

# RESEARCH AND STYLE GUIDE

By: Christine Straus (revised February, 2001)  
Amended by: K. Mulhall (October 2005)

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# RESEARCH AND STYLE GUIDE

## **Preface**

This guide will help you meet the requirements of High School research. Included are a step by step guide to library research and the conventions of format, punctuation, quotations, and documentation required in High School writing. By using the guide to library research, you will learn to gather information from a variety of information sources. By mastering the conventions, you will attain the proper format necessary for writing in all your courses.

## **Research Guide**

High School research assignments require the use of a variety of information resources. Print, electronic and Internet resources should all be used. Students may expect, especially in the senior grades, to be required to find most of the information used to complete assignments in print resources. By following the guide to library research, you will use all of the types of resources required and will not rely only on the Internet.

It is recommended that, unless otherwise specified by your teacher, 50% of your information should come from print resources. Anything that you do use from the Internet however, should have bibliographical information that you can cite in your research paper under the Works Cited.

## **Style Guide**

The essay mechanics outlined in the guide are intended to make essay writing consistent and easy. They are based on standard rules which have evolved over the years and which are widely accepted by North American universities and colleges. The examples that illustrate the conventions have been taken from students' writing, from school life, and from various literary works.

## **Plagiarism**

Most of your High School writing will be based on information from books, articles and Internet sources. The research materials from which you take your ideas and information must be acknowledged in the essay and in a list of the research materials (a Works Cited) included at the end of your essay. To use the work of others as your own is plagiarism. Plagiarism is a serious offence that has serious consequences at St. Mary's.

# RESEARCH GUIDE

Follow these steps for effective library research.

## ❖ **Step 1 – Questions, Questions, Questions???**


Write your topic as a question. For example, if you are interested in the human genome, you might ask “What is the human genome and why is it important?” Identify the main concepts or keywords in your question. For this example, the main concept or keywords are human genome.

## ❖ **Step 2: Get the Basic Information**

The basics come first. Find out what your key words mean, what the basic ideas of the topic are, and what the basic issues are. Look up your keywords in an encyclopedia. Use a general or subject encyclopedia from the **Reference Collection**.

Online use the **Canadian Encyclopedia**.

## ❖ **Step 3: Find a Book**

Use the library catalogue  [www.kpl.org](http://www.kpl.org) to find books on your topic. Do a keyword or a subject search. Note the location and circulation status of the books you are interested in. Write down the location information (call number) and find the book on the shelves or place a hold.

## ❖ **Step 4: Find Periodical Articles**

Use our Database Subscriptions through the Internet to find articles from newspapers, magazines and broadcast news sources. Logon to the network, choose research and click on the icon for the database. Login names and passwords are available in the Library.

## ❖ **Step 5: Find Internet Resources**

Use search engines and subject directories to locate materials on the Web. Need help searching? Ask the librarian for “**A Student’s Guide to the Internet**”.

## ❖ **Step 6: Evaluate What You Find**

Make sure that the information you use is from a source with accurate, unbiased, up-to-date information. “**A Student’s Guide to the Internet**” has criteria for evaluating information sources. Internet sources may only be used if the site is as well documented as a print publication. The site must have an author or sponsor. The source of facts and statistics must be referenced. There should be a date of publication or revision. The information from the Internet site should agree with information from print sources.

## ❖ **Step 7: Cite What You Find**

Section III of this style guide outlines the expectations and gives examples for building your Works Cited or list of materials used in your essay.

Online Utilities for creating your Works Cited List

### Citation Maker

[http://www.oslis.k12.or.us/citeintro/nof\\_citesession.php?Grd=Sec&sessionid=99245faba90632abee11a3b2b999c4c8](http://www.oslis.k12.or.us/citeintro/nof_citesession.php?Grd=Sec&sessionid=99245faba90632abee11a3b2b999c4c8)

### Bibliography Builder (BibBuilder) 1.3 (free MLA-style Bibliography Builder)

[http://jerz.setonhill.edu/writing/academic/bib\\_builder/index.html](http://jerz.setonhill.edu/writing/academic/bib_builder/index.html)

# STYLE GUIDE

## I. MANUSCRIPT CONVENTIONS:

### A. Format

Use white paper, 21 x 27-1/2 cm. (8-1/2 x 11 inches).

Your essay should be typed or neatly written in blue or black ink. Type or write on one side of each page. Leave margins of 2.5 cm. (1 inch) on all sides of the paper. Indent each paragraph five spaces. Indent all lines of long quotations ten spaces.

The *entire* essay should be **double-spaced**. If you are writing your essay on lined paper, skip every second line.

### B. First Page

A title page is not necessary for your essay. Your name, your teacher's name, your course code, the date the essay is due, and the title of your essay should all be double-spaced on page one of your essay. Only the title should be centred.

Underline and quote the words in the title that you would underline or quote in the essay. (See "Underlining and Quotations") Also, do not capitalize every letter in the title. After the title, double-space and begin the text of your essay.

Staple the upper left corner of your essay.

1
Jenny O'Bright
Mr. Lynch
English 2D-03
10 October 2005
The Use of Nature in <u>Jane Eyre</u>
In <u>Jane Eyre</u> Charlotte Bronte vividly describes nature and ascribes it human qualities.
Nature thus becomes a character in its own right.

### C. Pagination

Number the pages consecutively, beginning with "1" on the first page of the essay. The number should appear in the upper right corner. No periods, dashes, or abbreviations are used to set off the page number. If you have a list of Works Cited, give it the last page number of your essay.

**D. Figures and Tables**

Maps, photographs, diagrams, charts, graphs, tables, and illustrations must be carefully incorporated into the text of the essay. These materials should be incorporated near the relevant sections of the essay.

Label each aid; a table is labelled "Table," but all other aids are labelled "Figures." Assign each figure a number and title (Fig. 1. Map of Canada); this information is placed beneath the figure.

Also, give the source of each aid immediately below it. For example:

**Herstein, H.H., J.J. Hughes, and R.C. Kirbyson. Challenge and Survival: The History of Canada. (Scarborough: Prentice-Hall, 1970), p. 65.**

**II. TECHNICAL CONVENTIONS OF WRITING:**

**A. Spelling**

Spelling should be correct, consistent, and Canadian. Use a dictionary when you proofread.

**B. Punctuation**

When we speak, we use pauses, stops, gestures, and voice modulations to clarify meaning. When we write, we use punctuation to clarify meaning. It is important that we punctuate appropriately and consistently so that we can guide our readers to understand our message.

**1. END PUNCTUATION**

A sentence consists of a subject and predicate, begins with a capital letter, and requires end punctuation. Every complete sentence requires a punctuation mark at the end: a period, a question mark, or an exclamation mark.

**a. Periods**

Periods mark the end of all sentences that are not questions or exclamations:

*Our Student Council this year is well-organized.*

**b. Question marks**

Question marks indicate the end of direct questions and doubtful statements:

*I suppose you prefer listening to Pearl Jam than to Stomping Tom?*

A question mark immediately follows a question included within a sentence:

*"Are you donating regularly to the Missions?," she asked.*

*One of our students (isn't it Tracy Stockie?) will be the valedictorian.*

When a question mark and quotation marks occur together, the question mark goes inside the quotation marks if the quotation is a question. The question mark goes outside the quotation marks if the entire sentence is a question.

*The student asked, "Do I have to complete three scrapbooks?"*  
*When did the student say, "I have to complete three scrapbooks"?*

**c. Exclamation Marks**

Exclamation marks are used after emphatic interjections (Yes! Yes! Help!) and after statements that are exclamatory:

*Pow! Bam! Batman knocked the Riddler to the floor.*  
*I thought the teacher was joking when he said we would have a test today!*

NOTE: In general, the exclamation mark should be used only when dialogue is being written, the statement is genuinely emphatic, or the exclamation mark is in a direct quotation.

**2. COMMAS**

Commas are interrupting marks used when there is a real reason to pause. The comma has five uses.

- a. There are six conjunctions -- and, but, or, for, nor, yet. A comma is used before conjunctions when joining independent clauses (an independent clause can stand alone as a sentence):

*The meal was good but fattening.*

NOTE: A comma is not necessary because but joins two adjectives and not two independent clauses.

*The meal was good, but it was also fattening.*

NOTE: A comma is necessary because but joins two independent clauses.

*We wrote a poem and an essay.*

NOTE: A comma is not necessary because and joins two nouns.

*We wrote a poem, and then we had to write an essay.*

NOTE: A comma is necessary because and joins two independent clauses.

- b. When you list more than two items, a comma is used to separate all items in a list:

*He likes dancing, singing, and reading.*  
*The youth started the car, put it in gear, and drove into the wall.*

- c. When you read the following examples aloud, notice that when the voice drops or hesitates, a comma should be used:

*When I went to Market Square, I met my friends.*

*After she put on her uniform, she noticed the ink stain on the front of her kilt.*

These sentences open with parenthetical material -- material which is not crucial. When the parenthetical or subordinate material appears at the beginning of a sentence, it is set off with a comma.

When the subordinate material is short and creates no confusion, the comma is often omitted:

*In 2004 we performed Playing For Time.  
To succeed you must work hard.*

When you read the following examples aloud, notice that there is an absence of pauses and intonation. That is because the subordinate material appears at the end of a sentence:

*I met my friends when I went to Market Square.*

*She noticed the ink stain on the front of her blouse after she put on her uniform.*

In the above examples commas are unnecessary because the thoughts flow smoothly from one to the other. Nevertheless, if you want to include something in your sentence for emphasis, it is set off with a comma:

*He likes junk food, chips especially.*

- d. The last rule uses a "yes-yes-no-no" guide. Consider the following sentence:

*The girl who was president of the Student Council will address the student body.*

Read the sentence without the words that are underlined. Since the student should be identified, the sentence does not make sense without the underlined words. In order to decide whether commas should be used, ask yourself two questions: May I leave these words out? Do I use commas? If the answer for the first question is "no," the answer for the second question is also "no." Thus commas are unnecessary. Consider the second sentence:

*Kathy McGrath who was president of the Student Council will address the student body.*

Read the sentence without the words that are underlined. The sentence makes sense; therefore, the material is not essential. In order to test whether commas should be used, ask the two questions: May I leave these words out? Do I use commas? If the answer for the first question is "yes," then the answer for the second question is also "yes." Thus commas are required:

*Kathy McGrath, who was president of the Student Council, will address the student body.*

Now you know when to use a comma. One place where you do not need a comma is between a subject and verb when there is no parenthetical material between them:

*Macbeth is an excellent play.*

NOTE: In addition to these uses, commas are employed in names (Frank Holme, Jr.), in dates (June 17, 1995) and addresses (Miskey Koebel, 16 Carrol Street, Kitchener, Ontario).

### 3. SEMICOLONS

When you need a mark of separation that is stronger than a comma, you may use a semicolon. You pause when you read something with a comma, but you stop when you read something with a semicolon. The semicolon is appropriate in the following three instances:

- a. The semicolon links two independent statements that would be two complete sentences if they stood alone. It indicates that the two statements are connected in thought:

*The main character in Stephen King's Christine is a car; the main character in Carrie is a high school senior.*

A period could be used instead of the semicolon here, or you could add a comma and a conjunction instead of a semicolon:

*The main character in Stephen King's Christine is a car, but the main character in Carrie is a high school senior.*

- b. The semicolon is used to separate independent statements joined by a connective word other than the six conjunctions (and, but, or, for, nor, yet). This connective is called a conjunctive adverb. These are some of the principal conjunctive adverbs: also, anyhow, as a result, besides, consequently, for example, furthermore, hence, however, in addition, indeed, instead, in fact, likewise, meanwhile, moreover, namely, nevertheless, otherwise, still, similarly, then, therefore, thus.

*She is an intelligent person; however, she has a tendency to "push" the "pull" doors.*

*He worked hard; consequently, he passed the course.*



However and consequently are conjunctive adverbs joining two sentences.

NOTE: Semicolons are not always used before conjunctive adverbs. In the following example, therefore does not separate clauses; thus, commas must be used.

*The answer, therefore, is to become familiar with using semicolons and commas appropriately.*

- c. Semicolons can also be used in lists to separate sections that contain commas:

*She enjoys skiing, when the ski team practices; swimming, when the swim team competes; writing, when the newspaper staff meets; and dancing, when the dance group rehearses.*

NOTE: If you omit the phrases, you only need to use commas:

*She enjoys skiing, swimming, writing, and dancing.*

Semicolons are used to eliminate the reader's confusion and to add variety and maturity to your writing.

#### 4. COLONS

The colon anticipates and moves forward; it has three uses:

- a. The colon is used after an independent clause (what could be a complete sentence) and before a list:

*She is taking several courses: physics, chemistry, economics, and biology.*

NOTE: The list is introduced by a complete sentence; therefore, a colon is used.

- b. The colon is also used between two independent clauses when the second explains or amplifies the first:

*She was thrilled: she received an A on her essay, won the school raffle, and was chosen to be editor of the newspaper.*

NOTE: The second clause explains why she was thrilled.

*I went to see Mr. D. after school: my seminar is due tomorrow, and I feel a cold coming on.*

- c. When you introduce a quotation with an independent clause, a colon precedes the quotation:

*I will end with a quote from W.L. MacKenzie King: "If some countries have too much history, Canada has too much geography."*

**5. DASHES**

The dash is two hyphens when you type, with no spaces before, between, or after. Like a comma, it sets off material. An occasional dash adds variety to your sentence structure, but if you overuse dashes your writing will appear choppy.

*She enjoys wearing her uniform--a blue kilt and a blue sweater--even though it lacks variety.*

**6. PARENTHESES**

Parentheses set off parenthetical material (material that is not crucial in your sentence). Instead of using commas, you may use parentheses.

*Hardy (the author of Tess of the d'Ubervilles) writes in the regional tradition.*

Parentheses are also used around documentation within the text (see Parenthetical References)

**7. HYPHENS**

You may use a hyphen to form a compound word, particularly a compound word that precedes the word it modifies:

*He is a cool-headed reporter who writes well-organized, first-rate articles.*

**8. UNDERLINING**

Underline foreign words, titles of books, plays, pamphlets, films, radio and television programs, record albums, ballets, operas, paintings, and the names of newspapers, magazines, ships, and aircraft:

*Lives of Girls and Women was a good book, and it received a favourable review in the Record.*

*A witty saying is called a bon mot.*

**9. APOSTROPHES**

Apostrophes are used to indicate possession:

- a. You may form the possessive by adding 's:

*The zebra's stripes*

- b. If a noun already ends in s, merely add an apostrophe:

*The boys' uniforms*

- c. If a noun is a proper noun (person's name etc.), then add 's:

*Michael's stereo*      *Chris's class*

NOTE: An exception is the possessive **Jesus'**.

- d. Apostrophes are also used in contractions (such as: can't, won't, or doesn't). Nevertheless, contractions should not be used in formal essays. The possessive pronouns--hers, its, theirs, yours, ours, and whose--have no apostrophe. A common error is to write "who's" for "whose" and "it's" for "its," but "who's" means "who is" and "it's" means "it is." Again, the best way to avoid this error is to avoid using contractions in your essays.

## C. Quotations

### 1. Titles

Enclose in quotation marks, and do not underline, the titles of short works, such as stories, poems, essays, articles, chapters, songs, and episodes of programs:

*"K-W Woman Wins a Trip to Mexico" (newspaper article)*

*"Young Goodman Brown" (short story)*

*"The Lamb" (poem)*

*"Weekend Update" (skit on Saturday Night Live)*

*"Stand by Me" (Song)*

### 2. Use of Quotation Marks

When you are writing an essay you may get ideas or expressions from a variety of sources, such as poems, texts, journals, and films. You cannot steal these ideas and present them as your own. That is called plagiarism. In order to avoid plagiarism, quote and acknowledge work which is not your own. In this case, you are "borrowing" and not "stealing" words and ideas to illustrate or prove your argument. By acknowledging authors, and thereby documenting the sources, you are giving them credit and informing your reader about your research.

When you have difficulty deciding what you need to document, there is a simple rule to keep in mind: material which appears in three or more sources is not necessary to document. For example, if you do not know when the First World War occurred, and you have to look up the dates in an encyclopedia, you do not need to acknowledge the source. You also do not need to document popular quotations ("If you're rich, I'm single") or proverbs ("A stitch in time saves nine"). However, all statistics must be documented. When you want to take an idea from a book (including a critic's argument) and put it in your own words, this is called paraphrasing.

When you paraphrase, quotation marks are not used, but you will still need to acknowledge where you got the idea.

*Margaret Smith explains that Charlotte Bronte "knew Shakespeare's plays well; those which most readily came to mind when she wrote Jane Eyre were Macbeth and Othello."*

**or**

*Margaret Smith explains that Charlotte Bronte was influenced by Macbeth and Othello when she wrote Jane Eyre.*

In the second example, Margaret Smith's idea is paraphrased, and she is still given credit for the idea. If you choose to quote the author, copy the quotation word for word from the source. Your quotation should also have the same punctuation and capitalization.

Quotations must be carefully worked into your essay. You need to introduce quotations with your own words and the correct punctuation.

When you use quotation marks, your sentence must still make sense. Consider the following sentence:

*Jane was attracted to Rochester "his raven-black hair" (300).*

This sentence is incorrect—it should read as does the following example:

*Jane was attracted to Rochester's "raven-black hair" (300).*

In English essays try to use the present tense consistently. If you need to quote material which is in a different verb tense, you must make adjustments to the quoted material in square brackets:

*When Jane returns home, "it [is] verging on dusk" (62).*

The passage originally said that "it was verging on dusk." Whenever you need to add your own words in a quotation, put the insertion in square brackets—[ ]—never round brackets (parenthesis). After you have introduced a quotation and written it, you need to indicate the significance of the quotation. Let your reader know why you thought it was important enough to include in your essay:

*In Northanger Abbey Henry prepares Catherine for the "continual improvement by any thing he said" (180). Therefore, Henry becomes Catherine's teacher.*

### 3. Length of Quotations

When you write an essay, you need to decide how long you would like your quotations to be. Try to quote only what is necessary and what clearly relates to your argument.

#### a. Prose Quotations

A short quotation is included as part of the text of your essay. It has quotation marks and is double-spaced as is the rest of your essay:

*In the conclusion to Jane Eyre, Jane reveals that she is "blest beyond what language can express" (456).*

You may prefer to quote one or two words:

*Jane considers herself "supremely blest" (456).*

A quotation can be placed anywhere in your sentence, and you can also add your own words between it:

*Mr. Rochester has "a good figure," but he is "neither tall nor graceful" (121).*

A long quotation (more than four typed lines) is started on a new line and indented ten spaces. Indenting and double-spacing a quotation does indicate quoting; therefore, do not add quotation marks. In a block quotation, a full sentence and a colon usually precede the quote:

*In Pride and Prejudice Elizabeth perceives that her marriage to Darcy*

*would be a harmonious union of delight and instruction:*

*It was a union that must have been to the advantage of both; by her ease and liveliness, his mind might have been softened, his manners improved, and from his judgment, information, and knowledge of the world, she must have received benefit of greater importance (312).*

#### b. Poetry Quotations

When you quote poetry, you need to indicate where the lines end. Short poetry quotations (three lines or less) are double-spaced and are part of the text of your essay. A short quoted line of poetry ends with the poet's punctuation and a slash (/). A space before and after the slash is required. Capitalize the first word of the next line if the poet capitalized it.

*Portia explains that mercy "is an attribute to God Himself, / and earthly power doth then show likest God / When mercy seasons justice" (IV.i.-192-94).*

In poetry you are quoting lines; therefore, your reference is to act, scene, and line in the poem or play. For most poems, you only need to refer to the lines, since there may be no act or scene. It is unnecessary to refer to the page number.

Long poetry quotations (more than three lines) are indented ten spaces and double-spaced. End the line where the poet has ended the line and punctuate it as the poet has.

#### 4. **Ellipsis**

In your quotations, you may choose to leave out some words. Replace them with an ellipsis: three spaced periods. If the words you omit include a whole sentence or the end of a sentence, then you use four dots (the fourth dot is a period).

ORIGINAL QUOTATION:

*Jane says, "I hold myself supremely blest--blest beyond what language can express; because I am my husband's life as fully as he is mine" (Bronte 456).*

WITH ELIPSIS:

*Jane says, "I hold myself supremely blest . . . because I am my husband's life as fully as he is mine" (Bronte 456).*

#### 5. **Punctuating Quotations**

When you introduce a long or formal quotation with a complete sentence, use a colon:

*Margaret Smith develops the following argument: "the strength of Jane Eyre lies in its unity" (xix).*

Use a comma before and/or after a verb of speaking or writing:

*"The strength of Jane Eyre," according to Margaret Smith, "lies in its unity" (xix).*

**or**

*Margaret Smith writes, "the strength of Jane Eyre lies in its unity" (xix).*

A comma or a colon may be unnecessary:

*Margaret Smith thinks that "the strength of Jane Eyre lies in its unity" (xix).*

Note that only commas and periods go inside closing quotation marks. However, if you use a parenthetical reference (a reference to an author and page), a period follows the reference.

Other punctuation marks are placed outside quotation marks, unless they are included in the original quotation:

*Einstein said, "the imagination is more important than knowledge."*

**or**

*Did Einstein believe that "the imagination is more important than knowledge"?*

**or**

*He really believed that "the imagination is more important than knowledge"!*

Single quotation marks within double quotation marks indicate a quotation of a quotation:

*Margaret Smith argues that Jane and Rochester's "separation from each other and eventual reunion are seen in terms of spiritual suffering and renewal: 'I was forced to pass through the valley of death.'"*

If you need a comma or period, it precedes both quotation marks:

*"Read 'The Lamb,'" he advised.*

### **III. WORKS CITED**

In an essay you need to acknowledge where you discovered your ideas and information. A list of the research materials from which you have taken information and which you have cited in your paper will be placed at the end of your essay. In the Works Cited do not include works which you have not cited or read. Therefore, when you do the pre-write and rough draft of your essay, keep accurate notes which identify your sources.

In your essay a reference such as "(Bronte 35)" allows your reader to find the work by Bronte in the Works Cited. Another name for a Works Cited is a Bibliography (defined as "a list of books"), but the title Works Cited is more accurate, since your essay may refer to non-print sources such as television programs or internet sites.

#### **A. Organization**

Start the Works Cited on a new page. Number each page of the list in the upper right corner. If your essay ends on page 4, the Works Cited will be page 5. Type the title Works Cited and centre it 2.5 cm. (1 inch) down the page.

## Works Cited

Bronte, Charlotte. Jane Eyre. New York: Oxford UP, 1975.

Shakespeare, William. The Merchant of Venice. Toronto: Penguin, 1967.

Willis, Lesley H.. "Eyes and the Imagery of Sight in *Pride and Prejudice*."  
English Studies in Canada 2(1976): 156-62.

Begin each entry at the left margin. When an entry is longer than one line, indent the second and following lines five spaces from the margin.

Alphabetize the entries by the author's last name, or, if the author's name is not given, by the first major word in the title. When you alphabetize, ignore A, An, or The (The Heath Introduction to Literature is alphabetized under "H").

According to conventions, you will refer to all or some of the following information in citing an entry for a book. (They are only necessary if the book has them; if the book does have them, they must be in this order.) A period is followed by two spaces, but other punctuation marks (including colons) are followed by one space.

1. Name of the author (after the last name there is a comma, the first name, and a period)
2. Title of the part of a book (this is needed if you refer to a part found in a collection; this information is followed by a period)
3. Full title of the book, including any subtitle (the title is underlined and followed by a period)
4. Name of the editor, translator, and/or compiler (the name may not be given; if it is, it is preceded by an abbreviation, such as Ed., and followed by a period)
5. Edition (if it is a later edition, note it; for example, use 22nd ed., or Rev. ed., for "revised edition")
6. Number of volumes (indicate the number if it is a multi-volume work--for example, 3 vols.)
7. Name of the series (if the book is part of a publication series, identify the name and series number, followed by a period)
8. City of publication (followed by a colon), name of the publisher (followed by a comma), and year of publication (followed by a period)
9. Page numbers (for part of a book, such as an essay or short story, give the page numbers of the entire part, followed by a period).

### B. Examples of Entries for Books

1. A book with a single author or pseudonym  
**Eliot, George (Mary Ann Evans). Brother Jacob. Markham: Penguin, 1989.**  
**Stevenson, Lionel. The English Novel: A Panorama. London: Constable, 1960.**



2. A book by two or more authors  
**Herstein, H.H., J.J. Hughes, and R.C. Kirbyson. Challenge and Survival: The History of Canada. Scarborough: Prentice, 1970.**
3. Two or more books by the same author  
**Austen, Jane. Emma. Ed. R.W. Chapman 3rd ed. The Novels of Jane Austen Vol. 4. London: Oxford UP, 1974.**  
  
**---. Mansfield Park. Ed. R.W. Chapman 3rd ed. The Novels of Jane Austen Vol.3. London: Oxford UP, 1973.**
4. An anthology or compilation  
**Watt, Ian, ed. Jane Austen: A Collection of Critical Essays. New Jersey: Prentice, 1963.**
5. A corporate publication  
**The Bronte Society. A Bronte Walking Tour 1st ed. London: Hodgkinson, 1980.**
6. A work in an anthology  
**Iser, Wolfgang. "Indeterminacy and the Reader's Response in Prose Fiction." Aspects of Narrative. Ed. J. Hillis Miller. New York: Colombia UP, 1971. 1-45.**
7. A translation  
**Turgenev, Ivan. First Love. Trans. Isaiah Berlin. Markham: Penguin, 1978.**
8. An article in a reference book  
**"Eliot, T.S." The Concise Oxford Companion to English Literature. Ed. Margaret Drabble and Jenny Stringer. New York: Oxford UP, 1987.**
9. A pamphlet  
**Shaw Festival 1994. Niagara-on-the-Lake, 1994.**
10. A government publication  
**Canada. Ministry of Education. Media Literacy: Intermediate and Senior Divisions, 1989.**

### C. Examples of Entries for Periodicals

When you have entries for articles in periodicals, you need the following information:

- a. The name of the author (after the last name there is a comma, the first name, and a period)
- b. Title of the article (in quotation marks, with a period inside the second mark)
- c. Name of the periodical (underlined)
- d. Series number or name
- e. Volume number for a journal
- f. Date of publication (the year is in parentheses, followed by a colon; for magazines and newspapers, give the full date, followed by a colon, space, and page number)
- g. Page numbers (write the numbers for the complete article followed by a period).

1. An article from a newspaper  
**Holme, Betty. "Miracle." K-W Record 6 Jan. 1963, late ed.: A14.**
2. An article from a magazine  
**Gibson, Walker. "Authors, Speakers, Readers, and Mock Readers." College English 11 Feb. 1950: 265-69.**
3. An article in a scholarly journal  
**Ong, Walter J. "The Writer's Audience is Always a Fiction." PMLA 90 (1975): 9-21.**

#### **D. Sample Entries for Other Sources**

1. Computer software  
**Murray, Dave and Barry Murray. The Ancient Art of War. Computer Software Broderbund, 1985. 128k, disc.**
2. Television and radio programs  
**"The Hero's Adventure." Joseph Campbell and Bill Moyers: The Power of Myth. Writ. and Narr. Bill Moyers. PBS. 1986.**
3. Recordings  
**Lloyd Webber, Andrew. Aspects of Love. Lyrics by Don Black and Charles Hart. The original London cast. 1989.**
4. Films, filmstrips, slides and videotapes  
**A Room with a View. Videotape Dir. James Ivory. Prod. Ismail Merchant. With Maggie Smith, Denholm Elliott, and Julian Sands. Merchant Ivory Productions, 1986. 117 min. Based on E.M. Forster's A Room with a View.**
5. Interviews  
**Iser, Wolfgang. Interview. With Norman Holland, Stanley Fish, and Wayne Booth. Diacritics 10.2 (1980): 57-74.**  
**Leduc, Gary. Telephone interview. 13 Oct. 1994.**
6. Maps and Charts  
**Canada. Map. Herstein, H.H., J.J. Hughes, and R.C. Kirbyson. Challenge and Survival: The History of Canada, 1970.65.**
7. A cartoon  
**Guisewite, Cathy. "Cathy." Cartoon. K-W Record 6 April 1994: E5.**
8. Internet sources

A citation for an internet site *may contain* as many as five divisions: author's name; title of the document, information about print publication, information about electronic publication and access information.

Follow the instructions for printed sources including any information pertaining to a previous or simultaneous print publication. If the original source is an article, essay, short story, or poem, put the title in quotation marks and include the information for the original print source. Also add information about electronic publishing and access information.

Author, "Title of Article." Info about Print Publication. Title of the Site. Date of electronic publication or latest update. Name of any institution or organization sponsoring the site. Date of access <URL>.

**Bohannon, John. "After Katrina: Katrina leaves behind a pile of scientific questions." Science 23 Sept. 2005 p. 1981. Science Magazine. 2005. Amer. Assn. for the Advancement of Science. 21 Oct. 2005<<http://www.sciencemag.org/cgi/content/full/309/5743/1981>>.**

Often only some of the information is available; cite what is available.

**History Channel.com. 2005. History Channel. 19 Oct. 2005<<http://historychannel.com/>>.**

**Jane Austen Information Page. Ed. Henry Churchyard. 6 Sept. 2005. 15 Oct. 2005 <<http://www.pemberley.com/janeinfo/janeinfo.html>>.**

To cite a personal homepage, include the description *Home page*.

**Stevenson, John. Home page. 15 Mar. 2005. 28 Sept 2002 < <http://www.chass.utoronto.ca:8080/~john>>**

9. Library Subscription Service (EBSCO and Infotrac)

Follow the above Internet format but add the name of the subscription service and database and include the place where you used the service.

Author. "Title of Article." Publication information for the print source. Name of Database. Name of Subscription service. Place of Access (library). Date of access. Internet address.

**Axworthy, Lloyd. "Fighting for Peace: Canada's UN Mission." Canadian Speeches. October 1997:32-9. Student Resource Center Silver. Infotrac. St. Mary's High School Library, Kitchener, Ont. 9 Mar. 2005 <<http://www.galegroup.com>>.**

#### IV. PARENTHETICAL REFERENCES

In your essay you must document everything that you borrow. The Works Cited at the end of your essay acknowledges your sources; however, within the body of your essay, you also need to let your reader know from what book and what page of the book you got your idea or information. The easiest and most efficient way to provide this information is to use brief parenthetical references in your essay.

In general, you need to mention only the author's name and page from which you have taken your information. Try to make the parenthetical references as concise as possible. Each parenthetical reference follows the material you have quoted or paraphrased, and the punctuation follows the reference:

*It is ironic when Mr. Brocklehurst lectures the girls about dressing themselves and arranging their hair plainly, while his family walks into Lowood "splendidly attired in velvet, silk, and furs" (65).*

The parenthetical reference indicates that the quotation came from page 65 of Bronte's Jane Eyre. In this case, Jane Eyre is the only book that is listed in the Works Cited. The reader can then find all the publication information for the source in the Works Cited.

**Bronte, Charlotte. Jane Eyre. New York: Oxford UP, 1975.**

The material in the parenthetical reference must be in accordance with the material in the Works Cited. In the above example, the essay only refers to one book, Jane Eyre, so you only need to give the page number in the reference. However, if you have more than one book in your Works Cited, you need to identify the author's last name and the page number:

*It is humorous when Jane extinguishes the fire in Rochester's bedroom, and he cries, "Is there a flood?" (Bronte 150).*

If the work has more than one author, give all the last names (e.g., Gehle and Rollo). If the work is listed by title, use the title in parenthetical references (e.g., The Oxford Illustrated Dictionary). If the Works Cited has more than one work by the author, give the title after the author's last name. For example, if Charlotte Bronte's Shirley and Jane Eyre are in your Works Cited, you need to make it clear to which book you are referring:

*When she describes Grace Poole's habit of carrying a pot of porter, Jane says, "Oh romantic reader, forgive me for telling the plain truth!" (Bronte, Jane Eyre 111).*

You must identify where you obtained your information by giving the page number of the source.

However, if you use a poem or a play, it is appropriate to give the act, scene, and line instead. Page numbers can also be left out when you cite one-page sources, dictionaries, encyclopaedias, films, etc..

What you write in your essay affects what you write in parentheses. For instance, if you write an author's name in a sentence, you do not need to include it with the parenthetical reference:

*Bronte has used this image before (102).*

**or**

*This image has been used before (Bronte 102).*

Parenthetical references are written at the end of a sentence, before the concluding punctuation:

*In Jane Eyre the narrative technique of direct address is used; for example, the narrator says, "Reader, I married him" (454).*

*Rochester's guests remind Jane of a "flock of white plummy birds" who are "as lively as larks" (173, 177).*

When you have a block quotation, leave two spaces after the quotation's end punctuation mark and give the parenthetical reference:

*As the play begins, Antonio is unhappy:*

*In sooth I know not why I am so sad. It wearies me, you say it wearies you;*

*But how I caught it, found it, or came by it,*

*What stuff 'tis made of, whereof it is born,*

*I am to learn. (1.i.1-5)*

## SAMPLE FIRST PAGE & WORKS CITED OF A RESEARCH PAPER:

1

Michelle Poechman

Mrs. Straus

English 2D1-03

20 May 2005

### God's Divine Love in C.S. Lewis

God's infinite love cannot be defined, and therefore it is almost impossible for people to understand. C.S. Lewis aids us in grasping this inexplicable concept as he reveals God's divine love and everlasting presence through three of his novels: The Magician's Nephew, The Lion, the Witch, and the Wardrobe, and The Last Battle. Through his character Aslan, Lewis illustrates this unfailing love of God shown in His creation of the world and mankind; in Jesus' passion and resurrection; and in the "end of the world" which leads to eternal life. The miracle of the beginning of our world is recognized in Aslan's creation. Through Aslan, Lewis draws a vivid parallel to God, since, as a lion, Aslan is the noblest of all beasts and regal in power, yet as cuddly as a "magnified kitten" (Walsh 137). As Chad Walsh says, Aslan paints a perfect picture of "ultimate power, gentleness and goodness" (137). Like God, he is the creator, the guide, and the lover. It is with "gentle, rippling music" that the magical world of Narnia springs to life (Lewis, The Magician's Nephew 87). The Almighty Power needs only to say, "Awake. Love. Think," and with a warm breath that tingles his new creations to their very souls and the simple words, "I give you yourselves . . . and I give you myself," he gives them life (Lewis, Magician's Nephew 108). This is the miracle of creation.

## Works Cited

Axworthy, Lloyd. "Fighting for Peace: Canada's UN Mission." Canadian Speeches. October 1997:32-9. Infotrac. St. Mary's High School Library, Kitchener, Ont. 9 Mar. 2005 <http://www.galegroup.com>

Lewis, C.S... The Last Battle. London: Bodley Head, 1956.

---. The Lion, the Witch, and the Wardrobe. London: Macmillan, 1950.

---. The Magician's Nephew. London: Bodley Head, 1955.

---. A Mind Awake. New York: Oxford UP, 1968. Rabinowitz, Peter J. "Assertion and Assumption: Fictional Patterns and the External World." PMLA 96 (1981): 408-19.

A Room with a View. Videotape Dir. James Ivory. Prod. Ismail Merchant. With Maggie Smith, Denholm Elliott, and Julian Sands. Merchant Ivory Productions, 1986. 117 min. Based on E. M. Forster's A Room with a View.

Walsh, Chad. The Literary Legacy of C.S. Lewis. New York: Harcourt, 1979.

Wilks, Robert. "The Role of the Reader in C.S. Lewis." Critical Inquiry 2 (1980): 3-60.