

# WRITING AND RESEARCH HANDBOOK

**W**hat are some basic tools for building strong sentences, paragraphs, compositions, and research papers? You'll find them in this handbook—an easy-to-use “tool kit” for writers like you. Check out the helpful explanations, examples, and tips as you complete your writing assignments.

## Writing Effective Sentences

A sentence is a group of words that expresses a complete thought. Every sentence has a subject and a predicate. An effective sentence communicates an idea clearly and reads smoothly. Try these strategies as you write and revise your sentences.

### Varying Sentence Structure and Length

Even when the subject matter is interesting, many sentences in a row that sound alike or that have the same grammatical structure can be dull. You can make your writing lively and interesting by varying the structure, or pattern, of your sentences. You can give your writing impact by varying the length of your sentences.

**Varying Sentence Openers** A sentence doesn't always need to begin with the subject. Vary your sentence openers with these techniques.

- **Start a sentence with a descriptive word.**

Outside, the line to enter the theater stretched around the block.

Eager and expectant, the crowd waited for the concert to start.

Nervous, the sound crew rechecked the microphones.

Suddenly the lights in the auditorium dimmed.

- **Start a sentence with a phrase.**

Behind the curtain, the performer waited for his cue.

Looking into the crowd, the entertainer spotted his brother and smiled.

Dressed in a shiny suit, the rock star strutted onstage.

- **Start a sentence with a clause.**

While the crowd cheered, the band began to play.

As the lead vocalist sang his greatest hits, backup singers provided perfect harmony.

After the concert came to an end, the band filed offstage.



**Varying Sentence Structure** Use a variety of sentence patterns to make your writing more effective and more interesting to read.

- **Use a simple sentence to state an idea directly. A simple sentence has only one main clause.**

Marian Anderson was an African American opera singer.  
She sang for a huge crowd at the Lincoln Memorial in 1939.

- **Use a compound sentence to show two or more ideas of equal importance. A compound sentence has at least two main clauses.**

Marian Anderson worked hard to develop her voice, but she was refused admission to a music school.  
She was a pioneer in the performing arts, and she never let prejudice stand in her way.

- **Use a complex sentence to show the relationship between two ideas. A complex sentence has at least one main clause and one subordinate clause.**

Because Europeans would accept an African American opera singer, Marian Anderson performed in Europe for ten years.  
In 1955 she became the first African American singer to perform at New York's Metropolitan Opera House, where she received a standing ovation.

**Varying Sentence Length** Many short sentences in a row make writing sound choppy. Add style, rhythm, and emphasis by varying the length of your sentences.

- **Combine short sentences into longer ones.**

**Short** The country-and-western song was sad. It told the story of a lonely man. The man missed his family.

**Combined** The sad country-and-western song told the story of a lonely man who missed his family.

- **Alternate shorter sentences with longer ones.**

The singer strummed his guitar. He sang about the troubles of a poor farmer, the power of a kind woman, and the pride of a patriotic soldier.

## Using Parallelism

**Parallelism** is the use of a pair or a series of words, phrases, or sentences that have the same grammatical structure. Use parallelism to call attention to the items in the series and to create unity in writing.

**Not Parallel** A pulled muscle can feel stiff, sore, and cause pain.

**Parallel** A pulled muscle can feel stiff, sore, and painful.

**Parallel** A pulled muscle can cause stiffness, soreness, and pain.

**Not Parallel** The average person uses fourteen muscles to smile and forty-three muscles for frowning.

**Parallel** The average person uses fourteen muscles to smile and forty-three muscles to frown.

**Parallel** The average person uses fourteen muscles for smiling and forty-three muscles for frowning.

### Check It Out

To learn more about clauses and sentence structure, see Unit 13, pages 538–569.

### Check It Out

For more on how to improve your style by varying sentence length and structure, review Unit 8, Sentence Combining, pages 358–385.

**Drafting Tip**

You can expand the power of parallelism beyond the reach of a single sentence or pair of sentences. Try using parallel structure throughout a paragraph or an entire composition by repeating similar words, phrases, or clauses for emphasis and rhythm.

- Not Parallel** Lifting weights builds strong muscles; do stretches to develop flexible muscles.
- Parallel** Lifting weights builds strong muscles; doing stretches develops flexible muscles.
- Parallel** Lift weights to build strong muscles; do stretches to develop flexible muscles.
- Not Parallel** Riding leisurely on a bike burns about three hundred calories per hour, but seven hundred calories are burned when you race on a bike for an hour.
- Parallel** Riding leisurely on a bike burns about three hundred calories per hour, but racing on a bike burns about seven hundred calories per hour.
- Parallel** Three hundred calories are burned when you leisurely ride a bike for an hour, but seven hundred calories are burned when you race on a bike for an hour.

Remember to use parallel structure in charts, graphic organizers, or visual aids you include in a composition. Also use parallelism in the formal outline you create when writing a research report. Study this portion of an outline for a report on the Olympic Games.

**Not Parallel**

- A. History of Olympic Games
1. In 776 B.C. first Olympic Games in Ancient Greece
  2. Greece—site of first modern Olympic Games in 1896
  3. 1900 was the first year women athletes competed in the Olympic Games

**Parallel**

- A. History of Olympic Games
1. First Olympic Games held in Ancient Greece in 776 B.C.
  2. First modern Olympic Games held in Greece in 1896
  3. First Olympic Games opened to women athletes in 1900

**Revising Wordy Sentences**

Have you ever listened to a friend tell a two-minute story in ten minutes? You probably wanted to interrupt to say, “Get to the point!” The same is true with writing. You don’t want to wade through extra words to find the writer’s point. Be sure to show your readers the same consideration by getting to the point and making every word count. Here are some tips for revising wordy sentences.

- **Cut needless words.**

- Wordy** I believe that all the high school students who go to Willow High School should really make every effort to volunteer in community service programs.
- Concise** Students at Willow High School should volunteer in community service programs.



- Rewrite sentences beginning with empty phrases such as *there are* and *it is important to note that*.

**Wordy** There are some students already working on a homework help line for younger kids.

**Concise** Some students already work on a homework help line for younger kids.

- Change verbs in passive voice to active voice.

**Wordy** Plays at nursing homes are being performed by drama club members.

**Concise** Drama club members perform plays at nursing homes.

- Reduce clauses to phrases and phrases to words.

**Wordy** Students who act as volunteers make a choice to help improve the community.

**Concise** Student volunteers choose to help improve the community.

- Reduce the number of prepositional phrases.

**Wordy** Four of the students in my class are teaching senior citizens who are unable to leave their homes how to use a computer.

**Concise** Four classmates are teaching computer skills to homebound senior citizens.

### TRY IT OUT

**W**rite five sentences about music, sports, or another topic that interests you. Use what you've learned about writing effective sentences.

- Use a variety of sentence types, lengths, and structures.
- Use parallelism.
- Be concise.

## Writing Effective Paragraphs

A paragraph is a group of sentences that relate to one main idea. An effective paragraph develops a single idea and brings that idea into sharp focus. All the sentences flow smoothly from the beginning to the end of the paragraph.

### Writing Unified Paragraphs

A paragraph has **unity** when the sentences belong together and center on a single main idea. Here is a helpful strategy for building a unified paragraph: State the main idea in a topic sentence and then add related details.

**Writing Topic Sentences** A **topic sentence** is a concise expression of your most important idea. It gives your readers the “big picture”—a general



**Revising Tip**

To unify a paragraph, omit details that do not relate to the topic sentence.

view of what you want them to know. A topic sentence can appear anywhere in the paragraph—at the beginning, middle, or end. A topic sentence at the beginning of an expository paragraph (a paragraph that conveys information) can communicate the key point right away. A topic sentence in the middle can unify the sentences that come before and after it. A topic sentence at the end can summarize the essential details of a paragraph, leaving your readers with a strong statement of your main idea.

**Elaborating Topic Sentences** Elaboration gives your readers a more detailed picture of the main idea stated in your topic sentence. Elaboration is a technique you can use to include details that develop, support, or explain the main idea. The following chart shows various kinds of elaboration you might try.

<b>Topic sentence: Zoo animals need protection during hurricanes.</b>	
<b>Facts and statistics</b>	In 1992 a devastating hurricane killed more than fifty birds at the Miami Metrozoo.
<b>Anecdotes</b>	One animal panicked during the storm; it ran around in circles and yelped.
<b>Reasons</b>	During a hurricane, an open-air habitat is a dangerous place for a zoo animal, so plans are now in place to move animals to safer enclosures in case of emergency.
<b>Descriptions</b>	Zookeepers herd the long-legged pink flamingos into the rest room, where they safely stand, quietly waiting for the storm to pass.
<b>Examples</b>	Mammals such as lions, tigers, bears, and monkeys are kept safe in concrete pens.
<b>Quotations</b>	One zoo director said, "The animals just have to ride out the storm like everyone else."

## Writing Coherent Paragraphs

A paragraph has **coherence** when all the sentences flow smoothly and logically from one to the next. All the sentences *cohere*, or “stick together,” sensibly. To make your writing coherent, choose a pattern of organization that is appropriate for your topic and use transitions to link ideas.

**Organizing Paragraphs** A few basic patterns of organization you can use to arrange the sentences of a paragraph are listed below. Choose the pattern that helps you meet your writing goal.

- Use **chronological order**, or time order, to tell a story or to explain a process.
- Use **spatial order** to order your description of places, people, and things. You might describe the details in the order you see them—for example, from top to bottom or from near to far.
- Use **order of importance** to show how you rank opinions, facts, or details—for example, from most to least important or the reverse.

### Check It Out

For more about organizing your writing, see pages 84–86.

**Using Transitions** Linking words and phrases, called **transitions**, act like bridges between sentences or between paragraphs. Transitions, such as the ones shown below, can make the organization of your paragraphs stronger by showing how ideas are logically related.

**To show time order or sequence**

after, before, finally, first, last year, later, meanwhile, next, now, second, sometimes, soon, yesterday

**To show spatial relationships**

above, ahead, around, beyond, down, here, inside, near, on top of, opposite, under, within

**To show importance or degree**

above all, first, furthermore, in addition, least important, mainly, moreover, most important, second

**Using Repetition** Another transitional device is the repetition of key words or phrases. To make connections between sentences stronger, you can repeat identical or similar words. Note the repeated key words in these two closely linked sentences.

Rosa Parks's *political actions* strongly influenced the Civil Rights movement of the 1950s and 1960s. What is the legacy of her *political influence* today?

 **Check It Out**

For more about transitions, see pages 89 and 142.

### Paragraph Unity and Coherence Checklist

- ✓ Is the main idea stated clearly in a topic sentence?
- ✓ Do all the sentences relate to the main idea?
- ✓ Are all the sentences arranged in an order that makes sense?
- ✓ Do transitions link the sentences together and help show the order of your thoughts?

### TRY IT OUT

Copy the following paragraph on your paper. Underline the topic sentence. Cross out the sentence that interrupts the unity and is unrelated to the topic sentence. Add a transition to make a clear connection between two of the sentences.

Here is how to use an incredible Japanese invention that supposedly translates the sounds your dog makes into words. First fasten this tiny gadget to your dog's collar. ~~Encourage your dog to woof, bark, snarl, or howl.~~ Finally press a button that interprets the dog sounds and plays them back as phrases or sentences. ~~Dogs also use body language to communicate their feelings.~~

# Writing Effective Compositions

A **composition** is a short paper made up of several paragraphs, with a **clear introduction, body, and conclusion**. An effective composition presents a clear, complete message about a specific topic. Ideas flow logically from one sentence to the next and from one paragraph to the next.

## Making a Plan

The suggestions in the chart below can help you shape the information in each part of your composition to suit your writing purpose.

### Drafting Tip

You may need two paragraphs to introduce your topic. For example, the first can tell an anecdote; the second can include a thesis statement that expands the point of the anecdote.

### Drafting Tip

Be sure that you do not introduce new or unrelated material in the conclusion.

### Introductory Paragraph

Your introduction should interest readers in your topic and capture their attention. You may

- give background
- use a quotation
- ask a question
- tell an anecdote, or brief story

Include a **thesis statement**, a sentence or two stating the main point or central idea you will develop in the composition.

### Body Paragraphs

Elaborate on your thesis statement in the body paragraphs. You may

- offer proof
- give examples
- explain ideas

Stay focused and keep your body paragraphs on track. Remember to

- develop a single idea in each body paragraph
- arrange the paragraphs in a logical order
- use transitions to link one paragraph to the next

### Concluding Paragraph

Your conclusion should bring your composition to a satisfying close. You may

- sum up main points
- tie the ending to the beginning by restating your main point or thesis in different words
- make a call to action if your goal is to persuade readers

## Using the 6+1 Trait® Model

What are some basic terms you can use to discuss your writing with your teacher or classmates? What should you focus on as you revise and edit your compositions? Check out the following seven terms, or traits, that describe the qualities of strong writing. Learn the meaning of each trait and find out how using the traits can improve your writing.

### **Ideas** The message or the theme and the details that develop it

Writing is clear when readers can grasp the meaning of your ideas right away. Check to see whether you're getting your message across.

- ✓ Does the title suggest the theme of the composition?
- ✓ Does the composition focus on a single narrow topic?
- ✓ Is the thesis—the main point or central idea—clearly stated?
- ✓ Do well-chosen details elaborate your main point?

### **Organization** The arrangement of main ideas and supporting details

An effective plan of organization points your readers in the right direction and guides them easily through your composition from start to finish. Find a structure, or order, that best suits your topic and writing purpose. Check to see whether you've ordered your key ideas and details in a way that keeps your readers on track.

- ✓ Are the beginning, middle, and end clearly linked?
- ✓ Is the order of ideas easy to follow?
- ✓ Does the introduction capture your readers' attention?
- ✓ Do sentences and paragraphs flow from one to the next in a way that makes sense?
- ✓ Does the conclusion wrap up the composition?

### **Voice** A writer's unique way of using tone and style

Your writing voice comes through when your readers sense that a real person is communicating with them. Readers will respond to the **tone** (or attitude) that you express toward a topic and to the **style** (the way that you use language and shape your sentences). Read your work aloud to see whether your writing voice comes through.

- ✓ Does your writing sound interesting?
- ✓ Does your writing reveal your attitude toward your topic?
- ✓ Does your writing sound like you—or does it sound like you're imitating someone else?

### Revising Tip

Use the cut-and-paste features of your word processing program to experiment with the structure—the arrangement of sentences or paragraphs. Choose the clearest, most logical order for your final draft.

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**Revising Tip**

Listen carefully to the way your sentences sound when someone else reads them aloud. If you don't like what you hear, revise for sentence fluency. You might try adding variety to your sentence openers or combining sentences to make them less choppy.

**Check It Out**

See the Troubleshooter, pages 386–411, for help in correcting common errors in your writing.

**Word Choice** The vocabulary a writer uses to convey meaning

Words work hard. They carry the weight of your meaning, so make sure you choose them carefully. Check to see whether the words you choose are doing their jobs well.

- ✓ Do you use lively verbs to show action?
- ✓ Do you use vivid words to create word pictures in your readers' minds?
- ✓ Do you use precise words to explain your ideas simply and clearly?

**Sentence Fluency** The smooth rhythm and flow of sentences that vary in length and style

The best writing is made up of sentences that flow smoothly from one sentence to the next. Writing that is graceful also sounds musical—rhythmical rather than choppy. Check for sentence fluency by reading your writing aloud.

- ✓ Do your sentences vary in length and structure?
- ✓ Do transition words and phrases show connections between ideas and sentences?
- ✓ Does parallelism help balance and unify related ideas?

**Conventions** Correct spelling, grammar, usage, and mechanics

A composition free of errors makes a good impression on your readers. Mistakes can be distracting, and they can blur your message. Try working with a partner to spot errors and correct them. Use this checklist to help you.

- ✓ Are all words spelled correctly?
- ✓ Are all proper nouns—as well as the first word of every sentence—capitalized?
- ✓ Is your composition free of sentence fragments?
- ✓ Is your composition free of run-on sentences?
- ✓ Are punctuation marks—such as apostrophes, commas, and end marks—inserted in the right places?

**Presentation** The way words and design elements look on a page

Appearance matters, so make your compositions inviting to read. Handwritten papers should be neat and legible. If you're using a word processor, double-space the lines of text and choose a readable font. Other design elements—such as boldfaced headings, bulleted lists, pictures, and charts—can help you present information effectively as well as make your papers look good.

**Evaluating a Composition** Read this sample composition, which has been evaluated using the 6+1 Trait® model.

### Overcoming the Odds

“Why me?” Those are two words you will never hear Heather say. Heather faced many difficulties, such as childhood pneumonia and the death of her grandfather. But she has never complained or felt sorry for herself. Her positive attitude and strong spirit have helped her succeed despite hardships. Even when she had a tragic skiing accident, she worked hard to make the best of her situation. In fact, she worked so hard that she ended up achieving more than she ever imagined.

On the day of her accident, everyone on the ski team had called it quits after a hard day of training, but Heather wanted one more run. She was unhappy with her last slalom time and was determined to end with a good run. Standing at the top of the slope, she focused on the course and then sped through the starting gate. Just as she passed the halfway mark, the tip of her ski caught the stake of a gate. The sudden collision and her great force brought her tumbling down the mountain under a giant spray of snow.

Heather was rushed to the hospital, where she learned that she would need two operations on her knee over the next two years. She would not be able to take part in any strenuous physical activity until her knee was repaired, and she would probably never downhill ski again. In one brief moment, all her hopes and dreams of joining the downhill ski team in college ended. Later she stood on the sidelines and watched a teammate take away the state title she had wanted so much.

However, Heather never felt sorry for herself, and she never lost hope. After surgery, she endured emotional and physical pain. Though she was heartbroken that she could no longer downhill ski, she worked with her physical therapist as if she were training for an athletic event. She relearned simple things, like climbing stairs. Many people would be frustrated and depressed under similar circumstances, but Heather approached the therapy as a challenge. What she learned about muscles, bones, and coordination helped her when she started training for a new sport—cross-country skiing.

Three years after her accident, Heather glided past her opponents in the last race of the season—the state finals. As she crossed the finish line, hundreds of people cheered for the new state champion. Because of Heather’s positive attitude and strong spirit, she overcame what seemed unbeatable physical odds to achieve her goal as a cross-country skier—a goal she was unable to achieve as a downhill skier.

**Organization** The opening paragraph captures readers’ attention with vivid background information.

**Ideas** The thesis statement clearly states the central idea.

**Organization** Key moments of the incident are arranged in chronological order.

**Sentence Fluency** Sentences vary in length and structure, and the rhythm is smooth and effortless.

**Word Choice** Words such as *hope*, *heartbroken*, *frustrated*, and *depressed* vividly convey emotion.

**Voice** The writer’s tone shows respect and admiration.

**Conventions** The composition is free of errors in grammar, spelling, and mechanics.

# Writing Effective Research Papers

A research paper reports facts and ideas gathered from various sources about a specific topic. An effective research paper blends information from reliable sources with the writer's original thoughts and ideas. The final draft follows a standard format for presenting information and citing sources.

## Exploring a Variety of Sources

Once you've narrowed the topic of your research paper, you'll need to hunt for the best information. You might start by reading an encyclopedia article on your topic to learn some basic information. Then widen your search to include both primary and secondary sources.

- **Primary sources** are records of events by the people who witnessed them. Examples include diaries, letters, speeches, and historical documents (such as the Declaration of Independence). Primary sources also include photographs, posters, interviews, and radio and TV news broadcasts that include eyewitness interviews.
- **Secondary sources** contain information that is often based on primary sources. The creators of secondary sources often conduct original research and then report their findings, shaping the information they've gathered in their own way. Examples include encyclopedias, textbooks, biographies, magazine articles, Web site articles, and educational films.

When you find a secondary source that you can use for your report, check to see whether the author has given credit to his or her sources of information in **footnotes**, **endnotes**, or a **bibliography**. Tracking down such sources may lead you to more information you can use for your report.

If you're exploring your topic on the Internet, look for Web sites that are sponsored by government institutions, famous museums, and reliable organizations. If you find a helpful site, check to see whether it contains links to other Web sites you can use.

## Evaluating Sources

As you conduct your research, do a little detective work and investigate the sources you find. Begin by asking some key questions to help you decide whether you've tracked down reliable resources that are suitable for your purpose. Some important questions to ask about your sources are listed in the box on the next page.

### Research Tip

Look for footnotes at the bottom of a page. Look for endnotes at the end of a chapter or a book. Look for a bibliography at the end of a book.



## Ask Questions About Your Sources

### ✓ Is the information useful?

Look for sources that are closely related to your research topic. Dig deep; you may find a single chapter that pertains to your topic within a longer work.

### ✓ Is the information easy to understand?

Look for sources that are written at a reading level that's right for you.

### ✓ Is the information up to date?

Look for sources that were recently published if you need the most-current facts and figures.

### ✓ Is the information trustworthy and accurate?

Check to see whether the authors document their sources of facts and support their opinions with reasons and evidence. Also check out the background of the authors. They should be qualified experts on the topic that you're researching.

### ✓ Is the information balanced and fair?

Read with a critical eye. Does the source try to persuade readers with a one-sided presentation of information? Or is the source balanced, approaching a topic from various perspectives? Be on the lookout for **propaganda** and for sources that reflect an author's **bias**, or prejudice. Make sure that you learn about a topic from more than one angle by reviewing several sources of information.

## Giving Credit Where Credit Is Due

When you write a research paper, you support your own ideas with information that you've gleaned from your primary and secondary sources. But presenting someone else's ideas as if they were your own is **plagiarism**, a form of cheating. You can avoid plagiarism by citing, or identifying, the sources of your information within the text of your paper. The following chart tells what kinds of information you do and don't need to cite in the body of your paper.

### DO credit the source of . . .

- direct quotations
- summaries and paraphrases, or restatements, of someone else's viewpoints, original ideas, or conclusions
- photos, art, charts, and other visuals
- little-known facts or statistics

### DON'T credit the source of . . .

- information found in many sources—dates, facts, and ideas considered common knowledge
- your own unique ideas

**Citing Sources Within Your Paper** The most common method of crediting sources is with parenthetical documentation within the text. Generally a reference to the source and page number is included in parentheses at the end of each quotation, paraphrase, or summary of information borrowed from a source. An in-text citation points readers to a corresponding entry in your **works-cited list**—a list of all your sources, complete with publication information, that will appear as the final page of your paper. The Modern Language Association (MLA) recommends the following guidelines for crediting sources in text. You may wish to refer to the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi for more information and examples.

- **Put in parentheses the author’s last name and the page number where you found the information.**

As *Time* magazine once noted, “Gorbachev seemed eager to stop talking about change and to begin making it happen” (Moody 41).

- **If the author’s name is mentioned in the sentence, put only the page number in parentheses.**

*Time* magazine journalist John Moody once noted, “Gorbachev seemed eager to stop talking about change and to begin making it happen” (41).

- **If no author is listed, put the title or a shortened version of the title in parentheses. Include a page number if you have one.**

Mikhail Gorbachev won the Nobel Peace Prize in 1990 “for his leading role in the peace process which characterizes important parts of the international community” (*Nobel*).

### ✓ Check It Out

Read a model of a research paper on pages 350–356.

## Preparing the Final Draft

Ask your teacher how he or she wants you to format the final draft of your paper. Most English teachers will ask you to follow the MLA guidelines listed below.

- Create a heading in the upper left-hand corner of the first page with your name, your teacher’s name, and the date on separate lines.
- Center the title on the line below the heading.
- Number the pages one-half inch from the top in the right-hand corner. After page one, put your last name before the page number.
- Set one-inch margins on all sides of every page; double-space the lines of text.
- Include an alphabetized, double-spaced works-cited list as the last page of your final draft. All sources noted in parenthetical citations in the paper must be listed.

On the next three pages, you’ll find sample style sheets that can help you prepare your list of sources—the final page of the research paper. Use the one your teacher prefers.

# MLA Style

MLA style is most often used in English and social studies classes. Center the title *Works Cited* at the top of your list.

Source	Style
<b>Book with one author</b>	Witham, Barry B. <i>The Federal Theatre Project: A Case Study</i> . New York: Cambridge UP, 2003. [“UP” is an abbreviation for “University Press.”]
<b>Book with two or three authors</b>	Hoy, Pat C., II, Esther H. Schor, and Robert DiYanni. <i>Women’s Voices: Visions and Perspectives</i> . New York: McGraw-Hill, 1990. [If a book has more than three authors, name only the first author and then write “et al.” (Latin abbreviation for “and others”).]
<b>Book with editor(s)</b>	Komunyakaa, Yusef, and David Lehman, eds. <i>The Best American Poetry 2003</i> . New York: Scribners, 2003.
<b>Book with an organization or a group as author or editor</b>	Smithsonian Institution. <i>Aircraft of the National Air and Space Museum</i> . Washington: Smithsonian Institution Press, 1998.
<b>Work from an anthology</b>	Cofer, Judith Ortiz. “Tales Told Under the Mango Tree.” <i>Hispanic American Literature</i> . Ed. Nicolas Kanellos. New York: HarperCollins, 1995. 34–44.
<b>Introduction in a published book</b>	Weintraub, Stanley. Introduction. <i>Great Expectations</i> . By Charles Dickens. New York: Signet, 1998. v–xii.
<b>Encyclopedia article</b>	“Jazz.” <i>Encyclopaedia Britannica</i> . 15th ed. 1998.
<b>Weekly magazine article</b>	Franzen, Jonathan. “The Listener.” <i>New Yorker</i> 6 Oct. 2003: 85–99.
<b>Monthly magazine article</b>	Quammen, David. “Saving Africa’s Eden.” <i>National Geographic</i> Sept. 2003: 50–77.
<b>Newspaper article</b>	Dionne, E. J., Jr. “California’s Great Debate.” <i>Washington Post</i> 26 Sept. 2003: A27. [If no author is named, begin the entry with the title of the article.]
<b>Internet</b>	“Visit Your Parks.” <i>National Park Service</i> . 1 Oct. 2003. National Park Service, U.S. Dept. of the Interior. 3 Nov. 2003 < <a href="http://www.nps.gov/parks.html">http://www.nps.gov/parks.html</a> >.
<b>Online magazine article</b>	Martin, Richard. “How Ravenous Soviet Viruses Will Save the World.” <i>Wired Magazine</i> 11.10 (Oct. 2003). 17 Oct. 2003 < <a href="http://www.wired.com/wired/archive/11.10/phages.html">http://www.wired.com/wired/archive/11.10/phages.html</a> >.
<b>Radio or TV program</b>	“Orcas.” <i>Champions of the Wild</i> . Animal Planet. Discovery Channel. 21 Oct. 2003.
<b>Videotape or DVD</b>	Hafner, Craig, dir. <i>The True Story of Seabiscuit</i> . DVD. A & E Home Video, 2003. [For a videotape (VHS) version, replace “DVD” with “Videocassette.”]
<b>Interview</b>	Campeche, Tanya. E-mail interview. 25 Feb. 2004. [If an interview takes place in person, replace “E-mail” with “Personal”; if it takes place on the telephone, use “Telephone.”]



## CMS Style

CMS style was created by the University of Chicago Press to meet its publishing needs. This style, which is detailed in *The Chicago Manual of Style* (CMS), is used in a number of subject areas. Center the title *Bibliography* at the top of your list.

Source	Style
<b>Book with one author</b>	Witham, Barry B. <i>The Federal Theatre Project: A Case Study</i> . New York: Cambridge University Press, 2003.
<b>Book with multiple authors</b>	Hoy, Pat C., II, Esther H. Schor, and Robert DiYanni. <i>Women's Voices: Visions and Perspectives</i> . New York: McGraw-Hill, 1990. [If a book has more than ten authors, name only the first seven and then write "et al." (Latin abbreviation for "and others").]
<b>Book with editor(s)</b>	Komunyakaa, Yusef, and David Lehman, eds. <i>The Best American Poetry 2003</i> . New York: Scribners, 2003.
<b>Book with an organization or a group as author or editor</b>	Smithsonian Institution. <i>Aircraft of the National Air and Space Museum</i> . Washington, DC: Smithsonian Institution Press, 1998.
<b>Work from an anthology</b>	Cofer, Judith Ortiz. "Tales Told Under the Mango Tree." <i>Hispanic American Literature</i> , edited by Nicolas Kanellos, 34–44. New York: HarperCollins, 1995.
<b>Introduction in a published book</b>	Dickens, Charles. <i>Great Expectations</i> . New introduction by Stanley Weintraub. New York: Signet, 1998.
<b>Encyclopedia article</b>	[Credit for encyclopedia articles goes in your text, not in your bibliography.]
<b>Weekly magazine article</b>	Franzen, Jonathan. "The Listener." <i>New Yorker</i> , October 6, 2003, 85–99.
<b>Monthly magazine article</b>	Quammen, David. "Saving Africa's Eden." <i>National Geographic</i> , September 2003, 50–77.
<b>Newspaper article</b>	Dionne, E. J., Jr. "California's Great Debate." <i>Washington Post</i> , September 26, 2003, A27. [Credit for unsigned newspaper articles goes in your text, not in your bibliography.]
<b>Internet</b>	U.S. Dept. of the Interior. "Visit Your Parks." <i>National Park Service</i> . <a href="http://www.nps.gov/parks.html">http://www.nps.gov/parks.html</a> .
<b>Online magazine article</b>	Martin, Richard. "How Ravenous Soviet Viruses Will Save the World." <i>Wired Magazine</i> 11.10 (October 2003). <a href="http://www.wired.com/wired/archive/11.10/phages.html">http://www.wired.com/wired/archive/11.10/phages.html</a> .
<b>Radio or TV program</b>	[Credit for radio and TV programs goes in your text, not in your bibliography.]
<b>Videotape or DVD</b>	Hafner, Craig, dir. <i>The True Story of Seabiscuit</i> . A & E Home Video, 2003. DVD. [For a videotape (VHS) version, replace "DVD" with "Videocassette."]
<b>Interview</b>	[Credit for interviews goes in your text, not in your bibliography.]

# APA Style

The American Psychological Association (APA) style is commonly used in the sciences. Center the title *References* at the top of your list.

Source	Style
<b>Book with one author</b>	Witham, B. B. (2003). <i>The federal theatre project: A case study</i> . New York: Cambridge University Press.
<b>Book with multiple authors</b>	Hoy, P. C., II, Schor, E. H., & DiYanni, R. (1990). <i>Women's voices: Visions and perspectives</i> . New York: McGraw-Hill. [If a book has more than six authors, list the six authors and then write "et al." (Latin abbreviation for "and others").]
<b>Book with editor(s)</b>	Komunyakaa, Y., & Lehman, D. (Eds.). (2003). <i>The best American poetry 2003</i> . New York: Scribners.
<b>Book with an organization or a group as author or editor</b>	Smithsonian Institution. (1998). <i>Aircraft of the National Air and Space Museum</i> . Washington, DC: Smithsonian Institution Press.
<b>Work from an anthology</b>	Cofer, J. O. (1995). Tales told under the mango tree. In N. Kanellos (Ed.), <i>Hispanic American literature</i> (pp. 34–44). New York: HarperCollins.
<b>Introduction in a published book</b>	[Credit for introductions goes in your text, not in your references.]
<b>Encyclopedia article</b>	Jazz. (1998). In <i>Encyclopaedia Britannica</i> . (Vol. 6, pp. 519–520). Chicago: Encyclopaedia Britannica.
<b>Weekly magazine article</b>	Franzen, J. (2003, October 6). The listener. <i>The New Yorker</i> , 85–99.
<b>Monthly magazine article</b>	Quammen, D. (2003, September). Saving Africa's Eden. <i>National Geographic</i> , 204, 50–77.
<b>Newspaper article</b>	Dionne, E. J., Jr. (2003, September 26). California's great debate. <i>The Washington Post</i> , p. A27. [If no author is named, begin the entry with the title of the article.]
<b>Internet</b>	U.S. Dept. of Interior, National Park Service. (2003, October 1). <i>National Park Service</i> . Visit your parks. Retrieved October 17, 2003, from <a href="http://www.nps.gov/parks.html">http://www.nps.gov/parks.html</a>
<b>Online magazine article</b>	Martin, R. (2003, October). How ravenous Soviet viruses will save the world. <i>Wired Magazine</i> , 11.10. Retrieved October 17, 2003, from <a href="http://www.wired.com/wired/archive/11.10/phages.html">http://www.wired.com/wired/archive/11.10/phages.html</a>
<b>Radio or TV program</b>	Orcas. (2003, October 21). <i>Champions of the wild</i> [Television series episode]. Animal Planet. Silver Spring, MD: Discovery Channel.
<b>Videotape or DVD</b>	Hafner, C. (Director). (2003). <i>The true story of Seabiscuit</i> [DVD]. A & E Home Video. [For a videotape (VHS) version, replace "DVD" with "Videocassette."]
<b>Interview</b>	[Credit for interviews goes in your text, not in your references.]

