

STHS EDITING GUIDE

Rules for writing in academic English.

INCORRECT sentences are marked by √. Corrections follow, indicated like this...

CONVENTIONS:

1. **DASH and HYPHEN:**

- Use a dash to prepare for a list, a restatement, an amplification, or a dramatic shift.
 - When typing, use two hyphens to form the dash (--).
 - Do NOT overuse the dash, as it creates a choppy effect.

like this...

Everything that went wrong-- from the prowler at her window to yesterday's collision with the traffic cop -- was blamed on me.

We were all prepared for her to call off her engagement--and she came back married!

- Use the **hyphen** to:
 - indicate compound numbers
 - to add some prefixes
 - to avoid confusion in some words
 - to separate broken words in a manuscript.

like this...

Twenty-five people or two-thirds of the participants. . .

The ex-officer is not as all-knowing as his self-important manner indicates, and I am sorry he is the new President-elect of our organization.

The lines will re-form after the manager has had time to re-enter the theater after helping older customers get out of the building for the safety drill.

2. **CAPITALS:**

- Capitalize proper nouns and the words derived from them; do not capitalize common nouns.
 - √ *The cherokee of oklahoma were one of the first indian tribes to have a written language.*

should be... *The Cherokee of Oklahoma were one of the first Indian tribes...*

common noun = NO cap	proper noun = CAP	proper adjective = CAP
holiday	Halloween; Fourth of July	Halloween candy; Christmas candles
country; nationality	Italy; India; Spain	Italian; Sioux; Native American
class or course: math, geography, science	Modern Lit; Spanish, AP History	English assignment
book	Bible; Grapes of Wrath	Biblical language
religion	Christianity; Islam; Buddhist	Christian; Moslem; Taoist
gods, goddesses	Zeus, Kali, Thor	Zeus-like wisdom
place	California, Athens, Australia	Australian history Athenian democracy
direction: west of here, southern route	the East, the South, the West	the West Coast the Eastern Seaboard

- **Capitalize the first word of a quoted sentence unless it is blended into the sentence that introduces it.**

like this... *Joan Didion writes, “California is a great wasteland of culture..”*
(not blended= cap)

or this... *George Burns often remarked that Gracie “wasn’t sure what came after Thursday.”*
(blended= no cap)

3. **ELLIPSIS and PARENTHESES**

- **Use ellipsis marks correctly.**

- Ellipsis marks are three spaced periods (. . .) They are used to indicate that you have deleted material from a quotation.

like this... *Smith remarks that “when only those who are educated vote. . . the will of the people is not clear.”*

- If you delete a full sentence or more in the middle of a quoted passage, use a period before the three ellipsis dots.

like this... *Wilson states that “only those who care about the issues should vote. . . . The rest of the citizens should accept the choices of those who are informed.”*

- Do not use the ellipsis mark at the beginning of a quotation.
- Do not use ellipsis at the end of a quotation.

- **Use parentheses correctly.**

- Use parentheses to enclose supplemental material, minor digressions, and afterthoughts.
- like this... *After checking her pulse, blood pressure, and temperature (the usual vital signs), the nurse left Joanne alone again.*

- Use parentheses to enclose letters or numbers labeling items in a series

like this *The leader clarified that only the following equipment was acceptable on this mission: (1) a sharp knife, (2) a heavy blanket, (3) wooden matches, and (4) a small mirror.*

- **Use parenthesis SPARINGLY.** Most extra information can be punctuated correctly with commas, dashes, or through precise phrasing.

4. **APOSTROPHES:**

- **Avoid using apostrophes for plurals. Apostrophes are used to show possession and contraction.**

√ *Change’s in policy caused Freds insurance to go up, and now he cant pay.*

should be... *Changes in policy caused Fred’s insurance to go up, and now he can’t pay.*

√ *Where the 1920’s were fun, the 1930’s were depressing.*

should be... *Where the 1920s were fun, the 1930s were depressing..*

- **Use IT’S and ITS correctly:**

IT’S is always a contraction of IT IS – if you can’t say “it is,” then use ITS

5. **COMMAS:**

- **Avoid using unnecessary commas. Too many commas are as confusing as too few.**

- **Use a comma only when a rule requires one.**

- To separate ALL items in a series (including the last item)

The girl was told to bring milk, bread, eggs, and apples home from the store.

- b. To set off appositives
Terry Howe, the team captain, made the tackle.
- c. To set off words in direct address
I wonder, Mom, when you'll be serving dinner.
- d. To set off parenthetical expressions or interruptors
*On the other hand, he will, I hope, survive.
*Why, yes, I use that toothpaste too.**
- e. To set off non-restrictive (non-essential) clauses
Jay Meyers, who applied for three jobs, is now employed at McDonalds.
- f. To set off non-restrictive (non-essential) participial phrases
The workman, yawning with fatigue, walked to the elevator area.
- g. To avoid confusion
*All of the catastrophes that we had feared might happen, happened.
Patients who can, walk up and down the halls several times a day.*
- h. To set off every item after the first in dates and addresses
The man was born on June 8, 1917, in Reno, Nevada, and has since lived in Chico, California.
- i. Before *and*, *but*, *for*, *or*, *nor*, *so*, and *yet* when they join main clauses
He's a convincing talker, but his facts are usually inaccurate.
- j. After an introductory word group
*After school is out on Wednesday, we will go Grandma's house for the holiday.
To get there before it turns dark, we will drive without stopping for dinner.*
- k. Between adjectives preceding a noun only when those adjectives can be separated with "and" instead of a comma or can be scrambled
The young, foolish squirrel ran up the tall pine tree.

6. SEMI-COLONS and COLONS:

➤ A SEMI-COLON (;) is used to join complete ideas.

- A semi-colon joins complete sentences NOT joined by the conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, or *yet*.

Helen often cooked elaborate meals on weekends; she used the leftovers for quick meals during the week.
(joining complete sentences: no capital letter following the semi-colon and no conjunction)

- A semi-colon is used between main clauses joined by the words *accordingly*, *also*, *besides*, *consequently*, *furthermore*, *hence*, *however*, *indeed*, *instead*, *moreover*, *nevertheless*, *thus*, *otherwise*, *similarly*, *still*, *therefore*, *for example*, *for instance*, *that is*, *in fact*. These words are followed by a comma because they function as an introductory word for the second part of the complex sentence.

I don't swim very well; however, Bruce Kidder has promised to teach me this summer.
(joining complete sentences: no capital letter following the semi-colon and no conjunction)

➤ A semi-colon is used between main clauses if there are commas within the clauses, or to join items in a series if the items contain commas.

Classic science fiction stories include Star Trek, with Mr. Spock and his large pointed ears; Battleship Galactica, with the Cylon Raiders; and Star Wars, with Hans Solo, Luke Skywalker, and Darth Vader.

Holding office this year are Barbara Jacowski of Redding, president; Ralph Peters of Sacramento, vice-president; Carol Randolph of Oroville, secretary; and Rob Jason of Chico, parliamentarian.

➤ A COLON (:) is used to announce a list, an explanation, or a question and for conventional items.

- A colon announces a list.

All hikers should bring with them the following: a flashlight, an axe, and a tent.

A colon should NOT come between a verb and its object or a preposition and its object.

√ *She was carrying: a candle, a book, and glass of water.*

should be... *She was carrying a candle, a book, and a glass of water.*

√ *Students should bring materials such as: pencils, paper, textbook, and pens.*

should be... *Students should bring materials such as the following: pencils, paper, textbook, and pens.*

- **A colon announces an explanation (In MLA format, no cap begins the explanation).**
Preston slapped his forehead: he had forgotten to put oregano in the spaghetti sauce.
- **A colon announces a quotation.**
Atticus often gives this advice to his children: "It's a sin to kill a mockingbird."
- **A colon is used for conventional items.**

Use a colon for. .	Example
time	3:25 p.m.
between volume and page numbers of a magazine	75:97-103
between chapter and verse of a passage in the Bible	John 3:16

7. TITLES:

- **Underlining & italics** are used for the same purpose: titles of movies, books, magazines, newspapers, album titles, plays, journals, and most other published works.

Time Braveheart Catcher in the Rye Tahoe Daily Tribune
OR
Time *Braveheart* *Catcher in the Rye* *Tahoe Daily Tribune*

- **Quotation marks (“ ”)** are used for the titles within published works, such as sections, articles, chapters, songs, poems, etc.

“Moses and the Bullrushers” in *The Adventures of Huckleberry Finn*
“The Love Song of J. Alfred Prufrock” (poem)

8. ABBREVIATIONS:

- Do not abbreviate

names	Use <i>South Lake Tahoe</i>	not <i>SLT</i>
dates	Use <i>June 15, 2007</i>	not <i>6/15/07</i>
words	Use <i>and</i>	not <i>&</i>
	Use <i>number</i>	not <i>#</i>
lists	STOP – or use <i>and so on</i>	not <i>etc.</i>
- For commonly used acronyms or initialisms, write out the entire word the first time you use it, and give the acronym or initialism in parentheses. Later you can use just the abbreviation or initials.

The Self Contained Underwater Breathing Apparatus (SCUBA) soon became...
then later... *“SCUBA tanks need to be filled....”*

The National Broadcasting Company (NBC) filed papers that show...
then later... *“NBC also mentioned that. . .”*

9. NUMBERS and DATES:

- A. Spell out numbers of one or two words or those that begin a sentence.

*Eight years ago she was just twenty-two years old.
Nineteen-nineteen was an important year in American history.*

B. Use numerals for numbers that require more than two words to spell out.

*I counted 4,127 books on the shelf.
The court arranged to provide citizenship hearings for 226 people next week.*

If your sentence contains mixed numbers of under and over two words, use numerals to provide consistency.

The original 100 documents had grown to 257 by the end of the day.

C. When one number immediately follows another, spell out one and use figures for the other.

*She intended to compete in three 100-meter events.
The warehouse contained 60 four-poster beds.*

D. Write out the names of centuries.

Although he was born in 1979, he always felt he should have lived in the sixteenth century.

E. Use numerals for conventional situations:

DATES:	July 4, 1776; 56 B.C.E.
ADDRESSES:	34 Laurel Lane; 512 East 54 th Street
PERCENTAGES:	55 percent (or 55%)
FRACTIONS/DECIMALS:	1/2; 0.047
TIME OF DAY:	4:00 P.M.; 1:30 A.M.
SCORES:	7 to 3; 21-18
STATISTICS:	average age of 37; 3 for 5 in the Series
SURVEYS:	4 out of 5
EXACT AMOUNTS OF MONEY:	\$105.37; \$140,000
LARGE AMOUNTS OF MONEY:	\$27 million; \$3.6 billion
DIVISIONS:	volume 3; chapter 4; page 189; act III; scene iii

F. Abbreviations for historical dates require capital letters followed by periods.

- B.C. and A.D. are dated usages.
- Current usage is to use C.E. for Common Era (from the birth of Christ to now) and B.C.E. for Before the Common Era (from the birth of Christ back)

like this... *The archaeological relics were reliably dated at about 50 B.C.E.*

10. PROOFREAD:

➤ **Proofread your work and correct errors.** Some ideas to help you find your own errors:

- read your paper aloud or to a friend
- cover your work with another paper and read one line at a time
- read from the bottom up or from right to left

√ *The reaspm her watch was not working soon became evident; hes had showered with it on.*

should be... *The reason her watch was not working soon became evident; she had. . .*

➤ **Be sure that material used from other sources (text, research sources) is spelled correctly.**

√ *Romeeo and Julieta live in the city of Veronia.*

should be. . . *Romeo and Juliet live in the city of Verona.*

11. SPELLING

➤ **Spell words correctly.**

- First, check your spelling with spell check.
- **BE AWARE THAT SPELL CHECK IS NOT ENOUGH**; you are still responsible for correct spelling. A correctly spelled word may be the wrong word for your context.

√ *The student was to find a pier to correct his paper. (Pier is spelled correctly but is the wrong word for this context.)*

should be... *The student was to find a peer to correct his paper.*

12. A LOT:

- Do not use “a lot”, “alot”, or “lots”. “A lot” is NOT a word; the others refer to a plot of land.
- √ *Teaching children requires lots of patience and a lot of humor.*

should be... *Teaching children requires enormous patience and consistent humor.*

13. PRONOUN AGREEMENT (number and gender):

- Watch pronoun number agreement; if you begin talking about ONE person, maintain the singular pronoun reference or rephrase to the plural.

√ *A swimmer must be sure to keep their strokes even and full.*

should be... *A swimmer must be sure to keep her strokes even and full.*

or... *Swimmers must be sure to keep their strokes even and full.*

- When making references in which the gender of the person is unknown or where a non-specific individual is referred to, you may choose one of the following:
 - use “he or she” consistently: *A medical student must study hard if he or she wants to succeed.*
 - make the reference plural: *Medical students must study hard if they want to succeed.*
 - rewrite the sentence entirely: *A medical student must study hard to succeed.*

14. SUBJECT-VERB AGREEMENT:

- Subjects and verbs must agree in number.
- √ *Dancing and aerobic exercise is a healthy activity.*

should be... *Dancing and aerobic exercise are healthy activities.*

15. WHICH:

- Avoid using “in which...” every time you would use “which”. “In which” is not always appropriate, nor are *of which* and *to which*.

√ *We were all excited about the play in which we were to appear in.*

should be... *We were all excited about the play in which we were to appear.*

or.... *We were all excited about the play we were to appear in.*

16. COMMA SPLICES and RUN-ONS:

- Avoid comma splices (joining two sentences together with a comma).
- Avoid run-ons (joining two sentences together with NO punctuation).

TO CORRECT:

- Use a semi-colon to connect the two sentences (;) OR
- Separate them into two sentences with a period and a capital letter OR
- Join them using a comma and a conjunction (ONLY *and, but, or, nor, so, for, yet*)

√ *The main reason the battle ended was lack of ammunition, neither army had enough bullets to continue.*

should be... *The main reason the battle ended was lack of ammunition; neither army...*

or... *The main reason the battle ended was lack of ammunition. Neither army....*

or... *The main reason the battle ended was lack of ammunition, for neither army...*

√ *Gestures are a means of communication for everyone they are especially important for the hearing-impaired.*

should be... *Gestures are a means of communication for everyone; they are...*
or... *Gestures are a means of communication for everyone. They are...*
or... *Gestures are a means of communication for everyone, but they are...*

17. FRAGMENTS:

- **Avoid fragments; be sure sentences have a subject, a verb, and a complete thought.**
 √ *He was sure he could find the cure. Which he did within two years.*

should be... *He was sure he could find the cure which he was able to do within two years.*

18. VERB TENSE and TENSE AGREEMENT:

A. Choose the correct verb tense:

TENSES	USED FOR...	EXAMPLE
past	actions completed in the past	<i>I spoke</i>
present	actions occurring at the time of speaking or regularly	<i>I speak</i>
future	actions that will occur in the future	<i>I will speak</i>
past perfect	actions completed by the time of another past action	<i>I had spoken</i>
present perfect	actions completed by the present time	<i>I have spoken</i>
future perfect	actions completed before some future time	<i>I will have spoken</i>

B. Use the correct tense endings:

√ *She had jump over the fence. He see the TV is on and move towards it.*

should be... *She had jumped over the fence. He sees the TV is on and moves towards it.*

C. Maintain consistent verb tense throughout a piece of writing.

√ *There was no way I could fight the current and win. Just as I was losing hope, a stranger jumps off a passing boat and swims toward me. (starts in past tense – “was” – then moves to present tense “jumps” and “swims”)*

should be... *There was no way I could fight the current and win. Just as I was losing hope, a stranger jumped off the boat and swam toward me.*

19. PUNCTUATION OF QUOTATIONS:

➤ Punctuate quotations correctly:

- Use double quotations (“ ”) to enclose the exact words of a quotation

Thomas said, “Only those who are tired can appreciate time.”

- Quotation marks set off the quoted material from the explanatory material.

*“I am sure,” said Tom “that your answer is right.”
 “I don’t know,” said Jose. “Our data may be flawed.”*

➤ Follow this usage in the placing of quotation marks and other marks of punctuation:

- commas and periods are always inside quotations: *“Come in,” said my uncle, “and take off your coats.”*
- semicolons and colons are always outside quotations: *Mr. Larimer said, “I am voting for this candidate”; unfortunately, most of the audience missed his endorsement.*
- question marks and exclamation points are inside if they belong to the quoted part: *“My goodness!” he exclaimed. “Is that the best you can do?”*
- question marks and exclamation points are outside if they do not belong to the quoted part: *Did she say, “I came home early”? Did mother ask, “Where were you last night?”*

- use single quotation marks to enclose a speech within a speech, or a quoted word within a speech: “*Did you know,*” he asked, “*that ‘boondoggle’ has a very ancient meaning?*”

➤ **Brackets are used to enclose any words or phrases you have added to a quotation that otherwise would be word for word**

like this... _____
than

The article in *Nature* explains that, “there are now fewer of the species [red-tailed hawks] in any time in the last one-hundred years.”

The phrase “red-tailed hawks” did not appear in the original quotation but the writer added it for clarity. The brackets indicate that the phrase was added and not part of the original quotation.

20. PRONOUNS (case and order):

➤ **Use the correct pronoun.**

√ *The man gave Carla and I some candy.*

should be.... *The man gave Carla and me some candy.*

The easiest way to check which pronoun to use is to try just the pronoun alone. Would you say “*The man gave ME some candy*” or “*The man gave I some candy*”? Whatever you’d say if the pronoun were alone is what you’d say when it’s joined with other words.

Send your check to either my lawyer or me. (ck: Send your check to ME)

Have you seen Bob or her recently? (ck: Have you seen HER)

Mrs. Jones took him and me to school.(ck: Mrs. Jones took HIM; Mrs. Jones took ME)

Never use “between you and I”

Just between you and me, the lecture was boring. (ck: reverse the pronouns: would you say “between I and you”? Even though it sounds strange, **check:** would you say “between I” or “between me”?)

➤ **Use the correct order; place the pronoun last in the phrase**

√ *The doctor ordered me and Jack to lose weight.*

should be..... *The doctor ordered Jack and me to lose weight.*

√ *A package arrived for him and Stephen and Yvonne .*

should be.... *A package arrived for Stephen, Yvonne, and him.*

➤ **In comparisons using as or than, use the correct pronoun**

√ *He is taller than me.*

Because there is a VERB implied after the last pronoun, **this sentence should be...**

He is taller than I [AM]

Try this test on the following examples:

I am older than he [IS].

Can you talk as fast as she [CAN TALK]?

No one knew more about art than he [DID].

21. COMMONLY CONFUSED WORDS:

➤ **Be sure to use the correct word for your sentence.**

A. Be careful of homonyms

accept – except:

Accept is a verb meaning to receive: *I will accept all packages.*

Except is a preposition meaning “excluding”: *Except for you, all members have paid up.*

affect – effect:

Affect is a verb meaning “to influence”: *I was not affected by her crying.*

Effect is usually a noun meaning “result”: *The effect of his smile was magical.*

Effect can also be a verb meaning “to bring about”: *Only the president can effect such a change.*

all ready – already:

All ready means completely prepared. *Already* means previously.

Susan was all ready for the concert, but her friends had already left.

all right – alright:

All right is always written as two words. *Alright* is nonstandard; it is NEVER correct.

allusion – illusion: (allude – elude)

Allusion (n.) and *allude* (v.) mean a reference back to something:

She alluded to Romeo and Juliet early in her book report; later on, she made another allusion to Pyramus and Thisbe..

Illusion means creating the appearance of something.

The magician’s illusion completely fooled the audience.

His love for her proved to be just an illusion.

Elude means to get away from.

She was able to elude the detective by slipping out the back door.

Her elusive personality kept the man guessing.

aloud – allowed:

Aloud refers to sound: *I asked him to read his essay aloud to the class.*

Allowed refers to permission: *The child was not allowed to cross the street.*

altar – alter:

Altar means a table or stand for a religious rite: *The priest stood behind the altar.*

Alter means to change: *I had to alter the length of the uniform pants.*

altogether – all together:

Altogether is an adverb meaning “entirely”: *We were altogether unprepared for her attack.*

All together is an adjective phrase meaning “in the same place” or “at the same time”:

Please sing all together now. We were all together at the park last week.

capital – capitol:

Capitol refers to the seat of the US Congress: *On Capitol Hill today, rumors were racing.*

(memory aid: the dome appears on the capitol)

Capital refers to:

the most important *Sacramento is the capital city of California.*

wealth *He lacked the capital to start up his business.*

upper-case letters *Be sure to capitalize your first and last name.*

death-penalty crime *He was charged with capital murder.*

coarse – course:

Coarse refers to texture or quality: *His coat was made of coarse cloth. His coarse manners. ..*

Course refers to path, direction, way: *The gold course is 18 holes. His course is clear; he must run for office. The dog coursed over the field, trying to pick up the lost scent.*

complement – compliment:

Complement means “to complete”: *Well-chosen shoes complemented her expensive dress.*

Compliment means to praise or admire: *He complimented Maria on her election.*

council – counsel – consul: (councilor – counselor – consulate)

Council refers to a group: *The city council meets every Thursday morning. Our city council has five councilors, each from a different district.*

Counsel refers to listening and offering advice: *I often seek counsel from my father. Attorneys offer legal counsel. My school counselor is very helpful with college planning.*

Consul refers to a country’s representative in a foreign land: *The American consul in Bulgaria is Fred Stanson. The consulate itself is located in Sofia, the Bulgarian capital.*

desert – dessert – desert:

Desert (DES-ert) is a noun meaning a dry location: *Death Valley is nothing but desert.*
Dessert (des-ERT) is a noun meaning the sweet ending of a meal: *We had chocolate for dessert.*
Desert (des-ERT) is a verb meaning “to leave behind”: *Marines never desert their fallen comrades.*

formally – formerly:

Formally means “according to the rules”: *He was formally sworn in as President.*
Formerly means “before”: *She was formerly a teacher, but now she’s the principal.*

immigrate – emigrate:

Immigrate means to enter a region from another one: *He intended to immigrate to Australia.*
Emigrate means to leave one region to settle in another one: *He emigrated from Germany.*

its – it’s:

It’s ONLY means IT IS; if you cannot say IT IS, you need NO apostrophe
The flower opens its petals when it’s in direct sunlight.
 NO apostrophe it is = apostrophe

lead – led – lead:

Lead (LEED) means “to go before”: *Lucia is in the lead as they head into the turn.*
Led is the past tense of “to lead”: *Lucia has led throughout the race.*
Lead (LED) refers to the heavy metal: *Lead is used to protect medical personnel from X-rays.*

miner – minor:

Miner is one who works in a mine: *Recently nine miners were saved from a cave-in.*
Minor refers to one who is under-age or something of lesser importance: *Minors are not allowed in bars. The contract has a few minor problems that need to be fixed.*

moral – morale

Moral refers to ethics or values: *Moral issues such as honesty are discussed everywhere.*
Morale refers to confidence or enthusiasm: *Company morale was at an all-time low.*

passed – past:

Passed is the past tense of the verb pass: *Mother passed me another slice of cake.*
Past means belonging to a former time or beyond a time or place: *Our past president spoke until past midnight. The hotel is just past the next intersection.*

principal – principle:

Principal refers to first in order of importance: *The principal called an assembly. The principal amount of your investment is earning interest.*
 (memory aid – The principal is your pal.)
Principle refers to a fundamental truth: *The principles on which the government was founded include freedom of thought.*

quiet – quite:

Quiet refers to lack of noise: *The teacher asked the students to be quiet.*
Quite is an adverb that indicates degree: *I was quite upset after the argument.*

raise – rise:

Raise is a verb that needs an object or completer: *The bridge tender raised the bridge so the boat could go underneath.*
Rise is a verb that doesn’t need an object or complete: *We were told to rise as the judge entered.*

sit – sat – set:

Sit is a verb that doesn’t need a completer: *The judge sits at the front of the room.*
Sat is the past tense of sit: *The crowd sat down quietly after he sat.*
Set is a verb that needs a completer or object: *She set the dishes on the table carefully.*

site – cite – sight:

Site refers to location: *The police roped off the site of the crime. On the internet, there are numerous sites that provide faulty information.*
Cite means to mention or to give credit for: *Be sure you cite all the sources you use in your research paper. He received a citation for bravery.*

Sight is a noun that refers to seeing: *His sight returned shortly after the surgery.*

shone – shown:

Shone is the past tense of “shine”: *Last night the sun shone until almost 8:30 pm.*

Shown is the past tense of “show”: *The realtor had shown the house four times before it sold.*

stationary – stationery:

Stationary means “not moving” or “fixed”: *Stars are stationary while satellites move.*

Stationery means “writing paper”: *Her engraved stationery was quite beautiful.*

then – than:

Then means at a specific time: *I have to go to the store then go to the garage.*

Than refers to a comparison: *I am taller than I was three months ago.*

there – their – they’re:

There is an adverb specifying place: *Sylvia is lying there unconscious. There are two plums left.*

Their is a possessive pronoun: *Fred and Jane finally washed their car.*

They’re is a contraction of “they are”: *They’re later than usual today.*

till – until:

These words are interchangeable. *Till* should not be spelled *til* or *’til*.

The children played till dark. OR The children played until dark.

to – too – two:

To is a preposition: *To the left is the golf course, while to the right is my house.*

Too is an adverb: *Too many of my golf swings slice to the left.*

Two is a number: *The last two shots, however, were right on the mark.*

were – where

Were is the past tense of “to be:” *We were going to the store.*

Where is an adverb: *Where are you going? The place where she stood is now flooded.*

whether – weather:

Whether refers to a doubt or a choice: *Whether or not I go depends on his response.*

Weather refers to the atmosphere: *The weather inside was as stormy as the weather outside.*

who’s – whose:

Who’s is a contraction of who is: *Who’s ready for more popcorn? (Who is ready for more popcorn?)*

Whose is a possessive pronoun: *Whose coat is this? (To whom does this coat belong?)*

your – you’re:

Your is a possessive pronoun meaning “belonging to you”: *Is that your new motorcycle?*

You’re is a contraction of “you are”: *You’re on the list of finalists.*

B. Be aware of correct usage:

amount – number:

Use *amount* with quantities that cannot be counted: *This recipe calls for a large amount of sugar.*

Use *number* with those that can be counted: *We have a large number of toads in our garden.*

√ being as – being that:

Both of these are **nonstandard**. Use *because* or *since* instead.

between – among:

Use *among* with three or more entities: *The prize was divided among several contestants*

Use *between* with two entities: *You have a choice between carrots and beans.*

borrow – lend – loan:

Borrow means “to take temporarily”: *Stan asked to borrow my rake.*

Lend means “to give temporarily”: *I often lend Stan tools; I lent him my hoe last week.*

Loan is an informal synonym for “lend;” it can be used conversationally but should not be used in academic writing. *I loaned Heather my pen last period for English.*

bring – take:

Use *bring* when an object is being transported toward you: *Bring your essays to class tomorrow.*
 Use *take* when it is being moved away: *Be sure to take your textbook home tonight.*

can – may:

Can refers to ability: *I can climb the face of Mt. Tallac in a day.*
May refers to permission: *According to the Forest Service, no one may climb the face.*

chose – choose:

Choose is the present tense of the verb: *I choose not to attend most banquets.*
Chose is the past tense of the verb: *The President chose not to sign the bill from Congress.*

√ could of – should of – might of – would of:

Nonstandard for *could have, should have, might have, or would have*

different from – different than:

Different from is generally correct: *Their customs are different from ours.*
Different than can be used when followed by a clause: *Life in the Marines was different than what he had expected it to be.*

disinterested – uninterested:

Disinterested means impartial, free from bias or self-interest: *The nasty divorce called for a disinterested facilitator who could see the points on each side.*
Uninterested means lacking in interest, unconcerned: *The students were uninterested in the topic of the teacher's lecture.*

discover – invent:

Discover means to find something already there: *Columbus discovered a new continent.*
Invent means to create something new: *Edison invented the light bulb.*

√ due to:

Nonstandard for “because”: *Because of the rain, the region was flooded.*

√ eachother:

Nonstandard for **each other**; under no circumstances should the words be joined.

farther – further:

Farther describes distance: *Miami is farther from Chicago than I thought.*
Further suggests quantity or degree: *You extended the curfew further than I expected.*

fewer – less than:

Fewer refers to numbers that can be counted: *Fewer than five thousand attended the rally.*
Less than refers to uncountable amounts: *We have less money now than we did last year.*

√ have to – had to :

Nonstandard: use *must* or *should* to indicate necessity:
She felt she must speak to the priest immediately.
The soldier should tell his superior of any problems.

√ highschool:

Nonstandard for **high school**; under no circumstances should the words be joined.

hopefully:

Hopefully means in a hopeful context: *Ellie looked hopefully to the future.*
 Do NOT use *hopefully* to indicate what you are hoping:
 √ *Hopefully, her condition will change.*
Indicate who is doing the hoping: I hope that her condition changes soon.

imply – infer:

Imply means to hint or suggest: *He implied that she was guilty of theft.*
Infer means to draw a conclusion: *Joseph inferred from the statement that the judge was angry.*

√ kind of – sort of:

Nonstandard: use *somewhat, to some degree, almost, rather*

lay – lie:

Lay is a verb that does need an object or completer: *Lay the tools down there. I am laying your packages here. The child laid the key down. He had laid the papers there.*

Lie is a verb that does NOT need an object or completer: *Please lie down. The books are lying over there. The key lay on the shelf. The paper had lain there for weeks.*

lose – loose:

Lose is a verb: *They wanted him to lose his temper.*

Loose is an adjective, meaning not controlled : He has a *loose* tongue. The dog is *loose* again.

personal – personnel:

Personal is an adjective meaning having to do with the person: *Personal information should never be given on the internet.*

Personnel is a noun meaning those employed in a specific place: *Personnel matters are handled by the Office of Human Resources.*

real – really:

Real is an adjective that means genuine: *Real sympathy is hard to find in the world.*

Really is an adverb that intensifies the meaning: *We had a really enjoyable experience.*

√ the reason is because:

Use *that* instead of *because*: *The reason I'm late is that my car broke down.*

OR don't use *reason*, just use *because*: *I'm late because my car broke down.*

√ the reason why:

This expression is **redundant**.: *The reason Jones lost the election is clear.*

√ try and:

Nonstandard for **try to**: *The teacher asked us all to try to write an original haiku.*

unique:

Avoid expressions such as *more unique* and *most unique*. Something either IS unique or it isn't. It is illogical to suggest degrees of uniqueness.

√ use to – suppose to:

Nonstandard for *used to* and *supposed to*: *We used to do only what we were supposed to.*

who – which – that:

Do not use *which* to refer to persons; use *who* instead. *Fans wondered how an old man who walked with a limp could play baseball.*

That, though generally used to refer to objects, may be used to refer to a group or class of people: *The team that scores the most points in this game will win the tournament.*

STYLE:

22. THIS:

- **Avoid the use of the word "this" without a noun after it.**

√ "This is the reason that..."

should be... *This response is the reason that...*

or... *This type of knitting is...*

23. "QUOTE":

- **Never call a quote "a quote" in formal writing.**
 - Quote is a verb: "She quoted Roosevelt in an effective ending to her speech"
 - Quotation is the noun: "Her Roosevelt quotation was particularly effective."
 - It's better to introduce and give context to a quotation rather than just announce you're going to use a quotation:

√ *This quote shows the important elements of...*

should be... *As Dr. Henley explains, "The most important elements are..."*

or... *Huck remarks to Jim in chapter 5, "Ain't nothin' better n' life on a raft."*

24. **THING:**

- **Avoid the use of the word "thing."** A thing has no specific definition. **Use a specific word.**
 √ *There are several things a climber should do...*

should be... *There are several preparations a climber should make...*

25. **LITERATURE TENSE:**

- **When writing about literature, write in the present tense.**
 √ *Atticus gave Scout good advice about getting along in school.*

should be... *Atticus gives Scout good advice about getting along in school.*
 (use present tense)

26. **WORD CHOICE:**

- **Use the right word within the context.** Don't use a word that "sounds like" the right one; look up the definition if you're not sure.

√ *He behaved in a very respective manner towards the older man.*

should be.... *He behaved in a very respectful manner towards the older man.*

Respective means individual, separate or different while respectful means showing respect.

27. **SEXIST LANGUAGE:**

- **Avoid sexist language or language that stereotypes men or women.**
 √ *Running for city council are Jake Stein, an attorney, and Mrs. Cynthia Jones, a professor of English and mother of three.*

should be...

Running for city council are Jake Stein, an attorney, and Cynthia Jones, a professor of English.

or... *After the nursing student graduates, he or she must face a difficult state board exam.*
 (do not use just "she")

28. **BUT and AND:**

- **Avoid beginning sentences with "but" or "and";** these words are joiners and connectors, not beginners.

√ *Opening a small business is very expensive. And it will require hours of work as well.*

should be... *Opening a small business is very expensive and will require hours or work.*

29. **SPLIT INFINITIVES:**

- **Do NOT split infinitives when writing.** (An infinitive is "to" plus a verb: "to work", "to jump")

√ *To thoroughly understand Bob, one must have a doctorate in psychology.*

should be.. *To understand Bob thoroughly, one must have a Doctorate in psychology.*

There is an exception: when splitting the infinitive is the only way to avoid awkwardness.

like this... I wished to properly understand programming.

30. **PARALLEL CONSTRUCTIONS:**

- **Use parallel sentence construction to express parallel ideas.** Single words should be balanced with single words, phrases with phrases, and clauses with clauses.

➤ **Balance parallel ideas in a series.**

√ *Eddie is responsible for stocking merchandise, writing orders, and the sale of computers.*

should be... *Eddie is responsible for stocking merchandise, writing orders, and selling computers.*
(using -ing forms for all items)

√ *At Lincoln High School, vandalism can result in suspension or even being expelled from school.*

should be... *At Lincoln High School, vandalism can result in suspension or expulsion from school.*
(using parallel nouns)

√ *Humid air is responsible for encouraging mildew, wood becoming warped, and rusty metal.*

should be... *Humid air is responsible for encouraging mildew, warping wood, and rusting metal.*
(using -ing forms)

➤ **Balance parallel ideas using correlative conjunctions:**

- These joining words come in pairs:

either...or, neither...nor, not only...but also, both...and, whether...or.

- The grammatical structure following the second half of the pair should be the same structure as that following the first half.

√ *The shutters were not only too long but were also really wide.*

should be... *The shutters were not only too long but also too wide.*
(“too wide” parallels “too long”)

√ *I was advised to either change my flight or take the train.*

should be... *I was advised either to change my flight or to take the train.*
(“to take” parallels “to change”)

31. **PLACEMENT of MODIFIERS:**

- **Modifiers, should point clearly to the words they modify.**

√ *Our team didn't even score once.*

should be... *Our team didn't score even once.* (“even” modifies “once”, not “score”)

√ *All wicker is not antique.*

should be... *Not all wicker is antique.* (“not” modifies “wicker” not “antique”)

√ *The king returned to the clinic where he underwent heart surgery in 1992 in a limousine sent by the White House.* (this sounds as if the surgery occurred in the limousine)

should be... *Traveling in a limousine sent by the White House, the king returned to the clinic where he underwent heart surgery in 1992.*
(the “traveling” phrase belongs next to the word it modifies - “king”)

√ *The robber was described as a six-foot-tall man with a mustache, weighing 150 pounds.*

should be... *The robber was described as a 150 pound, six-foot-tall man with a mustache.*
(the man, not the mustache, weighed 150 pounds)

- **Avoid dangling modifiers that fail to refer logically to any word in the sentence.**

√ *Opening the window to let out a huge bumblebee, the car accidentally swerved into an oncoming car.*
(implies the car opened the window)

should be... *When the driver opened the window to let out a huge bumblebee, he accidentally swerved into an oncoming car.*

32. PRONOUN REFERENCE:➤ **Avoid unclear pronoun reference.**

- The word the pronoun is standing in for is called its *antecedent*.
- Pronouns should always have clear antecedents, so there is no question of who or what is being referred to.

REMEMBER - WHO refers to people; WHICH and THAT do NOT refer to people.

A. AMBIGUOUS REFERENCE: when the pronoun could refer to two possible antecedents

- √ *When Gloria set the pitcher on the glass-topped table, it broke.*
(does “it” refer to the pitcher or the table?)

should be... *When Gloria set it on the glass-topped table, the pitcher broke.*
(here “it” clearly refers to the pitcher)

B. IMPLIED REFERENCE: when the pronoun refers to a word that is not in the sentence

- √ *After braiding Ann’s hair, Sue decorated them with ribbons.*
(“them” refers to braids, a word not in this sentence)

should be... *After braiding Ann’s hair, Sue decorated the braids with ribbons.*

C. VAGUE REFERENCE OF “THIS”, “THAT”, “WHICH”, AND “IT”: these pronouns need to refer to specific nouns

- √ *More and more we are victims of serious crimes. We learn to accept this with minor irritation.*
(“this” doesn’t refer clearly to any word, but to a whole idea)

should be... *.....serious crimes. We learn to accept our fate with minor irritations.*

- √ *Romeo and Juliet are both too young to have acquired much wisdom, which accounts for their deaths.*

should be.... *....much wisdom, a fact which accounts for their deaths.*

D. INDEFINITE REFERENCE OF “THEY”, “IT”, OR “YOU”: these pronouns need to refer to specific nouns

- √ *Sometimes a list of ways to save energy is included with the gas bill. For example, they suggest....*

should be... *....is included with the gas bill. For example, the gas company suggests...*

- √ *In the encyclopedia it states that....*

should be... *The encyclopedia states that....*

33. SUBJUNCTIVE:➤ **“If I were” statements:** Certain statements that begin with *if* and express conditions that do not exist use the base form of the verb rather than the conjugated form.

- √ *If I was you, I’d proceed more cautiously.*

should be. . . *If I were you, I’d proceed more cautiously.*

- √ *We would be less concerned if Jake was more trustworthy.*

should be... *We would be less concerned if Jake were more trustworthy.*

➤ **Avoid the use of “If I would have. . .” The correct phrasing is IF I HAD. . .**

- √ *If I would have seen you, I would have stayed at the party.*

should be... *If I had seen you, I would have stayed at the party.*

34. PHRASING**A. Avoid overused, unimaginative words or expressions. The following are called clichés.**

In conclusion, . . .	At this point in time...
Next, . . .	She was there for me...
It is a very spiritual experience . . .	cold as a...
Rock climbing is like being on top of the world . . .	hot as a...
Learning the guitar is very fulfilling.	They ran like there was no tomorrow
Photography can be an enjoyable and rewarding hobby/experience/etc.	

To correct clichés - OMIT THEM. Create fresh expressions.

B. Choose specific descriptive words rather than relying on the same word over and over.

√ *We were really tired and very upset by the really big traffic jam which made us very late getting home.*

should be...

We were tired and upset by the enormous traffic jam which made us unusually late getting home.

C. Use standard English phrasing rather than slang or colloquialisms.

(Colloquialisms are phrasings unique to a geographic area.)

√ *The study indicated that students often came to school high.*

√ *Travelers to Tahoe have to go through the bus station before they can head down the Hill.*

should be...

• *The study indicated that students often came to school under the influence of drugs.*

• *Travelers to Lake Tahoe have to go through the Agricultural Checkpoint before they leave the area.*

D. Use an author's or subject's first and last names OR just the last name; NEVER refer to an author or subject by just his or her first name.

√ *John attended school in the Salinas Valley until he was sixteen.*

Should be...

John Steinbeck attended school in the Salinas Valley until he was sixteen.

At eighteen, Steinbeck entered Stanford University as a freshmen.

E. Use standard English idioms.

USE

abide by
according to
angry with
capable of
comply with
desirous of
different from
intend to do
off
plan to do
preferable to
prior to
superior to
sure to
try to
type of

DON'T USE

abide with
according with
angry at
capable to
comply to
desirous to
different than
intend on doing
off of
plan on doing
preferable than
prior than
superior than
sure and
try and
type of a

35. TRANSITIONS:

➤ **Provide transitions to signal connections between ideas.**

Frequently used transitions are:

TO SHOW ADDITION

and, also, besides, further, furthermore, in addition, moreover, next, too, first, second

TO GIVE EXAMPLES

for example, for instance, to illustrate, in fact, specifically

TO COMPARE

also, in the same manner, similarly, likewise

TO CONTRAST

but, however, on the other hand, in contrast, nevertheless, still, even though, on the contrary, yet, although

TO SUMMARIZE OR CONCLUDE

in other words, in short, in summary, in conclusion, to sum up, that is, therefore

TO SHOW TIME

after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately

TO SHOW PLACE OR DIRECTION

above, below, beyond, farther on, nearby, opposite, close, to the left

TO SHOW IMPORTANCE

above all, first, second (etc.), last, mainly, more importantly, most importantly

TO INDICATE LOGICAL RELATIONSHIP

if, so, therefore, consequently, thus, as a result, for this reason, since

36. POINT OF VIEW:

➤ **Choose the appropriate point of view and use it consistently.**

There are three points of view in which you can write:

- first person, using "I" or "we"
-emphasizes the writer; use for informal letters and personal experience writing
- second person, using "you"
-emphasizes the reader; use for giving advice or explaining how to do something
- third person, using "he," "she," "it," "one," or "they"
-emphasizes the subject; appropriate in formal academic and professional writing

➤ **NEVER use "YOU" in a formal paper unless the word appears in a direct quote.**

Use "I," "the writer," "one," "the reader," "a person," "people," etc.

➤ **STAY in a point of view consistently: don't switch within a sentence.**

√ *You should never open a business without enough money to live on for two months.*

√ *A person should not open a business unless you have enough money to live on for two months.*

could be...	<i>A <u>business person</u> should never open a business unless <u>she</u> has enough...</i>
or...	<i><u>One</u> should never open a business unless <u>he</u>...</i>
or...	<i><u>I</u> don't intend to open my business <u>until I</u> have....</i>
or...	<i><u>People</u> should not open businesses unless <u>they</u> have...</i>

37. ACTIVE and PASSIVE VOICE:

➤ **Use the active voice of a verb unless you have a good reason to use the passive.**

- In the ACTIVE voice, the subject of the sentence DOES the action.
- In the PASSIVE voice, the subject RECEIVES the action, or is acted upon.

Although both voices are correct, the ACTIVE voice is usually more effective because it is simpler and more direct.

√ Passive: *If everyone's taxes were filed on time, we would not have such a sizable national debt.*

Active: *If everyone filed his taxes on time, we would not have . . .*

√ Passive: *The petition to start school at 4:00 a.m. was filed by Chris.*

Active: *Chris filed the petition to start school at 4:00 a.m.*

√ Passive: *The money inadvertently became lost when it was being transferred from the concession stand to the office safe.*

Active: *I lost the money when I was transferring it from the concession stand to the office safe.*

38. **AWKWARD:**

- **Avoid awkward phrasings.** Sometimes just a word or two can be changed; sometimes the entire sentence needs to be re-worked.

√ *A casting director has an open tryout and may be held to which anyone may come.*

should be... *A casting director has an open tryout to which anyone may come.*

39. **COMBINE CHOPPY SENTENCES:**

- **Short sentences demand attention, so they should be used primarily for emphasis.**

√ *The water fell from the mountain on to my face. The cool water was very nice on a hot afternoon.*

should be...

The cool water falling from the mountain onto my face was nice on a hot afternoon.

40. **SENTENCE LOGIC:**

- **Make logical connections within sentences.**

- The subject and the predicate should make sense together. When they don't, the error is known as *faulty predication*.

√ *Reluctantly we decided that Tiffany's welfare would not be safe living with her mother.*

should be... *Reluctantly we decided that Tiffany would not be safe living with her mother.*
(It's Tiffany who would not be safe, not her welfare.)

√ *Under the revised plan, the elderly, who now receive a double personal exemption, will be abolished.*

should be... *Under the revised plan, the double personal exemption for the elderly will be abolished.*

√ *The tax accountant, a very lucrative field, requires intelligence, patience, and attention to detail.*

should be... *Tax accounting, a very lucrative field, requires intelligence. . .*

41. **WORDINESS:**

- A. **Avoid redundancies of words.** Redundancies such as *cooperate together*, *close proximity*, *basic essentials*, *true fact*, and *at this point in time* should be eliminated.

√ *Daniel is now employed at a private rehabilitation center working as a registered physical therapist.*

should be... *Daniel works at a private rehabilitation center as a registered physical therapist.*

√ *Joe was determined in his mind to lose weight.*

should be... *Joe was determined to lose weight.*

- B. **Avoid unnecessary phrasing such as "I think," "In my opinion," "I feel".**

√ *I think that the reason Huck decided to return the money was so "*

should be... *Huck decided to return the money so that . .*

C. Eliminate wordiness: A sentence is **wordy** if its meaning can be conveyed in fewer words.

- √ *Strengthening of the muscle groups around the knee is needed to promote stability of the knee . This is needed to aid the knee in everyday activities while the joint is still weak from the healing process. However, in daily life this injury is rarely heard of because of what is needed to cause this injury. The most common injuries to the knee are probably meniscus or cartilage injuries. The most serious knee injuries are usually caused by accidents during childhood development, or by such things as car accidents in which the knee is completely crushed. These accidents usually result in total knee replacement. These are by far the most commonly heard about injuries. (113 words)*

should be...

Strengthening of the muscle groups around the knee is needed to promote knee stability during healing. These types of knee injuries, however, are quite uncommon, as most knee damage is in the meniscus and cartilage. More serious injuries, like those found in car accidents, often require total knee replacements. (49 words)

D. Cut empty or inflated phrases; simplify complicated sentence structures; reduce clauses and phrases to the most direct wording.

- √ *In spite of the fact that, in the final analysis, all humans have the ability to reason, I prefer company along the lines of the furry or scaly or feathered type.*

should be... *Although ultimately all people can reason, I prefer to be with animals.*

- √ *The administrative secretary is responsible for monitoring and balancing the budgets for travel, contract services, and personnel.*

should be... *The administrative secretary monitors and balances the budgets for...*

WRITING:

42. PARAGRAPH STRUCTURE:

- **Paragraphs should have the following elements:**
 - A. **A topic sentence**, which reflects all the material within the paragraph
 - B. **Sufficient specific detail** to support the point being made in the paragraph
 - C. **Transitional words and phrases** which smooth the connection between ideas
(See #35 for a list of appropriate transitions)
 - D. **A closing sentence** which effectively finishes off the ideas in that paragraph and ties back to the topic sentence for that paragraph as well as the THESIS for the paper

43. PARAPHRASE and CITE

- **Avoid plagiarizing:**
 - When you summarize or paraphrase, your goal is to put the source's information into YOUR WORDS.
 - If you half-copy the source's phrasing, either by mixing the author's phrases without using quotation marks or by plugging your own synonyms into the author's sentence structure, **you are guilty of plagiarism.**
- **To avoid plagiarizing an author's language, don't look at the source while you are summarizing or paraphrasing. Close the book, write from memory, and then open the book to check for accuracy.**

ORIGINAL VERSION:

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.

-Davis, *Eloquent Animals*, p. 26

√ UNACCEPTABLE BORROWING OF PHRASES:

The existence of a signing ape unsettled linguists and startled animal behaviorists (Davis 26).

√ UNACCEPTABLE BORROWING OF STRUCTURE:

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis 26).

ACCEPTABLE PARAPHRASES:

When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis 26).

According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (26).

44. VARY SENTENCE BEGINNINGS:

➤ Try to vary sentence beginnings by using modifying or describing phrases.

√ *She replayed the horror over and over in her mind. She heard the emergency brake snap. She saw the car rolling backwards. She felt the car's dull thud against Chris throughout her own body. She experienced all of these sensations in a kind of hazy slow-motion.*

should be...

Replaying the horror over and over in her mind, she heard the emergency brake snap and felt the car begin to roll backwards. As if lost in a hazy slow-motion, throughout her body she felt the car thud against Chris.

45. MANUSCRIPT FORMAT:

➤ **Following are the STHS requirements for the format of word processed documents:**

- Use 1 inch margins on all four sides.
- Use a business-like font--New York, Times, Helvetica--but nothing curly or graphic.
- Justify to the left.
- Use regular print: no bold, italics, all caps, or shadowed print.
- Indent 5 spaces (1 tab) to indicate the beginning of a new paragraph.
- Always space twice after a period ending a sentence.
- Double space your paper but **DO NOT double-double space between paragraphs**. The indentation is sufficient to indicate the beginning of a new paragraph.
- Use the "header" or "footer" section to paginate your paper. Begin with 1 on the first page of text; title pages are never numbered.
- Do not use sub-titles or section titles; most papers do not require sub-sections. Instead, use transitional phrasing to move from section to section.
- On all final drafts, have a title page on which is **CENTERED** the title of the paper, your name, the teacher's name, the class and period, and the date the paper is being submitted.

46. SPECIFICITY:

➤ Add specific details rather than relying on generic phrases.

√ *A young girl was dressed very old fashioned.*

should be... *A young girl wore a long skirted dress, a sun-bonnet, and a shawl.*

√ *Knowing that I have to work hard for what I want will keep me on the good track of things and enable me to stay away from drugs.*

should be... *Knowing that I have to work hard to finish high school and go to college will keep me focused on my school work and enable me to avoid drugs.*

√ *We went through a lot together. We had bad times as well as good. I was always there for her as she was for me.*

should be... *We shared lost boyfriends, divorcing parents, and bad grades, as well as laughter, cozy sleep-overs, and chocolate; we supported each other with advice and love at all times.*

47. USE OF QUOTATIONS:

- When you quote from a source, you are to copy the original exactly and enclose it with quotation marks.
- If you paraphrase a statement or fact, DO NOT USE QUOTATION MARKS.

In both cases, however, you must CITE the source of your information.

√ *In fact, as Kennedy said, "We should do what we can for our country."*

could be... *In fact, as Kennedy said, "Ask not what your country can do for you, ask what you can do for your country" (qtd. in Adams 44). [exact quote]*

or... *In fact, as Kennedy reminded us, we should not ask what our country can do for us but what we can do for our country (Adams 44). [paraphrased]*

48. INTRODUCE QUOTES:

- WEAVE QUOTES INTO YOUR TEXT
- don't drop them into your paper like firecracker waiting to surprise the reader

In research, use the source as a "signal phrase" to simplify the citation.

√ *...enjoy knitting. "Knitting fulfills a basic human desire to create and visit all at once (Dodmire 36).*

should be... *...enjoy knitting. In fact, as Marge Dodmire says in her last article, "Knitting fulfills a basic human desire to create and visit all at once" (36).*

In literary analysis, the same type of weaving can be done.

√ *Scout learned many lessons from her dad. "Walk in someone's shoes" (89)*

should be...
From her dad, Scout learned that to "walk in someone's shoes" was one way of becoming an adult (89).

49. START and END ¶s WITH QUOTES:

- Avoid BEGINNING or ENDING a paragraph with a quote (or anything other than topic or closing sentence).
- A good rule of thumb is NOT to BEGIN or END a sentence with a quotation mark.

√ *"In 1945 when I last saw this dance, there were ten men, representing field workers, and a foreman similarly clad" (Toor 354). This event.... (this ¶ goes on from there)*

should be... *This type of dance began to die out in the late 1940's. In fact, Toor remarks, "In 1945 when I last saw..."*

√ *Luckily Modern Drummer asked "Which do you like playing better, your guitar or your drums?" He replied, "I really love playing my guitar because I can just sit by myself and play as long as I want. I also love playing the drums, but sometimes it's a bit loud, and I can't just sit and be quiet with a set of drums, I have to be loud. That's the bottom line"(Peiken 23). (this is the end of the ¶)*

should be... *...I have to be loud that's the bottom line" (Peiken 23). This comment reveals his love for both the guitar and the drums, a love which is obvious in his career. (¶ finishes with commentary on the last quotation, rounding off the ¶)*

50. CITATION FORMAT:

➤ Follow MLA rules.

▪ For regular citations:

- put a space after the last word before the citation
- the citation includes just the author's name (or title, if no author is given) and a number: no p. or pg., etc.
- ending quotation mark goes BEFORE the first parentheses
.....*as he had been informed*" (Jones 98).
- citation goes before the ending punctuation .
...*of the year* (Phillips 32).
- an interview is name only
...*of the year* (Adams).
- once the last name of a source is given in parentheses, use only the page number, unless other source intervenes
.....*of the year* (Phillips 32). *Another award was given to her by Common Cause* (34).
- if a signal phrase is used to introduce the quote, only the page number is necessary in the citation
...*as explained in Leakey's Man and Animal. "Only humans talk"* (78).
- citations are placed at the end of sentences unless two separate sources are cited within the same sentence
Kennedy was variously reported dead at the scene (Little 67) *or later at the hospital* (Williams).

▪ For indented quotations:

- indent passages of more than four lines of typed material
- complete the introductory sentence with a colon
- continue to double space; DO NOT single space the indented quotation
- indent 2 tabs from the left margin
- use NO quotation marks either at the beginning or at the end of the quotation
- at the end of the long quotation, put the ending punctuation, then the citation last
- continue the remainder of the paragraph back at the margin (don't end the ¶ with this quotation)

like this...

Lewin posed the issue like this:

Is spoken language merely an extension and enhancement of cognitive capacities to be found among our ape relatives? Or is spoken language a unique human characteristic completely separate from any cognitive abilities in apes? Both the biology and anthropology of apes indicate dichotomous conclusions, so we may know the truth sometime far in the future when science has progressed far beyond today's capacities.(240)

Later, Leaky proposed.....

For quoting an indirect quotation (someone's words quoted in another's work) use "qtd. in" to indicate you're getting the words from a secondary source

like this...

Dave's manager, Roger Craig, states, "In all my forty years . . . I have never been so honored as I am honored to have been Dave's manager (qtd. in Stafford 1).