

WRITING STYLE MANUAL

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PREFACE

This manual is presented as a guide to ensure that student written work will be consistent in format and quality. It is expected that all English teachers will adopt this manual as the guide for all written assignments.

The St. James R-1 School District recognizes the importance of a consistent and useful guide for student writing. These skills are emphasized across all our academic subject areas, as they are the key to developing students who will become lifelong learners.

This writing manual is designed to be a reference for students throughout their high school course work. It explains and provides examples of the elements or structure and style that, when practiced, can help develop students with excellent writing skills.

In compiling this manual, we are indebted to Bremen Community High School District #228 for sharing their work, *A Manual for Improved Student Writing*. Also, we wish to recognize the work done by multiple other high schools in the Midwest. Through joint efforts our endeavor for student success thrives.

Sincerely,

Communication Arts Department

WHAT IS PLAGIARISM?

Plagiarism is *intentionally* presenting someone else’s ideas, phrasing, facts, explanations, statistics, examples, or arguments as one’s own. Such borrowing is unacceptable and illegal.

To avoid it, the writer must carefully record all sources utilized in the research process, identify all notes taken by source and page number, and indicate direct quotes or partial quotes with quotation marks on the note cards and in the research paper itself.

Faulty or sloppy documentation can result in unintentional plagiarism which is a major academic error.

- Sources that should be documented include oral interviews and media presentations in addition to the written word.
- A writer does not have to document general factual knowledge such as the length of the Civil War, a chemical element on the periodic chart or the birthplace of an author. Facts that can be found in three or more places are considered “common knowledge”.
- Even when using a few words from a writer, one must use quotation marks if the phrasing or word choice is unique to that writer.

The following sample shows how to correctly paraphrase, summarize, and quote from a given source. The actual source is listed first, followed by these examples:

More than any previous explorer, Cook was well prepared to chart his discoveries and fix their locations accurately. He sailed at a time of rapid advances in methods of navigation; his ship was equipped with every available type of scientific instrument; he had the services of professional astronomers; and he himself had a far more sophisticated understanding of astronomy, mathematics, and surveying techniques than most ship captains.

Lynn Withey

Voyages of Discovery: Captain Cook and the Exploration of the Pacific

Paraphrase

Although we often think of the famous Captain Cook as someone who was more of an adventurer than a systematic explorer, he actually was better prepared than any other previous explorer to discover and fix new locations accurately. Many improvements were taking place in sailing. For example, his ship was equipped with the latest developments in scientific technology, and Cook himself had a very complex knowledge of navigation (Withey 70).

Summary

Captain Cook possessed many skills that helped him to precisely graph discovered sites (Withey 70).

Direct Quote

“He sailed at a time of rapid advances in methods of navigation...” (Withey 70).

CHAPTER ONE

The Writing Product

FOUR FORMS OF WRITING

Persuasive writing attempts to convince or influence a reader to believe or do something.

Persuasive writing is written in third person. Use he, she, him, her, they, them.

EXAMPLE

The rule about not being able to use calculators on the **ACT, SAT, and PSAT** tests is ludicrous. Calculators have been an integral part of math since junior high school. Yet, when it comes to what could be the biggest test of a student's life, there is nothing but tons of scratch paper and no calculator! Throughout all of the years of math, students have learned to perform certain computations only on a calculator. Math teachers have always told students that the calculator is only as smart as the person pushing the buttons. So if that is indeed true, and if students have learned math problems on a calculator as they should have, there should be no problem with calculator usage on the college entrance tests.

Expository writing (also called exposition) explains or gives information in third person.

Expository writing uses commonly accepted patterns of organization. Some common patterns are chronological order, order of importance, spatial order, and contrasting or comparison order.

EXAMPLE OF CHRONOLOGICAL ORDER

Students in all keyboarding/microcomputer classes follow the same district procedures for using the LANSchool program. First, the learners log onto the network's main menu. Second, the learners highlight LANSchool and strike the **ENTER** key. When "Start LANSchool Student" appears on the screen, the learners strike the **ENTER** key. Next the learners perform all tasks assigned. Finally, the learners will save data, close files, exit to the main menu and log out.

Narrative writing tells a story incorporating a beginning, middle, and end. The author may choose first or third person. First person means using I, me, we, our.

EXAMPLE

When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was, to be a steamboatman. We had transient ambitions of other sorts, but they were only transient. When a circus came to town and went, it left us all burning to become clowns; the first Negro minstrel show that ever came to our section left us all suffering to try that kind of life; now and then we had a hope that if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn, but the ambition to be a steamboatman always remained.- Mark Twain.

Descriptive writing gives an account resulting in a picture of an event or thing. A descriptive paragraph should use sensory or spatial details.

EXAMPLE

Miss Saigon was more than just a play. It was the ultimate form of theater: a perfect combination of musical theater and opera. The incredible visual effects and emotions drawn from the plot and characters appealed to audiences of all kinds. During one of the scenes, a real helicopter descended from the top of the theater. Helicopter noises were heard from all around, making it seem as if it were flying over the audience. Feelings of pain, frustration, and love projected from that stage. The stage effects were so dramatic that the audience had an experience of a lifetime.

Features of Good Writing

Good writers pay close attention to purpose, development, organization, and mechanics.

While some special paragraphs (such as this one, which is a transitional paragraph) are short, paragraphs that develop one's topics are longer.

All writing must clearly state its purpose. The purpose statement differs according to the size of the assignment. For a paragraph, the purpose appears in a clearly stated topic sentence. In a longer piece like a research paper, the purpose statement is called the thesis statement. A topic sentence or a thesis statement gives the main idea or purpose of the writing assignment. The topic sentence and thesis statement usually have two parts. The first part identifies the topic; the second part conveys the controlling idea about that topic.

EXAMPLE: Due to climate and social conditions, surfing dominates the beach action in California. Thesis statement
 "Surfing" is the topic; "dominate" is the viewpoint (controlling idea) the paper would develop. The climate and the social conditions are the reason for the viewpoint.

EXAMPLE: The Pilgrims had three reasons for coming to America. Topic sentence
 "Three reasons" sets the number of sections required.

The development of a composition refers to the ideas students use to support or elaborate the topic sentence or thesis statement. In general, compositions are developed by facts, incidents, reasons, or examples. These elements become the specifics which support the main ideas. The number of specifics that students include in their compositions depends on the main idea. Some ideas can be developed in a single paragraph; others require several paragraphs to elaborate.

Another important feature of good writing is organization. The specifics used to support a topic sentence or thesis statement need to be put down in a logical sequence. Something must come first, second, etc.

Teachers look for one of five methods of organization: chronological order, order of importance, spatial order, contrast order, or comparison order.

1. **Chronological (Time) Order** is the correct sequencing of a process. This time sequence means to put supporting details in order of first, second, third, etc. This chronological sequence can be used to explain a process, to give directions, or to relate an historical event.

EXAMPLE:	Preparing for school in the morning requires at least three steps.	Topic sentence
	One should have a good breakfast.	1 st Specific
	One needs to collect completed homework.	2 nd Specific
	One needs to gather all school materials in one place.	3 rd Specific

2. **Order of Importance** means the prioritizing of supporting details from the least to the most important (or the reverse, most to least). Supporting details include specific examples, reasons, facts, or incidents that reinforce the thesis or topic sentence.

EXAMPLE:	Smoking is dangerous to one's health.	Topic sentence
	It causes heart disease.	Important Detail
	It causes cancer.	More Important Detail
	It causes more deaths than wars.	Most Important Detail

3. **Spatial Order** refers to a description of space or area. Details are organized from far to near, inside to outside, up to down, etc. This method allows the writer to present the details in the order he/she wants.

EXAMPLE: A description of a room and the placement of the items in it.
A description of an outfit from top to bottom.

4. **Contrasting** order is the identification of differences between two topics, followed by the details that make them different.

EXAMPLE:	How do basketball and football differ?	The assignment
	Basketball differs from football in three ways.	Topic sentence

5. **Comparison Order** is the identification of similarities between two topics, followed by the details that make them similar.

EXAMPLE:	How are the Bears and Bulls similar?	The assignment
	The Bears and Bulls are similar in three ways.	Topic sentence

Many times a teacher will ask students to use both comparison and contrast in a composition. When writing comparison/contrast, one should use either of two specific types of arrangements. Given a topic sentence, one needs to arrange the details using either the **block** method or the **alternating** method. A minimum of three points or counterpoints is necessary.

- A. The **block** method groups together details that develop each topic.

All Topics about X
Details 1,2,3

All Topics about Y
Details 1,2,3

The writer first gives all details about the Bears (Topic X); then gives the appropriate specifics about the Bulls (Topic Y).

- B. The **alternating** method interchanges topics according to details.

One topic about X
X detail one

One topic about Y
Y detail one

One topic about X
X detail two

One topic about Y
Y detail two

One topic about X
X detail three

One topic about Y
Y detail three

An example of this ordering of specifics would be the following: the Bear's (X) playing area (1), the Bull's (Y) playing area (1); the Bears' (X) positions (2), the Bulls' (Y) positions (2); the Bears' (X) rules (3), the Bulls' (Y) rules (3).

* Note the parallel details

OUTLINING

OUTLINING

- Begin each set of topics with the same type of symbol (I, II., or A., B., etc.)
- Write each topic in parallel structure.
- Capitalize the first word in each topic.
- Place a period after each symbol.
- “Balance” an outline by always having more than one subtopic. For example, an outline should not have an “A” without a “B” or a “1” without a “2” and so on because a topic cannot be divided into just one part. However, a topic can be divided into more than two subtopics.
- Do not use the words “introduction” or “conclusion” in composition or research paper outlines.
- Single space a handwritten outline; double space a typed outline.

Notice how numbers and letters are used and how subtopics are indented.

Thesis: Commercial TV offers a variety of programs.

I. Primarily entertainment

A. Situation comedies (Sit Com)

B. Game shows

1. Games of chance

2. Games of knowledge

a. Jeopardy

b. \$100,000 Pyramid

II. Primarily informative

A. Network News

B. Talk shows

1. The Oprah Winfrey Show

2. The Phil Donahue Show

3. Geraldo

MECHANICS

PUNCTUATION AND CAPITALIZATION

COMMA (,)

Use a comma

- after an introductory words such as *yes, no, well, why,* and *oh*:
Yes, I do like those flowers.
- after an introductory participial phrase:
Hoping to be rescued, they treaded water all night.
- after a succession of introductory prepositional phrases:
Under the rug at the top of the stairs, we found Dad's keys.
- to separate an appositive from the rest of the sentence (non-restrictive/non-essential):
The principal of the school, Mr. Jackson, is a nice man.
- to set off words of direct address:
I only wanted you to be well informed, Sue.
- to separate transitional words and interrupters from the rest of the sentence:
Consequently, the bill was never allowed to reach the floor of the governing body. We all know, of course, that because this legislation is right, it will prevail.
- after an introductory adverbial clause:
When we finally arrived at the party, everyone had gone home.
- to separate items in dates and addresses and following the last item:
On April 13, 1049, we toured Paris, France.
I have lived in a yellow house at 417 Peach Blossom Lane, Palatine, Illinois, for five years.
- to separate a non-essential/non-restrictive clause or participial phrase from the rest of the sentence:
Debbie, who had been afraid that no college would accept her, was awarded a scholarship.
- to separate independent clauses when they are joined by *and, but, or, for, nor, yet, so*.:
He hated to admit his growing concern, but the decision was forced upon him.
- to separate items in a series:
His favorite foods in the cafeteria are cheesy fries, chicken patties, and pizza.

SEMICOLON (;)

Use a semicolon

- to separate the independent clauses in a compound sentence when no conjunction is used, or the clauses already contain commas (internal punctuation):
The crowd roared; victory was in sight for the home team.
- to separate the independent clauses in a compound sentence when they are joined by a conjunctive adverb:
Citizens in our country must accept responsibility; otherwise, we will be a nation bound by apathy and lawlessness.
- to separate items in a series when the items contain internal commas:
She sent college applications to the University of Illinois in Champaign, Illinois; Indiana University in Bloomington, Indiana; and Notre Dame in South Bend, Indiana.

COLON (:)

Use a colon between an independent clause and

- before a list of items to mean “note what follow”:
The car trunk was large enough for the following: rackets, golf clubs, fishing poles, skis and heavy clothing.
- before a long, formal statement or quotation:
Dr. Brown made the following observation: The time is coming when a college education is as common as a high school education is today.

APOSTROPHE (')

Use an apostrophe

- to form the possessive of nouns and indefinite pronouns:
Singular: girl’s mother, child’s book, a day’s pay, boss’s desk.
Plural: girls’ mother, children’s books, two days’ pay, bosses’ desk.
- to form the plurals of numbers, letters, and words other than nouns and pronouns:
5’s, A’s
- to show the omission of letters such as in contractions and dialect:
Can’t, “He’s goin’ home.”

HYPHENS (-)

Use a hyphen

- to write compound numbers from twenty-one to ninety-nine and fractions used as adjectives such as two-thirds majority.
- to divide a word at the end of a line. Divide words only between syllables. Do not divide one or two syllables.

CAPITALIZATION

Capitalize

- the first word of a sentence
- the names of countries, nationalities, languages, races, and religions
- the days of the week, months of the year, holidays, and holy days. Do not capitalize the seasons
- words referring to the Bible and the Deity
- sections of the country, names of cities and states, and geographical locations
- principal words in the title of a book, magazine, newspaper, article, work of art, or musical composition
- the first word of a complete quotation or a line of poetry written in traditional verse
- names of historical events
- names of important buildings, structures, organizations, and institutions
- brand names of business products
- titles of people when the title precedes the name
- specific school course titles

UNDERLINING

Underline or italics

- titles of books, plays, movies, television series, periodicals, works of art, long musical compositions when handwritten; in italics when word processed.
- words, letters, and figures cited. (Quotation marks are also acceptable.)

The word existence has three e's.

QUOTATION MARKS (“”)

- Quotation marks are used to enclose a person’s exact words:
Gwen said, “The last feature has started.”
- When a quoted sentence is divided into two parts by an interrupting expression such as he said or Mo asked, the second part begins with a small letter.
“I believe,” said Mother, “that Fanny is telling the truth.”
- Commas and periods are placed inside closing quotation marks.
- Semicolons and colons are placed outside closing quotation marks.
- Question marks and exclamation points are placed inside quotation marks only when they are part of the quoted material.
“Is the pain unbearable?” the dentist asked.
- Single quotation marks are used to enclose a quotation within a quotation:
Mr. Jones answered, “The phrase ‘Injustice anywhere is a threat to justice everywhere’ is found in Martin Luther King’s letters.”
- Quotation marks are used to enclose titles of articles, short stories, poems, songs, and chapters
- Quotation marks are used when a word, letter, or figure is being referred to.
(Underling is also acceptable.)
The word “existence” has three “e’s.”

FORMAT OF THE FORMAL COMPOSITION

MATERIALS

Requirements of handwritten papers

- Written on one side of paper only.
- Neat and legible.
- Written only in blue or black ball-point or fountain pen.
- Written on standard sized, 8 ½" x 11" lined/ruled loose-leaf white paper.
- Spiral notebook paper is not acceptable unless the frayed edges are removed

Requirements of typed/computer printed papers

- Double-spaced.
- Typed using only black ink.
- Retyped if a minimum number of errors on a page cannot be corrected neatly. Do not use an excessive amount of white liquid correction fluid, or paper will not be accepted.

Requirements of computer-printed papers

- 12 point in Times New Roman font, unless a teacher designates otherwise.
- Double-spaced.
- In the same format as all typed papers (e.g. pagination, margins, spacing).

MARGINS, INDENTATIONS, AND SPACING

Margins

- Maintain a uniform 1" margin on all sides.

Indentations and Spacing

- Indent the first line of each paragraph five spaces.
- Do not leave space between paragraphs.
- Double space between title and text using the MLA format.

PAGINATION

- Number all pages using the MLA format.

HEADING

- Place your name, the instructor’s name, the course title, and the date on the first page, double spacing EVERYTHING according to MLA format.

EXAMPLE:

Kisha Alder
Ms. Savarro
English 101
6 June 2006
Title

TITLE

- Center the title on the first line beneath the heading. Place the title on the first page.
- Capitalize the first word and all other words except articles, short prepositions, and conjunctions.
- Do not use a period after the title, but use a “?” or “!” where appropriate.
- Do not underline the title of your own paper; do not put it in quotation marks.

CHAPTER TWO

Paragraphs and Essays

Paragraph Essentials

- A TOPIC SENTENCE (TS) identifies the subject and the attitude (or direction) the paragraph will take and should force the reader to ask why.
- Three PRIMARY STATEMENTS (PS) explain the reasons why or how the topic sentence is true. The usual rule requires at least three major statements to be made to be convincing; therefore, three are required, but four or more are permissible.
- SECONDARY STATEMENTS (SS) give examples or specific details to support the MAJOR reasons given. These sentences reflect better paragraph development when added.
- A final CLINCHER STATEMENT (CS) is required to summarize the idea of the paragraph and send the reader off with a capsule of the idea. Paragraphs must be summarized, but the send-off is usually difficult to master since it requires a short perceptive statement.
- THIS MEANS THAT BODY PARAGRAPHS MUST EACH HAVE A MINIMUM OF FIVE SENTENCES.

Paragraph Examples

Underdeveloped Paragraph

(TS) Violence pictured on television has a clear impact on young viewers. (PS1) The human tendency of “monkey see, monkey do” has caused death in several cases. (PS2) A second problem occurs for youth still developing a moral frame of reference when bad guys are made out to be heroes. (PS3) Another final major dilemma develops because young people who watch television violence become desensitized. (CS) Clearly, if America’s young people are to grow up to be caring human beings with a strong sense of right and wrong, the TV needs to be censored.

Developed with secondary support

(TS) Violence pictured on television has a clear impact on young viewers. (PS1) The human tendency of “monkey see, monkey do” has caused death in several cases. (SS1) In one example, a youngster jumped to his death as he imitated a leaping Batman. (PS2) A second problem occurs for youth still developing a moral frame of reference when bad guys are made out to be heroes. (SS2) In *The Godfather*, for instance, the criminals are portrayed so sympathetically that the viewers are on their side. (PS3) Another major dilemma develops because young people who watch television violence become desensitized. (SS3) Real human tragedies as seen on news programs-fires, drownings, assassinations-become commonplace and no longer arouse compassion. (CS) Clearly, if America’s young people are to grow up to be caring human beings with a strong sense of right and wrong, the TV needs to be censored.

Terminology Labels Per Sentence:

Sentence (1) is a topic sentence because violence on television is stated as the subject, and “clear impact on young viewers” is the direction this paragraph will take.

Sentences (2), (4), and (6) are primary statements because they each give a reason why violence on television impacts young viewers.

(2)...because “monkey see, monkey do”

(4)...because young people may develop a moral frame of reference

(6)...because young people may become desensitized

Sentences (3), (5), and (7) are secondary statements because they explain the major statement reason with specific examples or details.

Sentence (9) is the clincher statement because it summarizes why violence on television has an impact on students, and the last clause shows why violence on television must be monitored.

Writing The Multi-Paragraph Essay

A good essay should be one that “sticks together” or shows coherence. All parts should be clear, concise, and easy to follow.

The essay draws on personal knowledge and usually requires a minimum of research. The essay may simply tell an event (narrative), “An Event that Surprised Me”; or it may explain something (exposition), “The Importance of One Occupation”; or it may attempt to influence (persuasive), “Why School Should Be Held on Saturdays.” The purpose of a specific essay is dictated by the assignment. Prewriting is essential because of the expanded purpose of an essay.

An essay consists of an introduction, several body paragraphs and a conclusion. If one applies the steps of the writing process and knows the parts of an effective essay, he/she can produce a composition of merit.

Personal Learning Reminders

Space below is for student notes.

Writing Process

- 1. Select and narrow a topic which can be adequately developed in several paragraphs.
- 2. Formulate a thesis statement for the composition. The thesis should state the topic of the composition and the controlling idea of the point made about the topic.
- 3. Develop specific supports for the thesis statement by brainstorming, reading, and discussion. Take notes and use these notes to sketch out a preliminary outline.
- 4. Write a rough draft of the composition paying close attention to development and organization.
- 5. Edit, revise and pay close attention to transitions and weave quotations into the body as necessary. Be sure not to plagiarize.
- 6. After making revisions to the rough draft, write a final draft and proofread it for mechanical or typographical errors.

Parts of an Essay

Introduction Paragraph—The first paragraph of the essay should include an attention getter which “sparks” the reader’s interest, a thesis statement which announces the purpose or main idea of the essay, and a preview statement which lists the major points which will develop or support the thesis. (Each point in the preview will be the topic of each body paragraph.)

Body Paragraphs—The paragraphs which follow the introduction contain a thorough discussion of each major point to be discussed and the thesis statement. Secondary support is offered for each major point with appropriate examples used.

Conclusion Paragraph—The last paragraph of the essay should include a restatement of the thesis statement along with a review of the major points developed in the essay. The conclusion paragraph might also be a final comment to the reader, a personal reaction, or a call for action. New information or ideas, however, should not be mentioned in the conclusion.

Conceiving a thesis statement

Your readers will expect your essay to be focused on and controlled by a main idea, or THESIS. In your final draft you may express this idea in a THESIS STATEMENT, often at the end of your introduction.

1 Functions of the thesis statement

As an expression of the thesis, the thesis statement serves three crucial functions and one optional one:

The thesis statement

- Narrows your subject to a single, central idea that you want readers to gain from your essay.
- Names the topic and asserts something specific and significant about it.
- Conveys your reason for writing, your purpose.
- Often provides a concise preview of how you will arrange your ideas in the essay.

All of the following thesis statements fulfill the first three functions listed in the box (the nature of the assertion is highlighted in brackets). Examples 4 and 5 also fulfill the fourth function, previewing organization.

Subject

1. The pecking order
in an office
2. The direct distribution
of music to consumers
via the World Wide
Web
3. Federal aid to
college students
4. Preventing juvenile crime

Thesis statement

Two months working in a large agency taught me that an office's pecking order should be respected. [*Topic:* office's pecking order. *Assertion:* should be respected.]

Because artists can now publish their music directly via the Web, consumers have many more choices than traditional distribution allows. [*Topic:* consumers. *Assertion:* have many more choices.]

To compete well in the global economy, the United States must make higher education affordable for any student who qualifies academically. [*Topic:* a competitive United States. *Assertion:* must make higher education affordable.]

Juveniles can be diverted from crime by active learning programs, full-time sports, and intervention by mentors and role models. [*Topic:* juveniles. *Assertion:* can be diverted from crime in three ways.]

5. The effects of strip-mining

Strip-mining should be tightly controlled in this region to reduce its pollution of water resources, its destruction of the land, and its devastating effects on people's lives. [*Topic:* strip-mining, *Assertion:* should be tightly controlled for three reasons.]

2 Development of the thesis statement

A thesis will not usually leap fully formed into your head: you will have to develop and shape the idea as you develop and shape your essay. Still, trying to draft a thesis statement early can give you a point of reference when changes inevitably occur.

While you are developing your thesis statement, ask questions about each attempt:

Checklist for revising the thesis statement

- Does the statement make a concise *assertion* about your topic?
 - Is the assertion *limited* to only one idea?
 - Is the assertion *specific* and *significant*?
 - Does the statement at least imply your *purpose*?
 - Is the statement *unified* so that the parts relate to each other?
-

Here are examples of thesis statements revised to meet these requirements:

Original

This new product brought in over \$300,000 last year. [A statement of fact, not an assertion: what is significant about the product's success?]

People should not go on fad diets. [A vague statement that needs limiting with one or more reasons: what's wrong with fad diets?]

Televised sports are different from live sports. [A general statement that needs to be made more specific: how are they different, and why is the difference significant?]

Seat belts can save lives, but now carmakers are installing air bags. [Not unified: how do the two parts of the sentence relate to each other?]

Revised

This new product succeeded because of its innovative marketing campaign, including widespread press coverage, in-store entertainment, and a consumer newsletter.

Fad diets can be dangerous when they deprive the body of essential nutrients or rely on excessive quantities of potentially harmful foods.

Although television cannot transmit all the excitement of being in a crowd during a game, its close-ups and slow-motion replays more than compensate.

If drivers had used lifesaving seat belts more often, carmakers might not have needed to install air bags.

SAMPLE –NARRATIVE ESSAY

The first time I went on vacation to Maine was very exciting. I must have been about seven or eight years old at the time. My family (Mom, Dad, my older sister Claire, and I) traveled from Springfield, Illinois, to McLean, Virginia, where my aunt, uncle, and two younger cousins, Jenny and J.D., lived. From there we all traveled to Maine, where we had rented a house near the ocean.

The house was great. It had two stories and a back porch that looked out over the water. There was also a staircase hidden in a closet that led up to a small, clean, wooden attic with a window from which I could see for miles! I remember that attic because at night Jenny, J.D., Claire, and I would all play up there, and also because I thought that it was really nifty to have a staircase in a closet.

As a matter of fact, I must have just had some kind of step-fetish at the time. Another outstanding feature about that house was that on its right side, a little hidden by the grass and shrubs, was another little flight of steps that led right down to the beach! And though there was a rugged shore, once one got into the water it was mostly pebbles and sand. It also happened to be my first trip to the ocean. The Atlantic was incredible (incredibly cold)! But I was in it every day of that vacation. We built pebble castles with moats, collected pure white-shelled snails, and carried starfish around with us. I got scraped up by barnacled boulders, and I have a scrape the length of one leg from sunbathing on one of those rocks and then sliding off of it carelessly. The days were always hot and sunny, with winds from the ocean to give relief, and the nights were always calm and starry and filled with cookout aromas of seafood. I ate my first and last crab that summer; I decided that I like to get pinched by them better than eating them.

However, the summer was not entirely spent at that house. We went north from there to Augusta, visiting aquariums (I don't know why really; what better aquarium than the sea?) and various beaches and state parks. One beach was covered with non-stinging jellyfish; people were picking up the slimy things and carrying them around! I'll never forget the dead one we saw with its three-foot wide purple mass of sunburned flesh-ew!

Our families returned home after having spent about three weeks in Maine. We went back for more of the same the following year, and since then I have been back to Maine only once. But I'm going to return there again some day. I'll take my cousins and we'll find some more hidden stairwells to the sea.

SAMPLE-EXPOSITORY ESSAY

Growing up and experiencing life can be exciting and wonderful as well as frightening. No matter who a person is or how independent he/she may feel, everyone needs someone to help him/her along the way. Everyone needs trustworthy friends. However, only good friends will direct one's life toward the right path. The positive qualities to look for in friends are good communication skills, the ability to have fun, and honesty and trust.

Many times people feel angry, upset, or confused. Most people would turn first to one of their closest friends. Good friends will always be open to discussion and listen to what a person has to say. They take everything seriously, and they lend advice or just a shoulder to cry on. On the other hand, friends, should also open up and never hide their true thoughts or feelings. Good communication from friends provides support and prevents secrecy.

Another important quality of friends is the ability to make any day bright. They can make a person laugh. Also, people should feel happy when they are around their closest friends. Even when someone is in a terrible mood, good friends should at least be able to bring out a smile. Having fun with a day full of laughter and smiles is important for lightening the mood and feeling better.

The most essential aspect of any relationship is trust. True friends will always be honest and never betray each other. They are people who are dependable. Friends should also be trusting. They shouldn't constantly be suspicious or paranoid. Maintaining faith and trust in friends holds the friendship together and keeps it stable.

Good friends are friends for life. However, all good friends need certain qualities. They must be able to communicate but also listen. They can make anyone laugh and always provide a fun environment. And most importantly, real friends are friends who can be trusted and who also return that trust.

*All papers should be double spaced. For reasons of space, this essay was 1.5 spaced.

SAMPLE-PERSUASIVE ESSAY

It is important for students graduating from high school to take a comprehensive exam. It would ensure that students were prepared for a college education or a job. It could also help the school in some ways. It is very important for students to be guaranteed that they are prepared for the real world.

If students were to take a high school graduation exam, it would help them tremendously for college. If students go into college without a proper education, they may feel somewhat behind. Taking the exam before attending college will ensure that students are strong enough in each required area; and if they do not pass a certain part, they would need to take a class on that particular subject and retake the exam. This would also make it a lot easier on college professors because they would not need to waste their time on students who have not had a proper education in high school.

This exam would also help students who are going straight into the job field. If they do not go to college, then they will definitely need a complete high school education. Students need to have a complete background in English, math, science, history, and all school subjects. If they did not pass an exam testing their knowledge of these academic subjects, then they are not going to be prepared. Taking the exam is a way of protecting students from going into the world unprepared. Everyone will always need to know the basics (especially reading, writing, and math) because no job will hire people who do not. It is impossible to find good jobs if people are not properly educated, and the exam would ensure that they were.

Another good reason students should be required to pass an exam before graduation is for the benefit of the school. If teachers know students learned everything they were supposed to, they can also be sure that they will be able to find a good college or job. College placement records can make a high school look very good or bad, depending on the amount of knowledge the students have. If they are required to pass an exam, the students will be able to find a good college; and in the end, it will look good for the high school, too. Also, if many students are not passing the test, it may prompt high school teachers to re-evaluate their current lesson plans, so they can improve them in order for the students to pass the test next time they take it.

There are pros and cons to having a high school graduation exam, but the good outweighs the bad by far. If this exam is required, it can benefit the high school itself and the students. Students will be prepared for college, a job, and real life situations. It could be crucial to people's success that they are tested on their knowledge before high school graduation.

*All papers should be double spaced. For reasons of space, this essay was 1.5 spaced.

Paragraph and Essay Checklist

	Writing Checklist for Paragraphs and Essays	Yes	No
1.	Did you provide the right transitions between the parts of your paper?		
2.	Does the reader understand the connection between the first and second parts, the second and third parts, etc?		
3.	Can some words be left out without changing the idea?		
4.	Would other words be more appropriate or effective?		
5.	Did you include all the ideas that are needed?		
6.	Does your paper fulfill ALL of the assignment's requirements?		
7.	Did your introduction include a thesis statement or topic sentence?		
8.	Did your introduction include an attention getter?		
9.	Are any of your "sentences" run-ons, fragments, or incomplete?		
10.	If you included research, did you properly document your sources?		
11.	Is the spelling correct?		
12.	Does the reader clearly understand the pronoun reference?		
13.	Do the subjects match their verbs?		
14.	Can the reader clearly understand your final comments in relation to your thesis statement?		
15.	Did your conclusion contain any new information not included in your thesis statement?		

CHAPTER THREE

Writing the Research Paper

The purpose of a research paper is to report the results of one's investigation of a specific topic using a prescribed format. An important part of writing a research paper is to give credit to the sources one has used. This means he/she will need to record the details of each of the sources. Since writing a research paper may be one of the more challenging tasks a student has in high school, this chapter lists the steps that will help one write a successful research paper.

STEPS:

1. Selecting a Topic/Task Definition

If a teacher does not select and limit the topic for a student, he/she may select one's own. During this process, one needs to choose a topic that can be treated objectively and is significant enough to justify hours of research. Select a topic that is interesting and one that can be researched in the sources available. A key mistake is choosing a topic that is too broad to research well. Think of this process as an inverted triangle.

EXAMPLE:

Space		Too broad
Space travel		Still too broad
The U.S. Space Program		Still too broad
The space shuttle		Still too broad
Materials and equipment developed for use on the shuttle		Good Topic

2. Gathering Data/Information Seeking

Visit the school library and public library, and talk with teachers, parents, and other students about the project. Initially, one may want to read a general article in a magazine, encyclopedia, or electronic medium. As one proceeds, he/she should develop a thesis (the main idea) for the paper. This will bring the topic into sharper focus. The thesis sentence should serve as a guide for research in limiting the scope of the topic. Make sure to take notes on all of the research.

EXAMPLE:

Thesis Statement: The expense of producing robots, the lack of qualified personnel to service them, and the moral problems of replacing workers with them—all cloud the future of robots in American industry.

SOURCE CARDS

BOOK

1
Tuchman, Barbara W. <u>A Distant Mirror: The Calamitous 14th Century</u> . New York: Knopf, 1978.

ENCYCLOPEDIA

8
Hayward, Jane. "Stained Glass." <u>Encyclopedia Americana</u> . 1983 ed.

ARTICLE DATABASE

7
Denning, Peter J. "Business Designs for the New University." <u>Educom Review</u> 31.6 (1996). 23 June 2002 < http://educom.edu/web/pubs/review/reviewArticles/31620.html >.

Note: Number in right hand corner is Source Identification Number.

MAGAZINE WITH A VOLUME OR NUMBER
(Monthly, Quarterly or Annually)

5
Bird, Harry. "Some Aspects of Prejudice in the Roman World." <u>University of Windsor Review</u> 101 (1975): 64.

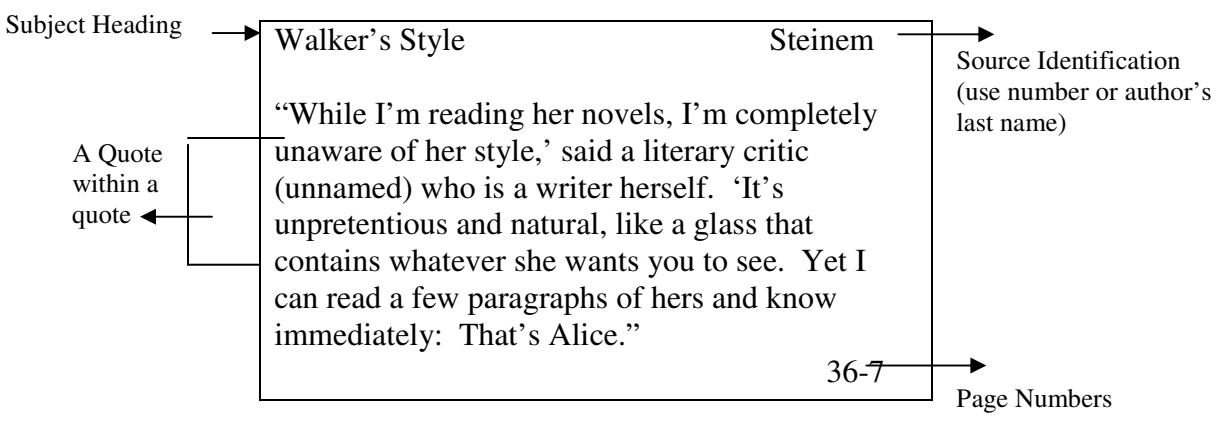
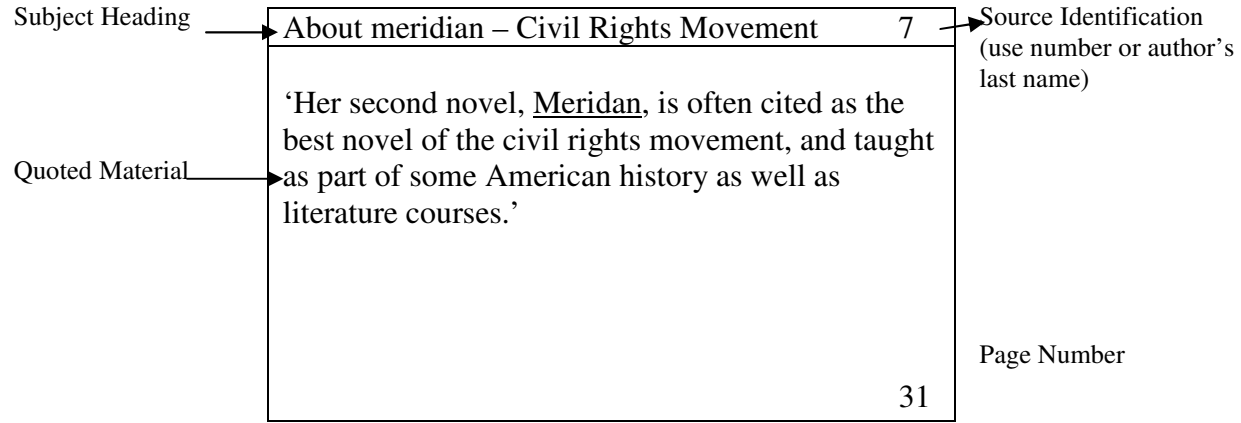
WEEKLY OR BI-WEEKLY MAGAZINE

2
Arlen, Michael J. "Onward and Upward with the Arts: Thirty Second." <u>The New Yorker</u> 15 Oct. 1979: 55-146.

WEB PAGE

6
"Careers in Sports: Sports photographer." 15 May 1999. 5 July 2000 < http://go.com/special/carreers/photog.html >.

NOTE CARDS



TYPES OF NOTE CARDS

Précis:

I'm saying very precisely what the authority used many words to say. The writer's long paragraph needs reduction to one phrase or sentence; the verbose statement may become a short but key sentence to my paper.

Paraphrase:

I'm saying in my own words what I've borrowed from an authority. It is important material that needs expression in my words in about the same length as the original.

Quotation:

This writer says it much better than I ever could. The material is stated eloquently by an authority and my rewriting would distort or alter the meaning.

Rough summary:

I'm jotting down an idea that may or may not be used in my paper because material is of questionable value to my study or poorly written; it doesn't fit a slot on the preliminary outline; it is "idea" material but not quotable information.

The following examples represent different treatments of the same material.

1. Précis

Theme of <u>BB</u>	3
Weaver views Melville's use of the fall of man as witness to Melville's faith in mankind's basic goodness.	
	37-38

2. Paraphrase

Theme of <u>BB</u>	3
Weaver points out that the church uses man's fall from grace as evidence of God's grandeur and that Melville similarly uses Billy's fall as evidence of innocence in the midst of worldly evil. This critic suggests that Melville, in writing <u>Billy Budd</u> , expresses faith in the dignity and invincible goodness of a natural man, like Billy.	
	37-38

3. Quote

Using partial quote

Theme of <u>BB</u>	3
Weaver argues, “Melville wrote <u>Billy Budd</u> in witness to his ultimate faith that evil is defeat and natural goodness invincible in the affection of man.”	
37-38	

4. Rough Summary

Theme of <u>BB</u>	3
Weaver shows antithesis of Melville’s views on evil (Claggart) and innocence (Billy).	
37-38	

5. Paraphrase

Using partial quote

Theme of <u>BB</u>	3
Seeing the evil of Claggart as a balanced justification for Billy Budd’s innocence, Weaver argues for Melville’s position that “evil is defeat” but that... “natural goodness is invincible in the affections of man.”	
37-38	

GENERAL WRITTEN QUESTIONS AND ANSWERS ABOUT ORIGINAL WRITTEN WORK/RESEARCH

Q: How do I know what and when to document?

A: Cite your source in the following situations:

- a. Direct quotations (word for word)
- b. Ideas, examples, arguments or opinions of a source that one has put into his/her own words (paraphrasing)
- c. Facts and statistics
- d. Factual information

Q: How do I know whether factual information is common knowledge which does not need to be cited?

A: Factual information is considered common knowledge when it is found in many sources (i.e. 3 or more). Some examples are:

- a. Abraham Lincoln wrote "The Emancipation Proclamation."
- b. The Nile is a major river in Egypt.
- c. Pearl Harbor was bombed on December 7, 1941.

Q: Won't my research paper be a long series of quotations from sources? How can I include my own ideas?

A: By examining the information one has gathered and the opinions of experts, one can then draw his/her own conclusions. Within the paper, one may use the information to support one's own ideas (thesis). The thesis statement, topic sentences, explanations, and concluding sentences will be one's own interpretation and presentation of the topic.

Q: What if a book has more than one city or copyright date?

A: Use the first city listed and the most recent copyright date.

Q: What if the source is missing information like an author, date, city, etc?

A: First, it depends on the source. If a magazine or newspaper article is missing an author, refer to the source by the title of the article. If it is missing a city or date, put n.c. or n.d. for "no city" and "no date" respectively. Do not put only the state or the country of publication. Likewise, do not assume that if one omits it that the teacher will not notice it.

Q: What if the source I'm using quotes another source?

A: Include the speaker's name in the text, and use "qtd.in" for *quoted in* before the author's name in the parenthetical citation.

EXAMPLE: (qtd. in Gibbs 55).

Q: Why do I have to put a slug (main idea) and page number on my note card?

A: The one or two word slug gives the main idea of the information on the card. It helps to know the content of the note on the card quickly without having to read the entire card. The page number is essential when writing the paper, and one has to include the exact page number in parenthesis after the quote.

Q: How much information should be included on a single note card?

A: Limit to one idea per card. Do not write long paragraphs, although one may write more than one sentence. Use ellipses and paraphrase when convenient.

Q: What is the difference between a primary source and a secondary source?

A: For a literary paper, a primary source is the work (or works) that is the subject of the paper. For example, if the paper is an analysis of *The Adventures of Huckleberry Finn*, the primary source is that novel. A secondary source is a book or article about the work. For example, a book entitled *The Mind of Mark Twain* would be a secondary source in which one may find a discussion of imagery of *Huck Finn*.

Q: What is the difference between works cited and works consulted pages?

A: On a works cited page, one includes only the sources documented in the paper. Therefore, one's list of sources on a works cited page should correspond to the parenthetical citations in the paper. A works consulted page is a list of all the sources looked at or read even if not directly referred to in the paper. Usually the teacher will specify which one a student should use. Note: Works consulted replaces older terminology, bibliography.

WORKS CITED-SAMPLE ENTRIES

The following examples of bibliographic form adhere to those established by the Modern Language Association of America (MLA) and are listed as found in the fifth edition of Joseph Gibaldi's *MLA Handbook of Writers of Research Papers* (available in the high school library). More detailed descriptions can be found in that resource.

A Book by a Single Author

Adrian, J. *Doll Collecting Through the Ages*. New York: Aspen Press, 1978.

An Anthology or a Compilation

Bauket, Janet, ed. *Thematic Analysis of Literature*. New York: Norton, 1980.

A Book by Two or More Authors

Ashby, Eric, and Mary Anderson. *Royal Family: Britain's Monarchy*. Cambridge, MA: Harvard UP, 1970.

A Book by Three or More Authors

Marion, Sheridan C., et. al. *Film Study and English Class*. New York: Appleton, 1965.

A Book by a Corporate Author

American Medical Association. *The American Medical Association Encyclopedia of Medicine*. New York: Random, 1989.

A Selection within a Collected Work

Schulofer, Stephen J. "Improve Services for Poor Defendants." *Criminal Justice: Opposing Viewpoints*. Eds. David Bender and Bruno Leone. San Diego: Greenhaven Press, 1993. 22-28.

Brooks, Gwendolyn. "Tenant Problems." *Contemporary Literary Criticism*. Vol. 35. Ed. Daniel Marowski. Detroit: Gale Research Co., 1985. 225.

An Article in a Reference Book

Hayward, Jane. "Butterflies." *Encyclopedia Americana*. 1983 ed.

An Introduction, a Preface, a Foreword, or an Afterword

Carl, Bernard. Afterword. *Politics in the White House*. By Jessica Mitford. New York: Random, 1979. 275-77.

An Edition

Shakespeare, William. *Hamlet*. Ed. Barbara A. Mowat and Paul Werstine. New York: Washington Square-Pocket, 1992.

A Translation

Male, Emile. *Chartres*. Trans. Sara Wilson. New York: Harper, 1983.

A Book Published in a Second or Subsequent Edition

Bailey, Sydney. *British Parliamentary Research*. 3rd ed. Boston: Houghton, 1971.

A Multivolume Work

Hill, Jason. *Frost: A Biography*. Vol. 1. New York: Random, 1994.

A Book in a Series

Longley, John L., Jr. *Making of Frankenstein*. Southern Writers Series 2. Austin, TX: Steck, 1969.

A Pamphlet

Paris. New York: Trip Builder, 1996.

A Government Publication

United States. Dept. of Labor. *Child Care: A Workforce Issue*. Washington: GPO, 1988.

The Published Proceedings of a Conference

Shusterman, Alan J., ed. *Capitalizing on Ideas: New Alliances for Business*. Proceedings from a conference of Indiana Business Leaders. 10-11 April 1983. Indianapolis: Indiana Committee for the Humanities, 1983.

An Article in a Scholarly Journal with Continuous Pagination

McKenna, Bernard. "How Engineers Write: An Empirical Study of Engineering Report Writing." *Applied Linguistics* 18 (1997): 189-211.

An Article in a Scholarly Journal That Pages Each Issue Separately

Bird, Harry. "Some Aspects of Prejudice in the Roman World." *University of Windsor Review* 10 (1975): 64-75.

An Article in a Newspaper

Whited, Charles. "The Priceless Treasure of the Marquesses." *Miami Herald* 15 July 1973: 1.
 "Culture Shock: Williamsburg and Disney World, Back to Back." *New York Times* 21 Sept. 1975: sec. 10:1.

"Oliver North Faces Congress." *Courier News* (Elgin, IL) 7 July 1987: 1.

A Review

Kauffman, Stanley. "A New Spielberg." Rev. of *Schindler's List* dir. Steven Spielberg. *New Republic* 13 Dec. 1993: 30.

Updike, John. "Fine Points." Rev. of *The New Fowler's Modern English*, ed. R. W. Burchfield. *New Yorker* 23-30. Dec. 1996: 142-49.

A Magazine Article without an Author

"The Decade of Change." *Newsweek* 7 Mar. 1994: 26-27.

An Editorial

"From Good News to Bad." Editorial. *Washington Post* 16 July 1984: 10.

A Letter to the Editor

Ozick, Cynthia. Letter. *Partisan Review* 57 (1990): 493-94.

A Television or Radio Program

“Frederick Douglass.” *Civil War Journal*. Narr. Danny Glover. Dir. Craig Haffner. Arts and Entertainment Network. 6 Apr. 1993.

“Death and Society.” Narr. Joanne Silberner. *Weekend Edition Sunday*. Natl. Public Radio. WUWM, Milwaukee. 25 Jan. 1998.

A Sound Recording

Mozart, Wolfgang A. *Così fan tutte*. Perf. Kiri TeKanawa, Frederica vonStade, David Rendall, and Phillippe Huttenlocher. Cond. Alain Lombard. Strasbourg Philharmonic Orch. RCA, 1978.

Simon, Paul. *The Rhythm of the Saints*. Warner Bros., 1990.

Simon, Paul and Milton Nascimento. “Spirit Voices.” *The Rhythm of the Saints*. Warner Bros., 1990.

Burnett, Frances Hodgson. *The Secret Garden*. 1911. Read by Helena Bonham Carter. Audiocassette. Penguin-High Bridge, 1993.

A Film or Video Recording

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell, RKO, 1946. Videocassette. Warner Bros. 1993.

A Performance

The River. Chor. Alvin Ailey. Dance Theater of Harlem. New York State Theater, New York. 15 Mar. 1994.

Rigg, Diana. Perf. *Medea*. By Euripedes. Trans. Alistair Elliot. Dir. Jonathan Kent. Longacre Theatre, New York. 7 Apr. 1994.

A Musical Composition

Berlioz, Hector. *Symphonie Fantastique* op. 14.

A Painting, Sculpture, or Photograph

Botticelli, Sandor. *Guilaino de' Medici*. Samuel H. Kress Collection. The National Gallery of Art, Washington.

An Interview

Nader, Ralph. Interview with Ray Suarez. *Talk of the Nation*. Natl. Public Radio. WBUR, Boston. 16 Apr. 1998.

McPhee, John. Personal interview. 4 November 1986.

A Map or Chart

San Bernadino and Surrounding Areas. Map. San Francisco: California State Automobile Association, 1984.

A Cartoon

Trudeau, Gary. "Doonesbury." Cartoon. *Star Ledger* (Newark) 17 June 1998: 23.

An Advertisement

Air Canada. Advertisement. CNN. 15 May 1998.

Lecture, a Speech, an Address, or a Reading

Hyman, Earle. Reading of Shakespeare's *Othello*. Symphony Space, New York. 28 Mar. 1994.

A Letter or Memo

Cahill, Daniel J. Memo to English dept. fac., Brooklyn Technical High School, New York. 1 June 1998.

Morrison, Toni. Letter to the author. 17 May 1999.

A Document within an Online Scholarly Project

"Fresco." *Britannica Online*. Vers. 98.2. Apr. 1998. Encyclopedia Britannica. 8 May 2002 <<http://www.eb.com>>.

"This Day in History: August 20." *The History Channel Online*. 1998. History Channel. 19 June 2002 <<http://historychannel.com/thisday/today/980820.html>>.

A Professional or Personal Site

Dawe, James. *Jane Austen Page*. 15 Sept. 1998. 28 May 2002 <<http://nyquist.ee.ualberta.ca/~dawe/austen.html>>.

An Article in an Online Newspaper

Markoff, John. "The Voice on the Phone is Not Human, But It's Helpful." *New York Times on the Web*. 21 June 1998. 25 June 2002 <<http://www.nytimes.com/library/tech/98/06/biztech/articles/21voice.html>>.

An Article in an Online Magazine

Kinsley, Michael. "Now is the Summer of Too Much Content." *Slate*. 20 June 1998. 25 June 2002 <<http://www.slate.com>>.

A Nonperiodical publication on CD-ROM, Diskette, or Magnetic Tape

"Photosynthesis." *Magill's Survey of Science*. CD-ROM. 1998 ed. Pasadena: Salem, 1998.

An E-Mail Communication

Boyle, Anthony T. "Re: Utopia." E-mail to Daniel J. Cahill. 21 June 1997.

Harner, James L. E-mail to the author. 20 Aug. 1998.

A Work from an Online Database

Rule: Cite original source and then add electronic information.

with author:

Wright, Andrew H. "Heroine, Heroes, and Villains in 'Pride and Prejudice'." *Twentieth Century Interpretations of Pride and Prejudice: A Collection of Essays*. Ed. E. Rubinstein. Englewood Cliffs, N.J.: Prentice-Hall, 1969. 10 Nov. 2000. Online. Student Resource Center.

without author:

"Neutron Stars Twist Einstein's Theory." *Science News* 158:10. 2 Sept. 2000: 150. 8 Nov. 2001. Online. *Big Chalk*.

Rules for Using Long and Short Quotes in Critical Analyses, MLA Style, With Poetry and Drama

Short Quotes:

1. Consist of three lines or less
2. Require quotation marks around them
3. Should have slash marks between the lines
4. Should be merged with the text of the paper
5. Call for the period to be placed after the line or page number
6. THE QUOTE MUST BE INTRODUCED/INCORPORATED WITHIN A SENTENCE

Note: If there is a period, comma, colon, or semicolon at the end of the quote, take it out; if there is an exclamation point or a question mark at the end of the quote, leave it in.

Here is an example of a short quote:

In desperation, Hrothgar's warriors turn to the ancient pagan gods for help: "And sometimes they sacrificed to the old stone gods,/Made heathen vows, hoping for Hell's/Support, the Devil's guidance..." (90-92).

Long Quotes:

1. Consist of four lines or more
2. Do not use quotation marks or slash marks
3. Should be indented ten spaces and DOUBLE-SPACED
4. Call for the period to be placed before the line or page number
5. THE QUOTE MUST BE INTRODUCED/INCORPORATED WITHIN A SENTENCE

Note: If there is a period, comma, colon, or semicolon at the end of the quote, take it out; if there is an exclamation point or a question mark at the end of the quote, leave it in.

Here is an example of a long quote:

When Beowulf comes up against Grendel's mother, he finds that she is an even more fearsome opponent than Grendel:

An in an instant she had him down, held helpless.
Squatting with her weight on his stomach, she drew
A dagger, brown with dried blood and prepared
To avenge her only son. But he was stretched
On his back, and her stabbing blade was blunted
By the woven mail shirt he wore on his chest. (620-625)

TYPING THE FINAL DRAFT

Follow these general specifications for the final draft of the research paper.

1. Use white, 8 ½ x 11” paper.
2. Use a word processor with a high quality printer and a font of 12, Times New Roman.
3. Double space the text throughout-including quotations, notes and works cited list. When four or more lines of a direct quote are used, indent the double-spaced quote. Indentation is 10 spaces on the left and 5 spaces on the right.
4. Maintain margins of 1 inch at the top and bottom and on both sides of each page.
5. Indent 5 spaces at the beginning of each paragraph.
6. You may leave one or two spaces after periods and other terminal marks of punctuation; just be consistent throughout the paper.
7. Leave 1 space after commas and other internal marks of punctuation.
8. A title page is not required by MLA style but may be required by your instructor. If so, or if you are required to submit an outline with your paper, prepare a title page; the title of the paper about a third of the way down the page; your name (preceded by “By”) about an inch below the title; and, starting about an inch below your name, your instructor’s name, the course number, and the date. Center all lines in the width of the page and separate them from each other with at least one line of space.
9. If your instructor asks you to include your final outline, place it between the title page and the text. Number the pages with small Roman numerals (i, ii), and place your last name just before the page numbers in case the pages of your paper become separated. Place the heading Outline an inch from the top of the first page, and double-space under the heading.
10. Type the title at the top of the first paper. Double space to the first sentence of the paper.
11. Number the pages of the manuscript consecutively, placing the writer’s last name and page number in the upper-right corner. Begin numbering on the first page (page 1) of the paper. Number all text pages, including any that contain illustrations or endnotes and the “works cited” list.
12. Label any illustrations. Position the caption 2 line-spaces below the figure, and align the caption with the left side of the figure.

When finished typing, proofread every page carefully – including the title page, the formal outline, captions, endnotes, and “works cited” list. Make a photocopy of the paper. If the instructor has asked to hand in the note cards with the paper, arrange them in a logical order, put a rubber band around them, and place them in an envelope.

RESEARCH PAPER CHECKLIST

Selecting a Topic	Yes	No
• Is topic generated or teacher assigned?		
• Is topic specific enough to match assignment?		
• Did student use the assigned sources?		
Gathering Data		
• Did student use the library for the general topic? (Infotrac, SIRS, reference materials)		
• Did student develop preliminary thesis?		
• Did student take notes on data? Sources?		
Note Cards		
• Does the student have TWO sets of note cards? (Bibliography cards and note cards)		
Outline		
• Did student develop an outline?		
• Did student refine thesis?		
First Draft		
• Did student follow teacher's policy on first draft?		
• Did student list sources within document?		
• Did student blend research material with personal writing?		
Revising and Proofreading		
• Are paragraphs and sentences appropriately ordered?		
• Are all necessary ideas and facts included?		
• Is thesis thoroughly explained?		
• Do transitions show how parts are related?		
• During proofreading, did the student check the following:		
Capitalization?		
Punctuation?		
• Sentence Structure?		
• Noun-Verb Agreement?		
• Source Citations?		
Final Draft		
• Does the final document include the following:		
Title page?		
Thesis and Outline?		
Text?		
Works Cited?		
• Appendix (if necessary)		
• Does the final draft meet the following standards:		
Double spacing?		
Correct page numbering process?		
Cite all sources for quotations, facts, and ideas?		
• Did student save a second copy of final draft?		
• Did student save all notes and note cards		

Lee Iacocca and His Life

Thesis Statement: Through hard work and perseverance, Lee Iacocca was able to overcome obstacles and achieve the American Dream.

- I. Iacocca had a great love for this family.
 - A. Lee Iacocca was born on October 15, 1924.
 1. He was born in Allentown, PA.
 2. His real name was Lido Anthony Iacocca.
 - B. Iacocca's parents were Italian immigrants.
 1. His mother, Antoinette, always wanted Lee to excel in life.
 2. His father, Nicola, worked at Ford in his early life.
 - a. Lee Iacocca learned salesmanship from Nicola.
 - b. Lee Iacocca really had no choice but to have a career in Salesmanship.
 - C. Iacocca got married on September 29, 1956.
 1. He married Mary McCleary.
 2. He and Mary dated on and off for eight years before getting married.
 - D. He and Mary had two daughters.
 1. Kathi was their oldest daughter.
 - a. Kathi got married on June 21, 1986.
 - b. She married Ned Hentz.
 2. Lia was their younger daughter.
 - a. Lia got married in 1987.
 - b. She married her high school sweetheart, Jim Nagy.
 - E. Mary, Lee's wife, died in 1983.
 1. Mary had a long siege with diabetes.
 2. The diabetes aggravated her heart.
 3. She died at age 57.
- II. Iacocca started his life with Ford.
 - A. In 1945, he earned a Bachelor's Degree in industrial engineering at Lehigh.

- B. In 1946, he earned a Master's Degree in mechanical engineering at Princeton.
 - C. In 1946, he began his career.
 - 1. He joined Ford as an engineer.
 - 2. He soon switched to sales.
 - D. When Iacocca was 36, he got a promotion.
 - 1. He became general manager of the division.
 - 2. He performed so well on the Ford division sales executive track, that they promoted him.
 - E. The Mustang was introduced in 1964.
 - 1. Iacocca headed the team of engineers and designers.
 - 2. The Mustang was one of the fastest-selling products.
 - F. In 1965, Iacocca became vice-president of Ford's corporate car and truck group.
 - G. He was president of Ford from 1970-1978.
- III. Iacocca hated to get loans, but he really needed them to 'turn around' the Chrysler Corporation, of which he was named president.
- A. Iacocca had to make many changes and cut-backs.
 - 1. He closed many company plants.
 - 2. He reduced everyone's payroll.
 - 3. He even persuaded union workers to take pay cuts.
 - B. Iacocca first talked to about 100 banks, but was denied loans by all.
 - C. He finally persuaded the government to guarantee loans to him.
 - 1. The federal government never had to help a manufacturer as large as Chrysler before.
 - 2. The Chrysler Corporation Loan Guarantee Act was signed into law.
 - D. Iacocca and Chrysler Corporation repaid the loans seven years ahead of schedule.

- IV. Iacocca enjoyed his life at Chrysler.
 - A. When he first joined Chrysler, Chrysler was experiencing major losses.
 - B. Iacocca was Chairman of the Board of the Chrysler Corporation.
 - C. He was also Chief Executive Officer.
 - D. His powers of persuasion made him an effective spokesman for Chrysler.
- V. Even though it was time for Iacocca to retire, he kept putting it off.
 - A. He was due to retire in 1991, but insisted on staying on the job full time.
 - B. He was finally edging toward retirement.
 - 1. He cut back on speeches.
 - 2. He filmed his last TV commercial.
 - C. After Iacocca retired, he wanted to help education.
 - 1. He hated to see students get bad grades.
 - 2. He was national head of the PTA.
 - a. He wanted to get parents involved more.
 - b. He wanted to help young people.

Lee Iacocca and His Life

Many people take on businesses all the time. Very few would dare to take on a business that was having financial difficulties. Lee Iacocca was working at Ford for many years. However, soon after leaving, Iacocca took on the responsibilities of Chrysler. At this time, Chrysler was “going down” fast (Langworth 315). Iacocca brought Chrysler back up and saved it. Through hard work and perseverance, Lee Iacocca was able to overcome obstacles and achieve the American Dream.

Lee Iacocca had a great love for his family. He was born in a little town called Allentown, Pennsylvania, on October 15, 1924. His real name is Lido Anthony Iacocca, but he liked people to call him “Lee.” His parents were Italian immigrants who were named Nicola and Antoinette. Antoinette, his mother, always wanted her son to excel in life. She always made Lee his favorite meals when he did well. Every time Lee brought home a good paper, an award, or any kind of good news, his parents always made a big deal out of it. Lee loved to make his parents proud. Lee’s dad, Nicola, taught Lee the tricks of salesmanship. Lee really had no choice but to take on a career in salesmanship, since he always wanted to get on his parents’ “good side” (Iacocca 4). In the 1990’s, Nicola became a successful local entrepreneur, as owner of a hot dog stand, a couple of movie theaters, and one of the nation’s first car rental agencies. Nicola was known for such promotional stunts as giving free movie tickets to the ten young people with the dirtiest faces (Nulty 109). Lee had a sister, Delma, who was two years younger than he was. They were very close, just as his whole family was (Iacocca 3); but like any brother and sister, they too, had their bad days.

Iacocca got married on September 29, 1956, to Mary McCleary. They got married in a little church in Chester, Pennsylvania, called St. Robert’s Catholic Church. They met while working at Ford where Mary was a receptionist. They dated on and off for eight years before getting married, because Iacocca traveled a lot and was always busy working. Throughout their marriage, Mary always urged her husband to make the best of everything and never give up.

Iacocca and his wife had two daughters, Kathi and Lia. He once said, “The four of us used to take a lot of motor trips when the kids were little. That’s when we really got close as a family. No matter what else I did in those years, I know that two-sevenths of

my whole life ... was devoted to Mary and the kids" (Iacocca 304). Kathi, Lee and Mary's older daughter, got married on June 21, 1986. She married Ned Hentz, an advertising copywriter who was Kathi's classmate at Middlebury College. Then within a year, Lia, Lee and Mary's younger daughter, got married to her high school sweetheart, Jim Nagy.

Mary, Lee's wife, died in 1983. Mary's long siege with diabetes, aggravated by a heart condition, caused her death at age 57. Iacocca remembers, "One evening two weeks before Mary's death, she called me in Toronto to tell me how proud she was of me. Chrysler had just announced their first-quarter earnings" (Iacocca 305).

After earning a Bachelor of Science degree in industrial engineering at Lehigh University, and earning a Master of Science degree in mechanical engineering at Princeton, Iacocca began to work at Ford as a student engineer in August, 1946. Nine months into the program with another nine months to go, he decided he'd rather be in marketing or sales. His supervisors told him, "We'd like to keep you at Ford, but you've got to get out and sell yourself if you choose to go the sales route" (Iacocca 33). That's exactly what Iacocca intended to do and that's what he did. By December 1960, at age 36, he performed so admirably on the Ford division sales executive track that he was promoted to the position of general manager of the division-then as now the second highest volume seller of new cars in the United States (Gordon 7). In 1964, Iacocca and his team of engineers and designers introduced the Mustang. The Mustang quickly became one of the most popular cars made (Becker 2). In 1965, he was named vice-president of Ford's corporate car and truck group. Iacocca was now in charge of the planning, production, and marketing of all cars and trucks in both the Ford and Lincoln-Mercury Divisions.

By 1968, Iacocca said, "I was the odds-on favorite to become the next president of Ford Motor Company" (Iacocca 91). However, to his surprise, the Board of Directors chose Knudsen as president. Iacocca was very upset and for a few weeks even seriously considered resigning, but he stayed at Ford. Knudsen lasted only nineteen months before getting fired, because he would walk into Henry Ford's office without knocking (Iacocca 95). On December 10, 1970, Iacocca finally got what he was waiting for, the presidency of Ford. But in 1975, "Henry Ford started his month-by-month premeditated plan to destroy me," said Iacocca (Iacocca 117). The year 1975 was the worst year at Ford ever.

Iacocca often asked himself why he didn't quit at the end of 1975 (Iacocca 126). On June 12, 1978, Henry met with Ford's nine outside board members and told them he wanted to fire Iacocca. Then on October 15, 1978, on his fifty-fourth birthday, Henry and Iacocca agreed that the record would show that Iacocca was resigning from the company.

At age fifty-four, Iacocca was too young to retire but too old to start working in a completely new business. So he was asked and urged to work at Chrysler. On November 2, 1978, the *Detroit Free Press* carried twin banner headlines that together had great irony: "Chrysler losses are worst ever...Lee Iacocca joins Chrysler" (Langworth 314). Iacocca said, "The day I came aboard, the company had announced a third quarter loss of almost \$160 million-great timing" (Langworth 314). By February 1979, Iacocca realized that Chrysler had no overall system of financial controls; nobody in the whole place seemed to fully understand what was going on when it came to financial planning and projecting" (Langworth 315). Iacocca knew he had to do something fast, so he closed twenty of the company's sixty plants, reduced the payroll, and persuaded the union workers to take pay cuts. He needed federal help and there was no time to waste, because Chrysler was running out of cash to pay its bills. Iacocca decided to ask the government for loan guarantees. He said that it was the only way out but "...the last thing in the world I wanted to do. Ideologically, I've always been a free enterpriser, a believer in survival of the fittest. Once the decision was made, however, I went at it with all flags flying" (Langworth 317). Lee Iacocca took a leap of faith that would either make or break his reputation.

On January 1, 1980, Iacocca was named Chrysler's Chairman and Chief Executive Officer. After persuading Washington to grant loan guarantees, Iacocca returned to Detroit and used the loans to execute one of the biggest turnarounds in corporate history (Nulty 108). Never in American history had the federal government been asked to rescue a consumer product manufacturer of such size. In 1981, Chrysler Corporation had its darkest hour, though that "hour" was actually twelve agonizing months long. Iacocca knew he had to repay the government. He just didn't know how he was going to do it. The company's financial picture was getting worse and worse; but by the beginning of 1983, it appeared as if Chrysler Corporation was coming out of the financial woods. The company had cut its losses, thanks largely to Chairman Iacocca's drastic belt-tightening measures (Langworth 334). Iacocca decided that Chrysler would repay its major creditors by mid-1983, seven years ahead of schedule. "...Lee had, by this time, become not only

one of the most respected business leaders in the country, but one of the few whose name was widely recognized by the general public” (Langworth 336). In just four years Chrysler pulled off a miracle that seemed impossible in 1980. Chrysler not only survived but began to prosper again. Iacocca’s remarkable powers of persuasion made him an effective spokesman for Chrysler and the entire auto industry (Nulty 109).

Iacocca kept putting off retirement. He never really seemed ready to leave, but he cut back on speeches, promised he had filmed his last TV commercial, and was getting closer to retirement. After he became involved in educational causes, Iacocca hated to see young people not getting good grades. He always said, “I don’t care much how the public remembers me. I just care how my family and friends remember me” (Taylor 58).

Lee Iacocca said, “I enjoyed life. I did what I wanted to do. I’m done earning. I’m at the point in my life where I’ve got to figure out how to give the money away rather than how to earn it” (Taylor 58). He was a giving man who always helped others and did his best. He had many hard times in his life, but he always pulled through. Iacocca was an American automobile manufacturer, who through hard work and perseverance, built an international reputation as an industrial and marketing innovator and achieved the American Dream (Becker 2).

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CHAPTER FOUR

Evaluation

Sample Grading Rubric

FEATURES	Absent 1	Developing 2	Developing 3	Adequately Developed 4	Fully Developed 5	Fully Developed 6
FOCUS Degree to which main idea/theme or point of view is clear and maintained	Unclear absent; insufficient length to ascertain maintenance	Confusing; attempted; main point unclear or shifts	Under promise; over deliver; over promise; infer; two or more positions without unifying statement	Bare bones: position clear; main point clear	Generally previewed	All main points are specified and maintained.
SUPPORT Degree to which main point/element is elaborated and/or explained by evidence and detail	No support; insufficient	Attempted unrelated list	Some points are elaborated; may be a list of related specifics; most are general	Some second order elaboration; some are general	Most points elaborated	All major points elaborated with specific secondary order support
ORGANIZATION Degree to which logical flow of ideas and explicitness of the plan are clear and connected	No plan; insufficient length to ascertain maintenance	Attempted: plan is noticeable	Not knowledgeable in paragraphing	Some cohesion and coherence from relating to topic; plan is clear	Most points connected; coherent; cohesive using various methods	All points connected: signaled with transitions
CONVENTION S Use of conventions of standard English	Many errors; cannot read; confused meaning; problems with sentence construction; insufficient length to ascertain maintenance	Many major errors; confusion	Some major errors; many minor; sentence construction below mastery	Developed; few major errors; some minor; meaning impaired; mastery of sentence construction	A few minor errors, but no more than one major error	No major error; one or two minor errors
INTEGRATION	Does not present most or all features; insufficient length	Attempts to address assignment; confusion	Partially developed; some or one feature not developed	Essentials present	Features present; but not all equal	All features are equally developed

GRADING GUIDELINES

The meaning of A, B, C: In addition to the written comments on your writing, a summation grade usually will be noted. Students in general want to know the grade, but the grade will be meaningful to you only if you understand the criteria upon which the grade is based. Consider the grade to be the “what”; but consider the commentary to be the “why.” Knowing “why” enables you to work toward your goals of growth and development.

Characteristics of an A paper (superior)

The A paper shows originality and freshness of thought in managing the mission of the assignment. The paper conveys evidence that the writer has invested himself/herself in the subject through individuality of approach, of discovery, of understanding, and of conclusiveness. The content of an A paper is thought-provoking and developed in breadth and depth. Equally, the A paper exhibits all the positive qualities of good writing: clarity achieved through a logical, purposeful organization and consistency of focus; texture achieved through substantive paragraphs; grace in the use of language (dictation, sentence constructions); correctness in the mechanics of writing.

Characteristics of a B paper (very good)

The B paper has a clearly stated central purpose, conclusively developed in substantive paragraphs through the use of relevant details and evidence. Its ideas are clear because it contains many of the positive qualities of good writing: logical organization and consistency of focus; general correctness of written expression in the use of language and in the mechanics of writing. The B paper indicates a sound basis of competence in managing the mission of the assignment. However, it does not exhibit *consistently* the distinguishing qualities of the A paper: uniqueness of approach, depth and breadth of development, and grace of style.

Characteristics of a C paper (satisfactory)

The C paper fulfills the essential requirements of the writing assignment: clear purpose achieved through statement and development of a central idea in paragraphs that show some use of detail and evidence. Some C papers are strong in content, but weak in writing skill. On the other hand, some use the language skillfully but need the substantive (content) development and the vigor of thought which would warrant an above-average rating.

Characteristics of a D paper (below satisfactory)

The grade of D indicates the need for improvement in managing the subject and in expressing ideas correctly and effectively. The D paper generally shows some attempt to address the requirements of the writing task but needs to develop a consistency of focus on a central idea. Paragraphs need expansion of idea through more complete use of details and evidence. Papers rated D generally contain serious errors in the use of English. With more attention to language skills and with greater involvement in the subject of the assignment, most D papers could earn a higher rating.

Characteristics of an F paper (failing)

The rating of F usually indicates failure to carry out the basic essentials of a writing assignment. The paper may show the need to state and develop a central idea that pertains to the subject assigned; the need to construct paragraphs that have topic ideas and supporting details; and the need to avoid serious errors in grammar, spelling, punctuation, and sentence structure. A paper may warrant the grade of F even though it is mechanically acceptable if its content is meaningless or trivial or if it fails to address the prescribed assignment.

SAMPLE EVALUATIONS

Student _____ Date _____

Assignment _____

	Excellent	Good	Fair	Poor	Unsatisfactory
Organization					
Purpose					
Material					
Expression					
Mechanics					

Final Score _____

	5	4	3	2	1
Introduction					
Thesis					
Topic Sentences					
Conclusion					
Persuasiveness					
Expression					
Organization					
Sentence Variety					
Mechanics					

Total Evaluation

Above Average.....Needs Improvement

	5	4	3	2	1
Introduction					
Thesis					
Support 1					
Support 2					
Support 3					
Additional support					
Conclusion					
Organization					

Total Points Received _____

Comments:

Student _____ Assignment _____ Date _____

1. Purpose (10%) Your Points _____
- a. Clear, well-narrowed thesis
 - b. Language, tone appropriate
 - c. Body of essay stays on topic
 - d. Show awareness of reader
2. Supporting Evidence (30%) Your Points _____
- a. Topic sentences clearly stated
 - b. Topic sentences clearly related to the thesis
 - c. Use of concrete details (quantity, quality)
 - d. Complete explanations
 - e. Effective conclusion
3. Organization (15%) Your Points _____
- a. Effective introduction
 - b. Well-structured paragraphs
 - c. Logical progression of ideas
 - d. Clear Transitions
 - e. Effective conclusion
4. Expression (15%) Your Points _____
- a. Concise language
 - b. Logical, unambiguous sentences
 - c. Variety of sentence structures
 - d. Accurate and appropriate word choice
 - e. Appropriate level of formality
5. Writing Process (15%) Your Points _____
- a. Exploring ideas
 - b. Outlining, note taking, planning
 - c. Time spent drafting
 - d. Revising at all levels (words, sentences, paragraphs)
 - e. Sees revising as ongoing process
6. Mechanics and usage (15%) Your Points _____
- One error per 100 words is the minimum standard. In practice this means there will be a 1% penalty for each error.

Total Points Possible _____

Total Points Earned _____

Points Deducted for Lateness _____

Final Score _____

COMMON GRADING SYMBOLS

the Senator	Lower-case the capital letter
senator Watkins	Capitalize the lower-case letter
ATLANTIC	Initial capital with lower-case letters
Time	Indicate italics by underlining
motor cycle	Close up
She jumped off of the wall	Delete
Paul called me Big Brother	Let it stand
in 25 years	Spell out
I want talk with you	Something left out
Mrs Maddox	Insert period
my teacher Mr. Steiner	Insert comma
groceries milk, butter, and jam	Insert colon
We seldom see each other	Insert semicolon
however, we are still friends	
Why did you say that	Insert question mark
Mr. Lupas smile	Insert apostrophe
Kevin said, If you go ...	Insert open quotation marks
“We should begin, she said.	Insert closed quotation marks
Well known actor	Insert hyphen
the following chart see page 1	Insert parentheses
freind	Transpose
	New paragraph
	No new paragraph
Allright	Insert space

NO-EXCUSE SPELLING LIST

a lot, <i>not alot</i>	each other, <i>not eachother</i>	narrative	similar
accept, except	embarrass	necessary	simile
across	English	ninth	sophomore
all right	existence, existent	no, know, now	speech
alone, <i>not a lone</i>	experience	November	stopping
along, <i>not a long</i>	extremely	occasion, occasional	stories
already, all ready	familiar	occur, occurred, occurring	studying
altogether	February	occurrence	Sunday
always	fictitious	October	than, then
appearance	finally	omitted	their, there, they're
April	forty, fourth, forth	passed, past	though, thorough
article	freshman	pity	threw, through
August	Friday	playwright	Thursday
author	friend, friendliness	pleasant	tortured
background	government	precede	tragedy
because, <i>not cause</i>	grammar	prefer, preferred, prejudice, prejudiced	tries, tried
belief, believe	hear, here	prepare, preparation	truly
business	height	principal, principle	Tuesday
buy, by	hero, heroine, heroes, heroic	privilege	two, too, to
careful	hoping	probably	until
character, characteristic, characterized	humorous	proceed, procedure	villain
choose, chose, chosen	interfere	quiet, quit, quite	wear, where
college	its, it's	really	weather, whether
coming	January	receive, receiving	Wednesday
congratulations	judgment	recommend	were, we're
convenience	July	refer, referred, referring, referral	which, witch
could've, <i>not could of</i>	June	remember	woman, women
criticism, criticize	laboratory	repetition	would've, <i>not would of</i>
dealt	lead, led	rhythm, rhyme	writing, writer, written
December	library	Saturday	you're, your
define, definite, definitely	literature	sentence	
definition	lose, loose, losing	separate, separation	
dependent	March	September	
describe, description	May	should've, <i>not should of</i>	
develop	meant		
development	metaphor		
disappoint	Monday		
does, doesn't			

CHAPTER FIVE

Business Letters and Résumés

Hints for Writing a Good Business Letter

1. Know what you want to say. Say it in simple short sentences and short paragraphs. Be precise.
2. Get off to a good start. In answering a letter, don't waste the first sentence on the obvious fact that you received it. Refer to the letter by date if possible, but always catch the reader's attention with the first statement. Make it interesting.
3. Say everything you want. If you are answering a letter, place that letter in front of you and check off questions as you answer them. Give complete addresses and details.
4. Avoid trite, old fashioned phrases: "enclosed please find." etc.
5. Be brief. Let one word do the work of many.
6. Do not abbreviate if possible.
7. Avoid contractions and other short-cuts.
8. Write courteously and correctly.
9. Clinch the matter in your last sentence.
10. Single space text, double space between paragraphs.

Parts of a Business Letter Using Traditional Format

- Letterhead
- Dateline
- Inside Address
- Salutation (Greeting)
- Body
- Complimentary Closing
- Sender's Name and Title
- Reference Initials
- Notations

This manual uses **block style, open punctuation** format for business letters. All parts of the letter begin at the left margin. No punctuation is used after the salutation and closing.

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Letter of Application

When writing a letter to a prospective employer, neatness counts. Double-check to be sure the letter is error free. If you aren't sure, ask someone else to read it. Because you want to make a good impression, prepare the letter on good-quality paper. Follow a standard letter format: you want your prospective employer to think you know what a letter should look like. Use a conservative approach when it comes to paper color and type style. Most prospective employers find letters on white, ivory, cream, or light-gray paper acceptable. Putting your information on other colors may call the wrong attention to the letter. Using flashy type styles may also grab the reader's attention in the wrong way. If you stay on the conservative side, you can never go wrong.

Letter Guidelines

Here's a general framework to follow when writing a letter of application. Keep the letter to three paragraphs: it should fit on one page.

- **Opening**—state the job for which you are applying. Be specific. Do not say you want a job and will do anything. Instead, say you are applying for the sales associate job in the clothing department. Identify where you learned about the job—an ad in the newspaper, through a friend, through your school placement office, and so forth.
- **Body**—match your skills, knowledge, training, and achievements to the job. Do not generalize: be specific. Pick out three of four key qualifications and summarize them in a bulleted or numbered list. This paragraph should highlight points from your résumé, not simply repeat the same information. Refer to the résumé you have enclosed. Use the “you approach” throughout. Structure your letter in such a way that you can show the prospective employer exactly how your skills, education, and experience meet his or her needs. See the second paragraph of the example letter.
- **Conclusion**—express your interest in getting an interview and explain how and when the reader can get in touch with you. See the example of a letter of application.

When you are ready to mail your letter, fold it neatly and put it in a number 10 envelope (9 ½ by 4 1/8 inches). If you are sending a letter along with a résumé or other enclosure, place the letter on top and fold all the pages together. The best-looking letter can be ruined if folded haphazardly and stuffed into an envelope. Follow these steps for folding:

- Fold the bottom third of the letter up toward the top edge.
- Fold the top third of the letter down to within an inch of the first fold.
- Insert the document with the flap facing up.

SAMPLE APPLICATION LETTER

July 8, 2002

4

Mr. R. J. Buckley
 Director, Human Resources
 Eagle Manufacturing Company
 29 East Front Street
 Gary, IN 46409-0081

2

Dear Mr. Buckley:

2

Mrs. Gibson, director of the Pershing High School Placement Bureau, mentioned that you have several positions open for data-entry clerks. Please consider me an applicant.

2

You are looking for people who can keyboard accurately and who have knowledge of word processing and spreadsheet software. As you can see from the enclosed résumé, I have the skills for which you are looking:

2

- Keyboarding speed for 50 wpm with accuracy
- Working knowledge of Lotus 1-2-3 and WordPerfect
- Previous experience in data entry

2

I would like to work for Eagle Manufacturing and would welcome the opportunity to discuss my qualifications with you. I am available for an interview at your convenience. You can reach me at 555-3458.

2

Sincerely,

4

Pat Tobin
 242 Bayshore Drive
 Gary, IN 46409-9244

2

Enclosure

Note: Number at left indicates proper line spacing.

SAMPLE FOLLOW-UP LETTER

July 8, 2002

Mr. David Montgomery
Operations Manager
Precision Manufacturing
5241 W. 25th Street
Cicero, IL 60650-0477

Dear Mr. Montgomery:

I enjoyed talking with you yesterday about the administrative assistant position in the Engineering Department. Thank you for taking the time to show me around the office.

The more I learned about Precision Manufacturing, the more convinced I became that I wanted to be a part of your company. I am sure that my work processing skills will be put to good use in the Engineering Department.

It is my understanding that you will make a decision by the end of the next week. If you require any further information about my qualifications, please let me know.

Sincerely,

Julia Santiago
2217 S. Wennonah Avenue
Berwyn, IL 60403-2323

WRITING A CONSUMER COMPLAINT LETTER

When writing an effective consumer complaint letter, consider the following:

- State your purchase or situation in case of a service-oriented complaint.
- Include the name and serial or model number.
- Include the date and location of purchase and other details such as names of people involved.
- State the problem.
- Give history of the problem including previous action taken.
- Ask for satisfaction.
- Enclose copies of all documents.
- Ask for action within a reasonable time.
- Include your address, work, and home phone numbers.
- Keep copies of your letter and all related documents and information.

SAMPLE CONSUMER COMPLAINT LETTER

Date

Name of Person Receiving Letter

Company Name

Street Address

City, State ZIP Code

Dear (Person Receiving Letter):

Two weeks ago, I purchased a (name of product, serial number or model number) at the (store location) store.

The (product) is not working properly. (State the problem)

In order to remedy the problem, please (state action the company should take). Enclosed are copies of my (receipt, guarantee, canceled check, or other pertinent documentation).

I am anxious to resolve this problem as soon as possible. If I do not hear from you within three weeks, I will seek additional assistance. Please contact me at the above address or phone me at (home and work number).

Sincerely,

Your Name

Your Street

Your City, State, ZIP Code

Enclosure

COMPOSING REQUEST LETTERS

Letters that ask for information, order a product, or request some type of action are considered **request letters**. See the example below of a request letter. When writing request letters, follow the general formula of introduction, middle, and conclusion. In the introduction, start with a polite command first.

EXAMPLE

Please send me a copy of your publication on remodeling a kitchen that was advertised in the July issue of *Modern Home*.

If the request is for exact information, open with a question.

EXAMPLE

Is the publication on remodeling a kitchen advertised in July issue of *Modern Home* available free?

SAMPLE REQUEST LETTER

January 15, 1996

Mr. Scott Levinson
Quality Control Supervisor
Montgomery Laboratories
1800 West Riverside Circle
Florence, KY 42042-3956

Dear Mr. Levinson:

Could you provide me with design plans for your recent lab remodeling?

We are planning to expand the quality control lab at our Lexington plant and are examining different floor plans. I know your lab is "state of the art" and would give us some ideas.

I would be most grateful if you could send the plans to me before the end of the month. I will be meeting with our planning committee on February 1 to discuss floor plans for the renovation.

Sincerely,

Sonya Gibson
Manager, Testing Lab
102 Airlite Drive
Elgin, IL 60123

lw

Writing A Résumé

The purpose of a résumé is the same as that of the letter of application—to get an interview. A résumé is an honest summary of your education, skills, work experience, and qualifications for a particular job. In some companies, false statements made on job applications are grounds for dismissal. A little boasting is okay, but keep it honest. You want to accurately portray your good points and minimize your deficiencies. Think of the résumé as a sales letter—you are selling yourself.

A good résumé shows others your experience and knowledge as you want them to perceive those assets. Depending on your background, you might develop one résumé for one type of job and a different résumé for another job. For example, suppose you were applying for a job with a magazine publishing company. If you were applying for a data entry position in the subscription department, you would emphasize your knowledge of different software packages and your experience with computers. If you were applying for a staff photographer position, you would emphasize your hobby of photography, the photography course you took at school, and any achievements or awards you received in that field. Every person's résumé is different: what is appropriate for you to include may not be appropriate for someone else.

Do not include personal information such as age, height, weight, health, marital status, religion, race, or gender. There is no such thing as the perfect candidate. How such personal statistics are received will depend on who is reading the résumé. Federal law prohibits employers from asking for personal data: do not volunteer what employers are barred from requesting.

To make your résumé visually appealing, make sure it is balanced. Headings on the left should be balanced by paragraphs on the right. Too much white space at the bottom will make the résumé appear top heavy. Too much at the top will make it bottom heavy. Make sure the typeface is easy to read and that the print is sharp and clear. Use high-quality paper; limit the color to white, cream, ivory, or light gray. The résumé should be error free. Double check all dates, phone numbers, and addresses.

There are as many styles of résumés as there are people. No one format is correct. Résumés vary from job to job and from time to time. Keep in mind that your résumé is a statement about you and your abilities at a particular time. As your experience and skills change, so will your résumé. In fact, most experts recommend that you update your résumé yearly, even if you are not looking for employment. Reviewing your résumé annually is a good way to sum up recent accomplishments. If there are none, you may want to consider whether you are satisfied with the status quo or should pursue a change.

Although résumés vary, most contain the following elements:

- **Heading**—Begin with your name, address, and phone number. You may wish to boldface your name to call attention to it.
- **Job Goal**—Since many employers sort résumés by occupation, be sure to include a goal statement. Limit the statement to one sentence, but be specific. Do not include vague statements such as “to find a challenging job in advertising.” Instead, state the specific job for which you are applying.
- **Education**—List the highest level of education you have achieved. A high school student should list the grade and school most recently attended. If applicable, show your date of graduation. If you attended school after high

school, such as a community college or technical school, list the most recent education first.

When listing education, include the name of the school, its location, degree and major (if any), and date of graduation. Include your grade-point average if you are proud of it and think it will help you get the job. Include key courses taken that are appropriate for the position you are seeking. Keep the list short; the purpose is to attract attention, not duplicate your school's transcript.

- **Work Experience**—If your experience is stronger than your education, list this section before the education section. For each job, give the name, address, and phone number of the company; dates of employment; your job title; and the name and title of your supervisor. Also include a brief description of your duties on the job. Use action verbs to describe your duties. For example, do not just say “cashier.” Instead, state what you did as cashier, such as “balanced daily cash drawer, greeted customers, handled customer complaints, conducted price checks.”

Work experience is listed in reverse chronological order—most recent first. If listing all your work experience means the résumé will go to two pages, be selective. List only those that fit the position you are applying for. You can elaborate on your work experience during an interview. If you have never had a formal job, mention other responsibilities you have taken on, such as baby-sitting or volunteer work.

- **Achievements and Honors, Special Skills, Activities, or Interests**—Most résumés use one or two of these headings to give the reader additional background. Which one you use will depend on what elements in your background support the job goal. If you have been involved in school, community, or church activities, list selected items under the category of Activities. If you received special honors or achievements that set you apart from other applicants, list them under the category of Achievements and Honors. If you have hobbies or talents that are related to the job, include them under Interests. If you have certain skills that relate to the job, list them under the heading Special Skills. If none of these categories apply to you, omit them.
- **References**—You have two choices when it comes to references. Either state that your references are available upon request, or list the names, addresses, and phone numbers of at least three of them at the end of the résumé. Use former employers if you have a work history. If you have never had a job, teachers, counselors, administrators, neighbors, and members of the clergy can be used as character references. Your references should be adults who are not related to you. Always ask permission to use people's names as references on your résumé. This alerts them that they may be called upon later to discuss your abilities or character. It also gives the person a chance to decline if he or she prefers not to be contacted.

Sample Résumé

Pat Tobin

242 Bayshore Drive
Gary, IN 46409-9244
(123)555-3458

CAREER OBJECTIVE

To obtain a position as a data entry clerk.

EDUCATION

Pershing High School, 4244 Hunter Road, Gary, IN 46409
September 1990 to June 1993
Business Major Graduate

WORK EXPERIENCE

Cashier

Discount-Mart, 2373 Markam Avenue, Gary, IN 46409
September 1992 to present

Responsible for balancing daily cash drawer; greeting customers, handling customer complaints, and conducting price checks.

Crew Leader

J & L Landscaping Service, 133 West Street, Gary, IN 46409
June 1992 to September 1992

Responsible for assigning crews to landscaping jobs and supervising their work.

ACHIEVEMENTS AND HONORS

Perfect Attendance Award, 3 years
Business Student of the Year, 1992
Treasurer of Business Club, 2 years
Volunteer of the Year Award, Gary Animal Shelter

SPECIAL SKILLS

Keying (50 wpm)
Word Perfect
Lotus 1-2-3
Harvard Graphics

REFERENCES

Furnished upon request