphrasing means to take an idea or information that someone else expressed through written or spoken words and ***write it in your own words***. There are rules you must follow in order to paraphrase **correctly** AND **without plagiarizing**.

Make sure that the words you use to express another's idea or information are **yours**. You can **NOT** simply leave out a few words here and there, replace words with synonyms, simply change the order of the words in the sentences or change the order of the sentences themselves. **The entire passage must be re-written.**

1. Read the passage you wish to paraphrase, cover it up, write the idea down using your own manner of expression and then check to make sure your paraphrase is not too similar to the original. If it is, start over.
2. **Always provide parenthetical or in-text documentation/citation after the paraphrase to acknowledge the original source of the idea or information.**

Example

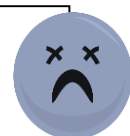
This is the original, word-for-word text from page 10 of John H. Hoover and Ronald Oliver's book *The Bullying Prevention Handbook*:

Midwestern students identified the junior high or middle school years as the worst ones for bullying. Peer harassment increased rapidly after grade 3 and diminished following grade 10. The overall highest rates of bullying and the most reported trauma resulting from it was during the middle school years, or approximately grades 5 through 8.



This is an **incorrect** paraphrase that is **plagiarism**:

In the Midwestern states, students said that the junior high or middle school years were the worst for bullying. Harassment from bullies increased quickly after grade 3 and slowed following grade 10. Basically, reported trauma from bullying occurs in grades 5 through 8.



The example above is **plagiarism** because:

- The student has only changed around some words and phrases, left out a few words here and there and changed some of the sentence structure; but, **it's far too close to the original quotation**;
- the student does not provide the source of the ideas through **parenthetical documentation** (in-text citation).

If you do **either**, you are plagiarizing.

Below is a **correct** paraphrase, which follows the rules.

Students in the Midwest seem to suffer the most from bullying when they are in junior high, specifically grades 5 – 8. But, after grade 10, bullying rates decrease (Hoover and Oliver 10).

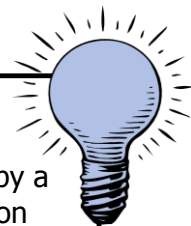


The paraphrasing example above is **acceptable**, because the student:

- uses **his/her own words**;

- lets the reader know the source of the information by using **parenthetical documentation**;
- **accurately presents the main idea** of the original text.

You must do **all three** to create a correct, acceptable paraphrase.



Common Knowledge – Information You Don't Have to Cite

Common knowledge: facts that can be found in many places and are likely to be known by a lot of people. If you can reasonably expect that most people—your ordinary everyday “person walking down the street”—would know the fact or the information, then it’s likely to be common knowledge. The rule is: **when in doubt, cite!**

Examples: Christmas day is on December 25th.
U. of T. stands for University of Toronto.
Ottawa is the capital city of Canada.

The information above is well-known. You do not need to document these facts. However, you must document anything you use that supports your opinion about something.

Example: In her book *New Moon*, Stephenie Meyer’s main character Bella Swan discovers that if she puts herself in physical danger, she can actually hear Edward’s voice in her head, telling her to stop what she’s doing (245). This shows that Bella is suffering from Edward’s sudden departure so much that she does not even care if his voice is a hallucination; she just wants to hear it and as the story progresses, she deliberately endangers herself over and over again.

Since the connection between Bella’s suffering and her desire to hallucinate is not a generally known fact, but rather an opinion, **you need to cite the source.**

(**Note:** the paraphrasing information on pages 64 and 65 is based on material produced by the Writing Tutorial Services, Indiana University, Bloomington, IN from the web site:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.)

Writing Style



Even if you follow all the rules for formatting essays, creating thesis statements and plans, writing introductory paragraphs, middle paragraphs and using quotations/paraphrases correctly, your writing style is still the main component of the essay. To achieve a superior mark on an essay, **your writing must be clear, concise and to the point.**

Author, **George Orwell**, who wrote the novels *Animal Farm* and *1984*, also wrote an essay entitled “The Politics of the English Language.” In it, he includes specific rules for writing that are an excellent guide for any student. (See next page.)

(Commentary on each rule was provided by John Wesley, editor of the web site, *Pick The Brain*, located at: <http://www.pickthebrain.com/blog/george-orwells-5-rules-for-effective-writing/>
Accessed 25 June 2009 and used with permission for educational purposes.)

1. Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.

This sounds easy, but in practice is incredibly difficult. Phrases such as *toe the line*, *ride roughshod over*, *stand shoulder to shoulder with*, *play into the hands of*, *an axe to grind*, *Achilles' heel*, *swan song*, and *hotbed* come to mind quickly and feel comforting and melodic. For this exact reason they must be avoided. Common phrases have become so comfortable that they create no emotional response. Take the time to invent fresh, powerful images.

2. Never use a long word where a short one will do.

Long words don't make you sound intelligent unless used skillfully. In the wrong situation they'll have the opposite effect, making you sound pretentious and arrogant. They're also less likely to be understood and more awkward to read.

When [author Ernest] Hemingway was criticized by [author William] Faulkner for his limited word choice [Hemingway] replied: "Poor Faulkner. Does he really think big emotions come from big words? He thinks I don't know the ten-dollar words. I know them all right. But there are older and simpler and better words, and those are the ones I use."

3. If it is possible to cut a word out, always cut it out.

Great literature is simply language charged with meaning to the utmost possible degree (Ezra Pound). Accordingly, any words that don't contribute meaning to a passage dilute its power. Less is always better. Always.

4. Never use the passive [verb tense] when you can use the active.

This one is frequently broken, probably because many people don't know the difference between active and passive verbs. . . Here is an example that makes it easy to understand:

The man was bitten by the dog. (passive)

The dog bit the man. (active)

The active is better because it's shorter and more forceful.

5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.

This is tricky because much of the writing published on the internet is highly technical. If possible, remain accessible to the average reader. If your audience is highly specialized this is a judgment call. You don't want to drag on with unnecessary explanation, but try to help people understand what you're writing about. You want your ideas to spread right?

6. Break any of these rules sooner than saying anything outright barbarous.

This bonus rule is a catch all. Above all, be sure to use common sense. These rules are easy to memorize but difficult to apply. Although I've edited this piece a dozen times I'm sure it contains imperfections. But trust me, it's much better now than it was initially. The key is effort. Good writing matters, probably more than you think.

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