

Centralia High School



Writing & Language Manual

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Introduction

Intent of Manual

The purpose of the Centralia High School Writing and Language Manual is to provide students with a source of information about writing projects that will be universal and consistent throughout their classes at CHS. The grammar and examples included in this manual are from the textbook: Century 21 Keyboarding & Information Processing by Jerry W. Robinson, et. al., South-Western Publishing Co., 1997. The research information is taken from MLA Handbook of Writers of Research Papers Sixth Edition, by Joseph Gibaldi, The Modern Language Association of America, 2003 and The Research Paper—A Contemporary Approach by Sharon Sorenson, Amsco School Publications, Inc., 1994. Credit is also given to Write on LCHS, Lincoln High School, Lincoln, IL.

Information on MLA formatting is taken from these web sites:

www.mla.org

http://owl.english.purdue.edu/handouts/research/r_mla.html

The following website has great examples for writing a paper in MLA style

<http://webster.comnet.edu/mla/index.shtml>

MLA handbooks can be found in the CHS library and any English instructor.

Plagiarism

Each student is special and unique; all work that each student completes should reflect his or her individuality. Plagiarism is using another person's words or ideas as one's own. A student who uses material from written, oral, or electronic sources as his/her own is cheating. To avoid being accused of plagiarism:

1. Use quotation marks to show another's exact words are being used; cite the source.
2. If you paraphrase another's ideas, cite the source.
3. Prepare a Works Cited page to show all sources used in an assignment.

Copyright

A person who creates literature, music, photographs, or video owns and has exclusive rights to that work. A student who desires to incorporate a major portion of another person's work into an assignment must get permission from the creator of that work. If only a small portion of a particular work is to be used, educators and students may usually incorporate it without permission of the author, but the inclusion of such work should be acknowledged. Check with a teacher or librarian if you have questions on the proper use of copyrighted materials.

Writing Rubric

Features	Absent	Developing	Adequately Developed		Fully Developed	
	1	2	3	4	5	6
FOCUS						
Degree to which main idea/theme or point of view is clear and maintained	Unclear; absent; insufficient length to determine maintenance	Attempted; confusing; main point unclear or shifts	"Under-promise, over-deliver"; "Over-promise, under-deliver"; two or more positions without unifying statement	Bare bones; position clear; main point clear	Generally previewed	All main points are specified and maintained
SUPPORT						
Degree to which main point/elements are elaborated and/or explained by evidence and detailed reasons	No support; insufficient length to ascertain maintenance	Attempted; related list	Some points elaborated; may be a list of related specifics; most are general	Some second order elaboration; some are general	Most points are elaborated	All major points elaborated with specific second order support
ORGANIZATION						
Degree to which logical flow of ideas and explicitness of the plan are clear and connected	No plan; insufficient length to ascertain maintenance	Attempted; plan is noticeable	Not knowledgeable of paragraphing	Some cohesion and coherence from relating to topic; plan is clear	Most points connected; coherent; cohesive using various methods	All points connected and signaled with transitions and/or other cohesive devices
CONVENTIONS						
Use of conventions of standard English including sentence construction, spelling, punctuation, capitalization, and paragraph format	Many errors, cannot read, confused meaning; problems with sentence construction; insufficient length to ascertain maintenance	Many major errors; confusion	Some major errors, many minor; sentence construction below mastery	Developed few major errors, some minor; meaning unimpaired; mastery of sentence construction	A few minor errors, but no more than one major error	No major errors, one or two minor errors
INTEGRATION*						
*If any one score is 3 or less, the integration score cannot be higher than 3	Does not present most or all features; insufficient length	Attempts to address assignment; confusion	Partially developed; some or one feature not developed	Essentials present	Features present, but not all equal	All features evident and equally well developed

Transitions

Choose from the following words and phrases to help ideas flow smoothly within or between paragraphs.

Indicating space		
at the left, right	over	next
in the center	at the top, bottom	nearby
on the side	surrounding	in the distance
along the edge	straight ahead	next to
on top	opposite	beyond
below	at the rear, front	in the foreground
beneath	in front of	within sight
under	beside	out of sight
around	behind	nearby
above		

Time		
after	formerly	during the morning, day, week
before	rarely	most important
next	another	later
at last	finally	ordinarily
first, second, etc.	soon	to begin with
at first	meanwhile	afterwards
now	at the same time	one thing
last	for a minute, hour, day, week, etc.	generally
duration	in order to	

Adding Information		
also	but	thus
next	again	in contrast
as a result	on the contrary	in conclusion
consequently	in other words	since
finally	to sum up	similarly
in addition to	another point	yet
in the same way	moreover	in as much as
for example	nevertheless	for instance
on the other hand	although	furthermore
otherwise	instead	however
then	in fact	therefore
even though	likewise	

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

Proofreading Symbols

WC	Word choice	It is interesting.
SS	Sentence structure	He is cool, he is ready
VT	Verb tense	He has went.
AGR	Agreement	Each of his friends are here.
FR	Fragment	Runs in circles.

Steps in Writing a Research Paper

A research paper is a process. If the steps are handled in order and completed in a timely manner, it can be an interesting and rewarding learning experience.

1. **Choose a topic**

If a topic is not assigned, choose a serious subject that will hold interest for an extended period of time, appeal to an audience, and thoroughly prove the issue presented in the thesis statement.

2. **Complete preliminary research.**

This will reveal the amount of available information. Check the card catalog, The Reader's Guide to Periodical Literature, vertical file, and Internet listings. A topic may prove to be unsuitable if few sources of information are found. Too many sources may mean that the topic is too broad, and will have to be narrowed to create a more manageable area of research. Allow enough time to order books from other library systems.

3. **Create a statement of purpose.**

This will identify the purpose of the paper (to explain or define, to compare and contrast, to analyze an issue or to persuade the reader) and the writer's role as informer or supporter. A purpose statement will keep the purpose in focus as research is completed.

4. **Create a working outline and timetable.**

A rough outline that contains the statement of purpose and changes as research progresses will allow the writer to label note cards so that information can be easily organized according to the sections of the paper. Outlines may contain topics, phrases or complete sentences. However, topic outlines are recommended for research purposes. Setting a timetable will allow the writer to budget time wisely and avoid unnecessary stress.

5. **Gather source information.**

At this point, it is recommended that the writer keep all materials in a large manila envelope. This would include notes, cards (secure these with two rubber bands) and any other material that is used when gathering information. It keeps all materials in one location and cards can be secured and conveniently transported in the envelope.

Create a bibliography card for each source of information that is used. Use a 3x5 lined index card. To prevent smudging the information on the cards, use blue or black ink. Include author's last name first. This allows for easier alphabetization when creating a Works Cited page. Use the hanging indent format. Number each bibliography card in the upper right hand corner consecutively. This number will also appear on each of the notes cards as information is taken from that source. Remember: Use only one bibliography card per source. The number of bibliography cards will depend on the required number of sources used and the length of the assignment.

6. **Take good notes.**

Notes from sources are written on 4x6 lined index cards. Blue or black ink should be used. Each card is numbered in the upper right corner with the number that corresponds to the bibliography card from which the information was taken. Place the slug in the upper left hand corner of the note

card. (A slug refers to the topic in the working outline where the information will be used in the paper.) This helps to organize the note cards into a workable format for writing the rough draft. Put only one thought or idea per note card. This allows for changes in the working outline and paper organization without confusing or losing information. The number of note cards depends on the length of the assignment and thoroughness of the writer. Taking notes is the most time consuming part of writing a research paper. Allow enough time to do a thorough job the first time. It is difficult to have to search out more information later.

7. Write the rough draft.

Organize the note cards according to the slugs and their placement in the working outline. If one section has noticeably fewer cards, perhaps more research in that area is indicated. Reading through the note cards should lead to a definite conclusion that will give a clear final thesis statement. Remember that the paper should support the thesis. It is helpful to write the draft skipping lines on the paper. This allows for additions and corrections that are easier to read when revising.

8. Revise the rough draft.

Review the entire paper. This process includes checking unity, moving and removing paragraphs and information that no longer seems important or fits, and revising the outline. Review each paragraph. Remove unnecessary or wordy information. Combine short paragraphs with others that are related, and divide long paragraphs. Add elaboration to paragraphs that seem weak. Body paragraphs should indicate a clear direction and contain enough information to support the thesis. Use transitions to transport the reader from one thought to the next.

The introduction and conclusion should be created and/or revised. The introduction should grab the reader's attention, clearly state the thesis, and tell the reader how the goal will be achieved. The conclusion should close the paper by tying all the information together.

9. Prepare the final draft and proofread it.

Check for spelling, punctuation, and grammatical errors. Set the paper aside for a day or two. Reread a final time for possible errors.

10. Create the additional elements.

Use this manual or an MLA style manual to help create a title page, the final outline, and the "Works Cited" page(s).

Bibliography Cards

3x5 lined index cards should be used.

Example of a magazine bibliography card

Good info on types of pollution

Greene, Forrest. "How to Save the Trees and the Woodlands." Environmental Life in America. May-June 2006:28-35.

1

Number the cards in the order they are collected.

This is hanging indent format.

Alphabetize all bibliography cards according to the first word.

Notes about information found in source are helpful when organizing information.

Example of a book bibliography card

Banes, Wolfe. Vampires. New York: Holt, Rinehart and Winston, 2008.

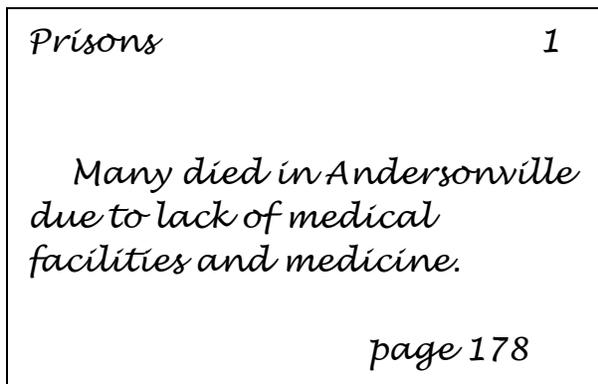
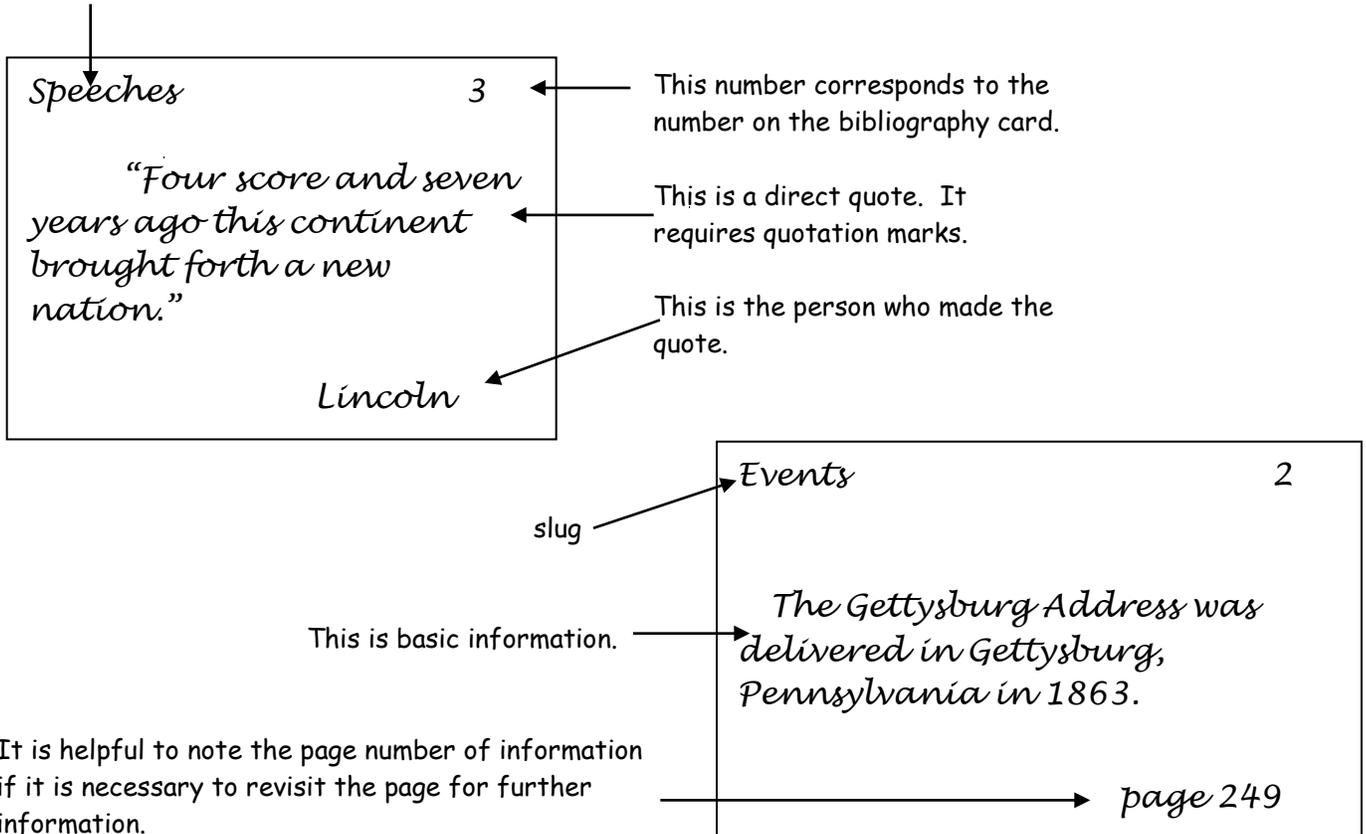
Good history and examples

3

Note Cards

4x6 lined index cards should be used.

This is a slug. It matches the topic in the outline where the information is to be used.



Proofreading Checklist

Research Paper Contents*	Needs Improvement	OK
1. Title, name, heading		
2. Spelling		
3. Capital letters		
4. Punctuation (commas, periods, etc.)		
5. Page numbers		
6. Sentence structure (syntax)		
7. Paragraph structure		
8. Thesis statement		
9. Introduction		
10. Clearly stated main ideas		
11. Details to elaborate on main ideas		
12. Transitions used to smooth movement from one idea to another		
13. Conclusion		
14. Bibliography		
15. Consistent verb tense (past, present future)		
16. Consistent person (I, you, she)		
17. No "slang" used		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Use lines 18-25 to list other criteria the teacher might have.

*This checklist will also serve as a proofreading list for **any** writing assignment.

Searching The Internet

Imagine that you walk into a library and find all of its books heaped randomly in stacks on the floor. You try to find the information you need by rummaging through these books. You quickly become frustrated. Does this sound like one of your Internet searches? If so, read on.

The Problem

The web contains vast amounts of information that is increasing and changing constantly; search engines and directories cannot possibly index all this data. When you search for information, the number of "hits" you receive may overwhelm you. Anyone may post information on the web whether it is true or not. You need a plan!

Directories and Search Engines

A good starting point when researching a topic on the Internet is a **directory**. A directory contains links categorized by subject area; these directories are created by people and are therefore limited in scope. Your subject area may also have a specialized directory.

Search engines are constantly monitoring the web and cataloging web pages; because this is performed electronically without human involvement, search engines gather much more information than directories. Search engines look for key words in the title and content of the document that match your search request. Popular directories and/or search engines include:

Google	www.google.com
Yahoo	www.yahoo.com
MSN	www.msn.com
Alta Vista	www.altavista.com
Ask	www.ask.com
Go (Infoseek)	www.go.com
Dogpile	www.dogpile.com
Excite	www.excite.com
Hotbot	www.hotbot.lycos.com
Lycos	www.lycos.com
Northern Light	www.northernlight.com
WebCrawler	www.webcrawler.com

A good resource to help you select which search engine is most appropriate is the Search Engine Watch site at www.searchenginewatch.com. It compares numerous search engines, provides instructions on searching, and more. You may want to try different search engines since each one may search different databases.

Searching Techniques

If your search phrase is too broad, you may receive literally thousands of hits. Try to clearly define your topic to limit the number of responses. Check out how to do this by reading the Search or Advanced Search instructions that are included in a particular search engine's web site. Commonly accepted searching techniques include:

" "	To search for a phrase, place it in quotes
AND	To find documents containing both search terms
OR	To find documents containing either or both search terms
NOT	To find documents that contain a search term but not another
+	To find documents that must contain this search term
-	To find document that do not contain a particular term
*	To find documents that contain variations of your search term

Evaluate the Credibility of the Resource

You may find trustworthy information on the web, but you may also find information that is completely false. Information placed on the web by businesses for commercial purposes or by organizations may be biased. Information posted by individuals may be false. How do you know how to decide what is legitimate and what is not?

Look at the domain to determine its potential credibility (new domains are being added to these generally accepted ones):

.edu	educational site
.com	commercial business site
.gov	United States governmental/non-military site
.info	credible resource web site
.mil	United States military sites
.net	networks, internet service providers, organizations
.org	United States non-profit organizations and others

Identify the author or publisher of the web page. Is the author an accepted authority whose views are credible and objective? Check the date of the last update to ensure the content is timely. Notice whether contact information is provided.

Citing Web Sources

Because the web is constantly changing and a site may disappear, keep a printout of the site information to use for verification purposes later. Be certain to keep the site's URL for documentation purposes. See the CHS style manual for citation format.

Answering Essay Questions

The purpose of an essay question is to assess what the student knows and understands about a topic and how that knowledge is expressed in a composition. Most essay questions focus on ideas, concepts, and understanding, not just on facts. Yet, the student must include facts in the answers when they are **supporting details** that help prove a point.

A Plan for Answering an Essay Question

1. Read the question carefully. Be sure it is clearly understood.
 - Essay questions usually begin with or include a key word/command that tells what type of answer is expected.
 - All good writing procedures must be followed. The essay question is just another form of composition.
 - Most common terms used in essay questions:
 - ♦ Describe to give a word picture or tell a story in detail
 - ♦ Discuss to write about an issue from all aspects
 - ♦ Explain to make plain, to clarify, to analyze, and to account for; answers may involve cause and effect, description of a process, analysis of meaning, etc.
 - ♦ List to itemize, to catalog information
 - ♦ State to declare or say simply and briefly; extensive answer is not necessary
 - ♦ Summarize to give the main points in a condensed form with the small details omitted
 - Less commonly used terms:
 - ♦ Analyze to break down into parts or principles in order to understand the whole
 - ♦ Compare to bring out similarities and differences
 - ♦ Contrast to stress the differences
 - ♦ Define to give a clear, concise meaning of a term; to identify the class or genus to which the term belongs and then explain how it differs from other objects in that class
 - ♦ Identify to name, to make known, to bring out
 - ♦ Relate to show the connection or logical association between two or more terms through their similarities, such as their origins, functions, results, traits, or to narrate or to tell a story
 - ♦ Review to re-examine key ideas or facts, to survey; similarity between review and summarize
 - ♦ Trace to ascertain the stages in the progress or development of something
 - Personal observation and conviction terms:
 - ♦ Criticize to point out the good and bad points; to judge the merits and the faults
 - ♦ Evaluate to give judgment of value, including positive and negative factors; to assess; to show the worth or lack of worth of something; similar to criticize
 - ♦ Interpret to clarify or to explain the significance of, to translate the meaning of
 - ♦ Justify to show what is right, positive, valid, proper, and reasonable; to stress the advantages of a position over the disadvantages
 - ♦ Prove to give evidence, present facts, argue so as to convince; to establish the truth or validity of something; similar to justify

- Special command terms:
 - ♦ Diagram to organize in a graphic way, to chart, draw, sketch, or outline (label all parts of a figure appropriately)
 - ♦ Illustrate to show by means of a picture, chart, diagram, visual representation, to give an example of
 - ♦ Outline to organize a set of ideas in main divisions and subordinate divisions

2. Organize thoughts and possible answers using an outline or graphic.
3. Restate the question in the topic sentence of the answer.
4. Write an organized paragraph using information from the outline or graphic to include supporting sentences.
5. Include an appropriate concluding sentence to the paragraph, or if the essay answer is longer than one paragraph, include a conclusion paragraph.
6. Be sure to use neat legible penmanship.

NOTE: These guidelines apply to essay questions given in all classes.

Capitalization Guides

Capitalize:

- 1. The first word of every sentence and the first word of every direct quotation. Do not capitalize fragments of quotations or a quotation resumed within a sentence.**
She said, "Follow capitalization rules to be a successful writer."
He stressed the importance of being "a proofreading whiz."
"When the going gets tough," the teacher said, "the tough get going."
- 2. The first word after a colon if that word begins a complete sentence.**
Remember this: Follow the golden rule in all aspects of your life.
The folders come in three colors: red, blue, and green.
- 3. First, last, and all other words in titles of books, articles, periodicals, headings, and plays, except articles, conjunctions, or prepositions with less than five letters.**
Principles of Business Management "How to Write a Research Paper"
The Fall of the Roman Empire "Getting Credit After Taking Bankruptcy"
- 4. An official title when it precedes a name or when used elsewhere if it is a title of distinction.**
President Eisenhower
Tom is the president of the club.
The President will not be in the White House tomorrow.
- 5. Personal titles and names of people and places.**
Mr. Joseph Dr. Samuel H. Thompson Centralia Los Angeles
- 6. All proper nouns and their derivatives.**
France French cooking India Indian Ocean
- 7. Days of the week, months of the year, holidays, periods of history, and historic events.**
Monday September Fourth of July
Information Age Revolutionary War
- 8. Geographic regions, localities, and names.**
the South Downstate Illinois Missouri River
- 9. Street, avenue, company, etc., when used with a proper noun.**
Poplar Street Fifth Avenue General Tire
- 10. Names of organizations, clubs, and buildings.**
Red Cross Future Business Leaders of America Sears Tower
- 11. A noun preceding a figure except for common nouns such as line, page, and sentence.**
Model AB123 Form 1040 page 7 line 23
- 12. Seasons of the year only when they are personified.**
Bears hibernate during winter.
The harsh breath of Winter blew down his neck.

Commonly Misused Words

accept (verb) to receive, to approve, to take

except (preposition) excluding or leaving out

Tom will accept his award tomorrow.

All students will be there except the members of the basketball team.

adapt (verb) to adjust

adept (adjective) skilled

Students will adapt to the rules of their new teachers.

He was very adept at getting what he wanted.

affect (verb) produce a change in

effect (noun) result

Losing the game affected each player differently.

The effect of loud noise isn't always evident right away.

choose (verb) to select

chose (verb) past tense of choose

Please choose which book you wish to read now.

He chose not to attend the pep meeting.

cite (verb) to use as support

sight (noun/verb) something seen; the ability to see

site (noun) location

Please cite at least three references you used in writing your paper.

The sights in Grand Canyon are awe-inspiring.

The site for the new school has not been selected yet.

complement (noun) something that completes or makes perfect

compliment (noun/verb) an expression of admiration; to pay respect or admiration

The color of the car complements its futuristic look.

She received many compliments on her speech.

do (verb) to carry out

due (adjective) owed

Students who do their homework earn better grades.

The loan is due in six months.

fair (adjective/noun) equitable, a competitive exhibition

fare (noun) a charge

The judge's decision was a fair one. The county fair is usually held in August.

What is the airline fare for a flight to Hawaii?

farther (adverb) greater distance

further (adverb) additional or in greater depth

It is farther from my house to school than from your house to the school.

Tom needed to do further research on his speech.

for (preposition/conjunction) on behalf of; because of

four (noun) number

He bought enough food for the entire group.

Centralia outscored Mt. Vernon all four quarters of the basketball game.

hear (verb) to gain knowledge of by using the ear

here (adverb) in this place

Did you hear the teacher's instructions?

To get a ticket for the regional game, you must be here Tuesday morning.

it's (contraction) it is or it has

its (possessive adjective) shows ownership

It's been a very hot day. (It has been a very hot day.)

It's an exciting holiday. (It is an exciting holiday.)

The kitten lost its toy. (the toy belongs to the kitten)

knew (verb) past tense of know; recognized the truth

new (adjective) fresh, having existed for a short time

After reading the first question, Sara knew she had not studied enough for the test.

The band purchased new uniforms.

know (verb) to be aware of the truth; to have an understanding of

no (adverb/adjective/noun) in no respect; not so, refusal

Did you know the answer to that question?

I had no idea that it would take so long to complete the assignment.

lie (noun/verb) an untrue statement; to rest or recline

lay (verb) to place

Don't lie about needing to go to the nurse's office.

The nurse told the student to lie down on the cot.

Please lay your papers face down on your desks.

personal (adjective) of or relating to a person

personnel (noun) a staff of people working for an organization

Jane had personal reasons for feeling as she did.

The personnel responsible for customer service work every day of the week.

principal (noun/adjective) a leader; money invested, relating to the most important thing

principle (noun) a central rule or law

The principal at the school conducted all staff meetings.

The amount of money you will earn on your investment depends upon the principal, interest rate, and time.

The principle of "do unto others as you would have them do unto you" is one followed by many people.

stationary (adjective) fixed in position

stationery (noun) paper

It is easier to hit a stationary object than a moving one.

Use the best quality stationery you can afford for your letter of application.

than (conjunction/preposition) used in comparisons to show differences

then (noun/adverb) at that time; next

Her score was higher than the class average score.

Tom worked for six hours then collapsed.

their (pronoun) shows ownership

they're (contraction) they are

there (adverb) at or in that place

The team wore their red uniforms.

They're on a winning streak this month.

Will the band be there during the game?

threw (verb) past tense of throw; tossed

through (preposition) passage from one end to another; indicates a period of time

The quarterback threw a touchdown pass shortly before the first quarter ended.

As Joe worked his way through the test, he was very happy that he had studied.

to (preposition) indicates action, relation, distance, direction

too (adverb) to what degree or extent

two (adjective) number

Are you going to the game Friday night?

She was too sleepy to watch the late show.

He bought two shirts at the mall.

who's (contraction) who is

whose (pronoun) shows ownership

Who's going the pep meeting?

Whose coat is this?

your (adjective) of or relating to you as owner

you're (contraction) you are

Be sure to take your books to class.

You're going to be surprised. (You are going to be surprised.)

Number Expression Guides

Use words for:

- 1. Numbers from one to ten except when used with numbers above ten, which are keyed as figures.**
Did she order three or four soft drinks? Yesterday 14 people were absent.
Order 12 Orphan sweatshirts and 8 Annie jackets.
- 2. A number beginning a sentence.**
Twelve students missed the meeting and 15 students were late.
- 3. The shorter of two numbers used together.**
Order twelve 200 page manuals. (twelve has fewer letters than two hundred)
- 4. Isolated fractions or indefinite amounts in a sentence.**
Yesterday three-fourths of the freshmen attended the meeting.
About fifty-five students are in that club.
- 5. Names of streets and avenues ten and under.**
2875 Third Street 2875 14th Street

Use numbers for:

- 1. Dates and times, except in very formal writing.**
September 15, 2002 8:30 a.m.
seventh of May eight o'clock
- 2. A series of fractions.**
Add $\frac{2}{3}$, $\frac{1}{5}$, and $\frac{5}{8}$.
- 3. Numbers following nouns.**
Rule 7 page 124 Chapter 3 line 18
- 4. Measures, weights, and dimensions.**
5 ft. 10 in. tall 17 lbs. 6 oz. $6\frac{1}{2}'' \times \frac{1}{2}''$
- 6. Definite numbers used with %.** Spell out approximate amounts and percentages.
The interest rate is 7.5%. About thirty percent of the project is finished.
- 7. House numbers except house number One.**
7234 Elm Street One Jackson 2 Jackson Avenue
- 8. Sums of money except when spelled for extra emphasize.** Even sums of money may be keyed without the decimal point.
\$25.75 \$1,000 He found five hundred dollars on the ground!

Punctuation Guides

Use an apostrophe:

1. As a symbol for feet in measurements or as a symbol for minutes in time. (The quotation mark may be used as a symbol for inches and seconds.)

8' x 10' (eight feet by ten feet) 6' 2" (six feet two inches)

2' 30" (two minutes thirty seconds)

2. As a symbol to indicate the omission of letters or figures (contractions).

doesn't didn't I've Class of '02 (Class of 2002)

3. To form the plural of most numbers written in figures and individual letters, add the apostrophe and s. **DO NOT USE THE APOSTROPHE TO FORM THE PLURAL OF WORDS!**

She received all 6's for her ice skating performance.

He received all A's on his report card.

4. To show possession:

Add the apostrophe and s to a singular noun and to a plural noun that doesn't end in s.

the boy's dog Jane's car the women's hats

Add the apostrophe and s to a proper name of one syllable which ends in s.

Tress's Dress Shop James's gloves Jones's car

Add the apostrophe only after plural nouns ending in s and after a proper name of more than one syllable which ends in s or z.

girls' program dogs' bones Thomas' swimming pool Hernandez' coat

Add the apostrophe after the last noun in a series to indicate joint or common possession by two or more persons; however, add the possessive to each of the nouns to show separate possession by two or more persons.

Abbot and Costello's comedy routine

the superintendent's and principal's comments

Use a colon:

1. To introduce a listing

These are my favorite sports teams: Orphans, Annies, Illini, and Cardinals.

2. To introduce a question or long direct quotation.

This is what I really want to know: Did you do your assignment?

3. Between hours and minutes when expressed in figures.

9:10 a.m. 6:30 p.m.

Use a comma (or commas):

- 1. After introductory phrases or clauses and after words in a series.**
If you plan to be in St. Louis for a week, try to visit Forest Park, the Arch, Busch Stadium, and the Muny.
- 2. To set off short direct quotations.**
The teacher said, "If you study, you will pass the test."
- 3. Before and after words which come together and refer to the same person, thing, or idea and before and after words of direct address.**
Vicky, the student council president, will conduct the meeting.
I was going to call you after school, Sara.
- 4. To set off nonrestrictive clauses (not necessary to the meaning of the sentence), but not restrictive clauses (necessary to the meaning).**
The Post Dispatch, St. Louis' major newspaper, cannot be delivered to my house.
My brother Mike lives in California.
- 5. To separate the day from the year and the city from the state.**
September 15, 2002 Centralia, IL
- 6. To separate two or more parallel adjectives (adjectives that could be separated by the word "and" instead of the comma).**
Tom was a hot, sweaty, and exhausted young man after football practice.

Do not use commas to separate adjectives so closely related that they appear to form a single element with the noun they modify.
She bought a dozen sweet cinnamon rolls at the bakery.
- 7. To separate unrelated groups of figures which come together and whole numbers into groups of three digits each (except policy, year, page, room, telephone, and most serial numbers).**
In 2001, 11,346 students graduated from high school in St. Louis.
The serial number of my new computer is 18956793.

Use a dash (two hyphens without spaces before, between, or after hyphens):

- 1. For emphasis.**
I thought—no I knew—that I would win the competition.
- 2. To indicate a change of thought.**
Tom thought he heard a scream—but I'm getting ahead of my story.

Use a dash (two hyphens without spaces before, between, or after hyphens):

- 3. To introduce the name of an author when it follows a direct quotation.**
"Go west young man."—Horace Greeley
- 4. For certain special purposes.**
His voice vanished as he fell off the cliff, "Watch out for the —!"
The icy road—slippery as glass—loomed before me.

Use an exclamation mark:

1. **After emphatic interjections.**
Hooray!
2. **After sentences that are clearly exclamatory.**
The Orphans are number one!

Use a hyphen (no space before or after hyphen):

1. **To join compound numbers from twenty-one to ninety-nine that are keyed as words.**
sixty-three
2. **To join compound adjectives before a noun that they modify as a unit.**
first-class ticket 20-minute lecture four-story building
3. **After each word or figure in a series of words or figures that modify the same noun (suspended hyphenation).**
long- and short-term securities two- and five-pound boxes of candy
4. **To spell out a word or name.**
A-N-N-I-E-S
5. **To form certain compound nouns.**
player-manager lean-to (shack)

Use parentheses (space before/after the set of parentheses marks but do not space within them)

1. **To enclose parenthetical or explanatory matter and added information.**
She examined the dress (size 12) very carefully.
The gun (Exhibit A) was presented to the court.
2. **To enclose identifying letters or figures in lists.**
Factors determining success in high school include: (a) attendance, (b) behavior, (c) work habits, and (d) attitude

Use parentheses (space before/after the set of parentheses marks but do not space within them)

3. **To enclose figures that follow spelled-out amounts to give added clarity or emphasis.**
Tom Weger's year-end bonus was seven hundred fifty dollars (\$750).

Use a question mark:

1. **At the end of a sentence that is a direct question; however, use a period after a request in the form of a question.**
When are you going to go on vacation?
Will you please pass your tests in to me now.

Use quotation marks:

1. To enclose direct quotations.

Bill said, "I won't let you down."

2. To enclose titles of articles and other parts of complete publications, short poems, song titles, television programs, and unpublished works like theses and dissertations.

"Fire and Ice" by Robert Frost "Dream" by Everly Brothers "Mash"

3. To enclose special words or phrases, or coined words.

To get ready for the race, be certain to eat a "power-up" lunch.

Use a semicolon:

1. To separate two or more independent clauses in a compound sentence when the conjunction is omitted.

Being critical is easy; being constructive is harder.

2. To separate independent clauses when they are joined by a conjunctive adverb (however, consequently, etc.).

He took a long walk; however, the exercise failed to relax him.

3. To separate a series of phrases or clauses (especially if they contain commas) that are introduced by a colon.

These officers were elected: Frank Ellis, president; Sue Johnston, vice-president; Christopher Roberts, treasurer.

4. To precede an abbreviation or word that introduces an explanatory statement.

His travels took him to many countries; for example, Spain, Switzerland, and Austria.

Use an underline:

1. With titles of complete works such as books, magazines, and newspapers. (Such titles may also be keyed in italics without the underline.)

The Fall of the Roman Empire Car and Driver Morning Sentinel

2. To call attention to special words or phrases (or you may use quotation marks). Use a continuous underline unless each word is to be considered separately.

Stop talking when the bell rings.

He did not know whether to use to, too, or two.