

The 2007 DeSales Style Guide

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The 2007 DeSales Style Guide

This 2007 DeSales High School Style Guide provides basic information on formatting a formal paper, citing sources, and creating works cited pages. It includes both written explanations and examples. This guide will help students to submit polished, consistent written work and avoid plagiarism.

The formatting in this guide is based on Modern Language Association style, a style many colleges and publications follow. This guide focuses on formatting a paper and the mechanics of citing and documenting research. Consistent formatting and mechanics make papers easier to read and understand; it allows the reader (usually a teacher) to focus on the ideas and information a student is sharing.

Consistency of the mechanics of writing takes on special importance when a writer is quoting or paraphrasing sources, such as in a research paper. Without consistent rules for citing and documenting sources, intentional or unintentional plagiarism and other problems of sloppy scholarship are likely to occur. Plagiarism is theft of another writer's research, ideas, and words. Unintentional plagiarism--when another author's work is presented as one's own by accident--is still theft. Plagiarism cannot be tolerated in any serious educational institution, no matter the grade level.

This style guide will explain the mechanics of formal written work and provide relevant examples so that students may present their best work. Elements of citation have been simplified from MLA style in some cases. Additionally, this guide cannot cover all possible circumstances; students should consult a subject-area teacher, a writing lab or English teacher, or an MLA style book whenever necessary.

Instructions for the first page of a formal paper

The first page of a formal paper is an important introduction to a student's work. It should be clean, neat, and professionally formatted.

Use Times New Roman or other standard, easily-read font. Do not use script or other "fancy" fonts, which may look pretty but less professional; decorative fonts are also more difficult to read and can be distracting.

Do not include a cover page, unless instructed to by the teacher.

Use plain white paper only.

Staple securely. Do not use plastic covers or bindings, unless unstructured to by the teacher.

Do not use clip art or illustrations in a formal paper; graphs, charts, or technical drawings are exceptions to this.

Double-space the entire paper, including from heading to title to first line. Do not include extra spaces between paragraphs.

Place the heading on the left. The heading consists of the following: First line, student's first and last name; second line, teacher's name with title (Mr., Mrs., Ms., Miss); third line, the name of the class (Honors English III; AP Biology); fourth line, the date (date first, month, year, with no punctuation). Include any other information a teacher instructs.

Place the title in the center. The title should not be punctuated in any way.

Indent 7 spaces for each new paragraph.

Use 1-inch margins on all sides of the paper (except for the header on the right-hand side, which includes the page number and your last name).

Place a page number on every page, including the first page and the works cited page. The page number should be 1 inch from the right edge of the page and 1/2 inch from the top edge of the page. The last name is "flush right" and three spaces (or the automatic setting) from the page number.

An example of the first page of a formal paper

Below is an example of the first page of a formal paper, slightly reduced in size:

—

Lastname 1

Joe Lastname

Mrs. Instructor

CP English III

2 March 2007

Title is Centered

This is the first sentence of the paper. Note that the paragraph is indented seven spaces. Every paragraph of the paper will be indented the same way. Every line is double-spaced, from the very first line of the heading to the bottom of the page. The page is stapled in the top left corner.

Each following page will have one-inch margins for the main text and the header in the same place in the upper right-hand corner with the student's last name and the page number. The page numbering continues throughout the rest of the paper, all the way to the works cited page.

The font is a standard, easily-read font; size 10 or 12 is appropriate. This font is called Arial. Other popular, readable fonts include Courier, Garamond, Rockwell, and Times New Roman.

This consistent page formatting is clean, neat, and readable. Consistent formatting will help your teacher focus on your words and ideas.

The way citing sources works

Citing sources properly is the way a writer gives credit to the words, ideas, and research of others. In parenthetical citations, the information the reader needs is in parentheses at the end of the sentence in which the information was used. This style guide calls for parenthetical citations. (Footnotes and end-notes are other citation methods.)

Parenthetical citations and the works cited page work together to give the reader publication information. The page number and other information is placed in parentheses, and the works cited list at the end of the paper gives more complete information about the original author's words.

Here is a sentence a student might write in a paper. The authors being quoted and the title are worked smoothly into the sentence being written; the quotation marks are around the exact words taken from the textbook; and the quotation is cited by putting in parentheses the page number where the quotation can be found:

According to textbook authors Boyer and Stuckey, "Many ordinary Americans feared the impact that Lincoln's death might have on the country" (104).

Here is what the entry would look like on the works cited page:

Boyer, Dr. Paul and Dr. Sterling Stuckey. *The American Nation: Civil War to Present*. Austin: Holt, Rinehart and Winston, 2001.

By citing sources properly and creating a works cited page, good writers avoid plagiarism and help their readers find additional information if they need it.

Including the author of the book, and sometimes the title, in the sentence gives the reader the most crucial information; the page number in parentheses finishes the citation information without being awkward. A quotation in a formal academic paper will never stand alone.

To cite sources in a paper

Cite both direct quotations and paraphrased information. Try to mention the author's name and the title of the work in the sentence, so that only the page number needs to go in parentheses.

Place the appropriate information in parentheses after the words or ideas borrowed from another source.

Exact words always need to be included in quotation marks and cited.

Another author's ideas or research findings must also be cited, even if the research or ideas are in your own words (paraphrased).

When paraphrasing, common knowledge does not need to be cited; common knowledge may vary from one area of study to another and may even depend on who the audience is. Be certain to talk to a writing teacher with questions; when in doubt, cite the information.

Place each citation in a logical position in the sentence; this will almost always be at the end of the sentence. The writing should flow, without awkwardness.

Make sure all sources are listed on the works cited page. The following pages of this guide include several representative examples of citations.

Examples of parenthetical citations and special instructions

Following are some examples of parenthetical citations. Usually, just a page number goes in parentheses, but sometimes a writer may want or need to include more than just the page numbers. A few of these examples are included, too.

The information in a sentence and parentheses should match the information on the works cited page. If you need further guidance, there are many resources to consult: on the internet, at the library, and in the writing lab.

Quotation from a book, author in the sentence:

In *Lincoln at Gettysburg*, Garry Wills evaluates the importance of the Gettysburg Address, stating, “By accepting the Gettysburg Address, its concept of a single people dedicated to a proposition, we have been changed. Because of it, we live in a different America” (147).

Paraphrase from a book, author in the sentence:

The author of *Lincoln at Gettysburg*, Garry Wills, believes that the Gettysburg Address fundamentally changed America, uniting and inspiring its people (147).

Quotation from a book, author and page number in parentheses:

According to the author of *Lincoln at Gettysburg*, “Lincoln’s speech at Gettysburg worked several revolutions, beginning with one in literary style” (Wills 148).

Paraphrase from a book, author and page number in parentheses:

The author of *Lincoln at Gettysburg* believes that the Gettysburg Address brought about a revolution in literary styles (Wills 148).

Parenthetical citations and special instructions, continued

If an author is being cited for more than one work, be sure to include the title of the story in parentheses if it's not immediately clear which story is being written about:

Twain writes in the first person in yet another story, with the opening line, "In compliance with the request of an old friend of mine who wrote me from the East..." ("The Notorious Jumping Frog of Calaveras County" (680).

A quotation of a quotation is special. When citing a quotation or information that is a quotation in another source, use the name of the author of the actual words, followed by qtd. in (for "quoted in") and the name of the author for the source the information was found in. In the following example, the man who said the words is Abraham Lincoln; he was quoted in Garry Wills's book; the Wills book is the book that will appear on the Works Cited page:

In a letter to John Hay after Gettysburg, Lincoln wrote, "Davis is right. His army is his only hope, not only against us, but against his own people" (Lincoln qtd. in Wills 133).

An extended quotation is a quotation that is more than three typed lines long. Extended quotations are indented and the punctuation at the end is slightly different. Note that there are no quotation marks, the left side is indented 10 spaces, the original paragraph indents remain, and the period after the page number is inside the parentheses:

In the novel *Kindred*, the description of Dana's courage after she was brutally attacked is vivid. She tells the reader,

Pain dragged me back to consciousness. At first, it was all I was aware of; every part of my body hurt. Then I saw a blurred face above me--the face of a man--and I panicked.

I scrambled away, kicking him, clawing the hands that reached out for me, trying to bite, lunging up toward his eyes. I could do it now. I could do anything. (Butler 43.)

Parenthetical citations and special instructions, continued

Citing poetry is also a little different. To cite poetry (including verse plays) parenthetically, place the quoted line numbers in parentheses rather than a page number. Insert a slash with a space before and after to indicate any line breaks:

In the poem "Success is Counted Sweetest," Dickinson writes, "Success is counted sweetest / By those who ne'er succeed" (1-2).

To cite more than four lines of poetry, use a block quotation:

In the poem "Success is Counted Sweetest," Dickinson writes,

Success is counted sweetest

By those who ne'er succeed.

To comprehend a nectar

Requires sorest need. (1-4)

Scripture (Bible) citations are also special. To cite scripture, include the book, followed by the chapter number and a colon, and the verse numbers:

The wisdom of there being an appropriate time for every circumstance is famously expressed in Ecclesiastes, which begins, "There is an appointed time for everything. And there is a time for every event under heaven--" (Ecclesiastes 3:1).

Please remember, this guide cannot cover all possible circumstances; if you cannot find a relevant example, please see your subject-area teacher, a writing lab or English teacher, or consult an MLA style book.

Special instructions for citing internet sources

The internet is a wonderful place to find information; it is also full of misleading information. Some of it can lead a student down a very dangerous path. Even with pictures and links, a site may not give truthful and accurate information.

There are sites which intentionally give false information, sometimes as a joke and sometimes to deliberately mislead; there are also sites created by people who are cruel, brainwashed, ignorant, or ill. Most common is information that, although provided with good intent, is just plain wrong.

Use common sense and read critically to make sure information is accurate; try to verify information by finding it in multiple sources.

There are databases such as Infohio that effectively pre-screen information from known legitimate sources and gather it into categories for researchers; see the librarian for further information.

Cite internet sources parenthetically in the same manner as print sources, using the first piece of relevant information available that will appear on the works cited page. Since there are no physical page numbers, the information in parentheses will be the first of these options: Author's last name, title of the article, title of the journal or book or site, web address. (If only a web address is available, you may not have a legitimate source.)

In this example, the author's name was available:

According to a recent article by health reporter Kim Severson for *The New York Times*, "Federal lawmakers are considering the broadest effort ever to limit what children eat: a national ban on selling candy, sugary soda and salty, fatty food in school snack bars, vending machines and à la carte cafeteria lines" (Severson).

In this example, the first available piece of information was the home page of an association:

According to the American Diabetes Association, "Some complications of type 1 diabetes include: heart disease (cardiovascular disease), blindness (retinopathy), nerve damage (neuropathy), and kidney damage (nephropathy)" (American Diabetes Association).

The works cited page explained

A works cited page is a list of all of the works actually cited in a paper. Its purpose is to provide all the details a reader needs in order to find the original sources for quotations, research information, ideas cited, and so on.

A “work” is any individual book, article, story, novel, play, poem, etc.; even if the work is very short, if it could stand on its own it is listed separately. For example, if a paper quotes three different Edgar Allen Poe stories, each story is listed separately on the works cited page--even if all three stories appeared in the same textbook.

Each listing follows a general format, with precise punctuation:

Author last name, first. Title of work. Edition if any. Editors or translators if any. Volume number if any. City published in: Publishing company, year published.

So, this is how a writer would cite a particular copy of the novel *The Great Gatsby*:

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 1925.

The information on the works cited page has to match the information included in the research paper. For further guidance, there are many resources to consult: on the internet, at the library, and in the writing lab.

To create a works cited page

Include ALL works actually cited, in alphabetical order by the first word of the citation.

Title the page simply Works Cited, no punctuation.

The title of the work, the author or authors, and the city of publication can be found on a book’s title page (if there is more than one city, use the first); all of this information, plus the date of publication, is on the next page also.

Double-space, top to bottom. No extra line spacing. Use 1-inch margins.

Use a hanging indent (the second and following lines are indented) of 7 spaces on the second and following lines in an entry.

Listing internet sources on the works cited page

If a source is only available on the web, cite as much information as possible, in the following order and with the following punctuation:

Author's last name, first. "Title of Article." Title of Journal or Book or Blog or Site. Volume Number. Issue Number (year of date of publication in parentheses): number of page or paragraph if given. Site Sponsor. Date of access. <www.pageaddress.org>

Here is an entry from an on-line journal. This entry includes all possible information:

Lund, Mary Ann. "Review of Peter McCullough, *Lancelot Andrewes: Selected Sermons and Lectures.*" *Early Modern Literary Studies* 12.3 (January, 2007): 6.1-4. Early Modern Literary Studies. 3/6/07. <<http://purl.oclc.org/emls/12-3/revandre.htm>>

Here is an entry from the DeSales web site; note that if a piece of information does not exist, it is not given, and the next available piece of information is listed:

Cooke, Dr. Benson George. "Empowered Leadership within the New Millennium: Building Self Knowledge and Character for 2006 and Beyond." (2006). St. Francis DeSales High School. 3/2/07. <http://www.cdeducation.org/schools/ds/Graduation_Speeches/Dr_Benson_Cooke_2006.pdf>

Works cited page example

Following is an example of a works cited page, reduced slightly in size. The type of work being listed is in brackets following each entry; do NOT include the bracketed information in your own works cited. Note that works are listed in alphabetical order by the first piece of information.

Last name 5

Works Cited

- Boyer, Dr. Paul and Dr. Sterling Stuckey. *The American Nation: Civil War to Present*. Austin: Holt, Rinehart and Winston, 2001. [Book, 2 authors]
- Dickinson, Emily. "Hope is the thing with feathers." *The Language of Literature: American Literature*. Arthur Applebee, et al. Evanston, IL: McDougal Littell, 2006. [Short work, one author, in larger book]
- Golding, William. *Lord of the Flies*. New York: Capricorn Books, 1954. [Book, 1 author]
- Kafka, Franz. *The Metamorphosis*. Stanley Corngold, trans., ed. New York: Bantam Dell, 2004. [Book, single author, with an editor and translator]
- Leeming, David Adams. "The Anglo-Saxons." *Elements of Literature, Sixth Course*. Robert Probst, et al. Austin: Holt, Rinehart and Winston, 2000. [Short work, one author, in larger book]
- Lund, Mary Ann. "Review of Peter McCullough, *Lancelot Andrewes: Selected Sermons and Lectures*." *Early Modern Literary Studies* 12.3 (January, 2007) 6.1-4<<http://purl.oclc.org/emls/12-3/revandre.htm>> [web page, all information]
- Rolnicki, Tom E. et al. *Scholastic Journalism*. Tenth Edition. Ames, IA: Iowa State Press, 2001. [Edition of a book, 3 or more authors]
- Svitil, Kathy. "Geologists and their Science." *The New Book of Popular Science*. Vol. 2. Danbury, CT: Grolier, 2000. [single author, short work, in a book in a series]
- Zanzig, Thomas. *Jesus of History, Christ of Faith*. Third Edition. Minona, MN: Saint Mary's Press, 1999. [Edition of a book, 1 author]