

Bishop Montgomery High School English Department

Writing Packet

“I have tried simply to write the best I can. Sometimes I have good luck and write better than I can.”
- Ernest Hemingway

Table of Contents

English Department Policies

- 2 Plagiarism & Turnitin.com
- 3 BMHS Style Sheet

MLA Reference Information

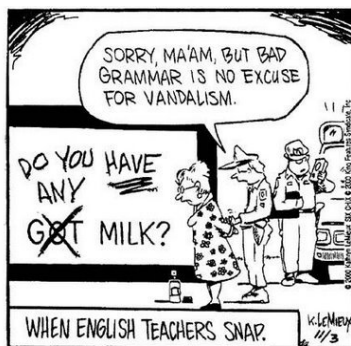
- 4 MLA Quoting & Citation Guide
- 5 MLA Works Cited Guidelines
- 6 Sample Works Cited Entries

Writing Resources

- 7 Jane Schaffer Writing Terms
- 8 List of Forbidden Words
- 9 Essay Grading Overview

Reading Resources

- 10 English Department Reading List by Grade



Reprinted from The Funny Times / PO Box 18530 / Cleveland Heights, OH 44118
phone: (216) 371-8600 / e-mail: ft@funnytimes.com

1

¹ <http://api.nin.com/files/englishteacherscomic.jpg>>

Plagiarism, Academic Honesty & Scholarship

The general collegiate consensus for the definition of *plagiarism* is: **The copying of three or more words in succession from any source other than yourself.**

(http://gollum.mac.cc.emu.edu/univ_policy/documents/Cheating.html)

Your name at the top of your written assignments and exams/quizzes will be your word to the teacher that the work handed in is *completely* your own. Do not copy online sources, translation devices, or copy someone else's words (regardless of whether that someone else is a fellow student or an academic scholar). You are welcome to study together, but do not collaborate in preparing written assignments.

Students who copy any part of their assignments, who allow their assignments to be copied, who use quotes in their papers without citing them properly or who cheat on exams/quizzes will fail the assignment or exam/quiz, receive a Referral and be subject to the disciplinary actions of the school, as stated in the Bishop Montgomery Parent Student Handbook.

“OriginalityCheck”: Turnitin.com

Bishop Montgomery High School employs the use of the internet-based plagiarism-prevention service called Turnitin. The school buys a license to submit essays to the Turnitin website. All students will be required to create a free Turnitin.com account and all formal assignments will be uploaded to the Turnitin.com server for an OriginalityCheck.

OriginalityCheck allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases. Every Originality Report provides instructors with the opportunity to teach their students proper citation methods as well as to safeguard their institution's academic integrity.

Style Sheet for Formal Assignments, Research Papers & Essays

1. **Paper:** Use 8 1/2 x 11 inch white paper
2. **Margins:** Use a one-inch margin on all sides
3. **Spacing:** All typed assignments must be double spaced
4. **Binding:** Staple pages together. Do not use paper clips, tape or folding. Unless your teacher asks for one there is no need for a folder.
5. **Headers:**
 - a. On the first page, put a heading in the upper left corner, which includes:
 - Your name
 - Teacher's Name
 - Course Name
 - Date (Day Month Year)
 - b. On the other pages, put your last name and page number in the upper right corner:
Smith 2
6. **Font:**
 - a. Use black ink only
 - b. Use Times New Roman font
 - c. Use 12 point font size
7. **Titles:** All essays have a title centered on the first page. The first letter in each word of the title is capitalized unless it's a short preposition. The title is not underlined, italics, quotation marks, or any special font.
8. **Indentation:** Indent 1/2 inch for new paragraphs. (This is the standard setting on most word processors.) Do not add an extra line of space between paragraphs.
9. **Formal language:** Do not use slang, texting language, emoticons, or shortened words. Only use appropriate abbreviations (Dr., Mr., Mrs.). Also do not use more than one exclamation point or question mark.

Don't Use	Use Instead
u / i	you / I
&	and
cuz, cause, or b/c	because
til or till	until
:) / lol / jk	
etc.	and...
should of / would of / could of	should have / would have / could have

10. **Numbers:** Spell out zero through nine. Numbers from 10 to infinity should be in Arabic numeral (regular numbers) unless used as the beginning of the sentence.
11. **Neatness:** Last minute changes should be made using white out or two straight lines drawn through a word or mistake with the correction in the same color ink.
12. **Title Page & Table of Contents:** Unless your teacher asks for them, there is no need for a title page or table of contents.

13. Citations: Quotations, summaries, and paraphrases should be cited. (See page 4-6.)

MLA Quoting and Citation Guide

(originally produced by the John Burroughs High School English Department)

When writing an expository essay, you **MUST** give credit to the sources from which you receive your information. Even if you are not *directly* quoting the source (by paraphrasing or using ideas/theories), you must cite the source.

Quotations

- A quotation is the strongest proof you can have to back up a topic sentence. However, do not *overuse* quotes. Use them selectively.
- A quotation is defined as the EXACT words being taken from a source. The words, spelling, punctuation, and grammar cannot be changed, unless you demonstrate the changes that you make.
 - If you take out a word, phrase, or paragraph, you must replace the missing pieces with an ellipsis. An ellipsis is a series of three periods. (...)
 - Original: “He has dark-brown hair that kicks out in front and a slight cowlick in the back” (Hinton 6).
 - Changed: “He has dark-brown hair ... and a slight cowlick in the back” (Hinton 6).
 - If you choose to change a word for clarity, you must make the change within square brackets [].
 - Original: “He’s not as tall as Darry” (Hinton 7).
 - Changed: “[Soda is] not as tall as Darry” (Hinton 7).
 - If the quote has internal punctuation, keep it. Change quotation marks to a single quotation marks (from “ to ‘) if there is a quote inside of the piece that you are quoting.
 - “‘Johnny,’ she said quietly, ‘you mother’s here to see you” (Hinton 122).
- If your quote becomes more than four typed lines, set it off from the rest of your text by going to the next line, moving the entire quote in ten spaces, and removing quotation marks. Use a colon before the quote.

In-text Parenthetical Citation:

- At the end of the quote, paraphrase, or borrowed idea, the page number of the source must be put into parentheses, followed by the period.
 - “He went around *trying* to break laws” (20).
- If you are using more than one source in the essay, the author’s name must precede the page number.
 - “He went around *trying* to break laws” (Hinton 20).
- If the citation comes from a play, cite the act, scene, and line numbers.
 - “What’s in a name? That which we call a rose/ By any other name would smell as sweet” (II.2.43-44).
- If the quote itself ends with a question mark or exclamation point, keep the punctuation, cite as usual, and then add the period.
 - ““You feel okay now?”” (Hinton 158).

Resources:

<http://www.studyguide.org/MLADocumentation.html>

<http://owl.english.purdue.edu/>

<http://writingcenter.gmu.edu>

WORKS CITED Page
(MLA Style, 7th edition)

CITATIONS WITHIN THE DOCUMENT:

Within the document you should place a parenthetical citation with enough information to send your reader to the correct source in your Works Cited list (Fitzgerald 120). [Note: no commas and the period goes outside of the parentheses.]

If more than one work by the same author is used, a shortened version of the title is given in the citation: (Fitzgerald, *Gatsby* 120).

When creating your Works Cited Page, remember to:

- Begin the Works Cited on a new page, but number consecutively (for example, if the last page of your essay is page 3, the Works Cited is page 4).
- Alphabetize each entry by first letter.
- Italicize all the titles of books, magazines, films, etc.
- Put quotation marks around the titles of poems, short stories, and articles.
- Indent the 2nd line and all subsequent lines of each citation.
- Double-space all entries.

Works Cited Entries

Each citation has three parts separated by periods:

Author's name. Book Title. Publication Information.

- The author's name should include:
 - Last name, First name.
 - Two or more authors: the second author is listed first name first
 - Three or more authors: the third and subsequent authors are marked as “, et al.”
 - The editor of an anthology: listed as last name, first name, ed.
- The title should include:
 - “Title of Article, or story, poem or song”
 - *Title of Book* (Italicize the book title. Always include the book's subtitle [ex: *Twelfth Night: Or What You Will*] Capitalize the first letter of all words in the title, except internal short prepositions and articles: the, of, to, a, at.)
 - Name of editor or translator
 - Number of the edition and/or volume used
 - Name of the series
- Publication information should include:
 - The place of publication:
 - The name of the publisher [You may use a shortened form of the publisher's name as long as it's clear.]
 - The date of publication.
 - Page numbers
 - Publication medium, such as: Print, Web, Performance, DVD or TV
 - The date of access for Web sources.

SAMPLE WORKS CITED ENTRIES

BOOKS:

One Author

Marcuse, Sibyl. *A Survey of Musical Instruments*. New York: Harper, 1975. Print.

Two or More Authors

Aiken, Michael, Lewis Ferman, and Harold Sheppard. *Economic Failure, Alienation, and Extremism*. Ann Arbor: University of Michigan P, 1968. Print.

More than Three Authors

Bailyn, Bernard, et al. *The Great Republic: A History of the American People*. Lexington: Heath, 1977. Print.

No Author / Anonymous Author

Encyclopedia of Virginia. New York: Somerset, 1993. Print.

Editors or Translators

Feldman, Paula R., ed. *British Women Poets of the Romantic Era*. Baltimore: John Hopkins University Press, 1997. Print.

STORY OR ARTICLE FROM AN ANTHOLOGY:

Bond, Nelson. "The Voice from the Curious Cube." *100 Great Science Fiction Short Stories*. Ed. Isaac Asimov, Martin Harry Greenberg, and Joseph D. Olander. New York: Doubleday, 1978. 172-175. Print.

MAGAZINES AND NEWSPAPERS:

With Author

Frohlich, Cliff. "The Physics of Somersaulting and Twisting." *Scientific American*. Mar. 1980: 154-164. Print.

Unsigned Article

"Fertilizing Trees and Shrubs." *Southern Living*. Feb. 1980: 170-171. Print

Daily Newspaper

"Study Labels Alcohol Fuel as Threat to Food Supply." *Dallas Times Herald*. 16 March 1980: A: 14. Print.

WEBSITE:

Waxman, Sharon. "From King of Pop to Wacko Jacko: A Tragedy in Black and White." *The Wrap.com*. Huffington Post. 24 June 2009. Web. 29 June 2009.

Barshad, Amos. "Death Row Records Revived: More Tupac." *Vulture*. New York Entertainment. 22 June 2009. Web. 29 June 2009.

JANE SCHAFFER WRITING TERMS²

Introductory Paragraph

- **Grabber/Hook/Lead**
 - an anecdote, famous quote, question, startling fact, etc. that pulls the reader into the essay
 - connect this grabber to the thesis statement throughout the introduction
- **Thesis Statement**
 - appears as the LAST sentence of the introductory paragraph
 - contains the central idea of the essay
 - prepares the reader for the supporting details that will follow

Body Paragraphs

- **Topic Sentence (TS)**
 - what the paragraph is about
 - usually the first sentence of the paragraph
 - other sentences in the paragraph should support and connect to the TS
- **Concrete Detail (CD) / Example / Evidence**
 - supports the central idea of the essay
 - concrete details are FACTS from the text, direct or paraphrased quotations, or other examples that prove the TS
- **Commentary (CM) / Explanation**
 - connects the CDs to the TS and the thesis statement
 - offers further detail
 - expresses the writer's opinion (YOUR opinion)
 - explains the author's point in depth (author of the analyzed book)
- **Concluding Sentence**
 - comes at the end of the paragraph
 - echoes topic sentence and bridges to the next paragraph

Concluding Paragraph

- **Concluding Statement**
 - appears as the FIRST sentence of the conclusion paragraph
 - restates the thesis in a new way
 - connect this concluding statement to “So What?” statement throughout conclusion paragraph
- **So What?**
 - Why does this topic/thesis matter in a broad sense, beyond the book?

Chunk Paragraphs (Ratios)

- a combination of concrete details and accompanying commentaries
 - in English, the ratio will usually be 1 CD: 2 CM
 - in History, the ratio will usually be 2 CD: 1 CM
 - in Math or Science, the ratio will usually be 3 CD: 0 CM or 2:1

² (originally produced by the John Burroughs High School English Department)

List of Forbidden Words

<p><u>Worst Offenders:</u></p> <p>a lot (or misspelled alot) awesome bad basically due to etc. ever since get, got, getting, gotten good great you (except in giving instructions) kind of ok pretty (as in, “She’s pretty smart”) really stuff thing today’s society to me well (as in “well, in conclusion...”)</p> <p><u>In Formal Literary Analysis:</u></p> <p>I believe I think I feel in my opinion I, me, my, mine, ours, we</p>	<p><u>Speculative Words:</u></p> <p>would, would have should, should have could, could have if may maybe might perhaps</p> <p><u>Miscellaneous Words:</u></p> <p>and so on and then cause or ‘cuz (for because) definitely essentially fine fully fun generally hopefully in conclusion This essay is about... mainly majorly nice nothing sort of something very</p>
--	---

GENERAL ESSAY GRADING OVERVIEW

<p><u>A Brilliant/Excellent (90-100)</u></p> <ul style="list-style-type: none"> • Thesis - solid, clear, scholarly • Topic sentences - focused on thesis, clear • Body Paragraphs - focused on TS, clear, logical • Concrete Details - excellent choices, well-presented • Commentary - very insightful, focused on CD & Thesis • Vocab - powerful word choice, precise • Syntax - strong, clear sentences; controlling voice; excellent sentence variety • Organization - clear & logical; intelligent development of main ideas • Transitions - used skillfully • Mechanical errors - insignificant • MLA - all rules followed perfectly <p><u>B Good/Solid (80-89)</u></p> <ul style="list-style-type: none"> • Thesis - solid, clear, scholarly • Topic Sentences - focused on thesis, clear • Body - focused on TS, clear, logical • Concrete Details - good/appropriate choices • Commentary - insightful, focused on CD & Thesis • Vocab - strong word choice • Syntax - clear sentences; good sentence variety • Organization - clear & logical; good development • Transitions - used correctly • Mechanical Errors - do not distract from meaning • MLA - all rules followed <p><u>C Adequate/Competent (70-79)</u></p> <ul style="list-style-type: none"> • Thesis - includes an idea, but is off focus or obvious • Topic sentences - somewhat focused on thesis, but may have too much CD; may be obvious or simplistic • Body - may include too much CD; unclear • CD - presented awkwardly or unclearly • CM - attempts analysis, but is off focus, obvious, simplistic or generic • Vocab - average, ordinary word choice • Syntax - simple; lack of sentence variety • Organization - follows basic format rules; development of idea unclear at times • Transitions - may be unclear at times • Mechanical Errors - numerous • MLA - rules followed most of the time 	<p><u>D Demonstrates Problems (60-69)</u></p> <ul style="list-style-type: none"> • Thesis - does not address prompt; inadequate • Topic sentences - do not focus on thesis • Body - unclear or off topic • Concrete Details - weak or flawed, factual errors • Commentary - too much plot summary, off topic, illogical, judging, or guessing the future • Vocab - weak word choice (below grade level); some words used incorrectly • Syntax - no sentence variety; sentences are either too simple or indecipherable • Organization - unclear or illogical; doesn't follow format (ratios, sentence counts); redundant or circular development • Mechanical Errors - big, obvious problems in mechanics • MLA - rules mostly not followed <p><u>F Fails to Meet Standards (0-59)</u></p> <ul style="list-style-type: none"> • Prewriting/Drafts not attached (in this case, essay is considered a first draft & graded as such) • Important directions not followed • Portions plagiarized
--	---

BMHS ENGLISH DEPARTMENT

LIST OF NOVELS, PLAYS & LONGER WORKS COVERED*

*These works are subject to change from year to year

<p><u>9th Grade / Freshmen</u></p> <p>English I</p> <p><i>Lord of the Flies</i> <i>To Kill A Mockingbird</i> <i>The Secret Life of Bees</i> <i>Mythology</i> <i>Romeo and Juliet</i> <i>The Odyssey</i></p> <p>English I Honors</p> <p><i>Life of Pi</i> <i>Dracula</i> <i>Ethan Frome</i> <i>A Separate Peace</i> <i>The Picture of Dorian Gray</i> <i>The Odyssey</i> <i>Twelfth Night</i></p> <p><u>10th Grade / Sophomores</u></p> <p>English II</p> <p><i>Of Mice and Men</i> <i>Night</i> <i>A Separate Peace</i> <i>A Tale of Two Cities</i> <i>The Iliad</i> <i>Julius Caesar</i></p> <p>English II Honors</p> <p><i>The Maltese Falcon</i> <i>Jane Eyre</i> <i>The Things They Carried</i> <i>The Reluctant Fundamentalist</i> <i>Cry the Beloved Country</i> <i>Antigone</i> <i>Julius Caesar</i> <i>The Tempest</i></p>	<p><u>11th Grade / Juniors</u></p> <p>American Literature</p> <p><i>Snows of Kilimanjaro and Other Stories</i> <i>The Best of Poe</i> <i>Their Eyes Were Watching God</i> <i>The Scarlet Letter</i> <i>The Great Gatsby</i> <i>The Mysterious Stranger and Other Stories</i> <i>Our Town</i> <i>The Glass Menagerie</i></p> <p>American Literature Honors</p> <p><i>Extremely Loud and Incredibly Close</i> <i>House of Mirth</i> <i>The Adventures of Huckleberry Finn</i> <i>The Mysterious Stranger and Other Stories</i> <i>A Farewell to Arms</i> <i>The Scarlet Letter</i> <i>Our Town</i> <i>The Glass Menagerie</i></p> <p>AP Language and Composition</p> <p><i>A Farewell to Arms</i> <i>House of Mirth</i> <i>Narrative of Fredrick Douglas</i> <i>The Adventures of Huckleberry Finn</i> <i>The Scarlet Letter</i> <i>My Antonia</i> <i>Woman Warrior</i> <i>50 Essays: A Portable Anthology</i></p>
--	--

LIST OF NOVELS, PLAYS & LONGER WORKS COVERED*

*These works are subject to change from year to year

<p><u>12th Grade / Seniors</u></p> <p>British Literature (one semester)</p> <p><i>One Corpse Too Many</i> <i>The Hobbit</i> <i>Pygmalion</i> <i>Everyman</i> <i>Macbeth</i></p> <p>Short Story Seminar (one semester)</p> <p><i>Chronicle of a Death Foretold</i></p> <p>Shakespeare (one semester)</p> <p><i>As You Like It</i> <i>Merchant of Venice</i> <i>Othello</i> <i>Taming of the Shrew</i> <i>Winter's Tale</i> <i>A Midsummer Night's Dream</i></p> <p>British Literature Honors</p> <p><i>Pride and Prejudice</i> <i>Great Expectations</i> <i>Everyman</i> <i>She Stoops to Conquer</i> <i>Arms and the Man</i> <i>Heart of Darkness</i> <i>Macbeth</i> <i>Hamlet</i></p> <p>AP Literature and Composition</p> <p><i>The Awakening</i> <i>Pride and Prejudice</i> <i>Heart of Darkness</i> <i>The Sound and the Fury</i> <i>The Handmaid's Tale</i> <i>Mythology</i> <i>Hamlet</i> <i>Macbeth</i> <i>To the Lighthouse</i> <i>Passage to India</i></p>	
---	--